REPUBLIC OF TÜRKİYE

ÇANAKKALE ONSEKİZ MART UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

A PREDICTION OF INTENTION TO USE TECHNOLOGY IN LEARNING ENGLISH

PhD DISSERTATION

Meral YAVUZ KARTAL

Supervisor

PROF. DR. DİNÇAY KÖKSAL

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PROF. DR. MELTEM HURİ BATURAY

ÇANAKKALE – 2023

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T.C.

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

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In this dissertation that I prepared in accordance with the Thesis/Dissertation Guidelines of Çanakkale Onsekiz Mart University School of Graduate Studies; I hereby declare that I have obtained the data, information and documents I presented in the dissertation within the framework of academic and ethical rules, I have presented all information, documents, evaluations and results in accordance with scientific ethics and ethical rules, that I refer to all the works I have used in my dissertation, and that I have not made any changes to the data used and that the work I have presented in this dissertation is original, I undertake and declare that I accept all the loss of rights that may arise against me in the event of a contrary.

(İmza)

Meral YAVUZ KARTAL

29/08/2023

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Meral YAVUZ KARTAL

Çanakkale, August 2023

ÖZET

İNGİLİZCE ÖĞRENİMİNDE TEKNOLOLOJİ KULLANMA NİYETLERİ ÜZERİNE YORDAMA ARAŞTIRMASI

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29/08/2023, 164

Yabancı dil öğreniminde teknoloji kullanımı çeşitli olasılıklar, önemli fırsatlar ve ciddi faydalar sağlayabilir. Özellikle z kuşağının teknolojinin içine doğmuş ve teknoloji ile büyümüş bir kuşak olduğu göz önünde bulundurulduğunda, z kuşağı mensubu öğrencilerin İngilizce öğreniminde teknoloji kullanım niyetlerini anlamaya çalışmak ve bu niyetleri etkileyebilecek değişkenlerin neler olabileceğini bulmak kritik öneme sahiptir. Bu nedenler z kuşağı olan yabancı diller yüksek okulu hazırlık sınıfı öğrencilerinin İngilizce öğreniminde teknoloji kullanım niyetlerinin neler olduğunu anlamak ve teknoloji kullanım kaygısı, teknoloji erişimi, teknoloji kullanımına yönelik tutumlar ve dijital okuryazarlık yetisi gibi değişkenlerin bu niyetler üzerinde bir yordayıcı etkisi olup olmadığını anlamak için bu tezde karma yöntem araştırma çalışması kullanılmıştır. Bu amaçla iki veri toplama yöntemi kullanılmıştır. İlk olarak Çanakale Onsekiz Mart Üniversitesi Yabancı Diller Yüksek Okulu'nda okuyan 310 hazırlık sınıfı öğrencisine anket uygulaması yöntemiyle veri toplanmış olup bu veriler betimsel istatistik yöntemiyle analiz edilmiştir. İkinci olarak yine hazırlık sınıfı öğrencilerin beşi ile yarı yapılandırılmış bireysel online görüşme yapılmış ve diğer beşi ile de yüz yüze odak grup görüşmesi gerçekleştirilmiştir.

Çalışmanın sonuçları z kuşağı öğrencilerinin İngilizce öğrenirken teknoloji kullanım niyetlenin oldukça yüksek olduğunu ortaya çıkartmıştır ve İngilizce öğreniminde teknoloji kullanımın üretkenliği ve verimi artırdığını belirtmişlerdir. Benzer şekilde teknoloji kullanımını tercih değil hayatın doğal akışı içindeki ayrılmaz bir bütünü olarak tanımlamışlardır. Çalışmanın sonuçlarına göre öğrencilerin teknoloji kullanımına yönelik

tutumlarının olumlu ve yüksek olduğu, kaygılarının düşük olduğu, djital okuryazarlık becerilerinin yüksek olduğu ve teknoloji erişimlerinin de yüksek olduğunu ortaya çıkarmıştır. Teknoloji kullanma niyetlerinin belirleyicileri olarak dijital okuryazarlık ve İngiliz dili öğrenmede teknoloji kullanma tutumunun pozitif yönde yordayıcı olduklarının ve ciddi bir etki düzeylerinin mevcut olduğu anlaşılmaktadır. Teknoloji kaygısının da negatif yönde yordayıcı olduğu anlaşılmaktadır. Ayrıca, dil öğrenirken haftalık laptop/desktop PC kullanma süresi de teknoloji kullanma niyeti üzerinde pozitif yönde yordayıcıdır.

Anahtar Kelimeler: Z Kuşağı, Teknoloji Kullanma Niyeti, Teknoloji Erişimi, Dijital Okuryazarlık, Teknoloji Kaygısı, Teknoloji Tutumu, Yabancı Dil Olarak İngilizce Öğrenimi

ABSTRACT

A PREDICTION OF INTENTION TO USE TECHNOLOGY IN LEARNING ENGLISH

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The use of technology in foreign language learning can provide a variety of possibilities, significant opportunities and significant benefits. Considering that the generation z is a generation born into technology and grew up with technology, it is critical to try to understand the technology use intentions of the z generation students in learning English and to find out what variables might affect these intentions. For these reasons, in this dissertation, a mixed method research study was used in order to understand what the technology use intentions of foreign language high school preparatory class students, while English learning, and to investigate whether variables such as technology use anxiety, technology access, attitudes towards technology use and digital literacy level are a predictor of these intentions. For this purpose, two data collection methods were used. First of all, data were collected from 310 preparatory class students studying at the Foreign Languages School of Canakkale Onsekiz Mart University, and these data were analyzed with the descriptive statistical method. Secondly, semi-structured individual online interviews were conducted with five of the preparatory class students, and a face-to-face focus group interview was conducted with the other five.

The results of the study revealed that the z generation students' intention to use technology while learning English is quite high and they stated that using technology in English learning increases productivity and efficiency. Similarly, they defined the use of technology not as a choice but as an integral part of the natural flow of life. According to the results of the study, it has been revealed that students' attitudes towards technology use are

positive and high, their anxiety is low, their digital literacy levels are high and their technology access is high. It is understood that digital literacy and the attitude of using technology in English language learning are positive predictors of technology use intentions. It is also understood that technology anxiety is also a negative predictor. In addition, weekly laptop/desktop PC usage time while learning a language is also a positive predictor of technology use intetions.

Keywords: Generation Z, Intention to Technology Use, Digital Literacy, Accessibility to Technology, Technology Anxiety, Technology Attitude, Learning English as a Foreign Language

CONTENTS

Sayfa No

CERTIFICATION ……... i
ETHICAL STATEMENT…… ii
ACKNOWLEDGEMENTS…….. iii
ÖZET ……..…….…….. iv
ABSTRACT …….. vi
CONTENTS ……..…… viii
ABBREVIATIONS.....…….....……. xii
LIST OF TABLES…….…. xiii
LIST OF FIGURES……..……...…….….. xiv
LIST OF GRAPHICS..... xv

CHAPTER 1
INTRODUCTION

1.1. Problem Statement ……..…….…….....1
1.2. Purpose of the Study and Research Questions..... 3
1.3. Significance of the Study 4
1.4. Limitations of the Study..... 5
1.5. Assumptions..... 6
1.6. Definitions of Terms 6

CHAPTER 2
REVIEW OF LITERATURE

2.1. Introduction..... 8
2.2. English as a Foreign Language..... 8
2.3. English Learning and Technology Use in Education 4.0..... 12
2.3.1. Technology Mediated Language Learning..... 14
2.3.2. Z Generation and Technology Use in Language Learning..... 17
2.4. Technology Use Intentions in Learning English..... 18
2.4.1. Factors Influencing Students' Intentions to Use Technology..... 22
2.4.2. Learners' Attitudes Towards Technology Use in Language Learning..... 24

2.4.3. Anxiety in Technology Use in Language Learning..... 26
2.4.4. Accessibility to Technology Use..... 27
2.5. Digital Literacy..... 29
2.5.1. The Role of Digital Literacy in Language Learning..... 33
2.5.2. Z Generation and Digital Literacy..... 34
2.6. Emprical Studies..... 37
2.6.1. Intentions to Use Technology in Foreign Language Learning..... 37
2.6.2. Z Gen and Technology Use in Language Learning 38
2.6.3. Factors Affecting Technology Use Intentions in Foreign Language Learning 39
2.6.4. Digital Literacy and Technology Use in Foreign Language Learning 40

CHAPTER 3

METHODOLOGY

3.1. The Research Model..... 43
3.2. Population and Sample..... 47
3.2.1. Sample in Qualitative Research..... 48
3.2.2. Sample in Quantitative Research..... 49
3.3. Data Collection Instruments..... 50
3.3.1 Digital Literacy Scale..... 50
3.3.2. English language Learners' Attitudes Scale..... 51
3.3.3. Information Technology Anxiety Scale..... 51
3.3.4. Accessibility of Technology Questionnaire..... 52
3.3.5. Intention to Use Technology Scale..... 53
3.3.6. Interview Forms..... 53
3.4. Data Collection Procedure..... 54
3.5. Data Analysis 56
3.6. Ethical Considerations..... 58

CHAPTER 4
FINDINGS

4.1. Quantitative Findings..... 60
4.1.1. The Digital Literacy Levels of the Students in The School of Foreign Languages..... 60

4.1.2. The Attitudes of the Students towards Technology Use for Learning a Foreign Language..... 62
4.1.3. The Anxiety Levels of Students Regarding the Use of Technology..... 64
4.1.4. The Students' Levels of Accessibility to Technology..... 66
4.1.5. The Students' Intentions of Technology Use..... 71
4.1.6. Relationship between Students' Intentions of Technology Use and Other Variables..... 77
4.1.7. Examining the Predictors of Intentions to Use Technology..... 78
Investigation of Technology Anxiety Variable's Prediction Level of Intention to Use Technology While Learning English Language..... 78
Investigation of the Prediction Level of Digital Literacy Variable on Intention to Use Technology While Learning English Language..... 79
Investigation of the Prediction Level of the Attitude to Use Technology Variable of Intention to Use Technology While Learning English Language..... 80
Investigation of Technology Access Variable's Prediction Level of Technology Intention While Learning English Language..... 81
4.2. Qualitative Findings..... 83

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. The Digital Literacy Levels of The Students in The School of Foreign Languages 127
5.2. The Attitudes of The Students Towards Technology Use for Learning A Foreign Language..... 128
5.3. The Anxiety Levels of Students Regarding The Use of Technology..... 128
5.4. The Students' Levels of Accessibility to Technology..... 129
5.5. The Students' Intentions of Technology Use..... 130
5.5.1. The Students' Intentions of Technology Use – Quantitative Result..... 130
5.5.2. The Students' Intentions of Technology Use – Qualitative Result..... 132
5.6. Relationship and Prediction between Students' Intentions of Technology Use and Other Variables..... 133
5.6.1. Relationship and Prediction between Students' Intentions of Technology Use and Other Variables – Quantitative Result..... 133
5.6.2. Prediction of Variables to Students' Intentions of Technology Use – Qualitative Result..... 134
Predictive Level of Digital Literacy in Participants' Intentions to Use Technology While Learning English Language..... 134

The Predictive Level of Technology Access in Participants' Intentions to Use Technology While Learning English Language..... 136
The Predictive Level of Technology Anxiety in Participants' Intentions to Use Technology While Learning English Language..... 137
The Predictive Level of Attitudes to Use Technology in the Intentions of the Participants to Use Technology While Learning English Language... 138
5.7. Conclusion 139
5.8. Implications 141
5.8.1. Implications for Researchers..... 141
5.8.2. Implications for Practitioners 142
REFERENCES..……..... 143
APPENDIXES …….……..... I
APPENDIX 1. Ethics Committee Approval II
APPENDIX 2. Legal Permission III
APPENDIX 3. Data Collection Tools IV
CV ….…….……..... VIII

ABBREVIATIONS

ESL:	English as Second Language
FLA:	Foreign Languge Acqusition
EFL:	English as a Foreign Language
TAM:	Technology Acceptance Model
ELT:	English Languge Teaching
MoNE:	Ministry of National Education
ICT:	Information and Communication Technologies
CALL:	Computer Assisted Language Learning
MALL:	Mobile Assited language learning
TPB:	Theory of Planned Behaviour
TRA:	Theory of Reasoned Action
CMC:	Computer Mediated Communication

LIST OF TABLES

Table No	Table Title	Page No
Table 1	Research Desing of the Study	47
Table 2	Demographic Informations of the Sample in Qualitative Data	48
Table 3	Qualitative Information on Qualitative Data	57
Table 4	Relationship between Students' Intentions of Technology Use and Other Variables	77
Table 5	Linear regression analysis results of technology anxiety predicting technology use intentions	79
Table 6	Linear regression analysis results of digital literacy predicting technology use intentions.	79
Table 7	Linear regression analysis results regarding the prediction of technology use attitudes and technology use intentions	80
Table 8	Linear regression analysis results of laptop/desktop PC usage level predicting technology usage intentions	81
Table 9	Linear regression analysis results of tablet PC usage level predicting technology usage intentions	82
Table 10	Linear regression analysis results of smartphone usage level predicting technology usage intentions	82

LIST OF FIGURES

FigureNo	Figure Title	Page No
Figure 1	A Technology Acceptance Model	20
Figure 2	Research Model	45
Figure 3	Participants' Intentions to Use Technology While Learning English Language (Individuals Interview Analysis Results)	84
Figure 4	Participants' Intentions to Use Technology While Learning English Language (Focus Group Interview Analysis Results)	91
Figure 5	The Predictive Level of Digital Literacy in Participants' Intentions to Use Technology While Learning English Language (Individuals Interview Analysis Results)	96
Figure 6	The Predictive Level of Digital Literacy in Participants' Intentions to Use Technology While Learning English Language (Focus Group Interview Analysis Results)	101
Figure 7	The Predictive Level of Technology Access in Participants' Intentions to Use Technology While Learning English Language (Individuals Interview Analysis Results	104
Figure 8	The Predictive Level of Technology Access in Participants' Intentions to Use Technology While Learning English Language (Focus Group Interview Analysis Results).	110
Figure 9	The Predictive Level of Technology Anxiety in Participants' Intentions to Use Technology While Learning English Language (Individuals Interview Analysis Results)	113
Figure 10	The Predictive Level of Technology Anxiety in Participants' Intentions to Use Technology While Learning English Language (Focus Group Interview Analysis Results)	117
Figure 11	The Predictive Level of Attitudes to Use Technology in the Intentions of Participants to Use Technology While Learning English Language (Individuals Interview Analysis Results)	120
Figure 12	The Predictive Level of Attitudes to Use Technology in the Intentions of the Participants to Use Technology While Learning English Language (Focus Group Interview Analysis Results)	124

LIST OF GRAPHICS

Graphic No	Graphic Title	Page No
Graphic 1	The Digital Literacy Levels of the Students in The School of Foreign Languages – Percent Analyse	61
Graphic 2	The Digital Literacy Levels of the Students in The School of Foreign Languages – Mean Analyse	62
Graphic 3	The Attitudes of the Students towards Technology Use for Learning a Foreign Language – Percent Analyse	63
Graphic 4	The Attitudes of the Students towards Technology Use for Learning a Foreign Language – Mean Analyses	64
Graphic 5	The Anxiety Levels of Students Regarding the Use of Technology – Percent Analyse	65
Graphic 6	The Anxiety Levels of Students Regarding the Use of Technology – Mean Analyse	66
Graphic 7	The Students' Levels of Accessibility to Technology (Having Tech) – Percent Analyse	67
Graphic 8	The Students' Levels of Accessibility to Technology (Using Laptop or Desktop) – Percent Analyse	68
Graphic 9	The Students' Levels of Accessibility to Technology (Using Tablet) – Percent Analyse	69
Graphic 10	The Students' Levels of Accessibility to Technology (Using Smartphone) – Percent Analyse	70
Graphic 11	The Students' Intentions of Technology Use (Perceived usefulness PU) – Percent Analyse	71
Graphic 12	The Students' Intentions of Technology Use (Perceived ease of use PEU) – Percent Analyse	72
Graphic 13	The Students' Intentions of Technology Use (Attitudes towards technology use ATTU) – Percent Analyse	73
Graphic 14	The Students' Intentions of Technology Use (Intention to use ITU) – Percent Analyse	74
Graphic 15	The Students' Intentions of Technology Use (Total score) – Percent Analyse	75

Graphic 16 The Students' Intentions of Technology Use – Mean Analyse 76

CHAPTER 1
INTRODUCTION

This research study is a predictive study of intentions of technology use in foreign language learning. In this study, the factors affecting the intentions of technology use of the Z generation students in their English learning were also investigated. In this introductory part of the thesis, problem statement is given firstly. Then, along with the research questions, the objectives of this study are emphasized. Following the purpose of the research, the importance of the study and the limitations are explained. In the last part, definitions of terms are given.

1.1.Problem Statement

Language learning is one of the most important subjects from past to present. With the existence of a human being, people had to learn their native language in order to communicate with the people around them and in time, the need to learn different languages arose in order to meet and communicate with people of different nationalities. Language is one of the most important criteria for thinking, bridging the past and the future, being an individual in the society, being a nation, revealing its existence in many respects and being able to say that I exist (Liddicoat, 2002). The need for English language learning in the world becomes more important as inter-communal relations increase in parallel with the change and development of communication tools with the advancements in technology. Besides, knowing a foreign language has been an important sign of modernity. Due to the aforementioned reasons, people in our country have felt the importance of knowing a foreign language and are making a great effort to learn a foreign language. With this effort and interest of the public, The Ministry of National Education has also focused on foreign language courses in order to improve foreign language teaching in line with the rapidly increasing importance of knowing foreign languages in the world. Yet, in recent years, foreign language teaching starts at the second-grade level in primary schools (Doğan, 2008).

The rapid scientific and technological developments experienced in the information age offer various opportunities for educational practices by providing flexibility to teaching and learning process. For this reason, technology use (digital tools namely computers,

mobile phones, tablets etc.) for teaching and learning has become a necessity more than a luxury.

The increased amount of information and rapid spread of it made it easier to access information so the use of information technologies in the process of foreign language teaching and learning has been inevitable, especially in the late twentieth century. Therefore, the effective use of technology, which brought a movement to learning-teaching process, has gained importance. This has led many countries to integrate their curricula with technology usage in recent years. Nowadays, students grow up with technology often use technology in their language learning processes too. Many language learning research (Comas- Quinn, 2011; Hubbard and Levy, 2006; Yang 2011) focus on educational use of language practices and effective methods of using technologies in language education. A great number of studies, such as that of Corey (2012), Watson, and Hempenstall (2008), Kwon and Eun, (2010), Beetham, McGill and Littlejohn (2009) revealed that using technology in language learning process is valuable and contribute language use and communication. For this reason, an increasing number of schools integrate variety of technologies in their curriculum and adopted blended or hybrid-learning approaches that integrate face-to-face instruction with digital activities and technology mediated language-learning instruction (Comas-Quinn, 2011). The abovementioned facts underline the fact that technology is used both in foreign language teaching & learning and that students' intensive use of technology in language learning outside the classroom implied the importance of digital literacy.

With a basic definition, digital literacy involves the ability to live, learn and work in a society where digital technologies such as social media, computers and mobile devices are intensively used for communication and accessing information. The high level of digital literacy provides students with many skills and competences in terms of true understanding and interpretation of the information presented through technology. Some of them are; problem solving, critical thinking, good ICT skills, etc. (Knobel and Lankshear, 2014; as cited in Larraz and Esteve, 2015). Right here it is quite important to understand whether there is a relationship between students' digital literacy levels and technology use intetions. Particularly, high levels of digital literacy are of great importance for students to be conscious, comfortable, critical, and good at analysis-synthesize and interpret the information correctly while using the technology to learn foreign languages. However, when the relevant literature is examined, we see that studies on technology-based foreign language learning are mostly aimed at understanding students' attitudes and perceptions towards the

use of technology or computer-assisted foreign language learning (Al Arif, 2019, Buzzetto, 2015, Kohnke, 2020, Tran, 2020, Wang and Hsu, 2020). Further the studies investigating the importance of digital literacy in technology-based language learning or the relationship between digital literacy and technology use intentions appear to be limited. Considering the close connection of the z generation with technology, despite its serious importance and potential, the technology use intentions of the z generation students in learning English can still be considered as an unexplored area, especially in foreign language learning.

At this point, it is of great importance to understand the technology use intentions of the z generation, who were born into technology, in learning English, and to investigate the effect of the digital literacy skills of the z generation, which is thought to have high digital literacy skills, on these intentions. In addition, it is very important to investigate the factors that predict the technology use intentions of the z generation, as there is not enough data on the subject in the literature.

1.2. Purpose of the Study and Research Questions

The aim of this study is to investigate; students' technology use intentions, students' digital literacy levels, the students' attitudes towards using technology in language learning, their anxiety about the use of technology, their accessibility to technology and to see whether there is a relationship between these variables and students' intentions to use technology in learning English. Additionally, it aimed to find out whether the students' digital literacy levels, the students' attitudes of using technology in language learning, their accessibility to technology, their anxiety about the use of technology can predict the intentions of students to use technology in learning English. The research questions of the study are as follow:

1. What are the digital literacy levels of the students in the school of foreign languages?
2. What are the attitudes of the students towards technology use for learning a foreign language?
3. What are the anxiety levels of students regarding the use of technology?
4. What are the students' levels of accessibility to technology?
5. What are the students' intentions of technology use?
6. Is there a relationship between students' intentions of technology use and,
    - digital literacy,

- anxiety about the use of technology,
- accessibility to technology,
- attitudes towards technology mediated language learning.

7. Can
   - digital literacy,
   - anxiety about the use of technology,
   - accessibility to technology
   - and the attitudes towards technology use for learning a foreign language predict the intentions of students to use technology in learning English?

1.3. Significance of the Study

Today, mass media has changed with the development of technology; individuals have become more likely to use tools such as computers, tablets and smartphones to acquire and disseminate information. The technology is also widely used today by people in both foreign language teaching and learning and in other fields (Hett, 2012). Therefore, it is important to access, detects and makes sense of texts transmitted through the screen. The fact that especially the Z generation is closely intertwined with technology, spending a lot of time with digital tools and using technological tools frequently in language learning processes has increased the importance of digital literacy more than ever as the one who use technology more does not mean that it is a good digital literate (Ilomäki et al., 2016). Many studies have been conducted by researchers on digital literacy in foreign language learning and teaching (Bataineh and Baniabdelrahman, 2006; Churchill, 2016; Çam and Kiyici, 2017; Johnson and Tweedie, 2010; Lawrence, 2013; Newmann et al., 2017; Miller, 2007; Li, 2014; Sen, 2017). However, most of these studies have targeted the views and perceptions of the application of digital literacy through other digital tools, especially computers. The number of studies investigating the effect of digital literacy skills on technology use intentions is extremely limited. Studies have also revealed the very positive contributions both technology use and digital literacy on language learning, especially in interpretation, motivation, analysis and access, problem solving etc. (Caldwell, 2020; Golonka et al., 2014; Tsai, 2015; Tran, 2020). Considering the effects of technology use on language learning, it is very important for the field of foreign language learning to investigate the effects of digital

literacy as well as other variables such as accessibility, anxiety and attitude that may affect technology use intentions.

In this context, it is of a great importance to find out students' attitudes who are representatives of Z generation towards technology-based language learning, as well as their intentions of technology use, their technology access and their anxiety level related to technology mediated language learning. What is more, the understanding whether these variables have any concern on their intensions of technology use and the relationship between their intention to use technology and their levels of digital literacy is an important issue to be investigated too. When the related literature is examined, it is seen that there are many studies about technology-based language teaching, but the number of studies on the relationship between digital literacy skills and technology use intentions is very limited. Further it is very important to investigate the factors that can predict the technology use intentions of the z generation, as there is not enough data on the subject in the literature.

In this study, it was tried to understand the technology use intentions of the students belonging to the z generation while learning a foreign language and the relationship of these intentions with various variables was examined. In addition, by examining whether these variables have any predictive effects on technology use intentions, it has been tried to shed light on the issues that need to be developed in the field of English language education. Therefore, this study is important in terms of improving the use of technology in English language learning and the findings of this study are expected to make significant contributions to the related field.

1.4. Limitations of the Study

1. This research is limited to the number of students studying at the school of foreign languages of Canakkale Onsekiz Mart University. Of course, one of the difficulties of doing research on the use of technology is that the tools or technology used can change rapidly (Levy, 2007) and the opinions, knowledge and experiences of those who use it can change in parallel. A survey conducted at a particular time may not reflect the situation in another time or place in the world, where technology use may be different. Accordingly, the results might have been different had the research been conducted in a different place with a different sample or population.

2. The findings of the study is limited to the information obtained from the data collection tools used in the study. The study is not an observational or experimental study. Since the data were collected using a questionnaire, semi-structured interviews and focus group technique, the questions of the study may have unintentionally guided the students about the answers. If different questions, data collection tools or instruments, different research paradigms, data collection and analysis procedures had been used, or even if the questions had been worded in different order or ways, different results could have been obtained.

1.5. Assumptions

The following assumptions have been put forward in the study.

1. It is assumed that the selected sample of the study represents the target audience well.
2. The information given by the participants who voluntarily participated in the qualitative and quantitative data collection stages of the study, reflect their own views. It is assumed that, participants sincerely answered the measurement tools.
3. The measurement tools used in the study are effective in collecting data for the purposes of the study, based on the results of the validity and reliability analysis.

1.6. Definitions of Terms

Intention(s): Intention is defined as the subjective probability that an individual will perform a certain behavior (Fishbein and Ajzen 1975).

Attitude: Attitude is a tendency to react positively or negatively and is an important variable that determines the intention to use computers and technology in general (Ma et al., 2005).

Technology Anxiety: Technology anxiety is a negative emotional reaction that expresses the fear or discomfort that people experience when they think about using or actually use technology or digital tools (Hasan and Ahmed, 2010).

Accessibility: Accesibilit means “the quality of being easy to approach, reach, enter, speak with, use, or understand” (https://www.dictionary.com).

Digital Literacy: Digital Literacy explained by Lankshear and Knobel (2008) as the process of making meanings on the texts mediated by numerous produced, received, distributed and exchanged social, technological applications and digital coding.

TAM: A model used to analyze and interpret the chronological order of events leading to the adoption of certain technologies. Original version rises on the two core constructs identified by Davis (1993): *perceived usefulness* and *perceived ease of use*. However, this study is set up on the version of TAM, excluding the construct of *behavioural intention*, which was modified by Arshad et al. (2012).

Z Generation: Z generation is called for people born in the late 1990s and early 2000s. Z gen is also known as the generation born into technology and shaped by technology (Cilliers, 2017; Seemiller and Grace, 2017).

CHAPTER 2
REVIEW OF LITERATURE

2.1. Introduction

This section begins with the general explanation of foreign language learning and then focuses on English as a foreign language. In the Education 4.0, the relationship between foreign language learning and the use of technology is given, and then information about technology mediated language learning is discussed too. Then relatively, the relationship of Z generation towards technology use is given, and the intentions of technology use in foreign language learning are discussed. After giving information about the intentions to use technology in language learning, information about possible factors that may affect these intentions is given. These factors are respectively, attitudes of technology use, anxiety about technology use, and accessibility to technology use. After addressing these factors one by one, the term of digital literacy is explained and the role of digital literacy in foreign language learning and its relation with the z-generation is discussed.

2.2. English as a Foreign Language

There is a well-known fact that the history of humanity is going through a period of globalization. Globalization is a relatively new multidimensional phenomenon that causes various complex trends in the economic, social and cultural textures of all societies. Globalization has affected almost every parts of life in some way. As a result of globalization, the world where people live has shrunk in terms of accessibility. Recently, people have been able to reach more than two or more than one country in a single day. Therefore, in the age of globalization it is possible to meet people from different parts of the world. When people with different backgrounds meet, what the need to do is; to communicate as using lingua franca or using a particular language spoken around the world. Thus, the spread of English worldwide is just one of many different developments under the general phenomenon of globalization. It is also a result of unlimited human mobility worldwide, being a global language (Gnutzmann and Intemann, 2008: 9). It is true that here, on the one hand, shows that language is a vital commodity in the globalized world, and on the other hand, globalization raises the needs of second or foreign language learning and

teaching. Today, English has become a common language spoken by people from almost every part of the world, both due to the need for a common world language brought by globalization and for political and economic reasons. English was also the language of the academic world and business world. English is spoken by the people around the world as a mother tongue, either as a second language or as a foreign language. The most prominent feature of a language being global is that it is the most widely used language in communication in many parts of the world. The global feature of a language creates the desire of improving language skills in people in that language. English, which has a global language feature, is naturally spoken as a first language in some countries of the world such as; Britain, USA, Canada, Ireland, Australia, New Zealand, South Africa and several Caribbean countries. However, the fact that English has become a world language is not only due to the fact that it is spoken as a first language in many of the countries mentioned above, English is also paid special attention by people who do not use English as the first language in other countries around the world. Special status granted to the English language by other countries may include English as a second language (ESL) and English as a foreign language (EFL). People in those countries; speak English as the official language or the language of administration as a second language. English as a second language is used as a language of communication in various fields such as; civil courts, the media, the government and the education system. English is placed as a second language in more than 70 countries in all over the world. It does not have official status in countries where English is spoken or taught as a foreign language, but English is probably the language most learned by many people and taught to children due to various reasons. Currently, English is the most taught language in more than 100 countries worldwide, including, France, Sweden, China, Russia, Germany, Spain, Egypt, and Indonesia. Turkey is among those countries where English is taught as a foreign language. Of course, there are many reasons why English is being taught as widely as a foreign language, some of which are; trade, education, business world, academic framework, technological or cultural communication and political reasons. Besides, the reasons behind the fact that English is the world language today, not only the ones mentioned above, but also the historical background and technological developments in the historical processes have contributed to this situation. When we look at the historical process, there are historical events that caused the spread of English in history. The most prominent of these is the colonization process. In very earliest era, the spread of English from different regions to England was due to total colonization. For example, they went to America to find

a continent different from England and purify their faith, and then those who went to America for commercial purposes increased. From this point on, the English reached the Americans then it spread to the south, West Indies and the southern mainland.

The British reached Australia and New Zealand when the prisons in the UK were overcrowded, and British rulers needed a new remote place to send and place these prisoners. This was the first time twenty years after James Cook arrived in Australia in 1770. In terms of the spread of English, one of the other events that came to the fore in the history apart from the British colonies is the World War II. Following the World War II, many countries lost their power. In this sense, Britain was the only strong western country whose native language was English, with little damage from science, education and politics. Therefore, the United States, whose allies helped, had the power to reorganize the world with the creation of the United Nations. English was then one of the four official languages spoken at the UN. This has enabled English to gain a stronger status in the world. It is a coincidence that when the English gained a better status in the political world, the emergence of the computer age. The first computer programs were then written in an English-like language, and the output is like English. This enabled English to gain status in the field of science and technology, where computer is also a very important part. Today, approximately 80% or 85% of all scientific, academic and technological information is written in English. All the reasons we have mentioned above, have made English become the world language. That's gaining importance throughout the world due to the aforementioned reasons and spread of English all over the world, has triggered the teachings of English as a foreign language in Turkey too. Turkish is the official language and language of education of Turkey. Among the foreign languages offered in the Turkish Education system, English is currently the only language taught as a compulsory subject. In foreign language (EFL) status, German and French are offered as elective courses in some schools' curricula. In terms of historical perspective of English in Turkish Education system; the introduction of the English language into the Turkish Education System goes back to The Tanzimat Period, which coincides with the second period of the eighteenth century, when westernization movements began in the education system (Kirkgöz, 2005). The first school whose language of instruction was entirely English was Robert College, an Anglo-American private secondary school founded in 1863 by an American missionary. Along with the westernization and modernization movements that started with the declaration of the Republic of 1923, it ensured close relations with both Europe and USA, which made English Language Teaching (ELT) more

important and accelerated in the country. In the following periods, English took presence over the French language, which is at the forefront in diplomacy, education and art in the country. Until 1997, the Turkish Education System consisted of five years of primary education, three years of secondary education and three years of high school education and prepared students for higher education. As in many other countries, schools in Turkey are divided into two categories: public and private. Among the public secondary schools, there are Anatolian high schools with different status compared to other public schools. The entrance to Anatolian high schools and private schools was provided with an exam and Anatolian high schools started at the end of primary school. The education period in these schools was four years, mainly teaching English in the first year, and in the following years, some courses such as mathematics and science in the curriculum were offered in English.

Besides, there were also Super High Schools and Anatolian Teacher high schools. Unlike the other high schools, the education period in these high schools was four years, and in the first year there were preparatory classes where only English education was provided. At the Higher Education level, there are two state universities (Middle East Technical University and Bogazici University) that offer English as a medium of instruction at higher education level and in the first year of these universities, students are exposed to an intensive English education program in order to prepare for the next years. On the other hand, in other universities where the language of instruction is Turkish, English is taught as a compulsory subject too.

In 1997, Turkey Ministry of National Education (MoNE), Turkey in a cooperation with the Higher Education Council has decided to make significant changes in the country's English language policy. At the primary level, the change that came with this reform was the expansion of primary and secondary education in a single stream by increasing primary education from 5 years to 8 years. Another result of the reform was the introduction of English to Grade 4 and Grade 5 students; so that the introduction of EFL was shifted to secondary schools which led to a longer exposure to the foreign language.

The MoNE listed the objectives of the new English curriculum, increasing students' awareness of foreign language, developing positive attitudes towards learning English, increasing their motivations and interests in learning English, creating classroom situations in the context of games, so that students can have fun while learning English and create dialogues and meaningful contextual learning activities (Kocaoluk and Kocaoluk, 2005). The 1997 curriculum states that the main goal of foreign language education at secondary

level is to improve students' basic communication skills through the integration of four skills so that students can successfully communicate in the target language. This reform made in the English curriculum in 1997, brought many positive reflections. For example, Education Faculties gave more importance to education of English teachers, teacher-training departments were reshaped, methodology lessons were improved etc. In the following years, the 1997 curricula was revised and English started to be taught from 2nd grade of primary education. With English being very important in foreign language teaching, the Turkish government made some initiatives and revised the English curriculum, teaching methods, teacher education and teacher training institutions.

In view of the country's ever-changing economic and political situation, the government is placing more and more emphasis on educating its citizens who can adopt and learn new language skills at different levels throughout their education life.

2.3. English Learning and Technology Use in Education 4.0

Industrial revolutions always bring with them radical changes and varying degrees of disruptive effects on technologies that already exist or persist. In this context, radical changes in education are approaching and some traditional ones are deteriorating. Today, in order to meet the demands of the age, in education within the framework of training 4.0 needs; the use of technology in learning and teaching processes has gained serious importance and necessity. According to the content of Education 4.0, learning is now more important to know why you need something, knowledge or skills and where to find it - instead of stuffing your head, trying to learn everything. Further, a need is built around each individual, based on personal preferences on where and how to learn, and data-based personalization and performance tracking. At the same time, together and learning from each other - peer-to-peer learning will prevail, and with the shared knowledge logic, teachers will have more facilitating roles, rather than being the ones offering information directly. Among the many discussions, innovations and general shifts in the world of learning, now there are some trends. These are; personalized learning in which learners can find learning opportunities through tools suitable for their own abilities. This means that learners who have reached a certain stage can take on tasks that are more difficult by raising the bar according to their next learning needs or vice versa, they have the opportunity to reach the level they want by doing more practice in any subject that they have difficulties to grasp.

Additionally, students can be more motivated with personalized learning method. Diverse time and place is the another trend in Education 4.0. Students can now find learning opportunities in different places, at different times, not just between the four walls. This facilitates learning opportunities at a distance, at your own pace, with more e-Learning tools. Classes are flipping, that is, while the theoretical part is learnt outside the classroom, the practical part will be interactively taught face to face with the use of technology. Free choice is the other important trend brought by Education 4.0. Although every subject taught target the same goal, the path to that goal may differ from student to student. Similar to the personalized learning, learners have the opportunity to make changes in learning tools and materials that they think can meet their needs. Learners can use different tools, programs and techniques depending on their own necessities and preference. In the trend, flipped classrooms, Blended Learning and Technology Mediated Learning greatly match with this change as they offer variety of tools and programs can meet different needs.

Another important change with Education 4.0 is the project- based learning trend. With the rapidly developing technology, the professions of the future are changing, and students need to adapt to their new career types based on project-based learning and work. This means an obligation to understand and learn how to apply their existing skills and abilities in various situations in the short term. Students must have met project-based learning at least at the high school level so that they can meet the needs of the rapidly changing business and economic world. This is exactly where project-based learning, which stands out with Education 4.0, works very well.

Since technology can increase greater efficiency and effectiveness in some fields or domains, the curriculum will make room for skills that specialized human knowledge in the field and skills require face-to-face interaction. Thus, field experience skills will be emphasized in courses. Schools will offer students more opportunities to acquire real world skills that meet the needs of their work. This means that the curriculum will create more space and opportunities for students to carry out internship, guidance projects, job shadowing, and collaboration projects. There will also be a significant change in interpretation of information with Education 4.0. Although Mathematics is seen as one of the three basic literacy, it is undoubtedly thought that the manual part of this literacy will become irrelevant due to technological developments and computer technology in the near future. Computers will soon be prior tools in every statistical analysis, identifying and analysing data, and predicting future trends. In 20 years, students will add so much

independence to their learning processes that mentoring will be the basis for student success, rather than transferring information directly. Teachers will form a central point in the knowledge forest where our students will get in their way, and they will cease to be the only source of information and act as a mentor in the student's access to information. Although the future of education seems distant, the teacher and educational institution are very important for academic performance.

All of the above-mentioned changes in the learning and teaching process that emerged with technology and Education 4.0, are all valid for foreign language learning. Similar to advanced technology and Education 4.0, individualized learning, project-based learning, the importance of mentoring in learning, free choices came to the fore in foreign language learning. Foreign language students no longer learn the foreign language only from the teacher in the classroom, they create their own individual learning environments by adapting their own learning processes according to the needs of the age and the opportunities offered by technology. For this reason, technological developments, the proliferation of digital tools used in learning and differentiation of technology-based learning models have also offered different environments and opportunities in foreign language learning too. Again, thanks to these technological developments, the proliferation of many technological tools appealing to four language skills has made the use of technology even more widespread in foreign language learning.

2.3.1. Technology Mediated Language Learning

With the increasing use of the Internet and innovations in technology, digital media technologies have developed considerably in recent years and have become indispensable for our lives. Based on the current level of technology, it is not wrong to define the millennium era as the era in which technology directly enters human life and results in fundamental changes. This definition can make the process we live in more understandable since the beginning of the 2000s, because the rapid development processes in technology in recent years have made technological devices such as mobile phones, computers and home appliances using internet technology indispensable.

With the emergence and development of this new information and communication technologies, education systems have also undergone a serious change in the last two decades (Klimova and Kacetl, 2015). This situation has directed its direction towards this

field in language education so many studies have been studied on the use of technology in language teaching and learning and such studies still running today. Besides, digital technology era has changed even some common approaches to language teaching and learning. As the resources now available for accessing information are quite rich, interactive and various such as; Web2.0 Tools, virtual classrooms, conferencing tools, online courses, blogs and wikis etc. (Mohsen and Shafeeq, 2014; Littlejohn and Pegler, 2007), the learners are very open to study independently on their locations and they want to be mobile on their own learning at anywhere. As Bonk (2011) claims: "Anyone can now learn anything from anyone at any time". With the technology, Web is becoming the learners' preferred platform to learn and the non-traditional learning has gained serious importance (Merriam and Bierema, 2014). It is not only the development of technology that enhances students 'use of technology, but also teachers' technology-driven lecture methods in the classroom provide students with awareness of language learning using technology. The number of teachers using technology in their classes is increasing. Even in the studies conducted on the views of teachers; the foreign language teachers who teach on the basis of technology in their classrooms stated that computer-based instruction positively affected students' learning processes (Demetriadis et al, 2003; Egbert et al., 2002; Lam, 2000). Using different techniques that lead students to use learning strategies (such as memory, cognitive, metacognitive, compensation, emotional, and social), the use of technology can be used to a large extent to teach language not only at the recognition level, but also at the production level, which is even more so (Köksal, 2004).

Similarly, Bugliarello, (2000) states that technology can have an important role in helping students achieve higher standards and perform at desired levels through innovative, alternative approaches to teaching and learning.

On the other hand, there is no doubt about it that today technology today become an integral part of our lives. Especially today's youth is now completely a technology and internet generation and they are hungry for every innovation and development. In these conditions, one of the greatest goals for educators in foreign language education is to enable students to use technology tools, which they do not separate from in every aspect of their daily lives, in foreign language learning. The way to do this is to make these technology tools a part of language teaching approaches and to provide education to our students on the use of technology in language learning.

Due to the benefits of technology and digital tools in foreign language learning, technology mediated language learning is becoming more and more important. If we mention these benefits briefly with examples, the first prominent benefit is that technology can be used in four skills development. In addition, the effective and intensive use of technology in teaching approaches contributes and supports students to develop four basic skills in language learning, which are defined as the 4Cs in English. To briefly describe these basic skills; is as follows; communication, collaboration & collaboration, creativity and critical thinking. In addition, we can say that especially the internet and the resources it offers to students enable them to communicate with individuals who speak the foreign language in real conditions that are not artificial and to have more information about the culture of that language. To explain how these basic skills, which are important in language learning, can be developed by means of technology tools. For example, thanks to a classroom web page to be opened by the teacher, the students may be asked to share their oral, written or visual presentations with their friends, students in other classes, and even students in other schools or countries. In this way, students can get comments and feedback on the presentations they share; In this way, the effective use of language is encouraged as a communication environment using the learned foreign language is created. Some of the educational sharing sites that teachers and students can easily use for this purpose are: Edmodo, Padlet, Pinterest. On these platforms, teachers also provide audio, video, power point presentations, etc. that they think are useful in language learning. documents, and links to readily available resources on different websites with their students. If they wish, teachers can create their own resources about the lesson instead of ready resources, such as presentation of the subject, repetition of the course, giving feedback to the activities. We can give examples of video recording applications that can be used for this purpose such as SnagIt and Jing. Thanks to these applications, the teacher can record everything that appears on the computer screen (Word document, power point presentation, video, audio file, web page) and voice. In this way, it can record these images and sound, for example, when making a statement about a subject via power-point presentations. This video recording can be shared with students over the internet, activities such as lecturing, repetition, feedback on homework are shared with students regardless of the limited time in the classroom, and students can watch these recordings many times. With this way, the students can watch topics such as mechanical explanations, repetitions, sampling outside the lesson at any time, so there is more time for activities in the classroom for discussion and language use. Similarly, social

interaction in foreign language teaching has gained a new dimension with the use of virtual worlds. Among the educational purposes of virtual worlds are; creating collaborative teaching environments, increasing social interaction among students, ensuring learner autonomy and improving the quality of education. For instance, online language learning environments have reshaped the cognitive and social perspectives on foreign language teaching. Accordingly, foreign language face to face communication environments began to be designed by going beyond the place and time limits of learning opportunities (Blake, 2000). Thanks to the wide electronic networks, social interaction and foreign language learning opportunities have been developed by enabling individuals to communicate with users who have internet access from all over the world.

Written messages in the dimension of language interaction have been the main subject of many linguistic studies. For example, Warschauer and Kern (2000) found in their research that discourse in virtual chat texts has more complex and formal features than face-to-face communication. Sotillo (2000), on the other hand, suggested that in their research, they used interactive changes similar to those used by individuals in face-to-face communication. In another study, it was found that foreign language students prioritize their word development rather than grammar in virtual communication environments (Blake, 2000; Smith, 2003). Some foreign language teaching& learning research suggests that language teachers in traditional classrooms shape the subject, speed and overall nature of speech, which hinders the development of communicative competence (Garcia-Carbonell et al., 2001). Therefore, to students; offering internet, teleconferencing or different online language teaching tools can be effective. It is thought that the virtual environment will be more effective and useful in terms of education, especially in terms of displaying features suitable for the new student profile defined as "digital natives of 21st century" (Bennett, et al., 2008).

2.3.2. Z Generation and Technology Use in Language Learning

Students of each generation have different characteristics that reflect the conditions and characteristics of the period in which they were born and grew up. Therefore, it is important for educators in all fields of education to understand learners' differences between generations and their learning preferences to create more effective and productive learning environments. Besides, today's technology driven era has lead learners to have different

learning needs. The needs, interests and preferences of the Z generation, which grows in line with technology, differ more. The sources of information for this generation are not only teachers or books, but because they are very comfortable in using technology, they often resort to the use of technological tools for getting information and learning new things (Alm, 2015; Mitchell, 2012; Kukulska and Hulme, 2012). In order to enhance Z generations learning, it is recommended to use more technology in teaching and learning process. This new generation of students, who grew up with highly sophisticated media, has been given more Internet advocacy than their forbearers. The intensive use of information and communication technologies (ICT) by the members of this generation distinguishes them from previous generations. Technology Mediated Language Learning including Computer Assisted Language Learning (CALL) and Mobile Assisted language Learning (MALL) enables them to learn anything at anywhere or even on the move and control, construct and shape their own learning styles (Hashim et al., 2017). It is also possible to see the effect of the technology on the characteristics of the members of this generation that grows with this technology. For instance, they are an expert in understanding technology, open to sociality with the use of technology, fast, impatient, interactive, flexible and "task-switchers (Rothman, 2016). When it comes to task, switching this Z generation show superior ability compared to previous generations but this can also create negative effect notably on inability focus on such as their limited attention span.

With the fact that technology mediated language learning offers more individual opportunities and offers unique individual use preferences, the characteristics of individuality of the generation Z and being at the centre of learning perfectly overlap. The number of mobile phone applications and other digital tools applications that improve 4 language skills, especially for improving vocabulary knowledge in foreign language teaching, is at great number and the and the number of people using these applications in the language learning process is quite high too. To recap, it is obvious that technology mediated language-learning method is one of the priorities in language learning for Z generation.

2.4. Technology Use Intentions in Learning English

In recent years, information technologies, especially personal computers, mobile phones and internet, have been widely used in education and learning settings as in all areas

of our lives. It seems that the world is on its way to digitalization fast. In fact, it is seen that more than half of the population is using at least 1 smart mobile phone, and two thirds of the population has at least 1 mobile phone. On the other hand, more than half of the Internet usage is via mobile phones. In Turkey, there are 48 million Internet subscribers (Ayvaz, 2017). It is an inevitable fact that higher education institutions also become digitalized in this era where the industrial age has been replaced by the digital age and transformations. Digitalization of education systems as a reflection of daily life is the result of a natural process. With the increasing number of internet users, democratization in access to information, information resources based on electronic portals, digital libraries, digital books, digital articles, digital magazines, social networks, blog sites and all kinds of interactions and the platform with social content can be easily visited by anyone. These conveniences brought about radical changes in the formation and sharing of information. Along with these radical changes, a digital transformation has occurred in knowledge (Taşkıran, 2017).

As in all fields, the effect of technology in education has had an impact on learning process too. Similarly, the process of learning has been under the effect of variety of technological, and pedagogical improvements and developments in the last few decades (Hopson et al., 2002). How technology facilitates paradigm shifts in education and how it changes the way students learn is now of particular interest of researchers. With the growing role of technology and increasing confidence and belief in the role of technology to transform teaching and learning in many societies, identifying critical factors related to students' intention to use technology in their learning is becoming an important research challenge for researchers. In this case, understanding the intentions of learners to use technology becomes important. Venkatesh et al. (2003) argued that the driving forces and motives for students' intention to use technology can be explained by understanding their technology acceptance. Technology acceptance refers to a person's willingness to use technology for the tasks he/she wants to complete. With the power that drives students to use technology and derives from the interest in understanding what motivates them about technology use, researchers have proposed and formulated a number of models that can provide a framework for explaining and predicting technology use (Legris et al., 2003). Looking at the general common focus of these models; it is gathered around trying to understand the beliefs of users of technology on their intention to use technology (Teo and Wong 2013; Wong et al., 2013). One of these theories is the theory of planned behaviour (TPB) proposed by Ajzen (1991). It was proposed

as an extension of the theory of reasoned action (TRA) (Ajzen and Fishbein 1980). According to this model, behavioural intention is assumed as the most effective predictor of behavior (Ajzen, 1991). Behavioral intention is influenced by subjective norm, attitudes towards behavior, and perceived behavioral control. Davis (1989) proposed a theory rooted in the TRA called Technology Acceptance model (TAM). In this model Davis aimed at understand users' technology acceptance for different technological tools (Wu, 2012).

In a review by Venkatesh, (1999), it was found as the TAM was more powerful to predict behavirol intetion when compared to alternative models like TRA and TPB. Likewise, TAM's meta-analyzes estimated that it was successful in estimating approximately 40% of technology use (Legris et al., 2003). Due to ıt's superior applicability and predictability in comparison to previous teachnology acceptance models, many of the recently developed technology acceptance models are trying to have an idea about technological acceptance by using some or all constructs of TAM model (Venkatesh, 2000). Although it is said that TAM model has some limited aspects and needs to be developed (Legris et al., 2003). In this thesis study which aims to predict the intentions for use of technology in foreign language learning, TAM model will be used, as the TAM model is still the most frequently used and most successful model in research on technology acceptance. In this model there three basic constructs considerad as influencing factors on technology acceptance; attitudes, perceived usefulness and perceived ease of use.

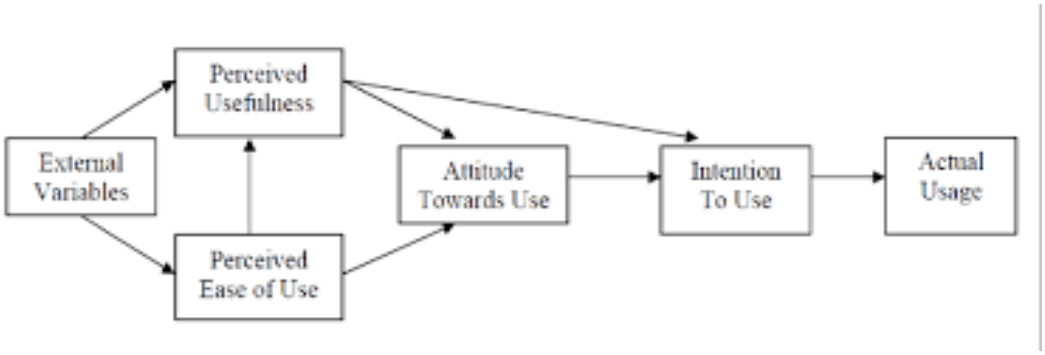


Figure1. A technology acceptance model (Davis, 1989).

Attitudes: Fishbein and Azjen (1975) found that existing social attitudes are a prerequisite for individuals to behave in a certain way. Attitude is a tendency to react positively or negatively and is an important variable that determines the intention to use computers and technology in general (Ma et al., 2005).

Perceived Usefulness: Perceived usefulness defined by Davis (1989) as to express the tendency and thoughts individuals have about increasing their performance in the work they do using a technology. Similarly, Mathwick et al. (2001) defined perceived usefulness as the degree to which a person deems a particular technological tool or system to enhance his or her job performance. Additionally, perceived usefulness covers individuals' personal beliefs about a particular system's achievement of their work performance (Venkatesh et al., 2003). In this respect, people tend to use applications that they believe will increase their job performance. The fact that Generation Z students know the positive outcomes they will get if they use technology while learning English greatly affects their intentions of technology use while learning English. For example, technology supports and strengthens students' learning processes (Gialamas and Nikolopoulou, 2010), the use of technology allows students to adjust their own learning processes (Pourhosein Gilakjani and Sabouri, 2014) and teachers can access a lot of information that cannot be provided by technology (Lam and Lawrence (2002), Pourhosein Gilakjani, 2017), beliefs that enable students to learn according to their interests are included in the scope of perceived usefulness. Students' beliefs about the benefits they will gain from the use of technology in learning English are among the important factors affecting their intention to use technology in the researches. As a matter of fact, in many studies, among the variables, perceived usefulness has been revealed as the factor that has the great effect on the intention to use technology (Aşıksoy, 2018, Arshad et al., 2012, Selevičiene and Burkšatiene, 2016, Çakır and Solak 2014; Perez et al., 2004; Fusilier and Durlabhji, 2005).

Perceived ease of Use: With an older definition done by Rogers, (1962) perceived ease of use expresses the perception that an innovation is not difficult to understand, learn and use. Later, Davis (1989) explained perceived ease of use as the one’s degree of belief that using a particular system would be free of effort. Buchanan et al. (2013), Compeau et al. (1999) state that perceived ease of use is basically related to individuals' self-efficacy beliefs. In this respect, researchers explain that people with high self-efficacy in the use of a technology have the perception of using the same technology easily. In this respect, researchers explain that individuals with high self-efficacy in the use of a technology have the perception of using the same technology easily. In this context, Bandura (1997) defines self-efficacy as an individual's beliefs about being able to perform and organize the necessary behaviors within the framework of his individual skills in order to realize the given gains. In the literature, it has been revealed that students with high technological self-efficacy tend to use more

technology in their future learning processes. In studies it was also revealed that perceives ease of use may affect on behavioural intetion to use technology (Lu et al., 2003, Park et al., 2007, Taylor and Todd, 1995).

2.4.1. Factors Influencing Students' Intentions to Use Technology

Learning Styles: Learning styles; can be defined as a characteristic cognitive, emotional and psychological behavior that determines how learners perceive learning environments, how they interact and how they react to these learning environments (Keefe, 1979: 4). Although people have similarities in their learning abilities, their learning styles are different. Anyone can learn, but not everyone can learn the same. This is interpersonal. The difference is caused by the lack of a learning style that fits everyone. Without considering these differences, not all students can benefit from planned educational activities equally. Knowing what learning styles students have helps to choose the appropriate method, strategy, technique and material in education (Ergün, 1999). It is important for students to know their learning styles to overcome learning difficulties and to support independent learning skills. Because the student, who is aware of his/her own learning style, knows what he/she needs to learn and how to follow. When the individual knows his/her learning style, he/she can learn more easily and quickly; can produce faster solutions for the problems faced; self-confidence increases, anxiety levels decrease; develop positive attitude towards lessons and school. Barrio-García et al. (2015) stated that psychological features such as learning styles play an important role in explaining and understanding the reactions to technological systems. According to some psychologists, it was suggested that learning styles are among the most important individual differences that affect one's learning performance and satisfaction (Dunn and Dunn, 1974; Felder and Silverman, 1988; Kolb and Kolb, 2005). For this reason, learning styles for using technology in foreign language learning are also effective. Technology intentions of students who do not prefer individual learning, who love face-to-face education or vice versa are open to individual learning and research may differ.

Self- Efficacy: Self-efficacy defined as someone's own judgment about the capacity to plan and successfully perform the activities required to perform a certain performance (Bandura, 1986). Similarly, Senemoğlu (2005) has defined the individual's ability to cope with different situations, to achieve a certain activity, self-perception and capacity. Pajares (2005) defines

self-efficacy as a situation-specific evaluation of talents to perform a particular task, In short, self-efficacy is the belief that one has the skills necessary to do a job.

Individual's belief in self-efficacy in foreign language learning; determined by the activities created with reading, writing, speaking and listening skills in that language, not the quantity of knowledge in that language. How sufficient one sees himself/herself in these skills is closely related to his belief in self-efficacy in this matter. (Büyükduman, 2006: 36). When the relationship between self-efficacy and foreign language success is examined in the literature, it has been seen that there is a positive relationship between self-efficacy and success. It can be said that individuals with high self-efficacy have high success rate and individuals with low self-efficacy beliefs have low success rate (Mikulecky et al., 1996; Pajares, 2005).

In terms of tehcnlogical self efficay, it can b defined as; one' belief about one's ability to achieve s specific task that involves the use of tehcnological or digital tools. When self-efficacy is an important factor in success in learning foreign languages, it would not be wrong to say that self-efficacy is an important factor in the use of technology in foreign language learning.

Percevied Enjoyment: The technology acceptance of the user and the factors affecting this acceptance are important in the use of the technology. We have explained the full model before. Based on this full model, it can be said that the perceived pleasure in the use of technology has an impact on the intentions of technology use. Perceived enjoyment (PE) can be defined as the pleasure that computer use activities give to the user, regardless of the performance level of the work done. (Davis and Warshaw, 1992). Studies on the effect of perceived enjoyment on system use have been conducted and its effect has been confirmed in many studies (Sánchez-Prieto et al., 2016; Chang et al., 2017; Tsai et al., 2018). It has been stated that perceived pleasure is the most frequently used external factor in system use in TAM.

Anxiety: Bandura (1986) explained anxiety in general terms as a negative emotional reaction that has a negative effect on one's goal of fulfilling a particular task. In terms of technology use, Compeau et al. (1999) identified anxiety as a major barrier to the acceptance of IT. The concept of anxiety has been discussed under two main headings. One of them is trait anxiety. The other heading is state anxiety (Igbaria and Chakrabarti, 1990). To explain both briefly, Trait anxiety refers to a relatively stable personality trait (character) that triggers negative reactions when an individual is faced with external stimuli. On the other hand, state anxiety

is defined as a short-term emotional distress when the individual encounters any disturbing situation (Spielberger, 1983). Some empirical evidence has shown that anxiety has a direct negative effect on intention (Maican et al., 2019). On the other hand, some studies have shown that anxiety has a predictive effect on intentions and behaviors (Khechine and Lakhal, 2018). In addition, it has been determined that anxiety negatively affects the performance expectations of the individual due to technology use (Gunasinghe and Nanayakkara 2021). Similarly, anxiety undermines the perceived effort to complete a task using a particular technology (Abdullah et al., 2016; Steel, 2016; Pen, 2019). For this reason, negative thoughts such as anxiety, fear, and restlessness trigger physical withdrawal (not using) or mental withdrawal (non-productive tasks unrelated to work), interrupting task performance (Smith and Caputi, 2001).

Motivation: The theory of motivation assumes that individual behavior is shown to meet the specific need and achieve the goal (Davis et al., 1989; Igbaria et al., 1996; Teo et al., 1999). Motivation theory is divided into two groups: external motivation and internal motivation. Extrinsic motivation is the motivation (appreciation) of the person to achieve his goal, e.g. work ethics, salary, promotion etc. On the other hand, intrinsic motivation is about perceived enjoyment and perceived satisfaction from individual behavior. As a result, (Davis et al., 1989) defines perceived usefulness as an example of extrinsic motivation, while perceived enjoyment as an example of intrinsic motivation.

2.4.2. Learners' Attitudes Towards Technology Use in Language Learning

From the beginning of the 21st century, we live in a technologically civilized society where even the smallest work to be carried out depends on technology. Therefore, technology, notably computers and the Internet, has become important components of every field, such as education, and is now an integral part of foreign language/second language teaching. This has led many schools around the world set up language lab equipped with technological devices to overcome the limitations of traditional teaching and learning methods and techniques (Gonzalez-Acevedo, 2016). Successful technology-mediated teaching-learning has created new trends and influences on students' foreign language learning motivations and new pedagogy models (Ilter, 2015). The developing technologies and technology-equipped language classes in this teaching-learning scenario have bought a shifting a chance to educational paradigms, some of which are; online learning, distance

learning, blended learning, distance learning, hybrid learning and collaborative models of learning. Infrastructures enriched with this new technology, many of the traditional dualities of learning in terms of formal / informal, online / offline and teacher-led / student-led activities have become more fluid and mixed. Many researchers believe that integration of information and communication into foreign language education, support learners in their own constructive thinking and cognitive processes (Teo, 2006). Further, Voogt (2008) states that technology notably computer technology can support new ways of teaching and learning and it can be used to improve students' collaboration, communication skills, problem solving and lifelong learning skills (Beauvois, 1998). Hence, using technology and computers does not only increase the effectiveness and efficiency of the teaching and learning process, it also promotes positive social interactions and increases students' learning motivation (Afshari et al., 2009).

The fact that the variety of learning and teaching environments in which technology is used has revealed the importance of students' perceptions about the use of technology. The role of affective variables that influence the learners' perceptions towards technology mediated learning play a crucial role in implementing and usage of technology in language learning process (Moon and Kim 2001). Therefore, the learners' willingness to use technology or the reasons behind the use of technology is important. In this context, there is a model developed by Davis. The name of the model is Technology Acceptance Model (TAM), based on the Theory of Reasoned Action (Davis et al., 1989). According to this model behavioural intention to use technology stem from two variables; perceived usefulness and perceived ease of use. Davis, (1989) states that perceived usefulness is about the extent, which people believe whether a technology will help them to do their job better. Perceived ease of use is related to the perception of difficulty with the use of technology. When people believe that this computer is easy to use, does not require much mental effort, and helps to learn; then they can have positive attitudes towards using the computer to learn language. All teaching-learning efforts go through the effective motivation filter of the students. Of course, there are other factors that affect learners' beliefs and perceptions of adopting technology as a learning tool; motivation, teaching techniques and the ability to use technology in education, self-efficacy, learning styles, ICT skills, and cultural knowledge and cultural perception and attitudes etc. In this regard, learners' preference for using technology or their technology usage behaviour may be closely related to their perceptions towards technology-mediated learning. Research on student perceptions about the use of

technology has shown a similar relationship. For example; in a study on attitudes on computer-mediated instruction in English writing skills conducted by Hartman, Neuwirth, Kiesler, Sproull, Cochran, Palmquist and Zabrow's (1995) reveals that the use of technology revives students' attention and students have more positive attitudes. In general, it can be said that the use of technology has an impact on student perceptions and attitudes.

2.4.3. Anxiety in Technology Use in Language Learning

Although the rapid development of technology and the frequent use of technology in educational environments has brought some positive contributions, it also brought some situations that may cause some anxiety especially related to computer usage. Computer technology and computer assisted language learning (CALL) can be considered as one of the most dynamic and innovative sides both in language learning and education itself (Glaister, 2009). The fact that today's technology-based teaching and learning environments more frequent and that computer technology is being updated every single day raises the need for a number of skills and competences for those who use those technologies. More specifically, the definition of computer competence has changed over time according to development, innovation and needs in the field of information technologies. For example, in the early 1990s, while the focus was on computer programming, in the 2000s software and web usage, in recent years, competences in areas such as robotic coding etc. gained importance (Baturay, Gökçearslan and Ke, 2017). As a matter of fact these requirements can cause anxiety among learners towards technology usage. Anxiety, one of the most important variables related to the process of learning a foreign language and it is the most effective affective factor affecting the language learning process (Horwitz, 2010). For instance, the student has a fear of communicating with other students, the teacher, and those whose mother tongue is the target language (Aydin, 2008). More broadly, anxiety is defined as a disturbing emotional state in which an individual perceives danger and feels weak and tense before or after an expected danger (Blau, 1955).

In technology mediated language learning, when the student lacks ICT skills despite having mature thoughts and ideas, communication anxiety arises. The sources of foreign language anxiety (FLA) are varied, and the sources of concern that may arise in technology-based language learning can be similarly diverse. First, given the types of anxiety, the reaction of the student's personality to specific learning situations and specific learning

contexts can also directly affect the use of technology in the process of learning a foreign language. What is more; although FLA is a common situation that frequently occur in traditional classroom environment, it cannot be said that the use of technology in foreign language learning is not affected by learners' behaviours, emotions and perceptions. In addition, on the basis of the types of anxiety in the context of foreign language learning in technology-mediated language learning, there is the need and opportunity for language learners to use the target language even if they do not use it (Arnold, 2007; Rahimi and Soleymani, 2015). For this reason, learners may experience communication apprehension while using the target language in any technological environment. In addition, since technology provides social environments, the student may develop social anxiety through the thought of being observed and evaluated by others. They may even develop resistance to the use of technology or tend to avoid the use of technology due to the other of reasons such as; fear of obsolescence, lack of confidence, fear of being fun of or even the feeling that the computers have a dehumanizing effect. On the other hand, being competent in using technology and feeling more confident while using it, may have a reducing effect on FLA. For example, in an experimental study conducted by Arnold (2017) with the aim of understanding the effect on synchronous and asynchronous CMC on communication apprehension, it was found that learners experienced a low level of communication apprehension during CMC sessions.

In short, the role of psychological factors in educational research and learning process is very important and directly linked to learners' academic performance (Bourezzane, 2014; Brown, 1994). In this case, it would not be wrong to say that learners need to be more comfortable with technology and computer usage than ever before taken account the intensive technology-integrated teaching and learning environment they are in.

2.4.4. Accessibility to Technology Use

Parallel to the developments in the technological field through the rapidly developing technology in today's world, many innovations and developments have been experienced in the field of educational technologies too.

Foreign language teaching is also one of the areas where these educational technologies are (Pourhosein Gilakjani, 2017). It is known that the use of technological course materials in foreign language teaching has an important place in terms of permanent

knowledge, lesson motivation and versatile development when compared with traditional teaching methods and techniques where technology-based course materials are not used much (Genç Iter, 2015; Pourhosein Gilakjani and Sabouri 2014). Foreign language teaching techniques and methods are constantly changing, developing and advancing in parallel with scientific and technological developments. The technology developing at a dizzying pace, especially the advances in communication technology, the ease of access to technology, have brought all the people in the world closer to each other despite the borders separating the countries, and people have started to need a foreign language more in order to be instantly informed about the advances, to communicate with each other, and to make easier the interaction between countries and cultures (Yaman and Bozdemir, 2010: 220).

Following the development of computer technology in the 1960s, the use of technology in teaching gained a new dimension, and with the widespread use of personal computers and the Internet in the 1990s, the opportunity for individual language learning emerged. Digital audio, text and image combination, namely multimedia, has started to be used in foreign language teaching under the name of "Computer Assisted Instruction" (CAD). And in time, parallel to these developments, there has been a transformation from language laboratories to individual language learning, and task-based learning has come to the fore in line with the constructivist approach. In the 2010s, especially with the development of mobile phones as smart phones, there has been a transition from Computer Assisted Language Learning (CALL) to Mobile Phone Assisted Language Learning (MALL) (Boz and Çoban, 2015).

Considering the effects of technological changes on social generations, living intertwined with technology (Uzun, 2016) and “Generation Z” (Twenge et al., 2010), “Generation Net” (Oblinger and Oblinger, 2005), and “Digital natives” (Prensky, 2001) Generation Z, with different names, was born between 2000-2020 (Binark and Karataş, 2015), and lives in the digital age. This generation, which has high technology accessibility, is adapted to many digital technologies and applications. The digital generation, the Z generation, has technology-based lifestyles, uses social media productively, and uses high technology. Living in the age of communication, having the ability to use technology in solving problems and having a high degree of connected generation (Kapil and Roy, 2014). This generation is a young generation that can access information quickly because it grew up with the internet, is technology-savvy, does not comply with formalities, learns quickly

and embraces diversity (Twenge et al., 2010). Since technology accessibility is high, this generation also accesses information quickly.

According to a “Global Overview" report in Digitals in 2017 by “We are Social and Hootsuite" more than half of the world owns at least 1 smartphone, meaning almost two-thirds of the world's population have at least one mobile phone. 95% of digital tool users in Turkey have a mobile phone and 75% use a smart phone. The results of the household information technology usage survey showed that; in 2022, 94.1% of households had internet access from home. Laptop and desktop computer usage is 51% and TV is 98% in Turkey. In addition, users spend an average of 7 hours in front of a computer, 3 hours in internet connection, 3 hours in social media platforms and an average of 2 hours in front of TV during the day (Ayvaz, 2017; Kemp, 2017).

2.5. Digital Literacy

The literature behind the concept of digital literacy is diverse and ultimately confusing as the overlapping use of conceptualizations and terminology. However, some researchers have made some prominent definitions. For example; Martin (2005) defines digital literacy as the; awareness, attitude and ability of individuals to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new information, create media statements and use digital tools and facilities appropriately to communicate with others. Similarly, Ferrari (2012) defines digital literacy as; understanding the media (as most media are digitalized/as it is), searching and criticizing, more specifically, the ability to communicate with others through recyclable information (with the spread of the Internet) and through various digital tools and applications (mobile, Internet). Hague and Payton (2010) also state, digital literate means providing access to a wide range of applications and cultural resources that you can apply to digital tools. With a plural concept Dudeney et al. (2013: 2) define digital literacies as; “the set of individual and social skills needed to effectively interpret, manage, share and make sense of information in growing digital communication channels”. Another plural definition made by Lankshear and Knobel (2008) explains digital literacies as the process of making meanings on the texts mediated by numerous produced, received, distributed and exchanged social, technological applications and digital coding. Furthermore, it is interesting to note that these practices go beyond technical competencies that involve developing a way of thinking or mind-set.

Digital literacy should not be defined in a narrow framework in the form of using a digital device or software as it expresses in the first place. Digital literacy includes the complex cognitive, sociological and emotional skills required for users to function effectively and competently in the digital environment. It is among the digital literacy activities to read the instructions on graphic screens, as well as to create new meaningful materials in this environment, to evaluate the quality and validity of the information in the digital environment. Digital literacy, which will be considered as a measure in evaluating the quality of learning activities in digital media, also supports a user-oriented approach (Eshet, 2004).

Gilster (1997) defines digital literacy as the ability to understand and use this information from multiple sources in multiple fortmas when presented through a computer. Thus, the concept of literacy is much more than simply defined meaning. Digital literacy is not only limited to researching and finding things; it also refers to the ability to use this information in life. In its contemporary use, digital literacy should not be defined as the minimum skills of individuals to use computer technologies. With a more functional definition, this approach refers to the basic skills required to perform certain operations. In addition, digital literacy is only in the form of "access to and use of information" should not be classified. In this context, the impact of digital literacy on a much wider area such as cultural uses should be considered (Buckingham, 2015). When we look at the recent researches on digital literacy in the world, different approaches based on different perspectives draw attention. These approaches represent various ways of thinking about how literacy is practiced, especially academically. Meyers et al. (2013) examined these approaches under three headings:

- Digital literacy as the acquisition of information age skills: According to this approach, digital literacy encompasses a set of behaviors expressed by users of digital information systems. In the approach, there is talk about the ability to use computers and digital devices, especially in western societies.
- Digital literacy as the appearance of mental habits: This approach underlines the application of abstract mental models to activities containing digital content. It focuses on how individuals process information in their minds together with digital processes.

- Digital literacy as interaction in digital culture and practices: In the third approach, digital literacy is seen as an effective tool in participating in a range of applications for digital tools and media in a certain context. These applications are built socially.

Along with digital literacy, cognitive-emotional-social skills are combined with technical processes. These technical processes and developments require the latest innovations to be followed continuously, especially in education. The most important example of this is felt in the field of higher education. E-learning, which indicates the use of electronic applications in higher education, encourages educators, students and administrators to use different software and various applications under the name of learning technologies (Nawaz and Kundi, 2010). In parallel with developments in the world of digital literacy in Turkey, the use of new technologies in education issues are among the topics discussed were strongly in recent years.

Digital literacy is particularly necessary to become a digital citizen; especially on how to use technology and how to better understand the digital world around us. The term digital literate differs from computer literacy. Digital literacy requires more and more skills to read and understand all kinds of information presented in digital environments in an increasingly digitalized world. It includes critical thinking skills, an awareness of the required standards of behavior expected online, and an understanding of common social issues posed by digital technologies, more specifically digital literacy, knowledge of digital tools, social participation and critical thinking.

Digital literacy also requires critical scrutiny of the faculties used to convey knowledge and meaning in technology, including commercial, cultural, and social, of any agenda presented through technology (McGroger, 2007). It is the ability to create and share meaning in different modalities and forms by understanding how and when to best use digital technologies to collaborate and communicate effectively and support these processes.

Researchers (Covello, 2010; Goodfellow, 2011; Simsek and Simsek, 2013) define six main sub-disciplines of digital literacy. These are; “information literacy, computer literacy, media literacy, communication literacy, technology literacy and visual literacy”. Information literacy deals with finding and placing of sources, checking the credibility of the resource, using and referring ethically and legally, focusing on issues, and formulating research questions accurately, effectively and efficiently. Computer literacy is the ability to know how to use computers and application software in the most accurate way for practical purposes. Media literacy, which has a broader dimension, is a set of communication

competencies, including the ability to access, analyze, evaluate and transmit information in various forms, including written and non-written (visual, audio, printed) messages. Regarding to communication literacy, it deals with how to communicate effectively and collaborate in groups using the Internet and other electronic and telecommunication tools. Visual literacy, on the other hand, involves a group of competences that enable people to read, interpret and understand information presented in pictorial or graphic images, and to distinguish and interpret objects and/ or symbols around them. The last sub-discipline; technology literacy is, unlike computer literacy, encompasses competences that accelerate innovation, learning, and production rather than technical characteristics (Keskin et al., 2015).

In term of a general overview of digital literacy in Turkey, "Information Society Statistics" heading under the Turkey Statistical Institute (TUIK) conducted by the research based on the results of 2018, the use of computers in Turkey 97%, internet access% 95.3, website ownership has been determined as 66.1%. Considering the results of this research, especially in computer use and Internet access rates above 90%, offers important information about Turkey's integration into the digital age. According to TUIK data, in eight of every 10 house in Turkey there is an internet access. Yet Turkey's people are relatively high to many countries in the time they spend on internet use. The increase in the number of people who use information technologies as reflected by TUIK data, has been effective in an training program on digital literacy by the Ministry of National Education (MoNE). The course, carried out by the General Directorate of Lifelong Learning, aimed to increase digital competence. Under the title of digital competence, along with basic computer applications such as word processing, spreadsheets, databases, information storage-management, information such as risks, opportunities, entertainment, information sharing, learning, research methods in the internet environment were included (Onursoy, 2018). This program that contribute to the digital competence of citizens emerges as an important step in the development of digital literacy in Turkey. Another the study on digital literacy in Turkey is an adaptation study for use in research work carried out in the academic field. In the study performed by Hamutoğlu et al. (2017), the Digital Literacy Scale developed by Ng (2012) was adapted to Turkish. In the Ng study, digital literacy was reported as literacy related to the use of digital technologies. Digital literacy includes technical, cognitive, social-emotional perspectives of learning through online and offline digital technologies.

It is considered as a comprehensive term (Ng, 2012). Accordingly, it has been observed that the issues; student-teacher and prospective teachers' digital literacy levels, digital citizenship, cyberbullying, new media and social network usage habits, media literacy studies has been focused for research (Onursoy, 2018).

2.5.1. The Role of Digital Literacy in Language Learning

In an increasingly global society, we need to improve the digital literacy competence of language learners in a world where information is constantly being produced, communicated and interpreted with rapidly changing technology. Over the last few decades, technological advances have changed how information is produced, transmitted and interpreted and has led to changes in this context. It is clear that technology has changed social media practices and literacy definitions; this leads to transformative effects for the educational and training environments facing English Language Learners (ELLs). In the past, teachers and students in the classroom relied on and used more concrete tools for accessing information and reading, writing, speaking and listening activities, however in 21st century classes, the Internet and digital environments provided a wider range of opportunities for literacy practices to take place and serve quite amount of online information. These technologies have had an impact on many learning environments, such as renewing curricula and new pedagogical designs and changing the way people form formal or informal new information (Merriam and Bierema, 2014). For example, these technologies are used not only in classroom environments, but also out-of-classroom settings, in formal or informal learning environments, for personal learning efforts as informal learning, in online or distance education, and even in lifelong learning environments. Even these technologies affect not only the context of learning but also the learning process itself (Yang, 2011). Owing to these technologies, rich fruitful learning sources and materials are available for all kind of learners such as; teachers and course materials, interactive learning environments for students and cross cultural collaborative learning opportunities (Mohsen and Shafeeq, 2014). In terms of English language learning, the use of these technologies to teach English is growing dramatically around the world, as English is a global language, and online English learning being indexed to increase computer use in homes and in many educational institutions (Hubbard and Levy, 2006). For English language learners, digital literacy is far beyond accessing computers and internet, it is more

about the grasping their different functions which are limited for other learners (Hargittai, 2002).

Digital literacy is an important concern for all language learners in a growing digital culture world. Providing skills, knowledge and understanding to help language learners take a full and active role in social, cultural, economic, civic and intellectual life for present and future, as well as mastering language-learning awareness, technology-driven language learning processes, and digital tools access to a wide range of applications and cultural resources needed for learning a language (Gilster, 1997; Şimsek and Şimsek, 2013). Another important issue about the importance of digital literacy in foreign language teaching is that; Computer-Mediated Communication (CMC) is intensively used in language learning (Corbel and Taylor, 2003). Because CMC often provides language learners with opportunities to interact with native speakers and enable them to improve oral skills by getting in touch through various online channels, such as; video conferencing, virtual classroom, instant messaging environments, chat rooms, discussion boards, forums, e-mails etc. Considering the importance of the auditory dimension of language in language learning, technological tools are highly effective in providing audio sources such as; cd, dvd, computers, ipads, smartphones, mp3 players etc. Besides, considering the enormous opportunities offered by technological and digital tools in developing 4 language skills, the importance of digital literacy in terms of understanding and perceiving the technological tools used by language students in learning foreign languages is indisputable.

2.5.2. Z Generation and Digital Literacy

Z generation is called for people born in the late 1990s and early 2000s. It encompasses the kids and teenagers who were born between 1995 and 2012 (Schroer, 2008). More specifically, today all primary and high school students and the majority of undergraduate students are in this group. One of the most prominent characteristics of Z generation is the growth of these individuals with internet and technology. This is the generation that has grown with millions of software tricks, tablets, and computers and, most importantly, smart phones that surpass generation (Bennett et al., 2008). Fernández-Cruz and Fernández-Díaz (2016) have given the main characteristics of generation Z under six headings; “1) Experts in technological comprehension; 2) Multitaskers; 3) Socially extroverts in virtue of technologies; 4) Quick and impatient; 5) Interactive; 6) Resilient”.

Other remarkable characteristics of this generation are; tablets, smartphones and computers are part of their lives, they show faster mental development, and can interpret information more quickly than previous generations. Their individualism is stronger than other generations (Çetin and Karalar, 2016; Öz, 2015; Seyfi, 2016, Prensky, 2001). Furthermore, it is assumed that children of the Z generation, children of the digital age, have the ability to deal with multiple issues at the same time. Moreover, students in the Z generation want to learn in their own circumstances and at any time. This makes them more enthusiastic in learning environments other than traditional teaching methods, especially in learning environments where technology is used, and they are more independent in organizing their own learning (Jonassen and Grabowski, 1993). Generation Z has a high level of bound to the internet, closely following technological advances and innovations, interacting with various communication tools such as smart phones, social networking sites, and communicating regularly and uninterruptedly. They are separated from previous generations with their continuous and more accessibility.

The generation Z, who sees the time they are separated from the internet and social media as a loss, is very fast in terms of speaking, learning, thinking, growing and consuming. Compared to previous generations, these individuals have a high level of IQ, self-confidence and ability to run multiple jobs simultaneously. Therefore, the training methods of previous generations are inadequate for the individuals of this generation.

In addition, it shows that different education models should be developed for the representatives of this generation due to the lack of carelessness and lack of concentration caused by the excess of opportunities and the fact that they do not care about the concept of authority compared to other generations (Oyman et al., 2013; Sanıyer, 2015).

There is no doubt that Z-generation children live much more intensely with technology, use more digital materials, and access to digital media is much easier and more common than other generations, but this situation does not imply that they are more digitally literate when compared to previous generations or the requirements of the time they live in (Knobel and Lankshear, 2014). For example, in a study conducted by Perez-Escoda et al. (2016), it was found that the digital competence of the students belonging to Generation Z indicate low skill levels, contrary to the expectations of digital natives. Similar findings have been reported in the studies of different researchers, even though the students in the Z generation use digital materials more, their digital competencies and skills are lacking (Johnson, et al., 2014; Bennett et al., 2008). Aforementioned, digital literacy is more than

simply exposure to technology and digital materials. It requires more complex skills and abilities including critical judgment, problem solving skills through technological resources, ethical values, etc. (Sharkey and Brandt, 2008). A digital literate person effectively uses technology to do research, access information resources, read and write efficiently, make reasonable choices, and make the right decisions (Goodfellow, 2011). Digital literate learners do not take the information presented in the digital media and the media without question, as they are they, predict, interpret, query and eliminate the information through a set of filters. From another perspective, digital literacy enables learners to create meaning in a social process. It also offers students the opportunity to become active participants in their own educational, social, cultural and intellectual lives (Hague and Payton, 2010). According to O'neıl, Staksrud and McLaughlin (2013) digital literacy promotes curiosity and creativity, while at the same time allowing the individual to critically evaluate the information they encounter. In addition, digital literacy enables learners to reach digital resources and identify the message, managed to merge, evaluate, analyse/synthesize, create new data, create new media expressions, and communicate with others (Martin, 2008). A digital literate person knows the most effective, practical and efficient ways of getting the information he/she needs. Therefore, he/she is well aware of the ways and methods of how to seek information. Digital literacy purposefully knows about the where, when and how to select the digital technologies and how often they are need to be used (Beetham et al., 2009). However, as mentioned above, many learners are lacking of skills and abilities to be a good digitally literate person. The fact that the learners in Z generation live together with technology and digital materials, does not mean that they have good digital literacy skills. Further, the reality that a person is intertwined with technology does not mean that she/he possesses digital competence just because he/she intensively uses the technology. Even the learner who is a good digital literate, can access the information she/he is looking for in a much shorter time, which prevents unnecessary exposure to technology (Eshet, 2004). They may have difficulties in; defining the topic, evaluating the quality of information, using the most appropriate resources for their research, using retrieval techniques, determining the relevance of information, synthesizing information from different sources, understanding the implications and messages given through digital tools etc.

2.6. Emprical Studies

In the related literature studies, both completed postgraduate theses and published scientific articles were examined. As a result of the investigations, the studies carried out on this subject;

"Intentions to use technology in foreign language learning, factors affecting technology use intentions in foreign language learning, technology use in foreign language learning, Z Gen and technology use in language learning, and the role of digital literacy in language learning are grouped under 4 headings. When the relevant literature is examined, although there are many studies on technology use intentions in foreign language learning, studies on the factors affecting technology use intentions and Z gen and technology use are limited. Similarly, correlational studies between digital literacy and technology use intentions are relatively scarce.

2.6.1. Intentions to Use Technology in Foreign Language Learning

When the studies on technology use intentions are examined in the literature, it is seen that the studies are in a very wide area, not only in the field of education, but also in other fields such as engineering, medicine and commerce. On the other hand, scientific studies on technology use intentions in the field of education have shown that it is related to other dimensions of education rather than foreign language learning, which is a more specific field. In language learning, studies on the technology use intentions of the Z generation in English learning are very limited. Again, when the literature is examined, TAM model has been used in most of the studies on technology use intentions. Some of these limited studies on technology use intentions in foreign language learning are analyzed chronologically as follows:

For example, in a study on e-learning and web-based learning conducted by Selim (2003), the relationships between university students' perceived usefulness, perceived ease of use and intention to use were examined by using the structural equation modelling techniques of the LISREL program. He carried out his research using the TAM model in his study. The research results are; revealed that the model fits the collected data and that perceived usefulness and ease of use are important determinants in the acceptance and use of a course website as an effective and efficient learning technology.

In another study, Zanjani and Ramazani (2012) examined e-learning acceptance of teachers and students in English teaching using TAM model. To do so, the researcher employed descriptive-survey method and used questionainre and interwiew as data colleciton tools. Results showed that there is a loss of correlation between perceived ease of use (PEU) and acceptability of E-Learning.

In a doctoral research study, Biyamin (2019) investigated the effects of usability attributes and demographic characteristics on students' use of LMS in Saudi public universities. In this thesis, the researcher proposes and examines a theoretical framework that will help determine the factors that affect students' use of LMS in higher education. The model proposed in the study, was developed basedn on the technology acceptance model (TAM) considering the perceived usability of the education technology and the demographic characteristics of the students. The sample of the study consists of 26 public universities' students using the LMS system in Saudi Arabia. The results reveal important drivers of students' LMS use, differences in acceptance of LMS based on students' demographics (gender, age, education level, and experience), and the moderating effect of these demographics on proposed relationships.

According to the results of a study by Arif et al. (2022) examining the factors of motivation, ICT skills, equipment and attitude towards the use of ICT tools to learn English in the context of English as a Foreign Language (EFL); the determinants of technology acceptance were the main factors affecting the use of ICT. Furthermore, the effect of equipment, motivation, and ICT skills on ICT use was mediated by the three main variables of TAM, namely, perceived ease of use, perceived usefulness, and attitudes. In addition, motivation, ICT skills and attitude factors were found to affect the actual use of ICT for English learning, while the equipment factor did not.

2.6.2. Z Gen and Technology Use in Language Learning

Some of the studies on the use of technology in English learning of the Z generation, known as the generation born into technology and shaped by technology (Cilliers, 2017; Seemiller and Grace, 2017), are as follows;

In a study conducted by Demir and Sönmez (2021), instructional expectations of Z-Gen students studying English as a foreign language classroom were investigated. In the study based on the qualitative research method, the researchers tried to reach the purpose of

the research by using the interview technique. The results of the research revealed that the instructional needs of the students of the z generation can no longer be met with the traditional teaching model, and in order to meet both the personal and academic needs of the members of this generation, both the teachers and the teaching methods used in the classrooms are expected to be technology-oriented.

The positive effects of the integration of technology into education, technology-based teaching or the inclusion of technological tools in the teaching-learning process on teachers, students and teaching processes are emphasized in many studies in the literature (Coffey, 2012; Demirer and Dikmen, 2018; Kumar and Kaur, 2018; Kurt, 2010; Lai, 2019; Lin and Yang, 2011, Tunaboylu and Demir, 2017; Joo et al., 2018).

In a study conducted by İncik and İncik (2022), which aims to reveal the expectations of high school students regarding the use of technology in education and their views on whether these expectations are met or not. The sample of the study consists of a total of 100 students from all levels of high school. In the study, the researchers analyzed the students' views with the content analysis method after collecting data via inteviews. According to the results of the study, the Z generaiton high school students consider the hardware and software inadequacy of their teachers, the teachers' lack of knowledge and negative attitudes about the integration of technology into education, the restrictions applied to the students, as the negative factors affecting the use of technology in education. Again, according to the results of the study, the students thought that the use of technology in lessons increased their interest, developed their digital skills, they could access information faster, they learned more quickly and easily, and they expressed that technology should be used in all lessons.

2.6.3. Factors Affecting Technology Use Intentions in Foreign Language Learning

Some of the research studies on the factors affecting technology use intentions in foreign language learning are as follows;

In the study of Guoyuan et al. (2010); the researchers investigated the effect of Chinese pre-service teachers' gender, teaching self-efficacy, constructivist teaching beliefs, computer self-efficacy, and computer attitudes on possible Internet and Computer Technology (ICT) use. According to the results of the analysis of the data obtained by creating a questionnaire including teacher education college students of four teacher

education universities in China (N = 727); prospective ICT integration significantly correlates with all teacher related variables.

In addition, in a survey based on quantitative data by Selevičiene and Burkšatiene (2016); ESP students' attitudes and habits towards Web 2.0 tools were revealed and their impact on students' acceptance of these technologies for ESP purposes was investigated.

The participants are 65 male and 36 female students from four different faculties of a university in Lithuania, all first-year students. According to the findings obtained in the study; it was revealed that students' ability to use Web 2.0 tools was the only factor that had a significant and positive relationship with TAM constructs such as students' attitude, actual system use, intention to use, and awareness of Web 2.0 tools.

According to another study conducted by Al Arif et al. (2002) which aims to reveal the perceptions of EFL students regarding the use of ICT for English learning. Students' perceptions of lCT use were examined from three perspectives; perceived ease of use, perceived usefulness and attitudes. Based on the research questions that the researchers proposed in the study, it was revealed as; EFL university students have positive attitude regarding to the use of ICT in learning English. Again, according to the findings obtained in the study; EFL students find it easy and useful to use ICT in learning English. At the same time, the results of the study also revealed that not only perceived ease of use but also perceived usefulness of use are the aspects that affect students' use of computer technologies in English learning.

2.6.4. Digital Literacy and Technology Use in Foreign Language Learning

In the related literature, there are some studies on the digital literacy skills of the z generation group and the role of digital literacy in education (Çam and Kıyıcı, 2017; Dönmez, 2019; Kaya, 2020; Leander and Aplin, 2014; Hague and Payton, 2010; McDougall et al. 2018; Mutta et al., 2014; Ocak and Karakuş, 2019; Polizzi, 2020; Pratolo and Solikhati, 2020; Supratman and Wahyudin, 2017; Üstündağ et al., 2017). More specifically, some of the studies on the effect of digital literacy on learning English are as follows;

In a doctoral thesis study, Moore, (2017) aimed to explore the digital literacy practices of English Language Learners (ELLs). In this thesis, the researcher sought to better understand how ELLs use and interact with technology to help them write. In the studt, based on the results of the survey and interviews with the grounded theory, it was revealed as the

ELLs have a high digital literacy rate due to their use of different hardware, websites and mobile apps, but are concerned about adopting digital literacy practices instead of the more familiar alphabetic communicativepractices. The obtained data in the study also suggest that educators need to take a more hands-on role in helping ELLs understand the ways multimodal composing can benefit them and how they can maximize their current digital literacy for this purpose.

According to another doctoral thesiş study conducted by Weerakanto, (2019), which aimed to assess the digital literacy of in-service English teachers in Thailand and explore their perceptions of technology-enhanced language teaching (TELT) to see if and to what extent this call is heard; ıt was understood that the concept of digital literacy was not clearly understood by teachers. Therefore, although they believed in the potential of new technologies to motivate students in theory, they were not confident in integrating digital technologies into teaching. The data obtaned from the particapants which all (teachers and students) of were from University of the Thai Chamber of Commerce (UTCC). Again, according to the results of the study, although teachers think that it is necessary to use technology in lessons; It is seen that many teachers do not include technology in the curriculum as expected due to the lack of preparation time for the lessons, the limited technological skills of the teachers and the low level of proficiency of the students. On the other hand, teachers stated that because they think their digital literacy skills are lower than their students, they should receive training in technology or support from technology experts.

In a study conducted by Ahmed and Akyıldız, (2022), it was aimed to explore EFL in-service secondary school (SS) and high school (HS) teachers' views on the role of digital literacy in their EFL teaching. To explain the purpose of the study in more detail; In this study, it was aimed to determine the digital literacy levels of EFL teachers and to reveal the effects of this level on their English instruction and the digital resource opportunities and difficulties faced by teachers in their classes. Another purpose of the study is to compare the opinions of two different level teachers about the role of digital literacy in English instruction. According to the findings obtained in the study; The researcher said that high school teachers are more familiar with the term digital literacy than secondary school teachers. Both groups of teachers stated that digital literacy had positive effects on language teaching and that digital technologies facilitated their coursework. In terms of the difficulties the EFL teachers experienced, according to the results of the study, EFL teachers listed some

of the difficulties they experienced as follows; technical problems, inadequate institutional support, limited curriculum.

CHAPTER 3
METHODOLOGY

In this research study, the aim of this study is to investigate; students' digital literacy levels, the students' attitudes towards using technology in language learning, their accessibility to technology, their intentions of technology use, their anxiety about the use of technology and to see whether there is a relationship between these variables and students' intentions to use technology in language learning. Additionally, it aimed to find out whether the students' digital literacy levels, the students' attitudes towards using technology in language learning, their accessibility to technology, their anxiety about the use of technology can predict the intentions of students to use technology in learning English. In accordance with this purpose, a mixed method research design was used to predict the intentions of students to use technology in English languge learning. This part of the thesis presents and discusses the methodological issues related to the research and the rationale for choices regarding design, participants, data collection tools, and data analysis. Methodological issues are presented in six sections in this chapter. After the present introduction, first of all, the research questions of the research and the reasons for using the mixed method research design, and how the selection of such a design fits the research questions of the research and how it is related to the discovery of the relevant data are presented and explained. Afterwards, the details of the participants and the selection process of the participants and their relationship with the research design are presented in the relevant section. In the next section, the details of the data collection tools and the data collection process are explained. In addition, practical and ethical issues related to the data collection process, information about the reliability and validity of the data collection tools and how they were handled in the research are also discussed in this section.

3.1 The Research Model

The mixed method research desing in which qualitative and quantitative research methods were used together was used in this research. Mixed methods research is a research design in which the researcher first collects and analyzes both qualitative and quantitative data, then combines the findings and makes inferences using qualitative and quantitative

approaches or methods in a single study or research program (Creswell and Tashakkori, 2007). When the study subjects in the field of education and social field are examined in recent years, it is seen that especially the mixed method approach is preferred. The fact that the use of mixed methods provides multiple data opportunities thanks to different methods and techniques, and the data obtained are complementary to each other can be said to be the main reasons for choosing this method (Johnson and Turner, 2003). In addition, another important reason why the mixed method is preferred is that it helps to reveal, understand and make sense of the research problem (Creswell and Creswell, 2017). Combined use of quantitative and qualitative techniques, mixed method research strengthen the advantageous aspects of both techniques. A much more important advantage is that researchers using mixed methods are more likely to choose methods and approaches relevant to the research questions they identify. Mixed methods research aims to use multiple approaches in seeking answers to research questions rather than limiting the researcher's options.

According to Davies (2000), in any study, incorporating both qualitative and quantitative methods leads to a more holistic understanding, which helps explain various aspects of the phenomenon under investigation while creating better-informed education policies.

In order to facilitate the understanding of the mixed research model as a concept, it is necessary to understand and analyze both methods well. Owing to the quantitative research method, it is possible to reach larger groups in a short time, while the qualitative research method provides the opportunity to obtain more deep and detailed information about the subject (Dörnyei, 2007). While various techniques similar to observation, interview and document analysis are preferred in qualitative research in terms of obtaining data (Yıldırım and Şimşek, 2000); to obtain qualitative research data, techniques such as questionnaires and scales with accepted validity and reliability are preferred (Böke, 2009). Considering the possible disadvantages and advantages, it can be said that the use of mixed methods research can be effective in strengthening the research design by mixing these two types. For example, data collection and data analysis of the quantitative part of the study can be used to generalize the results to reflect the opinions of a larger group of participants and avoid reflecting only the personal opinions of the researchers or intrusive biases. On the other hand, additional data obtained from the qualitative part of the study pave the way for a deeper research and provide a better understanding of the subject. In this study, qualitative and quantitative methods were used together using the triangulation model.

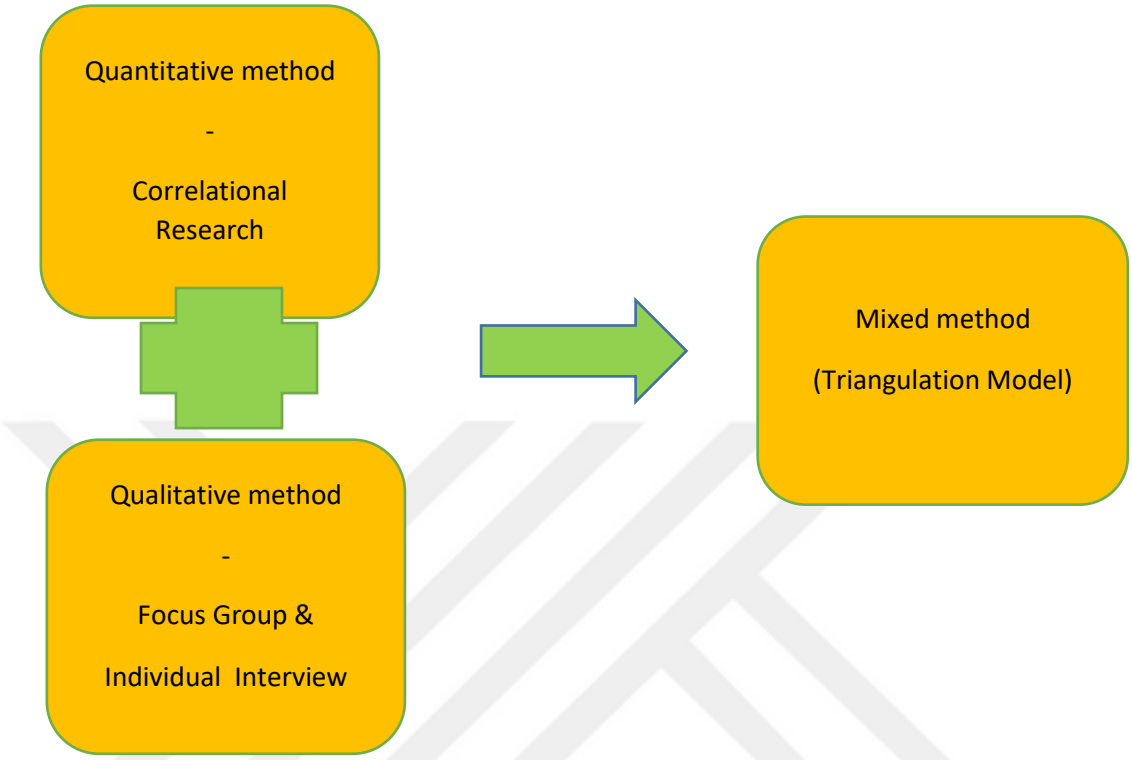


Figure 2. Research model

In the quantitative part of the study, the correlational research model was carried out. Correlational studies aim to determine the characteristic features of groups. It offers a flexible and wide research opportunity about the researched content by taking the opinions of the volunteer participants about the subject being studied (Babbie, 2011). Obtaining answers to measurable variables in correlational research studies; it stands out as a powerful approach in that the researcher can examine the variables and the indicators of the variables with various questions at the same time (Karasar, 2011; Neuman, 2007). In correlational research studies, the differences between the variables aimed to examine the relationship. Variables are defined as independent, dependent and control variables. It is tried to explain the differentiation on the dependent variable with independent variables and control variables.

Based on this background, this thesis study using quantitative and qualitative research designs, respectively, addressed the following research questions:

1. What are the digital literacy levels of the students in the school of foreign languages?
2. What are the attitudes of the students towards technology use for learning a foreign language?
3. What are the anxiety levels of students regarding the use of technology?
4. What are the students' levels of accessibility to technology?
5. What are the students' intentions of technology use?
6. Is there a relationship between students' intentions of technology use and, digital literacy, anxiety about the use of technology, accessibility to technology, attitudes towards technology mediated language learning?
7. Can digital literacy, anxiety about the use of technology, accessibility to technology and the attitudes towards technology use for learning a foreign language predict the intentions of students to use technology in learning English?

Both quantitative and qualitative data collection tools were used together to obtain data for the answers to each research question in the study. In the study, qualitative and quantitative data were collected simultaneously. While questionnaires and scales for each research question were used for quantitative data, focus group method and semi-structured interview technique, which are qualitative data collection methods, were used for qualitative data. The focus group is a technique that aims to collect data by creating a polyphonic environment where participants have the opportunity to express their true thoughts openly, often accompanied by an average of 4 or 12 participants with some common characteristics and a moderator. Accoridng to Şahin et al., (2009) a focus group is a small group interview in an unstructured, unstructured and natural way, led by a moderator. The role of the researcher (moderator); is to lead the discussion and to ensure that the focus group of appropriate audience participants has a healthy discussion about the research topic. In this way, it is aimed to reach deep and true information about the subject. Among the reasons for choosing the focus group, which is one of the methods used by the researcher to obtain qualitative data in the study, are that the data can be obtained quickly, the cost is low, it provides reliable information when a suitable environment is created, and it is a very suitable technique especially for group data collection. Again, among the reasons why the researcher used a focus group while collecting qualitative data, the focus group is an interactive method, that is, there is interaction within the group while answering the questions, and another

reason is that the participants participate and respond at the same time, so the participants are much more confident than the one-on-one interviews, and this makes the findings much more striking and realistic. In the study, semi-structured one-on-one interview technique was another technique used while collecting qualitative data. In this study, the researcher conducted an online and one-on-one interview with pre-prepared questions about the research questions. Among the preferences of the researcher to use the semi-structured interview technique, there are reasons such as the fact that the semi-structured interview technique is more flexible than the structured interview technique, and the places of the questions can be changed (Yalçıner, 2006). The research design of the study, which includes the research methods and data collection tools related to the research questions, is given in Table 1 below.

Table 1

Research desing of the study

Resarch Question No	Question Type	Type of Variable	Research Method	Data Collection Tool
1	Descriptive	Independent Variable	Quantitative Method	Questionnaire
2	Descriptive	Independent Variable	Quantitative Method	Questionnaire
3	Descriptive	Independent Variable	Quantitative Method	Questionnaire
4	Descriptive	Independent Variable	Quantitative Method	Questionnaire
5	Descriptive	Dependent Variable	Quantitative & Qualitative Method	Questionnaire & Semi Structured Interviews & Focus Group
6	Correlational	-	Quantitative Method	Questionnaire
7	Predictive	-	Quantitative & Qualitative Method	Questionnaire & Semi Structured Interviews & Focus Group

3.2. Population and Sample

The sample of the study consists of preparatory class students at a foreign languages school in a university in the northwest of Türkiye. These students are students who enroll in the university from different departments and have not been successful in the English proficiency exam and take 1-year compulsory language class education or attend the preparatory class voluntarily. Data were collected towards the end of the 2021-2022

academic year. Since the study is a mixed method research design, population and sampling techniques are presented separately for quantitative and qualitative research designs.

3.2.1. Sample in Qualitative Research

The sample used to obtain the qualitative data of this study is 10 preparatory class students at a foreign language school. Focus group interviews were conducted with 5 of the 10 students in question, and one-on-one interviews were conducted with the other 5 students using semi-structured interview technique. The focus group was held in a suitable empty classroom at the School of Foreign Languages. The sample of this focus group consists of preparatory class students, two of them were male and three of them are female students. The researcher kept the sample size in the focus group interview within the ideal number suggested by the researchers. In the studies conducted, it was stated by many researchers that the ideal number for focus group sampling is between 4 and 12 (Boddy, 2005; Krueger, 1994; Morgan, 1988; Prince and Davies, 2001).

One-to-one interviews were conducted online with 5 students, 3 boys and 2 girls. The sample of one-on-one interviews consists of preparatory class students, three of them were male and two of them are female students.

Table 2

Demographic informations of the sample in qualitative data

	Gender	Age	Total
Focus group	Three female Two male	19, 19, 20, 20, 20	5 students
One-on-one Interview	Three male Two female	19, 19, 20, 20, 20	5 students

While determining the sample for the focus group and one-on-one interviews, first of all, criterion sampling, one of the purposeful sampling techniques, and then the convenience sampling method were preferred. For the criterion sampling, the criteria for inclusion in the participant group were determined as being a Foreign Languages Preparatory

class student, not repeating the preparatory class, being in the age range that can be considered a member of the z generation, studying English as a foreign language, and using technology in foreign language learning. Participants were selected with convenience sampling from the sampling frame formed within the framework of these criteria. Convenience sampling is a sampling technique that stands out with its ease of access by the researcher to the research participants (Nikolopoulou, 2022). In this research, 5 students from the preparatory class of the School of Foreign Languages who voluntarily agreed to participate in the research were selected for the focus group, and 5 other students were selected for one-on-one interviews. A total of 10 students were selected.

3.2.2.Sample in Quantitative Research

In this study, research population consist of 400 students in the preparatory class at the School of Foreign Languages. The sample size to represent the research population is 196 participants within the scope of 95 percent confidence level and 5 percent margin of error. In this study, a sufficient sample size was reached by reaching 77.5 percent of the research population with the volunteer participants who were reached by the random sampling technique and included in the research.

The sample of this study consists of 310 preparatory class students at the School of Foreign Languages. While collecting the quantitative data of the study, a scale and questionnaire was applied to these 310 students in accordance with the research questions. All of these students are English preparatory class students, use technology in English learning, and are students in the Z generation category. Members of this generation were born after the second half of the 1990s and grew in the 2000s. These are the years when the most profound changes such as the web, smart phones, laptop computers and technology access became easier (Singh and Dangmei, 2016).

Among 310 participants, 27 (8.7%) are foreign national students and 283 (91.3%) are citizens of the Republic of Turkey. When the participants were analyzed according to their gender, 126 (40.6%) were male and 182 (58.7) were female. Two participants did not answer the question about gender in the measurement tool. The average age of the participants is 19.5.

3.3. Data Collection Instruments

In this study on understanding students' intention to use technology while learning English, questionnaires and scales were used for quantitative data, and focus group/one-on-one interview technique was used to collect qualitative data. In the study, a total of 4 scales and 1 questionnaire were used in accordance with the research questions. All of the data collection tools used in quantitative data collection in the study were previously tested for validity and reliability. In order to reach the answers of the first research question "What are the digital literacy levels of the students in the school of foreign languages" of the study, the below scale was used.

3.3.1. Digital Literacy Scale

In this study, digital literacy scale [adapted from Ng (2012) by Üstündağ et al., (2017)] was used to obtain quantitative data on students' digital literacy levels. This study used only ten of the 39 original items. The adaptation of the digital literacy skills scale was carried out by using a 5-point Likert scale (1=strongly disagree to 5=strongly agree). Scale was valid, measured by moment product correlation, all items have a significant correlation of more than 0.05 (tailed 2). Its authenticity is demonstrated by the Cronbach Alpha coefficient of 0.835. The result of the reliability analysis performed on the participant group of this thesis was 0.836. This result reveals that the measurement tool has a high level of reliability.

The analysis of the content validity of the digital literacy scale within the framework of this research topic was carried out with expert opinion. As a result of the expert opinion, it was concluded that the measurement tool was valid for the study. Digital literacy scale contains items that determine the level of digital literacy, such as knowledge of digital technology application and ability to use digital technologies, perception, attitude and behavior towards digital technology applications.

3.3.2. English Language Learners' Attitudes Scale

In the second research question "What are the attitudes of the students towards technology use for learning a foreign language?" which aimed at measure students' attitudes towards the use of technology while learning English, an English Language Learners' Attitude Scale was used. The scaled was developed by Alzaidiyeen (2017) and consists of 30 items. This measurement tool, which is a Likert type, consists of the following options; 'Strongly Disagree', 'Agree', 'Undecided', 'Agree' and 'Strongly Agree'. In Alzaidiyeen (2017) study, the face validity and content validity of the scale were evaluated separately by four experts in educational technology. In addition, a pilot study was conducted to determine the internal consistency and reliability of the questionnaire used. Cronbach reliability analysis was performed to test the internal consistency of the variables. The reliability of the attitude scale was confirmed as Cronbach's alpha coefficient around 0.85. As a result of the reliability analysis performed on the participants of this study, the Cronbach's alpha coefficient of the measurement tool was 0.952. The measuring instrument is very highly reliable.

Original measurement tool developed by Alzaidiyeen (2017), as stated in the article title, "English as a Foreign Language Students Attitudes towards the Utilization of iPad in Language Learning", measures on iPad. In this study, the measurement tool was adapted by using the term"technology" instead of the term "iPad" in the items of the measurement tool. Expert opinion was sought for both this situation and the content validity of the measurement tool. As a result of the expert evaluations, it was concluded that it is appropriate to prefer the term "technology" in the items and that the measurement tool is valid within the scope of the research topic.

3.3.3. Information Technology Anxiety Scale

An information technology anxiety scale was performed to determine the answer to another research question in the study, "what is the anxiety level of students about technology use while learning a foreign language". Technology anxiety is defined as the distress and stress experienced when it is decided to use a new tool or tool without an unknown or using experience (Oyedele and Simpson, 2006). Although the sample of the study consisted of the students belonging to the Z generation who were born into technology, the anxiety levels of the students towards technology use were also investigated in this study,

since anxiety towards technology use is a variable that may have an impact on students' intentions of technology use. The scale was performed to determine the anxiety level of the students' towards technology use in learning English.

In this study, the Information Technology Anxiety Scale developed by Lopez-Bonilla and Lopez-Bonilla (2012) was used. The scale consists of 12 items. Items 5 and 7 are reverse items. The scale items were assessed on a 7-point Like scale; Strongly disagree (1) to strongly agree (7).

On the scale, a low score means low anxiety, a high score means high anxiety. Lopez-Bonilla and Lopez-Bonilla (2012) examined the internal consistency analysis in the reliability analysis of the scale and Cronbach's alpha coefficient was 0.94. In this dissertation, Cronbach's alpha coefficient was found to be 0.875 as a result of the measurement applied to the research participants. It can be concluded that the measuring instrument is highly reliable.

Within the scope of the research, expert opinion was sought for the content validity of the measurement tool. It was concluded that the measurement tool was valid.

3.3.4. Accessibility of Technology Questionnaire

A technology accessibility questionnaire was used for the fourth research question of the study, which is aimed at understanding the level of technology accessibility of students while learning English. The questionnaire was designed from technology access questions in the "Developing New Indexes to Measure Digital Technology Access and Familiarity" research by Kitmitto et al. (2018).

The questionnaire is divided into two parts. In the first part, there are questions about whether technological tools such as computers and smart phones belong to the person or used in common with other people, while in the second part, how often these technological tools are used while learning English. First part is measured on questions with yes/no answers, and the second part on questions with time order answers.

Expert opinion was sought for the content validity of this questionnaire. It was concluded that the questionnaire was valid within the scope of the study. For reliability, since the measurement tool is a questionnaire, the internal consistency coefficient cannot be checked. Since the test-retest, split-half and parallel test techniques could not be performed with the participant group, the questionnaire questions were examined with the participants

group before data collection, and what they understood from the questionnaire questions was discussed with them, and as a result of this examination, it was concluded that the questionnaire was reliable.

3.3.5. Intention to Use Technology Scale

The last scale used for the quantitative data of the study is the students' intention to use technology scale. This scale was developed on the basis of the TAM model. Tam Model was develop by (Davis, 1989). Despite the popularity of TAM as a framework for explaining users' intent to use technology in education, there have been studies to extend and expand the model to increase its explanatory ability to address more complex relationships in education involving variables outside of TAM (Hermans, 2008). The measurement tool was developed by Teo et al. (2011).

The scale was 5 point Likert- Scale, and has 4 factors including; Perceived usefulness (PU) (three items), perceived ease of use (PEU) (three items), attitudes towards computer use (ATCU) (three items), and intention to use (ITU) (two items). The Cronbach Alphas Coefficients of the original measuring instrument were: 0.940 for PU; 0.951 for PEU; 0.899 for ATCU, and 0.832 for ITU.

In this study, Attitudes Towards Computer Use (ATCU) factor was adapted on technology and used as Attitudes Towards Technology Use (ATTU) since the research did not include only computer. Expert opinion was sought for the content validity of this update and the entire measurement tool, and positive feedback was received as a result of expert opinion. When the reliability results applied to the participants of this study were examined, the Cronbach Alphas Coefficients values were found as follows: 0.875 for PU, 0.807 for PEU, 0.829 for ATTU, 0.679 for ITU and 0.899 for full scale. It has been concluded that the measurement tool is highly reliable.

3.3.6.Interview Forms

In terms of qualitative data, as a data colleciton tools, focus group form and a semi structured interviews forms were used. In both forms, the questions asked to the participants are the same as the questions. The questions of the interviews are as;

1. What is your intention(s) to use technology while learning English?

2. Do you think digital literacy is a predictor of your intention to use technology while learning English? Why?

3. Do you think your level of access to technology is a predictor of your intention to use technology in learning English? Why?

4. Do you think technology anxiety is a predictor of your intention to use technology in learning English? Why?

5. Do you think that the attitude of using technology in language learning is a predictor of your intention to use technology in learning English? Why?

Expert opinion was sought for the content validity of the interview questions presented above. Within the scope of the study, it was concluded that the questions were valid. For reliability, the participants from the sample group of the study were asked to read questions and what they understood. It was concluded that the questions were understood correctly by the participants and it was concluded that the interview questions were reliable.

3.4. Data Collection Procedure

In order to obtain the quantitative and qualitative data of the research, the necessary permissions were obtained from the Ethics Committee of Çanakkale Onsekiz Mart University, and then, towards the end of the 2021-2022 academic year, data were collected from the preparatory class students at the Çanakkale Onsekiz Mart University School of Foreign Languages. The questionnaires and scales applied to the students to collect the quantitative data were collected by the researcher at the end of the required time to be filled. In order to collect the qualitative data, the researcher conducted a focus group interview with the participants herself and held one-on-one online interviews. The participation of the participants in this study was completely voluntary. There was no negative attitude towards the students who did not want to take part in the research. The number of students who did not want to participate in the study was very small and was welcomed with respect. In addition, it has been stated that the names of the participants will not be used explicitly in the dissertation, and it will be based on confidentiality. In addition, the participants were informed that the data collected about them would not be used by the researcher in any way other than scientific research.

Before the interviews, general and necessary explanations and the subject of the research were sent to the participants. This gave them some time to think. However, in order to get more spontaneous, honest and sincere answers instead of pre-prepared answers, certain questions were not shared with the participants beforehand.

The researcher participated in the focus group as a moderator. These 5 students answered the questions prepared for the research questions by discussing the subject with each other on the subject in an interactive environment. The focus group interview lasted an average of one hour and audio recordings were made from beginning to end. Again the duration of the focus group interview was also in accordance with the length recommended by the researchers. The ideal length recommended in studies is generally between one to two hours (Leitão and Vergueiro, 2000, Stewart and Shamdasani, 1990, Greenbaum, 2003, Gibbs, 1997). While choosing the venue where the focus group interview will be held, the researcher paid attention to a few issues for the efficiency of the interview. Some of these issues are consistent with the characteristics of the place planned for the focus group discussions in researchers; accessible and suitable for all participants and free from potential disturbances and noise (Krueger and Casey, 2008). In order to make it more relaxing and reassuring, an empty and suitable classroom, which is familiar to the students, where they attend the classes was chosen. The setting was away from the noisy environment and disturbance.

Another method used in collecting qualitative data in this study is the one-on-one interview technique. Semi-structured interview technique was used in one-on-one interviews. Qualitative research is more concerned with processes than products or outputs. Therefore, meanings are important in qualitative research (Flick, 2012). Semi-structured interviews, on the other hand, eliminate the limitations of tests and questionnaires based on writing and filling, due to their certain level of standardization and flexibility, and help to gain in-depth information on a particular subject (Yıldırım and Şimşek, 2003). Semi-structured interviews have the following feature; they are neither as rigid nor as clear-cut as fully structured interviews nor as flexible as unstructured interviews, they are somewhere in between. In this study, semi-structured interview technique was used because it provides this flexibility to the researcher (Yılmaz and Altınkurt, 2011).

In this dissertation, the researcher used more than one qualitative data collection method in order to gain a deeper understanding of the subject he researched. The purpose of the researcher to use qualitative data collection methods here is to follow an explanatory and

interpretive process basen on the literature by explaining the basic characteristics of individual and social events and phenomena that people live, observing people in their natural environments, examining the formation processes of events and phenomena (Creswell, 2013; Mertens, 2014).

One-to-one interviews were conducted online with 5 students, 3 boys and 2 girls. The interviews were made over Microsoft Teams and each interview was recorded. Each interview lasted an average of 35-45 minutes. A semi-structured interview form was used in the interviews and the questions were formed based on the research questions of the study. A total of 5 questions were asked to the students, and their thoughts and opinions were asked on these questions. The questions consist of students' opinions about their digital literacy levels, their views on their attitudes towards technology use in English learning, their level of accessibility to technology, their anxiety levels towards technology use, and their thoughts and views on students' intentions of technology use.

3.5. Data Analysis

For the qualitative analysis of the research, 5 individual interviews and 1 focus group interview were conducted. The data were recorded digitally. Each interview was transcribed. In order not to present sensitive data, the names of the participants were not presented, they were coded and represented in the report. For example Individual Interview Male coding was made for the male participant who was interviewed individually, and II_M was abbreviated for symbolization. At the end of the abbreviation, the sequence number representing the participant row is given. For female participants, the abbreviation II_F was changed to Female instead of Male. Focus Group Male (FG_M), Focus Group Female (FG_F) coding was used for focus group interviews. Information on interviews and transcripts Table 3 are also offered.

Table 3.

Qualitative information on qualitative data

Type of Interview	Interviewee	Place of Interview	Interview Date&Time	Duration of Interview	Transcript length
Individual Interview	**II_M1**	Microsoft Teams	03.06.2022 17.02	41 minutes 57 seconds	5094 words
Individual Interview	**II_M2**		28.05.2022 16.24	30 minutes 42 seconds	3880 words
Individual Interview	**II_M3**		29.05.2022 16.27	35 minutes 19 seconds	4455 words
Individual Interview	**II_F1**		28.05.2022 17.10	36 minutes 10 seconds	4597 words
Individual Interview	**II_F2**		29.05.2022 17.27	36 minutes 35 seconds	4374 words
Focus Group Interview	FG_P	ÇOMU YADYO	25.05.2022 18.03	50 minutes 55 seconds	6859 words

Content analysis technique was preferred in data analysis. The stages of content analysis carried out are as follows.

• All transcripts were pre-read before encoding.

• Coding was carried out with the researcher and 1 expert to ensure rater reliability; rater reliability was tested. A reliable result has been reached in terms of rater reliability.

Inter-coder agreement is defined as the analysis of whether multiple coders extract similar codes from within a dataset (Miles and Huberman, 1994). Miles and Huberman (1994) recommended in this strategy, which relies on the joint examination of transcripts from the same data set by multiple coders and their collaborative analysis, that the coder consistency percentage should be at or above 0.80. In the calculation of this value, the Reliability Coefficient is determined using the formula Reliability Coefficient = Agreement / (Agreement + Disagreement) x

100, as employed by the researchers. Through the calculations conducted based on coding performed collaboratively by the researcher and an expert, a coder reliability of 0.83 was achieved.

• In order to find an answer to the relevant research question, individual interviews and focus group interviews were analyzed separately on the basis of the research question.

• First of all, coding was carried out. The coding was done by taking the subtext readings into consideration.

• The codes were combined under themes by establishing semantic links among themselves.

• The theme and code network of individual interviews and focus group interviews regarding each research question are presented in the findings with the visuals presented. The reasoned justification of each theme and code is detailed with direct quotations and researcher comments in the image.

Quantitative data were analyzed using a quantitative data analysis program. The data set entered into the program underwent initial data screening procedures. No missing values or outliers were identified within the data set. Reverse item transformations were conducted for measurement instruments, and average scores were computed for each measurement tool. Descriptive statistics, including percentages and mean analyses, were employed for research questions necessitating a descriptive examination. Correlation analysis was conducted for research questions requiring relationship assessment, and linear regression analysis was performed for research questions demanding predictive exploration.

3.6. Ethical Considerations

Preparatory class students of the faculty of foreign languages participated in the data collection phase of the study. Various ethical issues were taken into consideration in this study. Some of those; some were confidentiality, anonymity and informed consent. In the study, the anonymity of the participants was primarily ensured. No information was requested, such as the names, surnames, and whereabouts of the students, and this

information was not used anywhere. It was hoped that this would contribute to the protection of their privacy.

In the study, participation in the data collection phase is completely voluntary. This issue was shared with all participants before the data collection phase. In addition, the students were informed about the rationale of the study and the data to be reported as thesis study. Necessary explanations were given to the students both for the focus group interview and before the semi-structured interview. In addition, a consent form was given to the students before the interviews. Participants were also given a consent form at the beginning of the written questionnaire, as well as giving information about the research, such as the purpose and reason of the research, clearly emphasizing the aspects of confidentiality and anonymity.

In addition, necessary legal permissions were obtained before the relevant data were collected. An application was made to the ethics committee of the university. In addition, an official letter was written to the faculty of foreign languages.

CHAPTER 4
FINDINGS

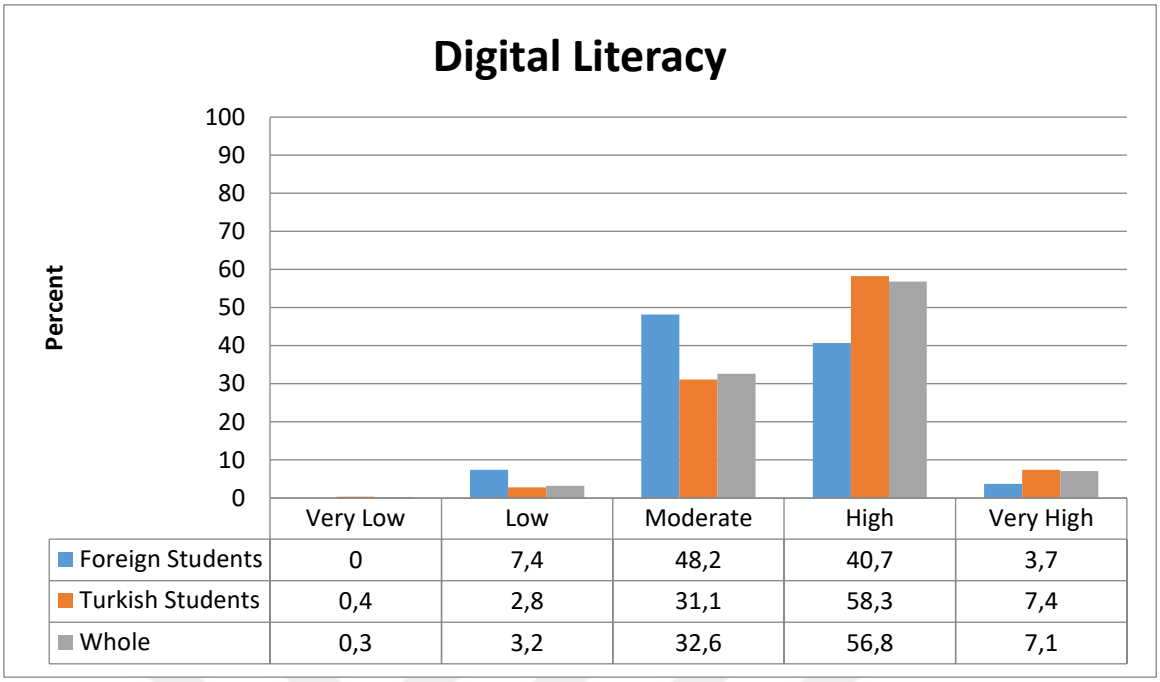
In this section, the presentation and interpretation of the findings obtained as a result of data analysis is carried out. Since there are quantitative and qualitative data in the research; firstly, the findings obtained by the analysis of the quantitative data collected by the survey technique are presented; Afterwards, the findings obtained by analyzing the qualitative data obtained by individual interview and focus group interview techniques are presented.

4.1. Quantitative Findings

The quantitative data obtained from the measurement tools presented to the participants with the questionnaire technique were analyzed within the scope of the research questions, and the findings related to each research problem are presented below under subheadings.

4.1.1. The Digital Literacy Levels of the Students in The School of Foreign Languages

In this section, which examines the digital literacy levels of the students of the School of Foreign Languages, defined as the Z generation, firstly the distribution of the participants according to their digital literacy levels is presented, and then the digital literacy levels are presented over the averages of the participants.



	Very Low	Low	Moderate	High	Very High
Foreign Students	0	7,4	48,2	40,7	3,7
Turkish Students	0,4	2,8	31,1	58,3	7,4
Whole	0,3	3,2	32,6	56,8	7,1

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

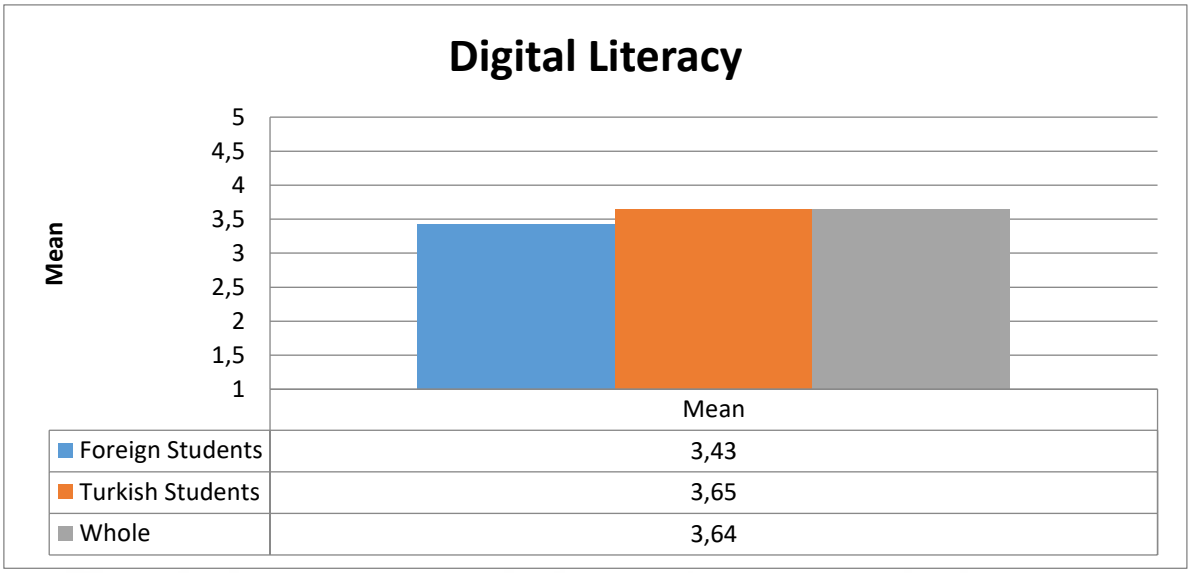
Graphic 1. The digital literacy levels of the students in the school of foreign languages – percent analyse

When Graph 1, which presents the percentage distribution of participants according to their digital literacy levels, is examined,

It is understood that 7.4 percent of the foreign participants are digital literate at low level, 48.2 percent at moderate level, 40.7 percent at high level and 3.7 percent at very high level. There is no participant who is digitally literate at the very low level.

It is understood that 0.4 percent of the Turkish participants are digitally literate at very low level, 2.8 percent at low level, 31.1 percent at moderate level, 58.3 percent at high level and 7.4 percent at very high level.

When the total scores of all participants are examined, it is understood that 0.3 percent of the participants are very low, 3.2 percent are low, 32.6% are moderate, 56.8 percent are high and 7.1 percent are very high digitally literate.



Mean Interpration: 1,00-1,49: Very low; 1,50-,2,49: Low; 2,50-3,49: Moderate; 3,50-4,49: High; 4,50-5,00: Very high

Graphic 2. The digital literacy levels of the students in the school of foreign languages – mean analyse

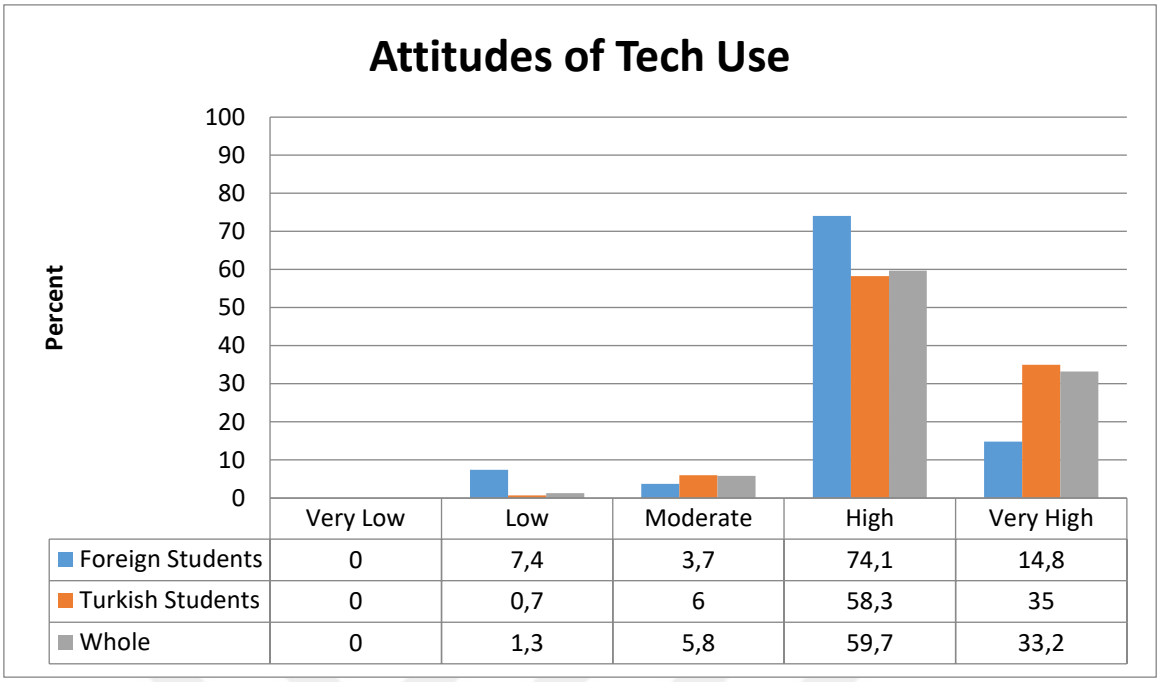
When Graph 2, which presents the digital literacy levels of the participants, is examined;

It is understood that the average of the foreign participants is moderate (mean= 3.43), the Turkish participants are high (mean= 3.65), and the total scores of the participants are high (mean= 3.64).

It is important that the digital literacy levels of the participants, defined as the Z generation, are at medium and high levels. It can be said that they have a certain competence in using technology. However, considering the interaction of the Z generation with technology, it is thought-provoking that the digital literacy levels are not too high or close to very high.

4.1.2. The Attitudes of the Students towards Technology Use for Learning a Foreign Language

In this section, which examines the attitudes of the students of the School of Foreign Languages, defined as the Z generation, to use technology while learning a foreign language, firstly the distribution of the participants according to their levels of using technology while learning a foreign language is presented, and then the level of technology use while learning a foreign language is presented over the average of the participants.



	Very Low	Low	Moderate	High	Very High
Foreign Students	0	7,4	3,7	74,1	14,8
Turkish Students	0	0,7	6	58,3	35
Whole	0	1,3	5,8	59,7	33,2

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

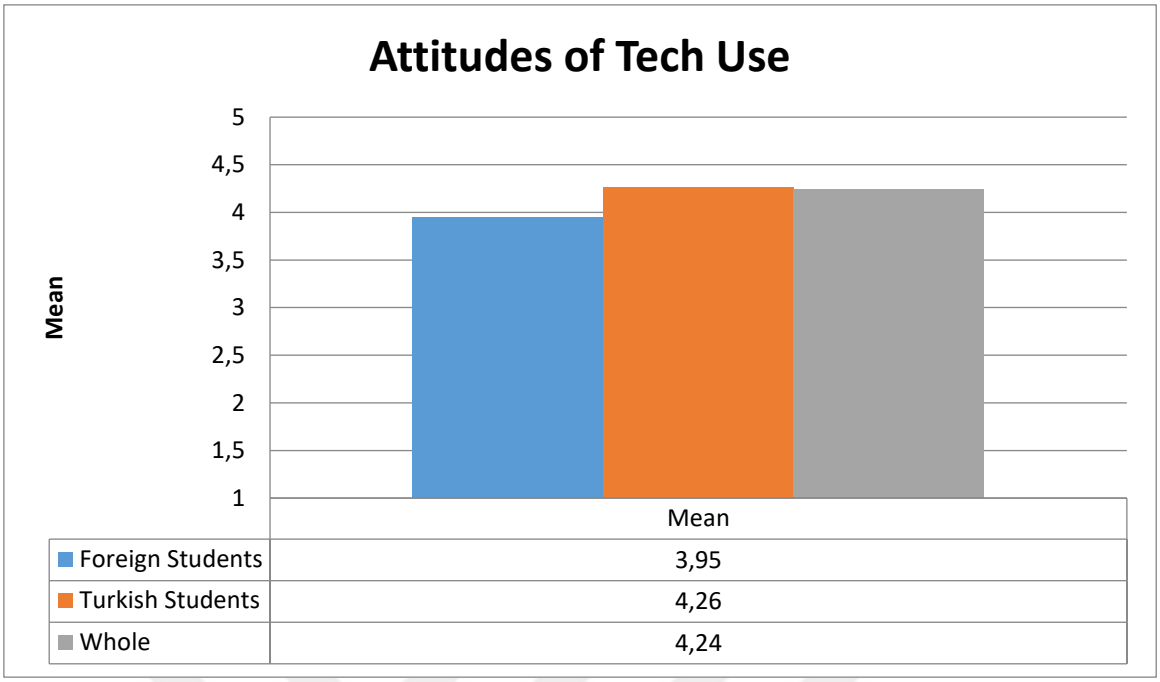
Graphic 3. The attitudes of the students towards technology use for learning a foreign language – percent analyse

When Graphic 3, which examines the percentage distributions of the participants according to their attitudes to use technology while learning a foreign language;

It is understood that 7.4 percent of the foreign participants have a low level, 3.7 percent moderate level, 74.1 percent high level and 14.8 percent very high level of using technology while learning a foreign language. There are no participants at the very low level.

It is understood that 0.7 percent of Turkish participants have a low level, 6.0 percent moderate level, 58.3 percent high level and 35.0 percent very high level of using technology while learning a foreign language. There are no participants at the very low level.

It is understood that 1.3 percent of all participants have a low level, 5.8 percent moderate level, 59.7 percent high level and 33.2 percent very high level of using technology while learning a foreign language. There are no participants at the very low level.



Mean Interpration: 1,00-1,49: Very low; 1,50-,2,49: Low; 2,50-3,49: Moderate; 3,50-4,49: High; 4,50-5,00: Very high

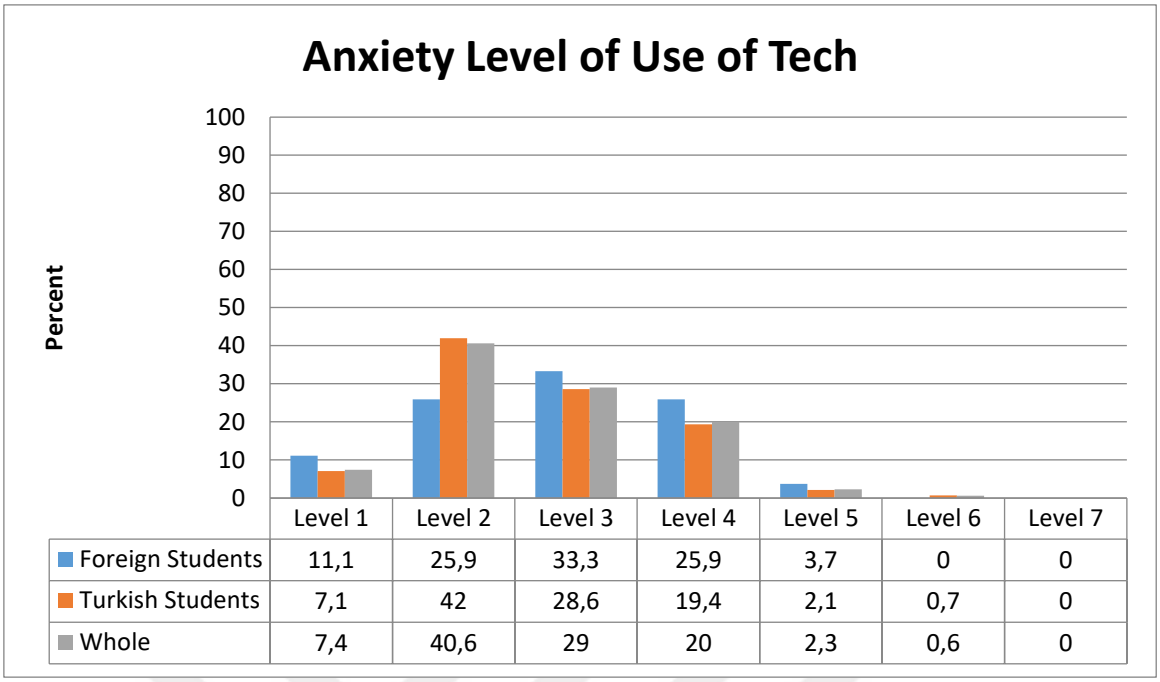
Graphic 4. The attitudes of the students towards technology use for learning a foreign language – mean analyses

When graphic 4, which presents the attitudes of the participants to use technology while learning a foreign language, is examined, it is understood that foreign students have a high level of attitude (mean= 3.95), Turkish students have a high level of attitude (mean= 4.26) and all participants have a high level of attitude (mean= 4.24).

It is important that the Z generation members have a high attitude of using technology in learning the English language. They exhibit positive affective features towards using technology in the language learning process.

4.1.3.The Anxiety Levels of Students Regarding the Use of Technology

In this section, which examines the technology anxiety levels of the students of the School of Foreign Languages, defined as the Z generation, while learning a foreign language, firstly the distribution of the participants according to their technology anxiety levels while learning a foreign language is presented, and then the technology anxiety levels while learning a foreign language are presented over the averages of the participants. Level 1 describes the lowest level of anxiety, while level 7 describes the highest level of anxiety.



	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Foreign Students	11,1	25,9	33,3	25,9	3,7	0	0
Turkish Students	7,1	42	28,6	19,4	2,1	0,7	0
Whole	7,4	40,6	29	20	2,3	0,6	0

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

Level1: En düşük, Level 2: Çok düşük, Level 3: Düşük, Level 4: Orta, Level 5: Yüksek, Level 6: Çok yüksek, Level7: En yüksek

Graphic 5. The anxiety levels of students regarding the use of technology – percent analyse

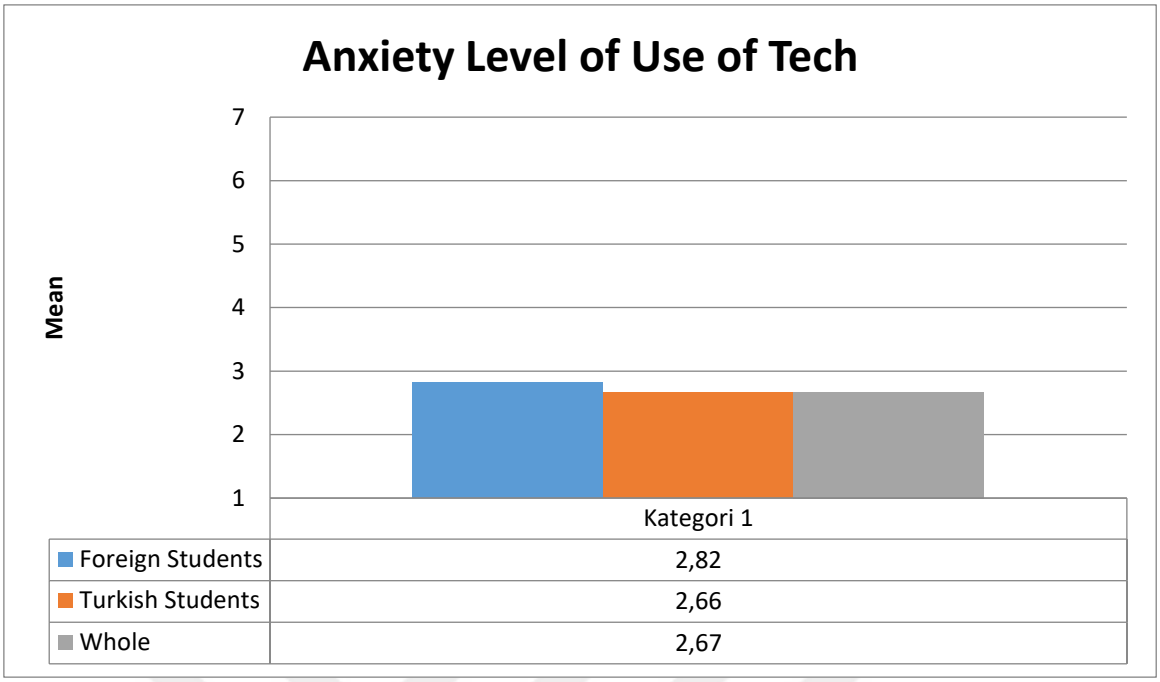
When Graphic 5, which presents the analysis results of the participants' technology anxiety levels, is examined,

11.1 percent of foreign students have low level, 25.9 percent very low level, 33.3 percent low level, 25.9 percent medium level and 3.7 percent high level technology anxiety. There is no participant who has a very high and highest level of technology use anxiety.

7.1 percent of Turkish students have a low level of technology use, 42.0 percent a very low level, 28.6 percent a low level, 19.4 percent a medium level, 2.1 percent a high level, and 0.7 percent a very high level of technology use anxiety. There is no participant who has the highest level of technology use anxiety.

7.4 percent of all students have a low level, 40.6 percent a very low level, 29.0 percent a low level, 20.0 percent a medium level, 2.3 percent a high level, and 0.6 percent a very high level of technology use anxiety. There is no participant who has the highest level of technology use anxiety.

It is important that students who are members of the Z generation have low levels of technology anxiety. However, it is a remarkable finding that there are participants with moderate and high levels of anxiety.



Mean interpretion: 1,00-1,49: En düşük, 1,50-2,49: Çok düşük, 2,50-3,49: Düşük, 3,50-4,49: Orta, 4,50-5,49: Yüksek; 5,50-6,49: Çok yüksek, 6,50-7,00: En yüksek

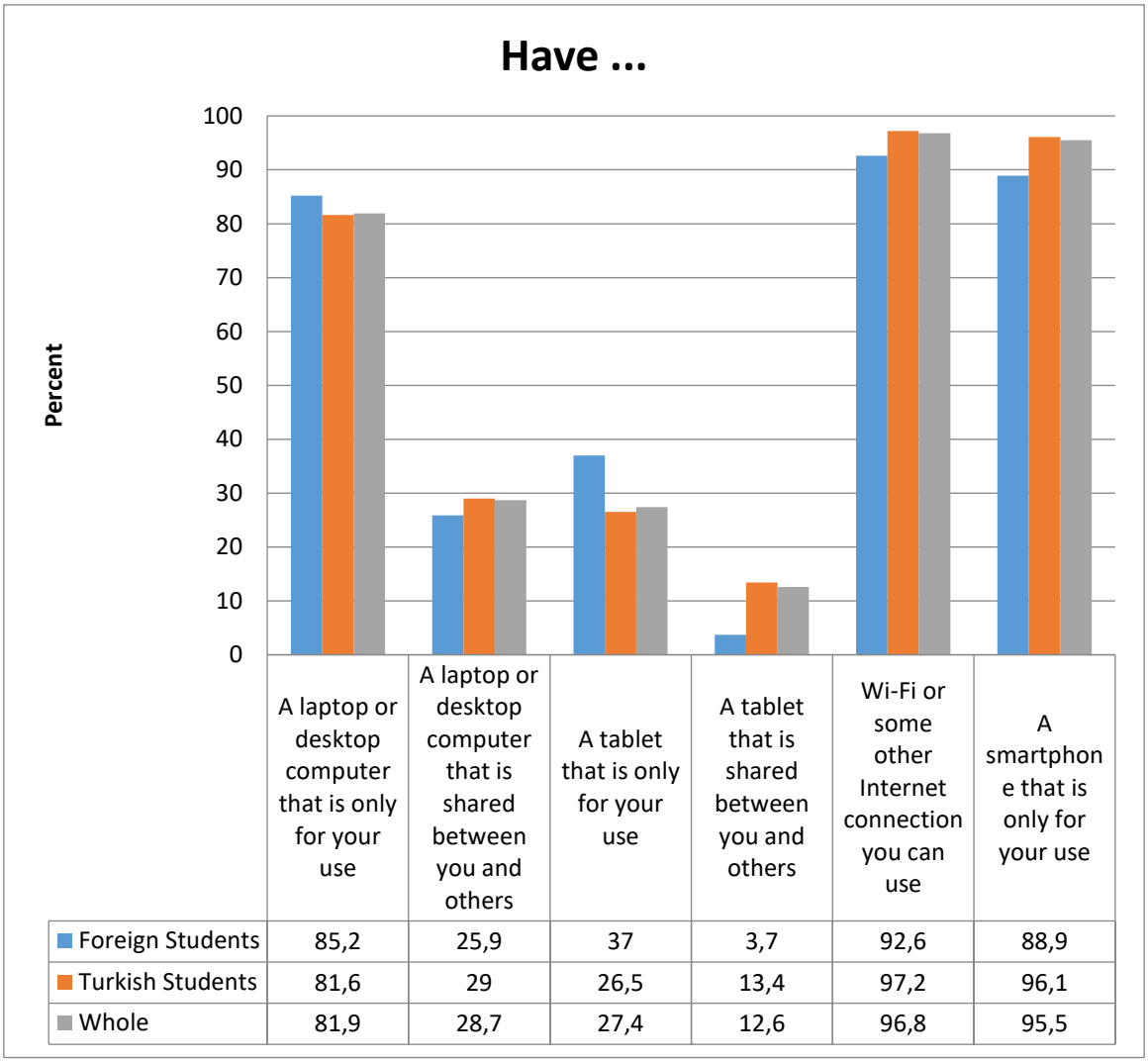
Graphic 6. The anxiety levels of students regarding the use of technology – mean analyse

When Graphic 6, in which the analysis of students' anxiety about using technology while learning a foreign language is presented according to their average scores, is examined, it is understood that foreign students have low level (mean: 2.82), Turkish students have low level (mean: 2.66) and all students have low level (mean: 2.67) technology use anxiety.

It is important that the participants of the Z generation have a low level of technology use anxiety while learning a foreign language. However, it is noteworthy that the anxiety levels of using technology are not very low or at the lowest level.

4.1.4.The Students' Levels of Accessibility to Technology

In this section, which examines the technology access levels of the students of the School of Foreign Languages, which is defined as the Z generation, firstly the students' technology ownership levels and then the technology usage frequencies are presented.



	A laptop or desktop computer that is only for your use	A laptop or desktop computer that is shared between you and others	A tablet that is only for your use	A tablet that is shared between you and others	Wi-Fi or some other Internet connection you can use	A smartphone that is only for your use
Foreign Students	85,2	25,9	37	3,7	92,6	88,9
Turkish Students	81,6	29	26,5	13,4	97,2	96,1
Whole	81,9	28,7	27,4	12,6	96,8	95,5

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

Graphic 7. The students' levels of accessibility to technology (having tech) – percent analyse

Graphic 7 presents the analysis results regarding the technology ownership levels of the participants.

To the item "A laptop or desktop computer that is only for your use", 85.2 percent of foreign students, 81.6% of Turkish students and 81.9% of all students answered yes. It is understood that the majority of the students have a personal laptop or desktop PC.

25.9 percent of foreign students, 29.0 percent of Turkish students and 28.7 percent of all students answered yes to the item "A laptop or desktop computer that is shared between you and others". The rate of students using shared laptops or desktop PCs is also remarkable.

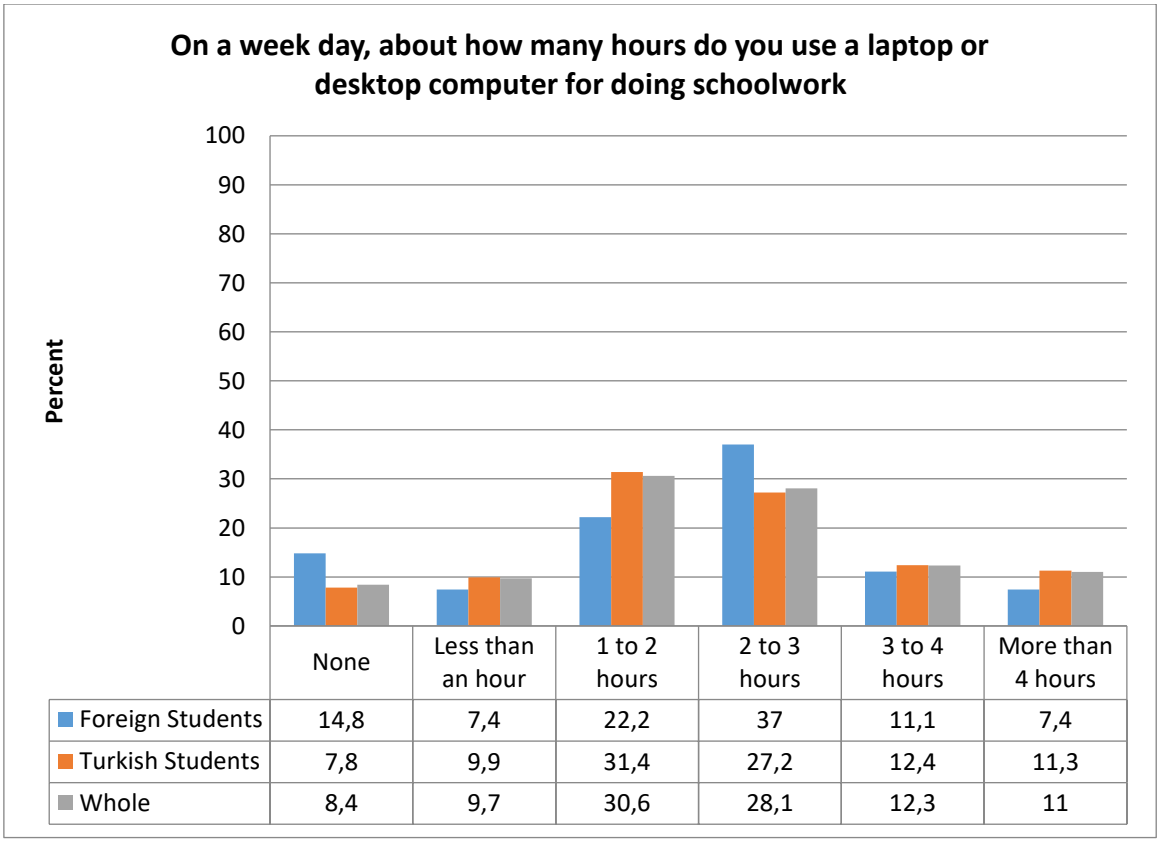
37.0 percent of foreign students, 26.5 percent of Turkish students and 27.4 percent of all students answered yes to the item "A tablet that is only for your use".

To the item "A tablet that is shared between you and others", 3.7 percent of foreign students, 13.4% of Turkish students and 12.6% of all students answered yes.

92.6 percent of foreign students, 97.2 percent of Turkish students and 96.8 percent of all students answered yes to the item "Wi-Fi or some other Internet connection you can use". Internet access rates of the participants are high.

88.9 percent of foreign students, 96.1 percent of Turkish students and 95.5 percent of all students answered yes to the item “A smartphone that is only for your use”. Participants' personal smartphone ownership rates are high.

It can be said that the technology ownership levels of the participants included in the study as members of the Z generation are high.



	None	Less than an hour	1 to 2 hours	2 to 3 hours	3 to 4 hours	More than 4 hours
Foreign Students	14,8	7,4	22,2	37	11,1	7,4
Turkish Students	7,8	9,9	31,4	27,2	12,4	11,3
Whole	8,4	9,7	30,6	28,1	12,3	11

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

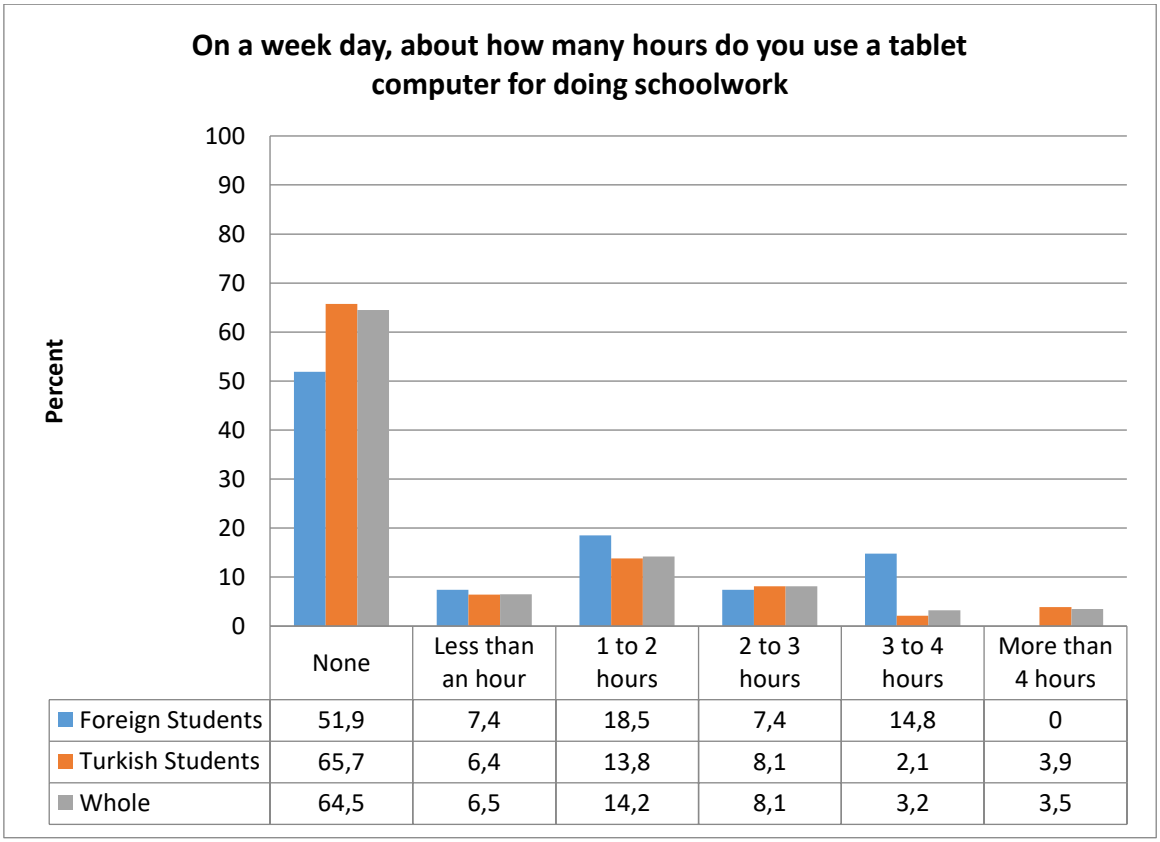
Graphic 8. The students’ levels of accessibility to technology (using laptop or desktop) – percent analyse

Graphic 8 presents the analysis results of how many hours in a week participants use Laptop and desktop PC for school responsibilities.

14.8 percent of the foreign students gave the answer never, 7.4 percent less than an hour, 22.2 percent 1 to 2 hours, 37.0 percent 2 to 3 hours, 11.1 percent 3 to 4 hours and 7.4 percent more than 4 hours.

7.8 percent of Turkish students answered never, 9.9 percent less than an hour, 31.4 percent 1 to 2 hours, 27.2 percent 2 to 3 hours, 12.4 percent 3 to 4 hours, and 11.3 percent more than 4 hours.

8.4 percent of all participants answered never, 9.7 percent less than an hour, 30.6 percent 1 to 2 hours, 28.1 percent 2 to 3 hours, 12.3 percent 3 to 4 hours and 11.0 percent more than 4 hours.



	None	Less than an hour	1 to 2 hours	2 to 3 hours	3 to 4 hours	More than 4 hours
Foreign Students	51,9	7,4	18,5	7,4	14,8	0
Turkish Students	65,7	6,4	13,8	8,1	2,1	3,9
Whole	64,5	6,5	14,2	8,1	3,2	3,5

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

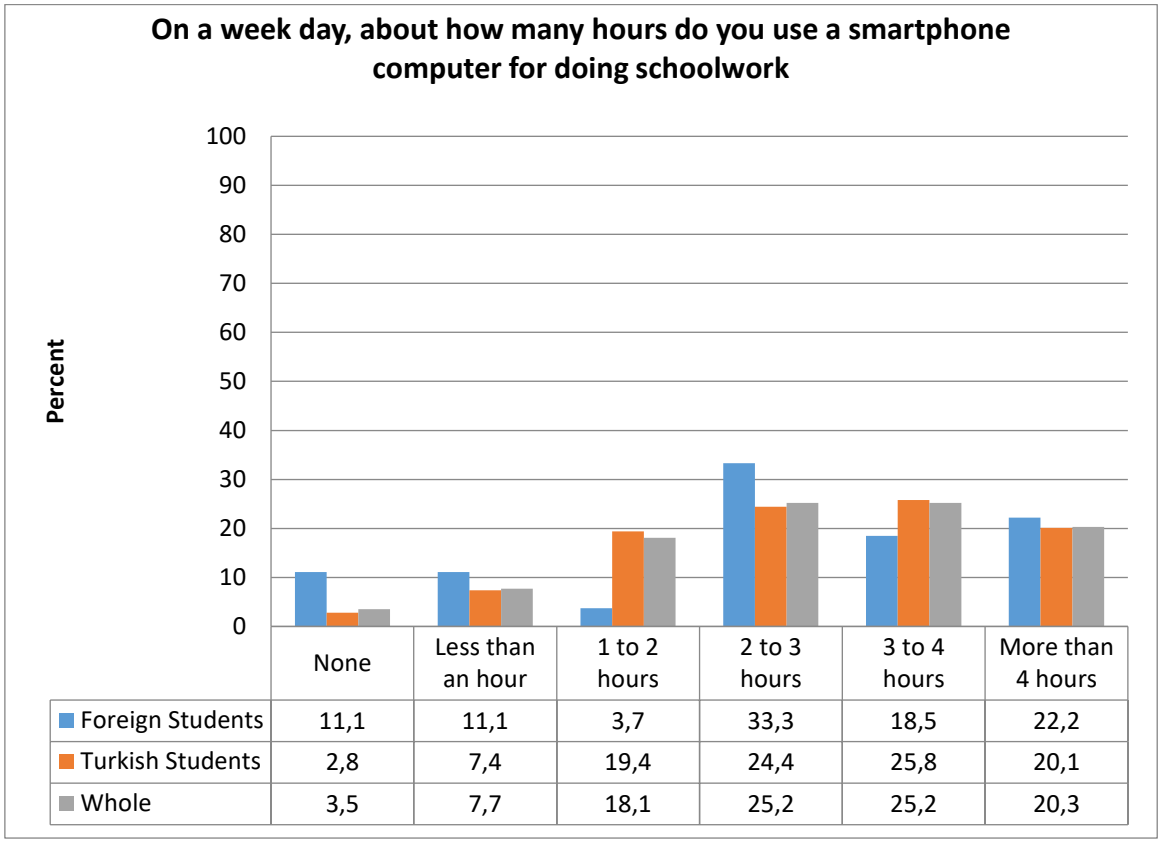
Graphic 9. The students' levels of accessibility to technology (using tablet) – percent analyse

Graph 9 presents the analysis results of how many hours a week participants use the Tablet PC for school responsibilities.

51.9 percent of foreign students answered never, 7.4 percent said less than an hour, 18.5 percent answered 1 to 2 hours, 7.4 percent answered 2 to 3 hours, 14.8 percent answered 3 to 4 hours, and 0.0 percent answered more than 4 hours.

65.7 percent of Turkish students answered never, 6.4 percent less than an hour, 13.8 percent 1 to 2 hours, 8.1 percent 2 to 3 hours, 2.1 percent 3 to 4 hours, and 3.9 percent more than 4 hours.

64.5 percent of all participants replied never, 6.5 percent less than an hour, 14.2 percent 1 to 2 hours, 8.1 percent 2 to 3 hours, 3.2 percent 3 to 4 hours, and 3.5 percent more than 4 hours.



	None	Less than an hour	1 to 2 hours	2 to 3 hours	3 to 4 hours	More than 4 hours
Foreign Students	11,1	11,1	3,7	33,3	18,5	22,2
Turkish Students	2,8	7,4	19,4	24,4	25,8	20,1
Whole	3,5	7,7	18,1	25,2	25,2	20,3

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

Graphic 10. The students' levels of accessibility to technology (using smartphone) – percent analyse

Graph 10 presents the analysis results of how many hours a week participants use their smartphones for school responsibilities.

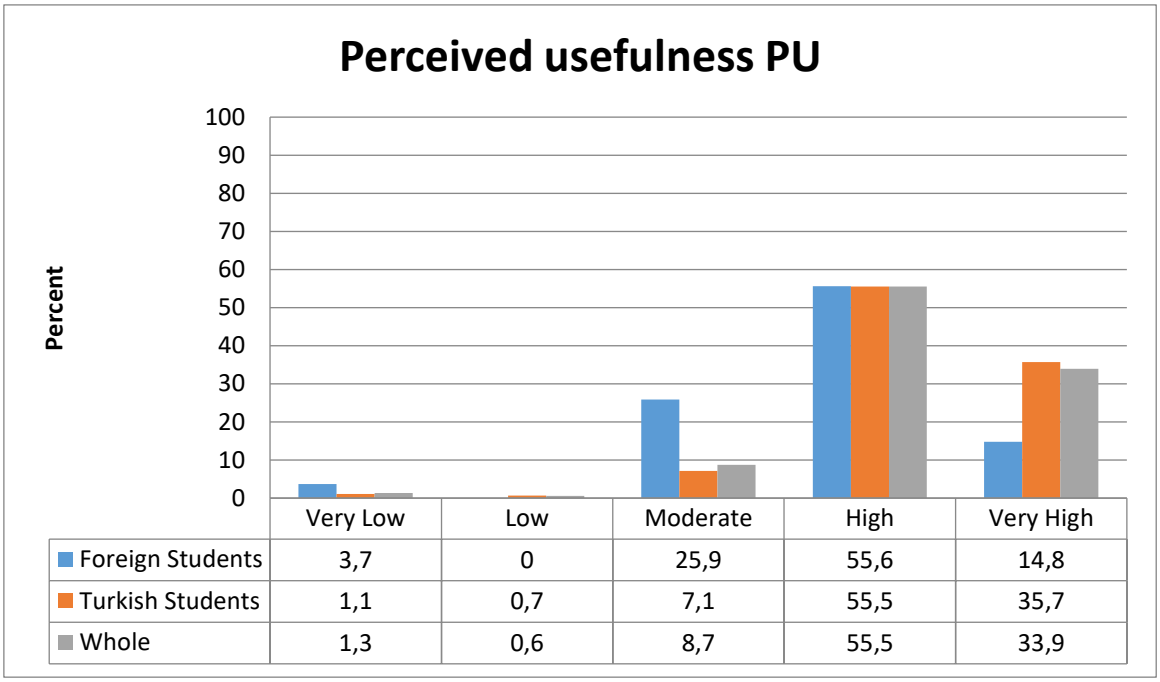
11.1 percent of foreign students answered never, 11.1 percent answered less than an hour, 3.7 percent answered 1 to 2 hours, 33.3 percent answered 2 to 3 hours, 18.5 percent answered 3 to 4 hours and 22.2 percent answered more than 4 hours.

2.8 percent of the Turkish students answered never, 7.4 percent less than an hour, 19.4 percent 1 to 2 hours, 24.4 percent 2 to 3 hours, 25.8 percent 3 to 4 hours and 20.1 percent more than 4 hours.

3.5 percent of all participants answered never, 7.7 percent less than an hour, 18.1 percent 1 to 2 hours, 25.2 percent 2 to 3 hours, 25.2 percent 3 to 4 hours and 20.3 percent more than 4 hours.

4.1.5.The Students' Intentions of Technology Use

In this section, which examines the technology usage intentions of the School of Foreign Languages students defined as the Z generation, firstly the percentage distributions of the students according to the technology usage intentions are presented, and then the averages of the technology usage intentions are presented.



	Very Low	Low	Moderate	High	Very High
Foreign Students	3,7	0	25,9	55,6	14,8
Turkish Students	1,1	0,7	7,1	55,5	35,7
Whole	1,3	0,6	8,7	55,5	33,9

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

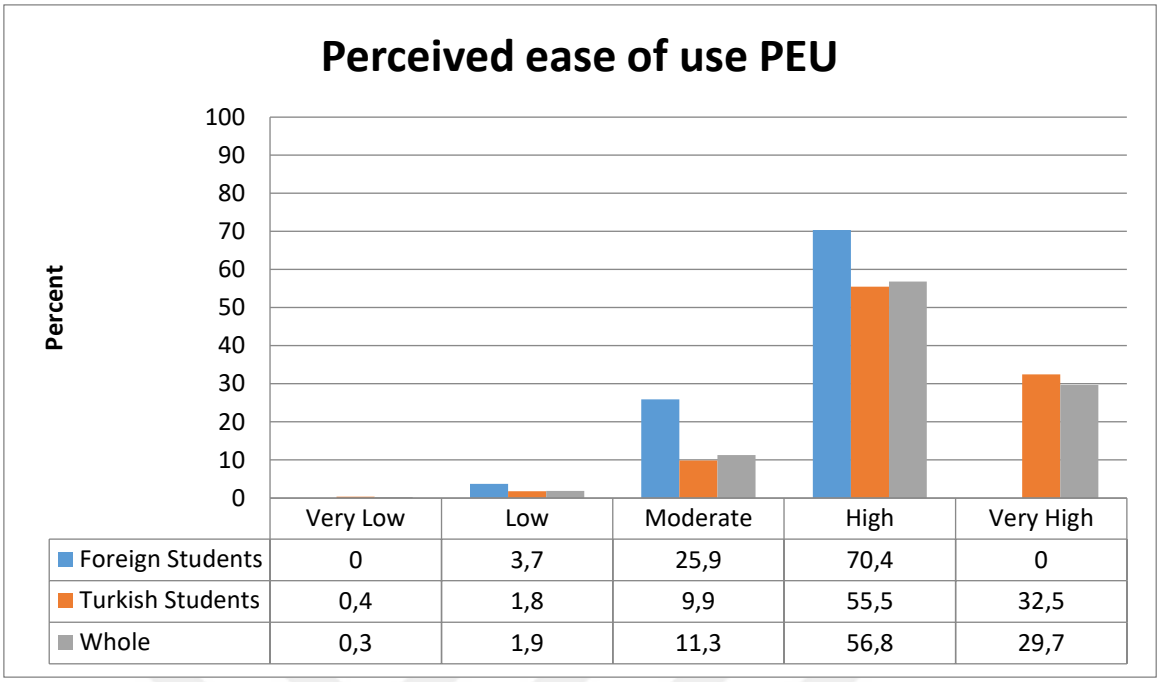
Graphic 11. The students' intentions of technology use (perceived usefulness PU) – percent analyse

When the distribution of the participants according to their perceived usefulness levels is examined (Graphic 11);

It is understood that 3.7 percent of foreign students are at very low level, 0.0 percent at low level, 25.9 percent at moderate level, 55.6 percent at high level and 14.8 percent at very high level.

It is understood that 1.1 percent of Turkish students are at very low level, 0.7 percent at low level, 7.1 percent at moderate level, 55.5 percent at high level and 35.7 percent at very high level.

It is understood that 1.3 percent of all participants are at the very low level, 0.6 percent at the low level, 8.7 percent at the moderate level, 55.5 percent at the high level and 33.9 percent at the very high level.



	Very Low	Low	Moderate	High	Very High
Foreign Students	0	3,7	25,9	70,4	0
Turkish Students	0,4	1,8	9,9	55,5	32,5
Whole	0,3	1,9	11,3	56,8	29,7

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

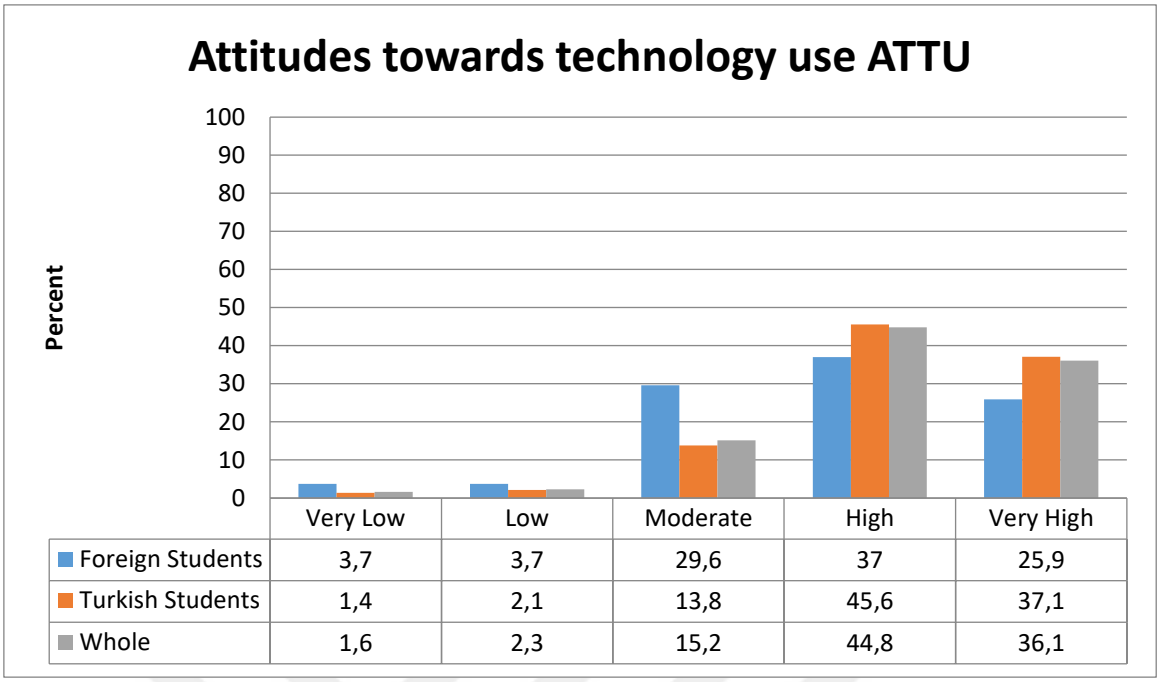
Graphic 12. The students' intentions of technology use (perceived ease of use PEU) – percent analyse

When the distribution of the participants according to their perceived ease of use levels is analyzed (Graphic 12);

It is understood that 0.0 percent of foreign students are at very low level, 3.7 percent at low level, 25.9 percent at moderate level, 70.4 percent at high level and 0.0 percent at very high level.

It is understood that 0.4 percent of Turkish students are at very low level, 1.8 percent at low level, 9.9 percent at moderate level, 55.5 percent at high level and 32.5 percent at very high level.

It is understood that 0.3 percent of all participants are at the very low level, 1.9 percent at the low level, 11.3 percent at the moderate level, 56.8 percent at the high level and 29.7 percent at the very high level.



	Very Low	Low	Moderate	High	Very High
Foreign Students	3,7	3,7	29,6	37	25,9
Turkish Students	1,4	2,1	13,8	45,6	37,1
Whole	1,6	2,3	15,2	44,8	36,1

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

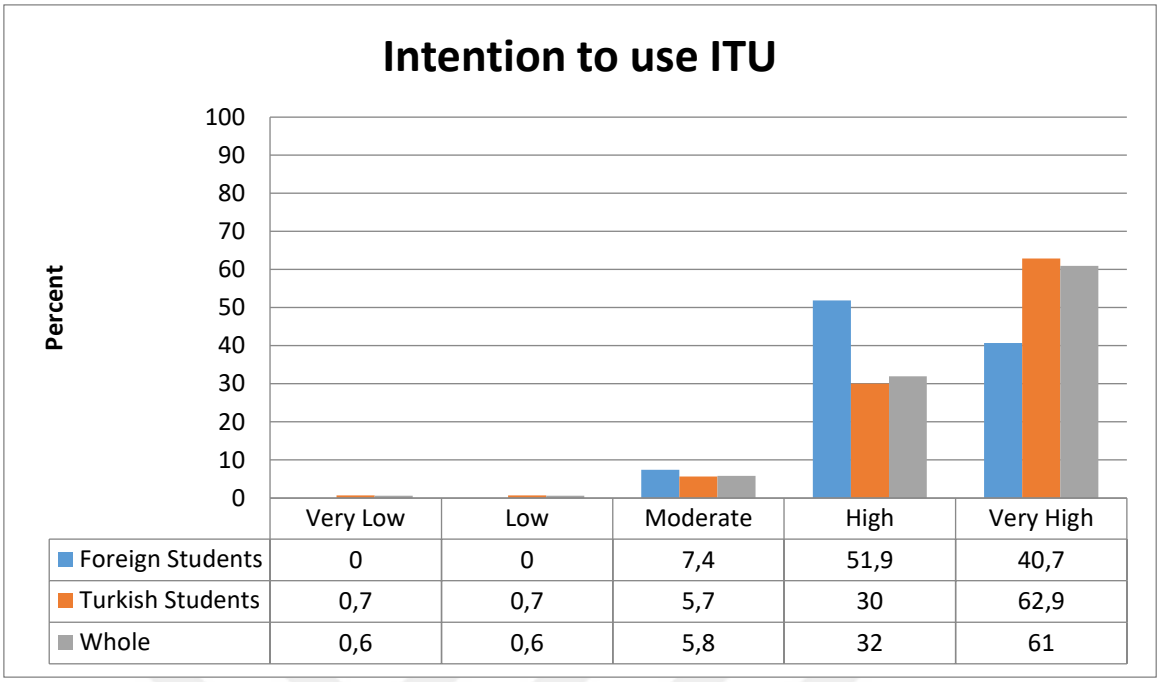
Graphic 13. The students' intentions of technology use (attitudes towards technology use ATTU) – percent analyse

When the distribution of the participants according to their attitudes towards technology use levels is examined (Graphic 13);

It is understood that 3.7 percent of foreign students are at the very low level, 3.7 percent at the low level, 29.6 percent at the moderate level, 37.0 percent at the high level and 25.9 percent at the very high level.

It is understood that 1.4 percent of Turkish students are at very low level, 2.1 percent at low level, 13.8 percent at moderate level, 45.6 percent at high level and 37.1 percent at very high level.

It is understood that 1.6 percent of all participants are at the very low level, 2.3 percent at the low level, 15.2 percent at the moderate level, 44.8 percent at the high level and 36.1 percent at the very high level.



	Very Low	Low	Moderate	High	Very High
Foreign Students	0	0	7,4	51,9	40,7
Turkish Students	0,7	0,7	5,7	30	62,9
Whole	0,6	0,6	5,8	32	61

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

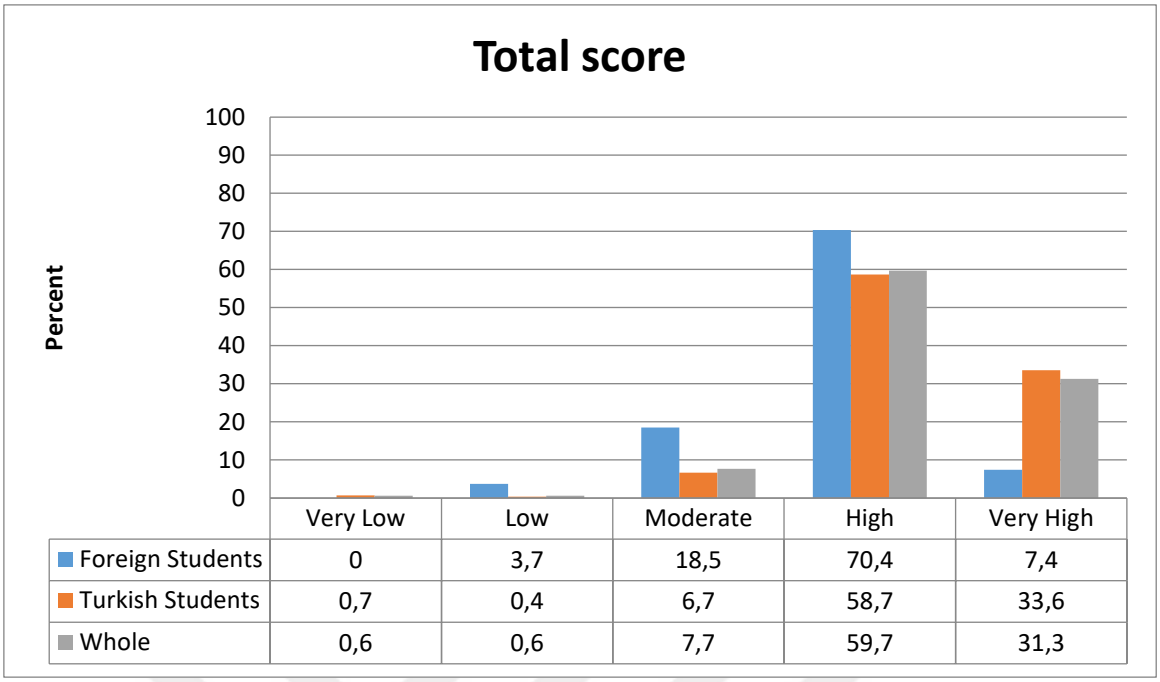
Graphic 14. The students' intentions of technology use (intention to use ITU) – percent analyse

When the distribution of the participants according to their intention to use levels is examined (Graphic 14);

It is understood that 0.0 percent of foreign students are at very low level, 0.0 percent at low level, 7.4 percent at moderate level, 51.9 percent at high level and 40.7 percent at very high level.

It is understood that 0.7 percent of Turkish students are at very low level, 0.7 percent at low level, 5.7 percent at moderate level, 30.0 percent at high level and 62.9 percent at very high level.

It is understood that 0.6 percent of all participants are at very low level, 0.6 percent at low level, 5.8 percent at moderate level, 32.0 percent at high level and 61.0 percent at very high level.



	Very Low	Low	Moderate	High	Very High
Foreign Students	0	3,7	18,5	70,4	7,4
Turkish Students	0,7	0,4	6,7	58,7	33,6
Whole	0,6	0,6	7,7	59,7	31,3

Foreigns Student n:27; Turkish student n:283 ; Total number of whole participant:310

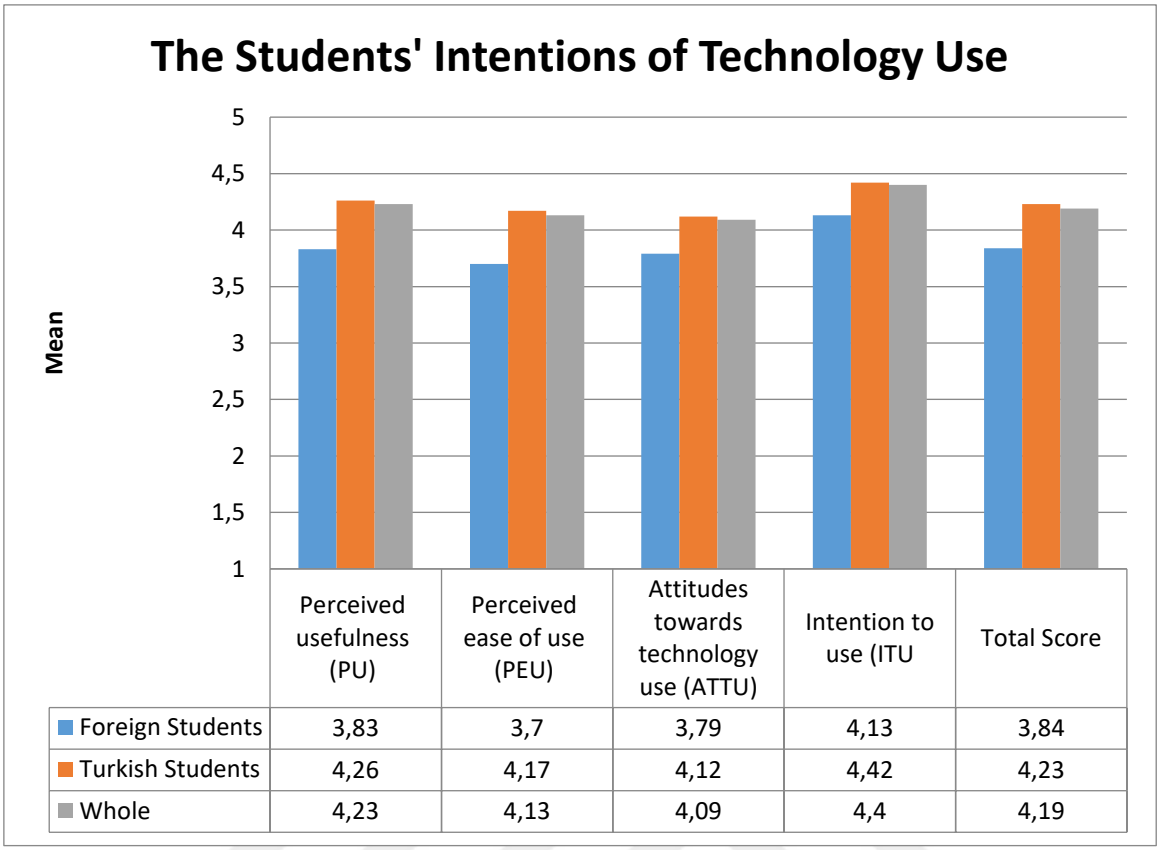
Graphic 15. The students' intentions of technology use (Total score) – percent analyse

When the intentions of technology use of the participants are analyzed over the total scale score (Graphic 15);

It is understood that 0.0 percent of foreign students are at very low level, 3.7 percent at low level, 18.5 percent at moderate level, 70.4 percent at high level and 7.4 percent at very high level.

It is understood that 0.7 percent of Turkish students are at very low level, 0.4 percent at low level, 6.7 percent at moderate level, 58.7 percent at high level and 33.6 percent at very high level.

It is understood that 0.6 percent of all participants are at the very low level, 0.6 percent at the low level, 7.7 percent at the moderate level, 59.7 percent at the high level and 31.3 percent at the very high level.



	Perceived usefulness (PU)	Perceived ease of use (PEU)	Attitudes towards technology use (ATTU)	Intention to use (ITU	Total Score
Foreign Students	3,83	3,7	3,79	4,13	3,84
Turkish Students	4,26	4,17	4,12	4,42	4,23
Whole	4,23	4,13	4,09	4,4	4,19

Mean Interpration: 1,00-1,49: Very low; 1,50-,2,49: Low; 2,50-3,49: Moderate; 3,50-4,49: High; 4,50-5,00: Very high

Graphic 16. The students' intentions of technology use – mean analyse

The sub-scores of the scale and the total scores of the participants regarding the intention to use technology are presented in Graph 16.

When the percieved usefulness levels of the participants are examined, it is understood that foreign students are at a high level (mean= 3.83), Turkish students are at a high level (mean= 4.26) and all participants are at a high level (4.23).

When the percieved ease of use levels of the participants are examined, it is understood that foreign students are at a high level (mean= 3.70), Turkish students are at a high level (mean= 4.17) and all participants are at a high level (4.13).

When the attitudes towards technology use levels of the participants are examined, it is understood that foreign students are at a high level (mean= 3.79), Turkish students are at a high level (mean= 4.12) and all participants are at a high level (4.09).

When the intention to use levels of the participants are examined, it is understood that foreign students are at a high level (mean= 4.13), Turkish students are at a high level (mean= 4.42) and all participants are at a high level (4.40).

When the intention to technology use levels, which constitute the total scale score of the participants, are examined, it is understood that foreign students are at a high level (mean= 3.84), Turkish students are at a high level (mean= 4.23) and all participants are at a high level (4.19).

4.1.6.Relationship between Students' Intentions of Technology Use and Other Variables

The results of the analysis examining the relationship between the intention to use technology while learning the English language, and the technology anxiety, digital literacy, attitude to use technology and technology access levels of the School of Foreign Languages students, defined as Generation Z, are presented in Table 4. Since the relationship analysis does not include causality, it cannot be said which variable is determinant.

Table 4.
Relationship between students' intentions of technology use and other variables

Control variable: Foreign student		Information Technology Anxiety	Digital Literacy	Using Technology for English Learning Attitude	Accessibility to Technology		
					Use a laptop or desktop	Use a tablet	Use a smartphone
Intentions of Technology Use	Correlation	-,317	,547	,522	,115	,032	,037
	Significance (2-tailed)	,000*	,000*	,000*	,043*	,576	,514
	df	307	307	307	307	307	307

*p< .05

There was a significant, negative and low correlation between the technology use intentions of the participants and their technology anxiety levels (r= -0.317; p< 0.05). As the technology anxiety levels of the participants increase, their intention to use technology decreases; or as technology anxiety levels decrease, their intention to use technology increases.

There was a significant, positive and moderate relationship between the participants' intention to use technology and their digital literacy levels (r= 0.547; p< 0.05). As the digital literacy levels of the participants increase, their intention to use technology also increases; or as their digital literacy levels decrease, their intention to use technology decreases.

There was a significant, positive and moderate relationship between the participants' intention to use technology and their attitudes to use technology ($r= 0.522$; $p< 0.05$). As the participants' technology use attitude levels increase, their intention to use technology also increases; or as the level of attitude to use technology decreases, the intention to use technology decreases.

The technology access levels of the participants were measured by how many hours a week they could work in English with technology tools. Technology tools were examined in 3 groups as laptop/desktop PC, tablet PC and smartphone.

There was a significant, positive and low level correlation between the participants' intention to use technology and the weekly English study time on a laptop/desktop PC ($r= 0.115$; $p< 0.05$). As the weekly time to study English through laptop/desktop PC increases, so does the intention to use technology; As the weekly English study time decreases via a laptop/desktop PC, the intention to use technology decreases.

There was no significant relationship between the participants' intention to use technology and the weekly English study time on a tablet PC ($p> 0.05$).

There was no significant relationship between the technology use intentions of the participants and the weekly English study time via smartphone ($p> 0.05$).

4.1.7.Examining the Predictors of Intentions to Use Technology

In this section, which examines the predictors of the intention to use technology while learning the English language, the predictors of technology use anxiety, technology access, technology use attitude and technology access are examined.

Investigation of Technology Anxiety Variable's Prediction Level of Intention to Use Technology While Learning English Language

The results of the analysis regarding the level of technology use anxiety levels of the participants to predict their intention to use technology while learning the English language are presented in the table below.

Table 5.

Linear regression analysis results of technology anxiety predicting technology use intentions

Predictor	B	Standart Error	β	t	p	
Constant	4,719	,094		50,073	,000	***R*** *= ,321* ***R²*** *= ,103*
Technology Anxiety	-,197	,033	-,321	-5,939	,000*	***Adjusted R²*** *= ,100* ***F*** *=35,268 P*<0.05

Table 5 provides the *R* and R^2 values. The *R* value represents the simple correlation and is 0,321 , which indicates a low degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable, intention of technology use, can be explained by the independent variable, technology anxiety. In this case, 10.3% can be explained.

According to the ANOVA result, which reports how well the regression equation fits the data; The regression model predicts the dependent variable significantly well (F =35,268; $p < 0.05$).

The technology axiety predicts intentions of technology use ($p < 0.05$). The regression equation is:

Intention of technology use= 4,7 + (-0,2 x Technology anxiety)

A one-unit increase in technology anxiety causes a 0.2% decrease in the intention to use technology.

Investigation of the Prediction Level of Digital Literacy Variable on Intention to Use Technology While Learning English Language

The results of the analysis regarding the level of predicting the digital literacy levels of the participants on their intention to use technology while learning the English language are presented in the table below.

Table 6.

Linear regression analysis results of digital literacy predicting technology use intentions.

Predictor	B	Standart Error	β	t	p	
Constant	2,119	,179		11,810	,000	***R*** *= ,555* ***R²*** *= ,308*
Digital Literacy	,571	,049	,555	11,708	,000*	***Adjusted R²*** *= ,306* ***F*** *=137,018 P*<0.05

Table 6 provides the R and R^2 values. The R value represents the simple correlation and is 0,555 , which indicates a moderate degree of correlation. The R^2 value indicates how

much of the total variation in the dependent variable, intention of technology use, can be explained by the independent variable, digital literacy. In this case, 30.8% can be explained.

According to the ANOVA result, which reports how well the regression equation fits the data; The regression model predicts the dependent variable significantly well (F =137,018; $p < 0.05$).

The digital literacy predicts intentions of technology use ($p < 0.05$). The regression equation is:

Intention of technology use= 2,1 + (0,57 x Digital literacy)

A one-unit increase in the level of digital literacy causes an increase of 0.57 in the intention to use technology.

Investigation of the Prediction Level of the Attitude to Use Technology Variable of Intention to Use Technology While Learning English Language

The results of the analysis regarding the level of the participants' technology use attitude levels to predict their technology use intentions while learning the English language are presented in the table below.

Table 7.
Linear regression analysis results regarding the prediction of technology use attitudes and technology use intentions

Predictor	B	Standart Error	β	t	p	
Constant	1,607	,234		6,874	,000	***R*** *= ,536* ***R²*** *= ,288*
Using Technology for English Learning Attitude	,610	,055	,536	11,149	,000*	***Adjusted R²*** *= ,285* ***F*** *=124,303 P*<0.05

Table 7 provides the R and R^2 values. The R value represents the simple correlation and is 0,536 , which indicates a moderate degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable, intention of technology use, can be explained by the independent variable, using technology for English learning attitude. In this case, 28.8% can be explained.

According to the ANOVA result, which reports how well the regression equation fits the data; The regression model predicts the dependent variable significantly well (F =124,303; $p < 0.05$).

"Using technology for English learning attitude" predicts intentions of technology use ($p < 0.05$). The regression equation is:

Intention of technology use= 1,6 + (0,61 x Using technology for English learning attitude)

A one-unit increase in the level of technology use attitude causes an increase of 0.61 in the intention to use technology.

Investigation of Technology Access Variable's Prediction Level of Technology Intention While Learning English Language

The results of the analysis regarding the level of predicting the technology access levels of the participants on their intention to use technology while learning the English language are presented in the table below. The technology access levels of the participants were measured by how many hours a week they could work in English with technology tools. Technology tools were examined in 3 groups as laptop/desktop PC, tablet PC and smartphone.

Table 8.
Linear regression analysis results of laptop/desktop PC usage level predicting technology usage intentions

Predictor	B	Standart Error	β	t	p	
Constant	4,058	,072		56,038	,000	***R*** *= ,119* ***R²*** *= ,014*
Hours (in week) that use a laptop or desktop computer for doing schoolwork	,052	,025	,119	2,106	,036	***Adjusted R²*** *= ,011* ***F*** *=4,436 P*<0.05

Table 8 provides the R and R^2 values. The R value represents the simple correlation and is 0,119 , which indicates a low degree of correlation. The R^2 value indicates how much of the total variation in the dependent variable, intention of technology use, can be explained by the independent variable, hours (in week) that use a laptop or desktop computer for doing schoolwork. In this case, 1.4% can be explained.

According to the ANOVA result, which reports how well the regression equation fits the data; The regression model predicts the dependent variable significantly well (F =4,436; $p < 0.05$).

"Hours (in week) that use a laptop or desktop computer for doing schoolwork" predicts intentions of technology use ($p < 0.05$). The regression equation is:

Intention of technology use= 4,1 + (0,05 x Hours (in week) that use a laptop or desktop computer for doing schoolwork)

"A one-unit increase in the level of "Hours (in week) that use a laptop or desktop computer for doing schoolwork" causes an increase of 0.05 in the intention to use technology.

Table 9.
Linear regression analysis results of tablet PC usage level predicting technology usage intentions

Predictor	B	Standart Error	β	t	p	
Constant	4,187	,040		104,149	,000	***R*** *= ,017* ***R²*** *= ,000* ***Adjusted R²*** *=- ,003* ***F*** *=,084 P*>0.05 P=0.772
Hours (in week) that use a tablet computer for doing schoolwork	,007	,024	,017	,291	,772	

According to the ANOVA result, which reports that regression equation does not fit the data; The regression model does not predict the dependent variable significantly well (F =0,084; p > 0.05).

"Hours (in week) that use a tablet PC for doing schoolwork" doesn't predict intentions of technology use.

Table 10.
Linear regression analysis results of smartphone usage level predicting technology usage intentions

Predictor	B	Standart Error	β	t	p	
Constant	4,131	,087		47,335	,000	***R*** *= ,044* ***R²*** *= ,002* ***Adjusted R²*** *=- ,001* ***F*** *=0,600 P*>0.05 P=0.439
Hours (in week) that use a smartphone for doing schoolwork	,019	,025	,044	,775	,439	

According to the ANOVA result, which reports that regression equation does not fit the data; The regression model does not predict the dependent variable significantly well (F =0,600; p > 0.05).

"Hours (in week) that use a smartphone for doing schoolwork" doesn't predict intentions of technology use.

4.2. Qualitative Findings

The qualitative data obtained from the interview form presented to the participants with the interview and focus group discussion techniques were analyzed within the scope of the research questions, and the findings related to each research problem are presented below under figures.

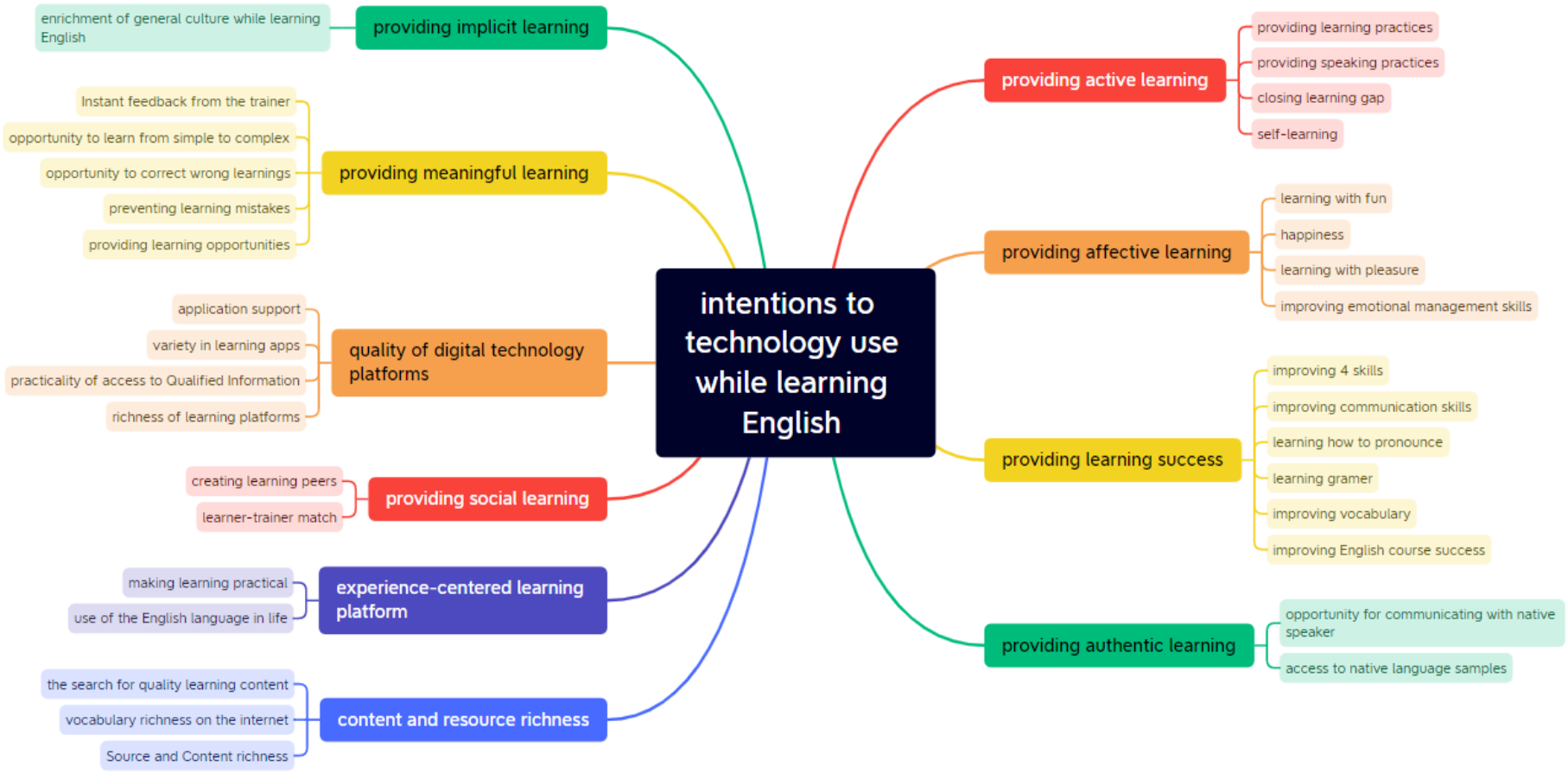


Figure 3. Participants' intentions to use technology while learning English language (Individuals interview analysis results)

As a result of individual interviews with the participants, their intention to technology use while learning English is gathered under 10 themes (Figure 3). These are the themes of "providing learning success", "providing active learning", "providing affective learning", "providing authentic learning", "providing implicit learning", "providing meaningful learning", "providing social learning", "quality of digital technology platforms", "experience-centered learning platform" and "content and resource richness". When these themes are examined, the decisive effect of technology on the quality of learning is striking. In particular, the formation of themes within the framework of constructivist learning refers to the importance of the learner's need to be autonomous and active in the English learning process. In addition, the nature of learning platforms offered by digital technology platforms is an indication that they provide learning opportunities for constructivist learning. Each theme reached clearly reveals the detailed effects of technology on learning English.

Explaining these themes separately will make technology intentions more understandable.

The theme of **"provding learning success"** refers to the success of the participants in learning English. In this context, there are success codes highlighted by the participants as improving 4 basic language skills, improving communication skills, learning pronunciation, learning grammar, improving vocabulary and increasing English class success. These codes highlight the success-supporting role of technology in learning English intentions. Some of the participant views on these codes are as follows:

The participant with the code II_M1 says, "For me, it is included in speaking in terms of pronunciation. Pronunciation is also very important. Especially after learning the phonetic alphabet, it started to help even more because you can't always hear the sound and make it the same way, I need to use both together if I need to pronounce it exactly, I need to hear both phonetic and how it's pronounced." It emphasizes the success of pronunciation in technology-supported English learning.

The participant with the code II_F2 said " *but among my plans, there are online classes given by the instructors, I plan to join them in order to improve my speaking because I think that I am more lacking in speaking".* With her view, she refers to the intention to use technology for success in speaking.

The theme of "**providing active learning**" is reached through the codes of providing learning training, closing the learning gap, providing self-learning and speaking opportunities, which are obtained from the opinions of the participants. Language learning

takes place in a healthier way with the active efforts of the individual. In this context, it can be said that technology can provide a basis for the active efforts of the individual and create opportunities. In particular, the opportunity for self-learning and learning training emphasizes the function of technology on learning English.

The participant with the code II_M3 said *"I sometimes missed some subjects at school, and I think I covered them very easily, especially grammar subjects, on youtube or through websites as documents".* He states that he has the opportunity to close the learning gap with his own efforts. Likewise, the participant with the code II_F2 emphasizes the opportunity to close the learning gap, with the view that *"you can open and watch a lecture, read, see more examples, do exercises even on a subject that I do not understand".*

The participant with the code II_M1 emphasizes that he can create self-learning exercises for listening skills with the view *"listening, because there is something that I can practice and repeat all the time."* with the view *"...First I watched the English series with Turkish subtitles, then I switched to English subtitles, then I turned off all subtitles completely..."* and that he had the opportunity to learn by himself by demonstrating self-regulation performance in the learning process.

The theme of "**providing affective learning**" is reached from the codes of learning with fun, satisfaction with happiness, learning with pleasure, and learning emotions management codes obtained from the opinions of the participants. It is important for the participants to emphasize the opportunities that technology offers for their emotions in the process of learning English. Ignoring the affective process in learning English, which is a complex process, is an obstacle to success. It is important that technology meets participant intentions in this context as well. The participant with the code II_F2 was able to develop solutions for emotion management in technology-supported English learning *"... because I think I have more deficiencies in speaking. Also, since I am a very excited and stressed person, I think that I can be more comfortable with online…"* The participant with the code II_M3 emphasizes learning by having fun with the statement *"... in practice, I try to learn by watching TV series etc by having fun in practice...".* Likewise, the participant with the code II_M1 emphasizes the happiness satisfaction regarding the learning process as *"...the dramas helped a lot to learn in an enjoyable way...".* It is important that these emphasis on positive emotions for learning, and its coming to the forefront with technology opportunities.

The theme of "**providing authentic learning**" was reached through the codes of communication opportunity with native speakers and access to mother tongue examples.

Participants believe that learning takes place naturally; they state that this may be possible thanks to interaction with individuals whose native language is English. Therefore, one of the intentions of using technology in learning English is authentic learning. In this context, participant II_F2 states that, with the statement *"...that's why I get help from TV series and movies, of course..."* in order to have a better command of the public language, she can reach the mother tongue samples with the support of TV series and movies. Participant II_M3, also states the importance of reaching native English speakers in technology-supported English learning with the view that *"...you can learn this from native English speakers..."*.

The theme of "**providing implicit learning"** is reached from the general culture enrichment code while learning English. It is understood that the use of technology while learning English contributes to the acquisition of general culture as well as learning English. It is understood that this general culture acquisition is also among the intentions of the learners. Therefore, learners attach importance to the fact that technology targets implicit learning, which includes alternative acquisitions in addition to language learning.

Participant II_M1 *"...I think, I both contribute to my English and gain good knowledge. I don't remember the surname Mark, for example, he is a person who used to work at NASA, I am both entertaining and sometimes informative videos. I follow them, for example, I learned interesting information there. For example, they made a centri3 device. For a very affordable price. I play faster than normal cneter3. I guess I don't remember itsTurkish at the moment. They did it in order to detect that disease in the Africa region. I got such interesting information. I think that this has many advantages for me, both in terms of English and general culture..."* he emphasizes that he gained general knowledge, which he thought would be both interesting and useful, apart from learning English.

The theme of **"providing meaningful learning**" is achieved through the codes of immediate feedback from the trainer, opportunity to learn from simple to complex, opportunity to correct mislearning, prevention of learning errors and providing learning opportunities. Learners emphasize "meaningful learning", which is the most important indicator of learning success, which differs from rote learning. The fact that this stands out as an intention is an indication that technology has an important place in the learning functionality of learners.

Participant II_M1 stated that he had the opportunity to correct the wrong learnings; with the statement *"...when an English teacher made a wrong pronunciation, everyone was pronouncing the word wrong, but now, if the teacher makes a wrong pronunciation, we can*

immediately check the pronunciation via online dicitonary..."; He also stated that he had the opportunity to learn from the simple to the complex with the statement *"...First I watched an English series with Turkish subtitles, then I watched it with English subtitles and then I turned off all subtitles completely...".* Participant II_M3, also refers to the learning opportunities offered by technology-assisted language learning with the statement *"...I do not understand, for example, going to a course at this age, if a person is of sound mind and has the internet, there is nothing he cannot learn...".* Participant II_M2 also emphasizes the prevention of learning errors with the statement *"...in general, all skills, but especially, in order not to make grammatical mistakes and to understand more clearly, for example, with examples and so on, so I use the internet more..."*. Considering the participant views, it is understood that the participants emphasize meaningful learning. Therefore, it can be said that technology has become a meaningful learning tool in language learning.

The theme of **"providing social learning"** is reached through the codes of creating learning peers and learner-trainer agreement. Social learning offers powerful outcomes on language learning. It is important that this opportunity is created in technology-supported English learning. It is very meaningful in this respect that learners can form learning peer groups. Participant II_M1 "...There are loads of platforms for speaking. I had a conversation with an Indian friend for a while for speaking purposes. It had many benefits...", he states that learning peers can be achieved with technology. Participant II_M3, on the other hand, explains the learner-trainer agreement with the statement "...*There are many topics and you can learn any subject you want from native English speakers, you can learn it from youtuber-like teachers you think will be more like-minded, there are many options...".* Therefore, it is important that technology creates both peer and educational preferences and opportunities from the language learning process.

The theme of "**quality of digital technology platforms"** is reached through the codes of application support, diversity in learning applications, practicality of accessing qualified information and richness of learning platforms. The richness of applications offered by the technologies used for learning English offers individual learning opportunities. In particular, it can address individual differences. Therefore, digital technology infrastructure naturally offers an equal and fair education opportunity; maintains an inclusive education climate. In this way, the learner can close the learning gap and they can reach the qualified information they need with technology support

Participant II_F1 *"...I watch English videos to improve my English, serials etc. This is how it happens. I'm watching videos. I watch videos about tenses. There are many channels on youtube. I benefit from them..."* with the above statmenet, she emphasizes to the richness of learning platforms; while participant II_M1 emphasizes the diversity of learning applications with the statement *"...I use it as AP now there are many new applications, flashcards like this..." He also states that he has access to qualified information with the statement "... I think there is much more extensive information on the Internet and it is much easier to access information."* In this context, we can say that the characteristics of digital technology are also decisive among the technology preferences of the learners.

The theme of "**experience-centered learning platform**" is reached through the codes of making learning practical and transferring the English language to life. Learners emphasize the importance of language learning being life-centered. The fact that digital technology platforms also offer opportunities in this regard highlights technology-assisted language learning. Participant II_F1 *"...so it is much more difficult to look at from a book after all. When I type directly on the Internet, it pops up immediately. It's easier, you can get feedback quickly...",* referring to learning practice, and states that learning a language allows it to take place more in life. Participant II_M1 said, *"...I think this has many advantages for me, both in terms of English and general culture. Because everyone from all over the world speaks, what is it called a lingua franca*", he states that English is preferred on technology platforms and somehow becomes the basic language of technology-based daily life. It becomes difficult to define life independently of technology. Therefore, the existence of an English language dominant technology experience is a factor that makes it necessary to use technology in language learning.

The theme of "**content and resource richness**" was reached from the search for qualified learning content, the vocabulary on the internet, and the source and content richness codes. Learners can access the content, resources and vocabulary they need in language learning with technology opportunities. In addition, it is understood that this opportunity offered by technology also provides a certain level of quality. Therefore, the richness of content and resources can be a determinant in the technology preferences of learners in the English learning process. Participant II_F2 "*...in fact, it is used in all kinds of ways. You can watch, read, see more examples, do exercises, even on a subject that I do not understand. Sometimes we need to read a book to see different sentences, since there are English pdfs in the books, technology comes into play here again...*", emphasizing the richness of resources

and content offered by digital platforms. Participant II_M1, additonally states that, with the statement *"...I think that English content on YouTube is better quality than Turkish content, especially in terms of listening skills..."* With the expression, he states that he can choose the qualified content from the content he has reached thanks to digital technology; emphasizes that it can find answers to the search for quality learning content.

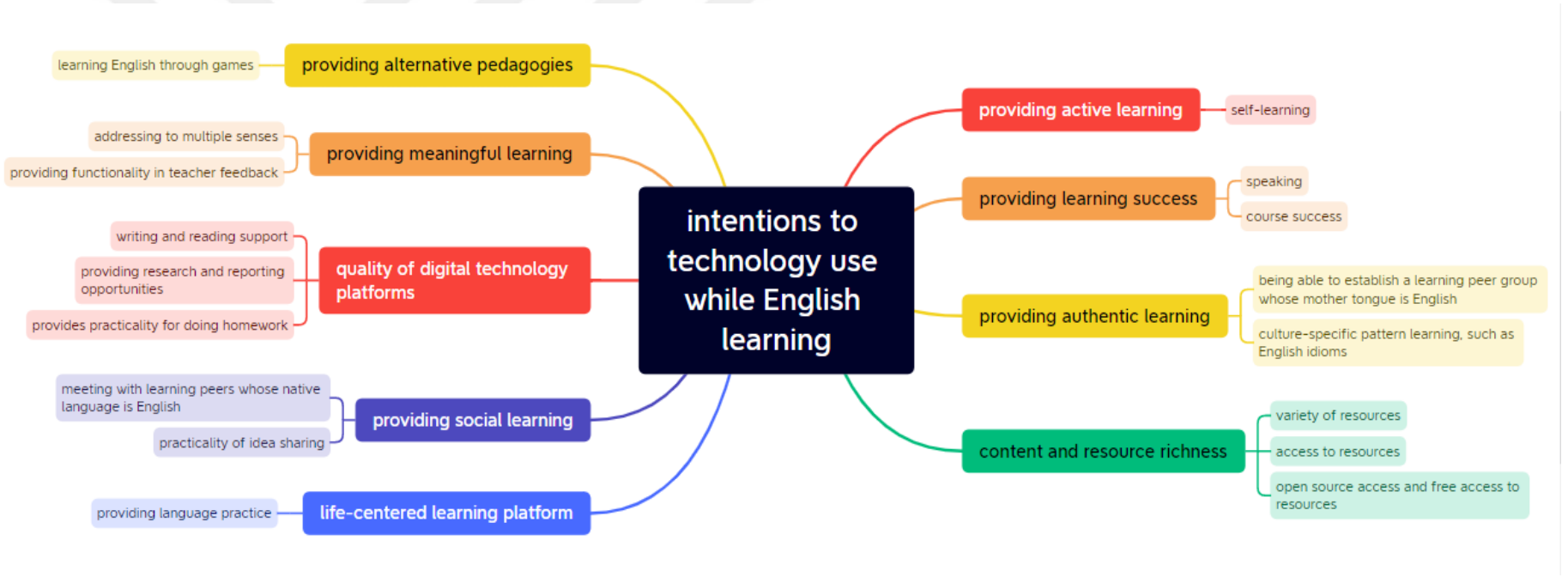


Figure 4. Participants' intentions to use technology while learning English language (Focus group interview analysis results)

As a result of the focus group discussion with the participants, it is seen that the intentions of the learners to use technology while learning the English language are gathered under 9 themes (Figure 4). These are "providing learning success", "providing active learning", "providing authentic learning", "providing meaningful learning", "providing social learning", "providing alternative pedagogies", "quality of digital technology platforms", "life-centered learning platform" and "content and resource richness". As in the individual interviews, as a result of the focus group discussion, it is understood that the user intentions in technology-assisted language learning focus on the learning climates offered by technology and the qualities of technology platforms. The themes of "providing affective learning" and "providing implicit learning" that emerged in the individual interviews did not appear in the focus group interview.

The theme of "**providing alternative pedagogies"** that draws attention in the focus group interview analysis is the formation of the theme. It is understood that alternative pedagogies that can address the individual differences of learners can be effective in the English learning process and this can be achieved in a practical way with technology support. The theme of providing alternative pedagogies is reached through the English learning code through games. It is important to emphasize gamefication, which is effective in teaching and learning English. Participant FG_P6 emphasizes the opportunities to learn English in digital games with the statement *"...I use technology to play games in foreign English, in general, I learned English that way by speaking English with foreign people...".*

The theme of "Ensuring learning success" was reached from speaking and course success codes. Learners emphasize the success of speaking, especially in technology-assisted English language learning. Ensuring the success of the course is also among the emphasis of the participants. Participant FG_P1 "*...We use it for more than one thing, both to improve my English and to have an impact on my school success, both because I am interested and because I studied in this department because it is beneficial for my lessons..."* refers to the contribution of technology to learning success.

The theme of "**providing active learning**" is reached from the self-learning code. Self-learning efforts of individuals, whether face-to-face education, distance or hybrid education, ensure success and enable the individual to be active in the learning process. In this context, the participants stated that the use of technology while learning the English language makes them active and provides the opportunity to manage their own learning. Participant FG_P1 *"...I definitely think it's very useful for us, as I said, I started at a very*

young age with technology and I improved myself in this way. I can say that I have developed myself with technology rather than learning from boks in terms of English…", the participant states that he achieves his success in learning English thanks to technology that provides the opportunity to learn by himself.

The theme of "**providing authentic learning"** was reached from the codes of learning language examples that are reflected in the culture, such as being able to form native English speaking peers and English idioms. Learners think that learning should be natural and should be fed from the climates of the natural learning culture. In this context, it is considered important that technology creates opportunities specific to mother tongue. They can have culture-specific language experiences with their native English-speaking peers. They can also grasp culture-specific language patterns. Participant FG_P6 The statement "*...I learned English by speaking English with foreign people, and I developed it by sharing ideas with foreign people on platforms like Reading…" and "…I learn some idioms and phrases that native English speakers use daily, by talking to them there*…" emphasizes the opportunities offered by technology in this regard.

The theme of "**providing meaningful learning"** was reached from the codes of appealing to more than one sense and providing functionality in teacher feedback. The fact that learning activities appeal to more than one sense ensures learning success. In this context, learners emphasize that technology-supported English language learning appeals to multiple senses. Participant GF_P4 states that the technology offers both visual and auditory learning stimuli with the statement *"...from applications such as twitter and youtube, as I think that it will be more useful visually and audibly...".* In addition, considering the importance of the functionality of the healthy feedback system in learning, the interaction opportunity offered by technology increases the functionality of the educational feedback. In this regard, participant FG_P4 emphasizes that digital feedbacks are more detailed and therefore more effective in eliminating learning deficiencies, with the statement "...*the controls made by the teachers on homework can be much more detailed in the computer environment and online environment...*".

The theme of "**providing social learning**" was reached from the codes of being able to form native English speaking peers and the practicality of sharing ideas. Peer interactions are important in social learning. Thanks to peer interaction, both learning becomes natural and cognitive models can find the opportunity to reach different preferences thanks to interaction with peers whose native language is English. In addition, it is possible for strong

climates of ideas to be formed in these interactions. In this regard, participant FG_P6 emphasizes the importance of sharing ideas and that he can achieve this with technology, with the statement *"...I had developed English by sharing ideas with foreign people on various platforms..."*.

The theme of "**quality of digital technology platforms**" was reached from the codes of writing-reading support, providing research-reporting opportunities, and providing homework practice. The quality of digital technologies used in learning English determines both technology choice and learning quality. In this context, learners prefer technology-supported language learning within the framework of the qualities of digital technology. Participant FG_P2 refers to the practicality of doing homework with the statement *"...for example, we write an essay in writing classes and write it in a word file and send it through turnitin, and technology is more useful for us than writing by hand…".* Participant described "Homework" as learning training and providing reinforcement in language learning. In this context, it is understood that technology provides practicality. The same participant also emphasizes the possibility of research-reporting with the statement *"...I think that technology provides a lot of convenience in any assignment or research work we will do, not only for the course, but also for anything else... I can write essays and continue researching at the same time*". Participant FG_P4 compares the periods when he had and did not have technology opportunity with the statement "*...three years ago, I didn't have as much internet access as I do now, but now I think I've improved myself better, at least in terms of writing and reading..."* and emphasizes that he improved his writing-reading skills with technology. In this context, the opportunities offered by digital technologies to improve language skills such as writing and reading are important.

The theme of "**experience-centered learning platform**" was reached from the code that provides practice. The life definitions of the learners, called the Z generation, are different from other generations, and technology has an important place in their definition of life. Technology-assisted language learning also translates using English into daily life practices. Participant FG_P5 emphasizes the contribution of technology and the internet to language practicality with the statement "...technology and internet use help me to practice more...".

The theme of **"content and resource richness"** was reached in the codes such as resource diversity, accessibility to resources, and economic open source application.

Learning content and learning resources have an important place in language learning. Learners state that technology offers effective opportunities in this regard. Participant FG_P5 emphasized the diversity of resources with the statement *"...I use technology to find more resources…".* Similarly, participant FG_P1 said, *"...I can access the books in any way, I can access the pdfs of the books from any e-reader we want, and I can also access the videos from platforms such as YouTube. In other words, you can access everything you want right from your phones"*, emphasizing the possibility of accessing resources. Participant FG_P4 also emphasizes the possibility of open source with the statement *"...and pdfs of books are very useful for us, since printed books are very expensive at the moment...".* Therefore, technology can practically meet the learning needs demanded by the z generation learners.

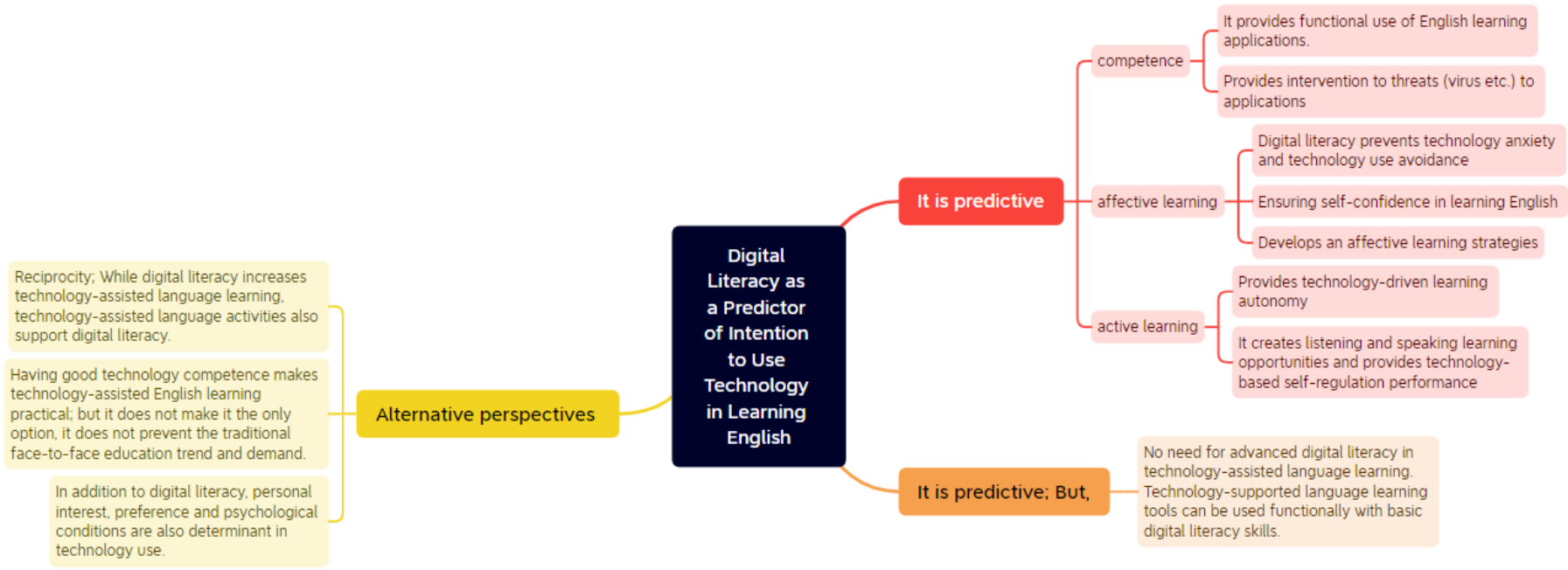


Figure 5. Predictive level of digital literacy in participants' intentions to use technology while learning English language (Individuals interview analysis results)

The predictor of digital literacy in participants' intention to use technology while learning English was examined through individual interviews. According to participant views, digital literacy predicts their intention to use technology in language learning (Figure 5). The themes of "competence", "affective learning" and "active learning" were formed as the justifications for the prediction.

The theme of "**Competence**" refers to the competence of the participants in using technology while learning English. Technology competence enables learners to use English learning applications functionally. In addition, it provides the learner's intervention to the threats (viruses, etc.) and obstacles to the applications used for language learning. Participant II_M2 *"... when I use technology, I get a little nervous when using technology in general, not just in English. For example, there may be a fear of pressing a wrong key or, as you say, there may be a fear of being infected by a virus. For example, the question of whether my microphone is turned on or not in microsoft teams from a zoom lesson can make me quite nervous. "* emphasizes that learning barriers occur when technology competence is not acquired, and technology-supported learning opportunities occur when technology competence is provided. Therefore, the technology competence provided by digital literacy explains the learner's intention to use technology in language learning.

The theme of "affective learning" refers to affective trends in technology use, thanks to digital literacy gains. If learners can keep their digital literacy level at a functional level, they can prevent technology avoidance and technology anxiety. Participant II_M2 states that with the statement *"...I don't have a problem with the sites I go to learn English or when I watch any video channel I use, because I use more reliable places, there is no concern...*", he/she can choose reliable web resources with his/her digital literacy competence and he/she does not experience any anxiety or avoidance tendency to use any technology. Learners also build self-confidence in learning English. Participant II_M3 "*...in fact, technology creates self-confidence in me. For example, when the exam time is close, my answer to the questions is whether I can catch up the topics or I missed any classes, should I be afraid; it happens like this; Do I have internet; Yes I have internet, Am I sane; Yes, okay, then you can do this, I say to myself, there is nothing to be afraid of, it creates such self-confidence in me."* With his statement, he states that he provides self-confidence in learning English with his digital literacy competence. In addition, considering the same expression, it is understood that the level of functional digital literacy enables the learner to develop affective learning strategies. In the learning process, they can exhibit self-regulation performance within the framework

of the possibilities offered by technology and can functionalize the learning process by controlling their emotions.

The theme of "**active learning**" refers to the functionality of digital literacy level and the ability of learners to perform active learning with the use of technology in language learning. Learners can demonstrate learning autonomy in the technology-supported learning process with their digital literacy competencies. Participant II_M3 *"...when there is internet and if you have about six or seven hours and you are not very familiar with the subject, I don't think there is nothing that you can't learn. And it gives me self-confidence in learning English*…" emphasizes autonomy and self-confidence over their own learning process. The same participant said, "...*a huge advantage compared to the past. When I was in high school, I wasn't using it that much and now I see a huge advantage compared to that time... I think the main important factor in terms of listening and speaking skills is technology. In fact, technology is very effective in almost every skill, but maybe a little more manual practice may be required in writing, although practice is required for all of them, but I think now, technology provides more benefits than the school provides in improving listening and speaking skills*". Active learning is a pedagogy that makes the language learning process practical. Digital literacy stands out as a determinant for active learning in technology-supported language learning.

Among the participant opinions, besides the view that digital literacy is a predictor, an opinion on what level digital literacy should be is presented. Participant II_M1 *"...I use simple applications because of this perception, that is, I think that my digital literacy level is not very high. But apps that already teach English are generally simple. There are simple activities, such as in Dualingo it simply gives you activities to work there, you do the activities there, it is a very simple application, a game that even children can play comfortably, when there are simple things that even children can do, I don't worry about learning them and I can focus on learning English. Also, since it appeals to everyone, I think it is something that everyone can benefit from. I think using simple apps is enough. If you don't make money on the internet or don't take part in the development of these applications, I don't think it makes sense to switch to extreme applications. Yes, advanced application knowledge can make things easier, yes, but I have doubts if the time you spend to learn it is worth it…",* states that the level of digital literacy in technology-assisted language learning does not need to be at an advanced level; emphasizes that a basic level of digital literacy competence will be sufficient for technology-assisted language learning performance.

Participants also offer alternative perspectives in their views on the predictor of digital literacy. Participant II_M3 emphasizes that there is a reciprocity between digital literacy and the intention to use technology in language learning with the statement "*...I do two of them. I mean knowing English and digital literacy are linked. I chose the English department so that I can work with more technology, I want to develop in many different areas by increasing my technology competence. For this, I need to know English. Both support each other positively".* While digital literacy increases technology-assisted language learning, technology-assisted language activities also support digital literacy. This is an important perspective. For the development of digital literacy, the need for technology-supported language learning applications arises. On the other hand, Participant II_F1 *"...I would definitely prefer a face-to-face environment if a group study is being conducted. Because, as I said, I think there is not enough efficiency in online environments. You know, we saw this in online lessons. After all, we gather there as a class, but we can't get enough efficiency, everyone has different problems. For example, you need to get feedback from a friend, but he is not available at that moment or there is a problem with his microphone, there may be a problem at any moment, your internet may go out, something may happen at an important moment, but in reality I mean in face to face environment, there is no such things. You can get an answer from that person whenever you want..."* with this statement, the participant also brings a criticism towards digital literacy and technology-supported language learning. With this criticism, good technology competence makes technology-assisted English learning practical; however, it emphasizes that it does not make it the only option and does not prevent the traditional face-to-face education trend and demand. Participant II_F2 said, "*...no, I didn't have a late meet with technology, Technology was there when I was a kid but actually, I haven't had much contact with the phone or computer or even television since I was a kid. They didn't really interest me. In general, I can say that I personally do not like it. For example, when I look at the screen too much, I get nauseous or something, so let me tell you it bothers me. But of course, today I can't stay away as much as I used to, of course, there is that too, I am in touch with necessity. I am no longer bothered as much as before. I try to use it, even if I usually understand when I encounter a problem, I said at the beginning whether it was or not, I am a very stressed and anxious person, I always think about all possibilities, I am a bit of a pessimist person, so ..*", the participant emphasizes that personal interest, preferences and psychological states are determinative in technology choice as well as digital literacy. From this point of view, it is understood that

digital literacy alone cannot increase the intention to learn a technology supported language.

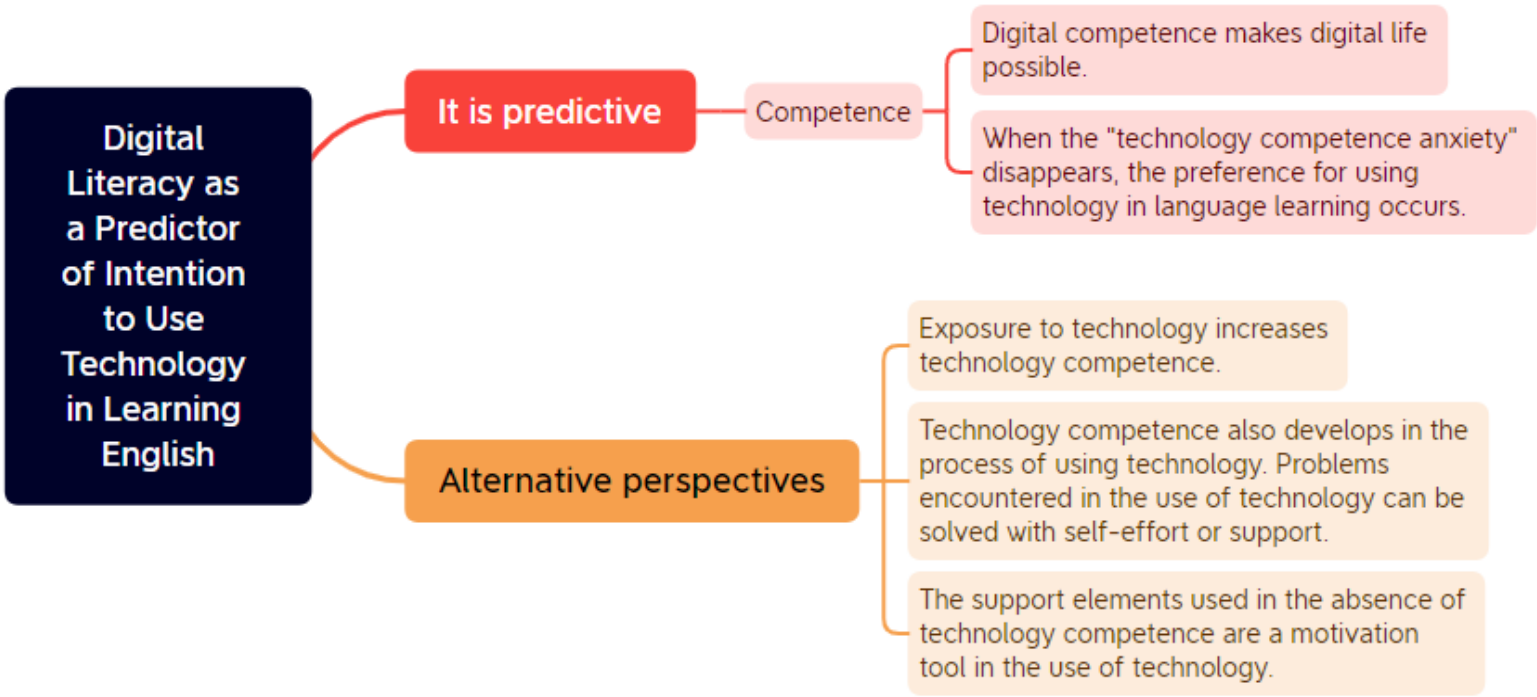


Figure 6. The predictive level of digital literacy in participants' intentions to use technology while learning English language (Focus group interview analysis results)

The predictor of digital literacy in participants' intention to use technology while learning English was discussed in a focus group discussion. According to participant views, digital literacy predicts their intention to use technology in language learning (Figure 6). As the justifications for the prediction, the theme of "competence" was formed.

The theme of "**Competence**" refers to the competence of the participants in using technology while learning English. Technology competence enables learners to use English learning applications functionally. Participant FG_P2 emphasizes that digital competence makes digital life possible with the expression *"...When I see that I can do something, and because technology provides more convenience in general, I try to find something easily instead of feeling bad or panicking and I can get my job done in a shorter time…*". Therefore, in the technology-supported language learning process, digital literacy naturally becomes a necessity because of the necessity of digital life. Participant FG_P3 emphasizes that when the technology competence anxiety disappears, the preference for using technology in language learning occurs with the statement "*...when you experience such a problem and you think that you do not have any anxiety about technology, this is a factor that encourages you to use technology, especially in English learning...*". Learners gain digital competence with their digital literacy levels, and this competence makes technology-assisted language learning both a preference and a functional one.

Participants also offer alternative perspectives in their views on the predictor of digital literacy. Participant FG_P5 *"...I'll say it again since I was little, I've been messing around with these things. At first there were tube computers, I started to learn by fiddling with them. Well, today, I think that I have enough knowledge in my education and I think that I can use technology effectively enough. And we get information from many sources as we learn. And I can always know if it's reliable. In this case, the negative factors that we will encounter may be viruses or software. When faced with such a situation, I can easily control the situation. As I have said since my childhood, my exposure to this technology has contributed a lot to me in this regard...*" he emphasizes that being exposed to technology makes technology competence and preference practical. Learners also emphasize that digital literacy alone will not be sufficient, an important variable such as technology exposure. They state that exposure to technology also improves digital literacy and contributes to technology-assisted language learning. Participant FG_P4 "*...even though I was not exposed to technology at a young age, I discovered a new application, for example, thanks to technology, for any problem that arose in some way, and if I don't know what it is, I can*

easily get information either from Google or through youtube. In other words, there are many people around me that I can ask about any technical problem. In that respect, technology provides convenience..." and emphasizes that technology competence also develops in the process of using technology. He states that the problems encountered in the use of technology can be solved with self-effort or support. Therefore, in digital life, as in on-the-job learning pedagogy, the learner develops the level of digital literacy as they encounter problems and seek solutions to these problems. This is an important perspective. It emphasizes the continuity and versatility of learning. While using technology in the language learning process, learners both learn languages, improve their digital literacy levels, and demonstrate metacognitive performance. Participant FG_P4 emphasizes that the support elements used in the absence of technology competence are a motivational tool in the use of technology, with the statement "*... getting support from the people around me even when I consider my own skills insufficient, this is a motivation factor that does not prevent me from using technology, but rather encourages me...".* Therefore, the fact that learners receive support for their lack of digital literacy encourages them to use technology. This is an indication that learners manage the learning processes by addressing the problem rather than displaying evasive behavior in the problems of using technology in language learning.

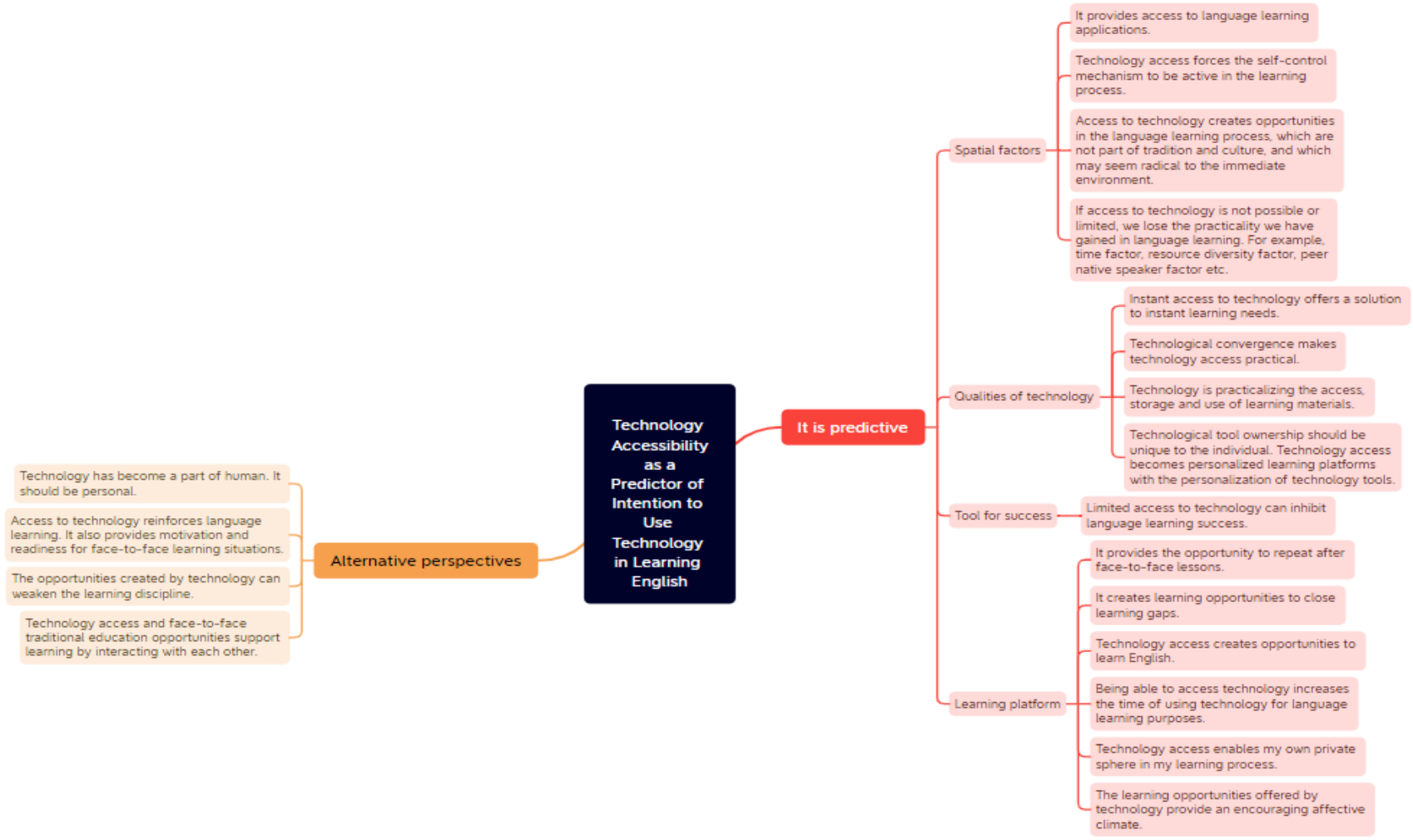


Figure 7. The predictive level of technology access in participants' intentions to use technology while learning English language (Individuals interview analysis results)

The predictive level of technology access in participants' intention to use technology while learning the English language was examined through individual interviews. As a result of the analysis, it was concluded that technology access was a predictor of technology use intentions while learning the English language (Figure 7). Spatial factors, quality elements of technology, success tool and learning platform themes emerged as the justifications for the prediction.

The theme of "**spatial factors**" refers to the benefits that access to technology offers to the user as an alternative. Participant II_M1 *"...I used an app like I said, it helped a lot in learning vocabulary as a flashcard. At the same time, it is much easier to do elt homework from the phone in the textbooks, if there was no phone or pc, I don't know how I would do those homeworks. Because it would have been very difficult, I would have had to do it in other places, and there are also listening assignments in the book, which also emphasizes the possibility of accessing language learning applications.* Participant II_M3 *"...I think internet use is serious business. Using the internet to learn something really requires self-control and it is very difficult to achieve this all the time...*" and states that access to technology necessitates the active self-control mechanism in the learning process. It emphasizes that access to technology also improves self-regulation. Participant II_F2 *"...I don't have a family or friends that will object or question what I do too much, but for some people this may not be the case, for example there are families that might have trouble making someone a foreign friend. I consider myself lucky in this regard, I wouldn't have had much trouble, even if I was in such a situation, but as I said, some can survive..*" it emphasizes that access to technology creates opportunities that can be radical to the immediate environment outside of tradition and culture in the language learning process. The same participant said, *"...in fact, as I said from the beginning, I would be lying if I said that I would never learn, nothing would happen without technlogy. But everything will of course become more difficult, of course it will be more difficult for us to access more things, so as I said. However, we can buy a book from a bookstore and improve our reading skills, but other than that, we cannot improve our listening by listening to foreign music, or there is no electronic area that we can open and look at when we do not understand something. We can find it in books by wasting more time. It can create a problem for us in terms of time. As I said, we can develop all kinds of skills, writing, speaking, by making foreign friends. But of course, when there is no technology, it is not easy to find and talk to a foreigner in daily life. Also, as I said, I can't pull someone aside and talk to someone because I'm a shy,*

anxious, stressed person anyway, I mean, I can't do it to him even if he is Turkish, so it would be troublesome..." he emphasizes that if access to technology is not possible or limited, the practicality gained in language learning can be lost. For example, time factor, resource diversity factor, peer native speaker factor, opportunities may be lost. Therefore, it is understood that the alternative opportunities that access to technology provides to the participants, together with it, provides the intention to use technology in language education.

. The theme of "**qualities of technology**" refers to the quality elements of access to technology in providing language learning functionality. The descriptive features of technology determine learners' preference for technology in language learning. Participant II_M1 *"...I always use the phone, because the phone is always with me. ... I use the phone, because I always have access to the phone, I can open it immediately. For example, I use the dictionary very often. In one example, there was a foreign customer while I was working, and I was cleaning the ashbins that I said, I was pouring the ashbins you know, I was supposed to say if there is an ashbin on their table, but I couldn't remember the English meaning of the ashbin. I immediately pulled out the phone from the online dictionary, it didn't take even a minute, I looked at it right away, ashbin. There was also another one. It was a more common word, I don't remember right now. But I asked asbit in that way, it helps seriously, so I can access the dictionary immediately. I can access the English dictionary thanks to my phone...",* emphasizing that instant access to technology offers a solution to the need for instant learning. Therefore, considering the timelessness of learning, technology becomes a serious solution tool in this regard. Participant II_M3 states that "*...but most importantly, of course, my smart phone is my smart phone, because it is in a state that coordinates almost all of them...*", it is said that the collection of technology opportunities in a single tool (smartphone) makes technology access practical. The same participant said, "*...if I'm going to learn English by myself and I won't have the opportunity to use technology, it's even worse. I will have to buy a lot of books and it is very difficult to find what is in which book and where I will not be able to find what I need when I need it. I will have to read the book from beginning to end, or I will not be sure if it is in the book I need, with other information that I will not have the opportunity to compare, I am surprised how it was learned in the past…*" he emphasizes that technology makes language learning materials practical to access, store and use. Participant II_F1 on sharing technology tools with others and having limited technology access stated that "*...my time may be wasted, after all, he may need to use it as well and I have to wait for it, as I said, I still have to wait for information.*

I can't get my work done all the time and quickly. Again, as I said, information can get mixed up, I have a file, I delete it by mistake, something happens, my homework may be delayed, or if I'm researching something then it goes away, so there will probably be a constant chaos. It would be difficult, so…" It also emphasizes that participatory technology ownership should be unique to the individual. Technology access is becoming personalized learning platforms with the personalization of technology tools.

The theme of "**tool for success"** refers to technology access becoming a tool for success. Technology access has become a necessity in learning processes. Participant II_M1 shares the following thoughts on limiting technology access or sharing technology tools with others: "*...assuming homework. I cannot do my homework in my department. I can't look up the pronunciation of words whenever I want, I can't look up the dictionary whenever I want, so if I want to learn something in English while my friend is using it, my probability of learning a language decreases. It's getting harder. It would be very difficult for me to improve myself during those hours. For example, even if I am doing homework on paper at that moment, I will still have to search for something on the internet, or when I do not have internet when necessary, my homework from that paper will be sketchy and I will probably get a low score*...". With this statement, the participant emphasizes that limited technology access creates the possibility of inhibiting language learning success. Therefore, in order to be successful in language learning, technology access must be at a functional level.

The theme of **"learning platform**" means that access to technology is equivalent to access to a learning platform. Learners state that technology creates a learning universe and functionalizes their learning with learning opportunities. Participant II_*M2 "...let me speak for myself, I started at A1 level at the beginning of the year and now we are progressing between B1 and B2 according to the system. If I had not used technological products, I would not have reached B1. Because, we know, the teachers teach the lesson, it's fine, but I need to do it again, or maybe when I don't understand the subject, maybe I can't ask in the class, I can be nervous. Maybe my friends could understand, but I may not. After all, when such a situation happens, I come home in the evening and listen to the same topic three or four times until I understand it, but if I were not using technology, I could not do these things if I did not have internet etc. And it would be much more difficult for me to improve my English…"* he emphasizes that technology provides the opportunity to repeat after the face-to-face lesson and creates learning opportunities to close learning gaps. Participant II_F1 stated her critique of technology access time as *"...Probably no more than two hours a day.*

... During these times, I spend time on the computer, when there are online lessons, it can go up to three or four hours a day. Again, it can take three or four hours in my exam weeks, but in general, I spend an hour or two every day on the phone or computer learning English. He emphasizes that the opportunity to access technology increases the time of using technology for language learning purposes, with the expression "I am looking for words or watching something...". Therefore, the fact that learners have their own technology tools and internet enriches the activity time for language learning. Participant II_F2 "*...that is, I can access technology whenever I want, whenever I want it to belong only to me. At least, I am not questioned by someone because I looked at the things I wanted or went to different sites...*", emphasizing that technology access allows the learner to create their own private space in the learning process. Creating special areas for individuals' learning processes can make significant contributions especially to reflective thinking and self-regulation performances. In this respect, access to technology is also important. Participant II_F2 "*...I feel more secure online like this, rather than improving my face-to-face speaking skills. After all, it's a person I don't know, after all, I open the camera if I want, I don't if I don't, or because there is a person I wouldn't normally meet in my life, I'm much more comfortable and much safer. This reflects positively on my English learning…*" he emphasizes that the learning opportunities offered by technology provide an encouraging affective climate. As technology is a learning platform, technology access becomes a necessity, and technology access reveals the intention of technology-assisted language learning.

Besides emphasizing that technology access predicts technology-based language learning, the participants also expressed some alternative views. Participant II_*M3 "...So today I think technological tools are like a limb. I do not see any difference from a limb and I do not want to share my limb with anyone. I don't want to wait in line to use that limb; I don't want another owner of that limb to have another owner…"* he emphasizes that technology has become an inseparable part of human beings. Technology should be personal. The same participant stated his critique of the lack of access to technology*: "...lack of access to technology puts me back and my self-confidence drops, because as I said before, I provide a significant part of my English learning with technology. Of course, our teachers are very good, I see them very useful; But what adds efficiency to the questions I can ask them is technology. I think I learned something when I asked them good questions; But I can do it thanks to technology. I can do it with the information I get from there. If it weren't for this, I don't even believe that I could learn anything by memorizing and passing. Maybe I*

could just memorize it and pass it on and I wouldn't enjoy it at all. I didn't feel like I had learned anything. In other words, I would only do this for the note, I couldn't add any improvement…" he states that access to technology is essential; emphasizes that access to technology reinforces language learning. He also emphasizes that access to technology also provides motivation and readiness for face-to-face learning situations. It is understood that technology has a positive effect on face-to-face learning besides digital learning platforms. The same participant approached the critique of technology access from a different point of view and said, *"...but there is one thing, I think that the fact that we can use technology at any time can sometimes lead to indiscipline. In other words, I can do it at any time, somehow I feel like I'm not missing anything, then I don't do it, I will do it later."* He emphasizes that the opportunities created by technology can weaken the learning discipline. Therefore, there is a need for solutions that will provide the working discipline in technology-supported language learning. The same participant said*, "...I recognised that this year. So going to school, or going to any course, keeps my head there, even if I'm not going to learn much there; It disciplines me. At least, when I go there and return home, I want to study English again, again through technology. But maybe I wouldn't have done it that day if I hadn't gone to that school or taken that course. I think the things that feed each other…"* emphasizes that technology access and digital and face-to-face traditional education opportunities support learning in interaction with each other. Therefore, it can be said that face-to-face education and technology-supported informal education mutually support each other.

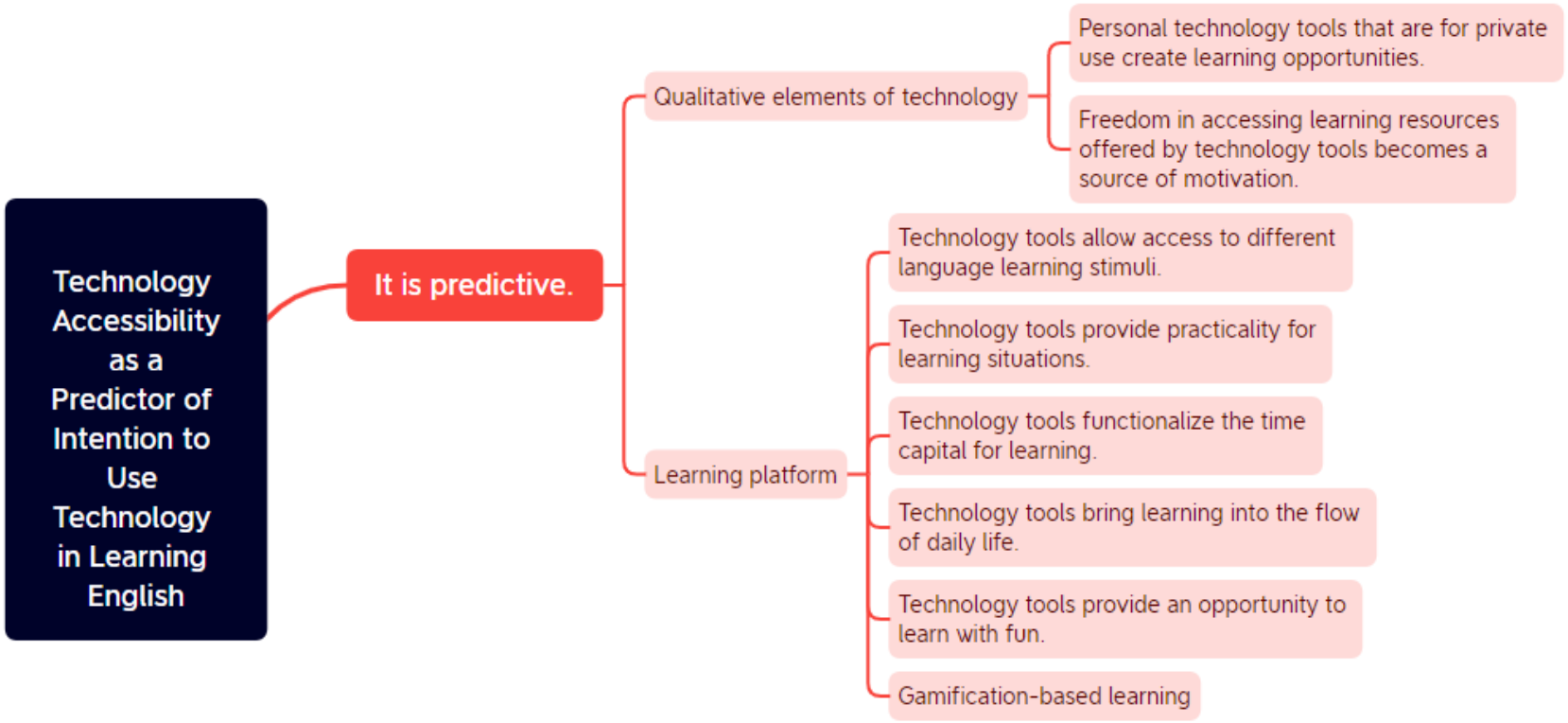


Figure 8. The predictive level of technology access in participants' intentions to use technology while learning English language (Focus group interview analysis results).

The predictive level of technology access in participants' intention to use technology while learning the English language was also examined through focus group interviews. As a result of the examination, it was concluded that technology access was a predictor of technology use intentions while learning the English language (Figure 8). Quality elements of technology and learning platform themes emerged as the justifications for the prediction.

The theme of "**qualitative elements of technology**" expresses the preference for technology in language learning through the features of technology. Participant FG_P2 "*...at first, I was just using my phone. There was a desktop computer at home like a year ago, but since everyone in the house uses it, I couldn't provide enough access at the border that I wanted, since I had a laptop of my own last summer, I can handle everything more easily and since I can access it whenever I want, I think it's easier, of course, I think it's very important for both the technology and the personal access, but I also think that the importance of the screen is very small"*. also emphasizes the shaping of preferences according to the opportunities offered by the nature of technology (eg screen size as stated by the participant). Private, personal technology tools create learning opportunities. Therefore, the fact that learners have their own technology tools in the English language learning process makes technology-assisted language learning a choice. Participant FG_P5 "*...As a university, we have a very large and comprehensive library, but libraries can also help to a certain extent, it is easier to work when the internet and such technological tools are at hand, we can motivate ourselves much more easily in this regard. For example, if I were to only be exposed to the library in English learning, if something like technology were not at my fingertips, I think I would have a much harder time…*" he emphasizes that the freedom of access to the resources offered by technology tools is a source of practiThe theme of "learning platform" refers to the infrastructure and learning climate opportunities that technology offers for the learning process. Participant FG_P2 *"...I can even give an example, sometimes I open a video, that video continues in the background and at that time I can open another tab from another site and research something else, or I am doing a different homework or researching something, reading something, and playing music at the same time, you know, I can do something at the same time by listening to a foreign song, and at the same time I can do something by listening to a foreign song, I can expose myself to the simultaneous learning opportunities of multiple languages, using technology tools in many ways.."* emphasizes that personel technological tools that are for private use, provides

learning oppurtunities. Therefore, learners may tend to be naturally exposed to multiple stimuli through technology and create a rich learning climate for English.

Participant FG_P5 emphasizes that using technology in terms of practicality "*it is much more practical, and it is a more time-saving factor in terms of time saving*..." with the statement that technology tools provide practicality for learning situations and technology tools provide functionality for learning time capital. Participant FG_P4 emphasizes that technology tools carry learning into the flow of daily life with the statement "...*other than that, I download podcasts from Spotify, I can listen to them while walking or in my spare time, I can also improve my English in the same way...".* Therefore, technology can integrate learning English into life. Participant FG_P3 "…*Likewise, I watch a lot of movies and TV series, and there are also computer games, story-based computer games. It doesn't bother people too much, and since the language of the story is English, it's much easier to follow and learn new things, how can I say…"* he emphasizes that technology tools create an opportunity to learn while having fun and that gamification-based learning can be used.

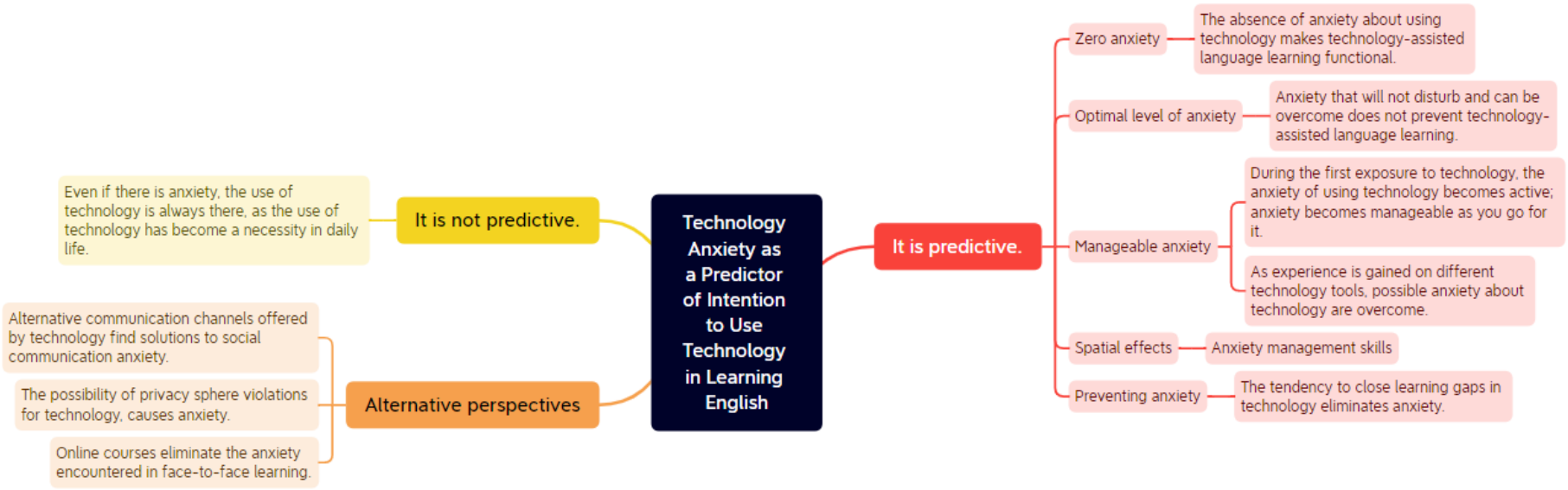


Figure 9. The predictive level of technology anxiety in participants' intentions to use technology while learning English language (Individuals interview analysis results)

The predictive level of technology anxiety in the participants' intention to use technology while learning the English language was examined through individual interviews. As a result of the examination, it was concluded that technology anxiety is both a predictor and not a predictor of the intention to use technology while learning the English language (Figure 9).

When the findings regarding the predictor of technology anxiety were examined, the themes of zero anxiety, optimum anxiety, surmountable anxiety, spatial effects and prevention of anxiety were formed.

The theme of **"zero anxiety**" refers to the absence of technology anxiety. Participant II_M1 states that "...*I don't have any concerns about the use of technology and I think I can improve my English...*" and that the absence of technology-assisted language learning can make it functional.

The theme of "**optimal level of anxiety**" expresses the level of anxiety that will provide functionality. Participant II_F1 emphasizes that with the expression "... *my anxiety when using technology should be as it should be, I do not have any difficulties when learning English, I can access the information I want, I can ask any question I want...*". It is thought that the optimum level of anxiety does not create a negative situation on learning and may be effective in the learner's success in the learning process.

The theme of "**manageable anxiety**" refers to the elimination of existing technology anxiety over time. Participant II_F2 emphasizes that when using a technological tool, they say, *"push here and there, but if I press the wrong place, if I press the wrong place, if I do something wrong, I had a lot of anxiety, but as I use it, I actually begin to overcome it, I try to use it as I learn new things, at least so that I can remember, I always have anxiety, but I can say that it is not as much as before..."* As the experience of technology tools, possible technology concerns are overcome.

The theme of "**spatial effects**" refers to alternative gains obtained with technology anxiety. Participant II_F2 emphasizes that technology users' anxiety management skills have improved with the statement *"...I am trying to overcome my anxiety by using technology more, so I am trying to overcome it...*". Therefore, there is a spatial effect that can be interpreted as a positive side output of technology anxiety.

The theme of "**preventing anxiety**" refers to preventing technology anxiety. Participant II_M2 emphasizes that the tendency to close learning gaps in technology eliminates anxiety, with the statement "... *I support their conversations, rather than being*

uneasy, when discussions are held on topics that I do not know about technology in a friend environment, even if it is a subject that I do not know." Therefore, knowing technology and gaining technology competence eliminates technology anxiety.

There are also findings that **technology anxiety is not a predictor**. On this subject, participant II_F2 said*, "...if I avoid the use of technology for a few times or twice, I find myself in it again, in a third way. So it doesn't work, it really has become a necessity, we are forced to live together now, you know, on the one hand, it's a good thing, I would like to use it even better, as my technology improves, maybe there may be focus or technical difficulties in terms of teaching, like the internet is gone. But other than that, it is ease of use, it does not waste time, so as I said I am trying to use it myself. I am also trying to overcome my sense of anxiety; That's why I try to go on top of it, I still use it..."* emphasizes that even if the anxiety is active, technology use is always active because the use of technology has become a necessity in daily life. Therefore, even in the case of anxiety, the use of technology in language learning is a necessity because technology is in daily life.

Alternative perspectives have also been introduced regarding technology anxiety being a predictor of technology preference while learning the English language. Participant II_M2 "*....I hesitate to open the microphone and ask questions to the teacher in the online lesson. But for example, typing it from the private message box, for example, makes me feel comfortable. I am asking the question in my mind, and I am getting rid of the shyness thing, so..."* he emphasizes that the alternative communication channels offered by technology find a solution to social communication anxiety. Therefore, social communication anxiety, which is a different concern that arises with technology, can be overcome with the tools of technology. Participant II_F1 *"...So frankly, sometimes I'm embarrassed: to see if someone can see my internet search history. Sometimes you search for a very easy word, you don't know, but you don't want someone to see it at that moment, in case they think you don't know that easy word. Apart from that, the camera is a very big factor, you are afraid of the camera, you feel the need to turn it off, this is what happens on the phone as well. For example, even now, how many times have I checked to see if my camera is on or not...*", emphasizing that the possibility of infringing on technology creates anxiety.

It turns out that learners need a special area for the learning process. The possibility of this privacy violation can be a hindrance to the use of technology. For this, increasing the technology competence of the learners will be beneficial. Participant II_F2 *"...Let me put it this way, frankly, online classes relax me, so I attend more classes this way. Also, when I*

have a book at hand and because I am not face to face with the other party, I feel a sense of relief. As I said, I am already a very stressed and anxious person, and I can say that I am afraid of making a little mistake towards my teachers. That's why, you know, online lessons are a relief on that subject..." and emphasizes that online lessons eliminate the anxiety encountered in face-to-face education. The absence of technology use anxiety makes technology-assisted language learning functional.

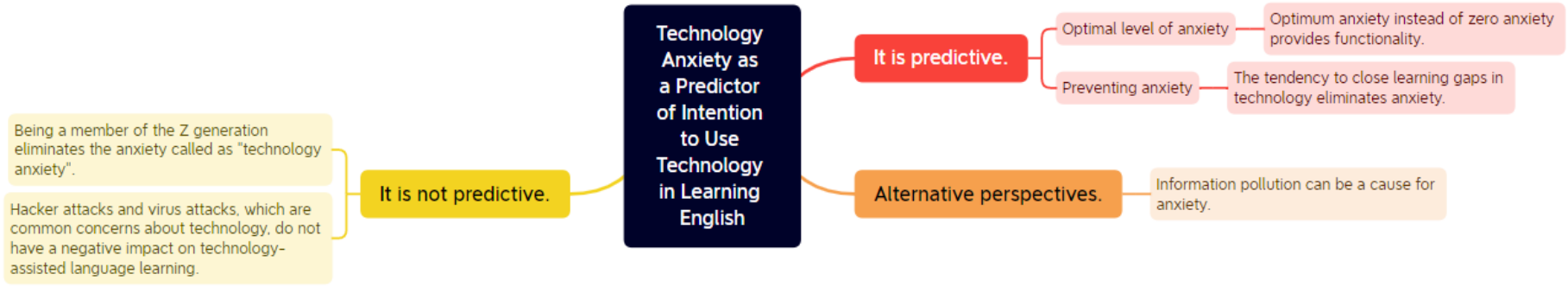


Figure 10. The predictive level of technology anxiety in participants' intentions to use technology while learning English language (Focus group interview analysis results)

The predictive level of technology anxiety in the participants' intention to use technology while learning the English language was examined through focus group interviews. As a result of the examination, it was concluded that technology anxiety was a predictor and not a predictor of the intention to use technology while learning the English language (Figure 10).

When the findings showing that **technology anxiety was a predictor** were examined, themes of optimum level of anxiety and prevention of anxiety were formed.

The theme of "**optimal level of anxiety**" expresses the functionality of the anxiety level. Participant FG_P5 emphasized that with the statement "*...I personally think it is good to have a little bit of anxiety rather than not having any anxiety at all...",* instead of zero anxiety, optimum level of anxiety provides functionality.

The theme of "**preventing anxiety**" refers to preventing anxiety for technology use. Participant FG_P2 *"...As I generally like to discover things by myself, if there is a problem, I prefer to solve it myself, so I honestly think that I can research it down to the last detail and do it myself. That's why I don't have any anxiety..."* emphasizes that the tendency to close learning gaps in technology eliminates technology anxiety. It is understood that technology competence can be effective in overcoming technology anxiety.

There are also findings **that technology anxiety is not a predictor**. Participant FG_P2 *"...Since we are Generation Z, we've all been in touch with technology since our childhood. And because of this, we both grow up with technology, and since our interest and field of study is English, I don't have such a concern because we use technology more in order to learn it more easily...*" She emphasizes that being a member of the Z generation eliminates the anxiety of "technology anxiety". Likewise, participant FG_P5 said, "*...we as generation z were born into technology. In other words, we have been growing with technology since our childhood, that is, since our early days, and we continue. In this regard, even when we compare it with our parents, we become much more courageous in these environments. And since we are interested in tampering a little more, as far as I have observed, we all love to tamper, it is absolutely not a concern".* From a different point of view, participant FG_P6 said, *"...because it's easy to abuse technology, whether it's hackers or viruses, I sometimes have anxiety. However, this is not a problem when learning English…"* emphasizes that the usual concerns of technology, such as hacker attacks and virus attacks, do not have a negative effect on technology-assisted language learning.

Alternative perspectives have also been introduced regarding technology anxiety being a predictor of technology preference while learning the English language. Participant FG_P3 "*... That's why I have a lot of anxiety, how to say, about information pollution and misinformation about learning English. When I research something, I take care to read it from a few places*...", emphasizing that information pollution can be a cause for anxiety in acquiring technology-based information for language learning.

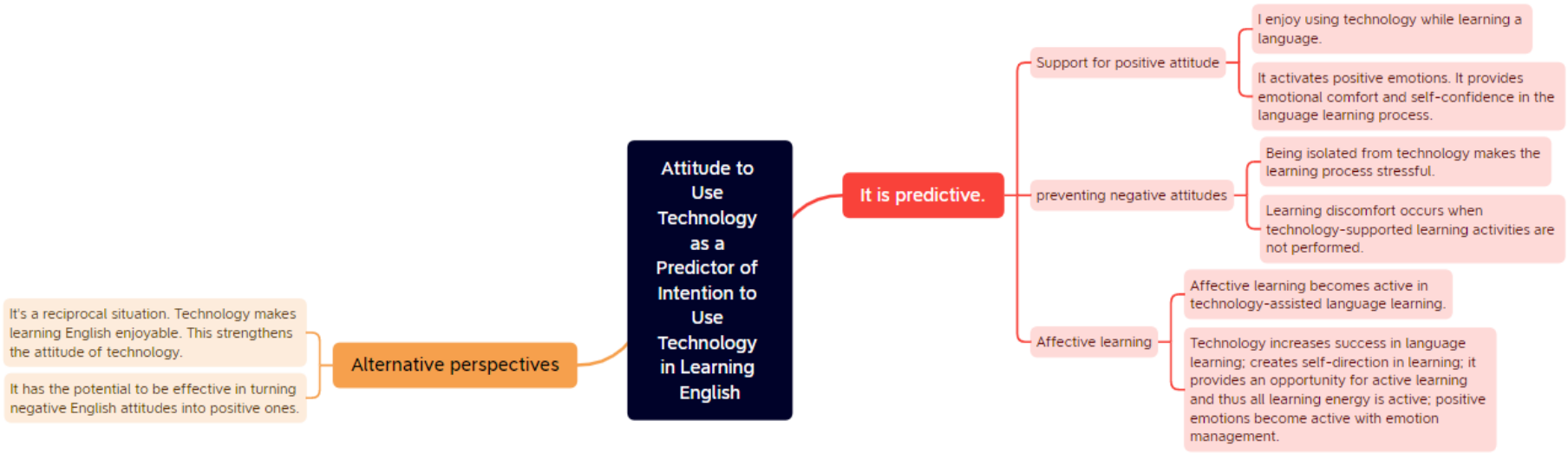


Figure 11. The predictive level of attitudes to use technology in the intentions of participants to use technology while learning English language (Individuals interview analysis results)

The predictive level of the technology use attitude of the participants' intention to use technology while learning the English language was examined through individual interviews. As a result of the examination, it was concluded that the attitude to use technology is a predictor of the intention to use technology while learning the English language (Figure 11). When the findings showing that technology use is a predictor, positive attitude support, negative attitude preventive and affective learning themes were formed.

The theme of "**support for positive attitude**" expresses the positive affective tendency regarding the use of technology. Participant II_M1 "*...I enjoy using technology while learning a language. Because it's a progression system, it's kind of going into gamificaiton conversations in teaching. I enjoy the use of technology both while learning and I believe that it will be very useful for me while teaching...",* emphasizing that he enjoys the use of technology and experiences positive emotions while learning a language. Participant II_F1 "*...I feel that I need to use technology while learning English or doing my homework etc. Technology has become like a habit for me. Because very simply, a word comes to our minds, we google it, we learn it, we use it all the time, even in the exam, we wish we could look here, I wish we could look at this sentence while writing an essay. But for example, when I do my homework at home, especially if I'm writing essays or something, I look at the synonyms for the word, for example, I look at it somehow and it's necessary for me, I think that I write more comfortably like that. I think that I write more confidently like this…"* emphasizes that technology-assisted language learning activates positive emotions. Emotional comfort and self-confidence are provided in the language learning process.

The theme of "**preventing negative attitudes**" means that technology-assisted language learning prevents negative affective features. Participant II_M2 "*...technology has a very positive effect on teaching English. In other words, when we need to write an essay in our skills lesson, while we are finding anything, doing homework, for example, the teacher picks up the phones some times and leaves them on the other day. For example, now when he collects the phone, I get stressed. He emphasizes that being isolated from technology in the learning process makes the learning situation stressful. Therefore, the presence of technology prevents negative attitudes".* Participant II_F1 "*...I feel like I haven't added anything new, that's how I wrote it, I don't know, it feels like I haven't contributed to myself, it feels like I haven't taught myself anything, when I don't use technology. In other words, technology becomes more comfortable…"* emphasizes that learning discomfort occurs when technology-supported learning activities are not performed. Learners state that they feel

uneasy in learning processes without technology, and that this discomfort disappears in learning processes with technology.

The theme of "**Affective learning**" refers to the realization of learning by developing affective strategies in the technology-supported language learning process of using technology. Participant II_M2 *"...for example, I can sometimes forget what you knew when that phone was picked up during exams. Because I say I wonder, and you can never be sure about anything when the question comes into play. It's always confusing, but when technology comes in, I can ask something I want to be sure of thanks to technology. You can search, look and learn more easily on the internet. You are using more accurately the phrases and words you want to use. That's why, as an example, I think this is a very positive aspect...*", emphasizing that affective learning is active in technology-assisted language learning. The learner can use the positive emotions he expresses comfortably in the learning process with technology. It can create a functional climate in terms of emotion management. Participant II_M3 *"...technology makes learning English very enjoyable. It makes it easy to get a lot of interactive activities. And that creates excitement. It also makes it a lot easier. It shortens the time and you can learn something in a very short time, which also reduces stress. So it removes the anxiety that I can't do it, or at least the anxiety that I can't do it for me. It happens because of technology, and then I feel like I can use close to one hundred percent of my own potential, because this stress is reduced. In other words, I learned English even when I wasn't using technology so effectively and I couldn't remember anything from them. Of course, nothing is left, but I have never progressed to this extent. I don't feel like I've ever studied or tried to pass the class this year, it was like a hobby, it was very enjoyable. In this way, the share of technology in this is almost one hundred percent, since I studied preparations...*" with the statement that technology increases success in language learning; creates self-direction in learning; provides an opportunity for active learning and thus activates all learning energy; emphasizes that positive emotions are active with emotion management. These are the basic elements that make the language learning process functional and that should be in a learning climate. And it is important that these can be demonstrated with technology support.

Alternative perspectives have also been introduced regarding the use of technology as a predictor of technology preference while learning the English language. Participant II_M3 *"...technology makes learning English very enjoyable. It makes it easy to get a lot of interactive activities. And this creates excitement..."* emphasizes that the attitude of using

technology has a reciprocity with technology itself. Positive attitudes created by technology towards learning English also increase the attitude of technology-supported language learning. Participant II_F2 *"...I used to dislike English and never had any love for it. I don't know on what basis, but I came to a department that is 100 percent English. Thanks to my teachers, I love it now, but I am not a bit bored because I am exposed to it a lot right now. Since our language is an international language now and we have to learn it anyway, because technology makes our job easier and of course we embrace technology, and when I get very bored, as I said, watching movies or listening to music for entertainment can be a form of entertainment".* It is understood that technology-assisted language learning is effective for learners who do not have a positive affective inclination towards the English language and provides positive affective tendencies towards the English language.

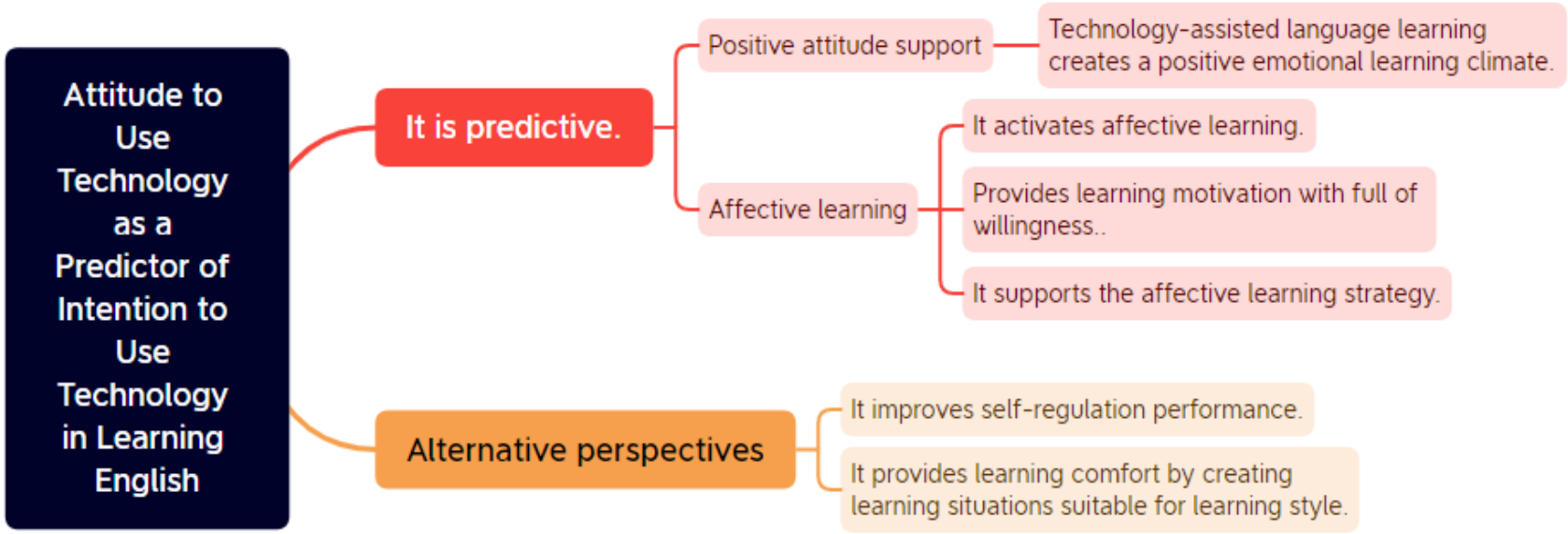


Figure 12. The predictive level of attitudes to use technology in the intentions of the participants to use technology while learning English language (Focus group interview analysis results)

The predictive level of the technology use attitude of the participants in their intention to use technology while learning the English language was examined by focus group interview. As a result of the examination, it was concluded that the attitude to use technology is a predictor of the intention to use technology while learning the English language (Figure 12). When the findings regarding the predictor of technology use attitude were examined, positive attitude support and affective learning themes were formed.

The theme of "**positive attitude support**" expresses the support for creating a positive affective tendency in the language learning process. Participant FG_P1 *"...I think that learning English through technology is a much more effective and fun method for me. I think that I learned much more from the things I learned in the classroom, for example the things I learned in the school environment, and that I did this by having fun, enjoying without being bored, you know, not because of necessity. In other words, for me, this method is both more educational, more effective and more fun…"* emphasizes that technology-assisted language learning creates a positive emotional climate. Learners can experience positive emotions such as enjoying, being happy, having fun, and experiencing a sense of freedom while learning a technology-supported language.

The theme of "**Affective learning**" refers to providing learning by developing affective strategies in technology-assisted language learning. Participant FG_P3 *"...I also try to make it fun for myself if it is something that I will get bored with, or I try to make it more effective for myself by reflecting it on my hobbies. For example, if I'm reading a book, I open the audio and follow it. For me, it is both more memorable and more effective in how it is read and pronounced...*", emphasizing that using technology activates affective learning, enabling affective learning strategies to work. Therefore, the attitude of using technology determines the intention to use technology by feeding on affective learning. Participant FG_P5 *"...we are writing essays, basically, we are writing essays. Some of our teachers wanted it to be written by hand and delivered by hand, because we use the turnitin application in this regard, we are all much more willing, at least compared to others, and we finish our work much more easily, we work much more effectively...*" emphasizes that learners develop willing learning motivation in technology-assisted language learning.

Participants also express alternative views. Participant FG_P6 emphasizes that learning comfort is provided by creating opportunities for learning situations suitable for the learner's learning style with the statement *"...This makes me feel more comfortable, I can learn what I learned in the best way I can...*". Participant FG_P3 also emphasizes that

technology-assisted language learning increases self-regulation performance with the statement *"...I try to make it more effective.*

CHAPTER 5
DISCUSSION AND CONCLUSION

In this chapter, the findings obtained as a result of the analyzes are discussed within the scope of the literature. Discussion, conclusion and recommendations are included in this section.

5.1. The Digital Literacy Levels of The Students in The School of Foreign Languages

When the group distribution of the School of Foreign Languages students, who are in the Z generation age range, is examined, there is a concentration in the medium and high levels of digital literacy. It is understood that the average digital literacy level of the whole group is high. In addition, when the subgroups are taken into account, foreign students are moderately digitally literate and Turkish students are highly digitally literate. In the study of Özoğlu and Kaya (2021), the digital literacy levels of the Z generation teacher candidates were found to be high. Korkmaz (2022) emphasizes that generation Z university students have a high level of digital literacy in his research. In Akman's (2021) study, it was concluded that the digital literacy levels of the Z generation teacher candidates are at a good level (which corresponds to a high level). In the research of Ocak and Karakuş (2019), it was concluded that the digital literacy self-efficacy levels of Z generation teacher candidates are high. In the study of Türkben and Satmış (2022), there is a conclusion that the digital literacy levels of the Z generation teacher candidates are high, as well as the digital literacy levels of the English language teacher candidates are higher than the other departments. The results of different studies carried out in Turkey emphasize that the digital literacy levels of the Z generation university students who receive academic education are high. It is consistent with the results obtained in this study.

5.2. The Attitudes of The Students Towards Technology Use for Learning A Foreign Language

When the group distribution of the students of the School of Foreign Languages, defined as the Z generation, is examined, there is a concentration on the level of using technology while learning English language at high and very high levels. When analyzed over the average score, it is understood that the whole group has a high level of attitude to use technology while learning the English language. When the subgroups (foreign students – Turkish students) are taken into account, it is seen that the result is at a high level. In their research, Taşkıran et al. (2018) concluded that the students of the School of Foreign Languages have a positive attitude towards the use of Twitter in English language learning. In Tra (2020) research, it has been concluded that the Z generation university students studying at the Faculty of English have a positive attitude towards technology from the learning process. Different research results also show that Z generation university students have a positive and high level of using digital technology in the English learning process.

5.3. The Anxiety Levels of Students Regarding the Use of Technology

When the group distributions of the students of the School of Foreign Languages, defined as Generation Z, regarding their anxiety about technology use in learning English are analyzed, it is seen that 11.1 percent of the participants have the lowest level, 25.9 percent have a very low level, 33.3 percent have a low level, and 25 percent have a low level of anxiety. ,9 of them are at medium level.

3.7 percent of the participants have a high level of technology use anxiety. When examined over the average score, it is understood that the technology use anxiety level of the whole group is low. When the subgroups (foreign students – Turkish students) are taken into account, it is seen that the result is at a low level.

In the study of Joiner et al. (2013), two different measurement results of the Z generation, which is defined as digital native, were compared. Students born after 1980, defined as first generation, were examined in 2002, and students born after 1993, defined as

second generation, in 2012, and it was concluded that second generation digital native students had lower internet anxiety and none of these students were technophobic.

Considering both the development of technology and the speed of its daily integration in this study, it can be understood that the technology use anxiety of the z generation is low. However, it is thought-provoking that one fourth of the participants (25.9%) have a moderate level of technology use anxiety. It is necessary to investigate whether this is due to the technology's attaining complex hardware and software features or whether it is due to a learning skepticism.

5.4. The Students' Levels of Accessibility to Technology

It is concluded that the students of the School of Foreign Languages, defined as the Z generation, have high technology access levels. It is understood that the majority of the students (81.9%) have a personal laptop or desktop PC. The rate of students using laptop and desktop PC in a shared way is 28.7 percent. While the rate of students who have a personal tablet is 27.4 percent, the rate of students who use the tablet shared is 12.6%. 96.8 percent of students have internet access. The rate of students who own a smart phone is 95.5 percent. The level of technology ownership, which is an indicator of technology access, is important for generation z. According to Demir et al.'s (2023) digital gap research for public and private university students in Turkey, it is concluded that 66.4 percent of state university students and 89.9 percent of private university students have personal computers. Within the scope of internet access, 82.1 percent of state university students and 95.7 percent of private university students have internet access. In the light of these data obtained in the research of Demir et al. (2023), it is understood that the z generation university students included in this study have a high access to technology. In this context, the technology access of the z generation participants is very high within the scope of technology ownership. However, when 2023 and the technology framework are taken into account, considering the importance of technology in terms of access to information, it is seen as an important problem why the very high level reached as a result of this study does not reach full access, that is, one hundred percent, especially within the scope of internet access and smartphone ownership.

When the technology-based academic study times are examined in a week through the technologies of the students, the study hours are carried out at different rates in different

time periods compared to laptop/desktop pc, tablet PC and smart phone. It is noteworthy that the rate of those who study English through technology for 4 hours or more per week is low. While the rate of those who study 4 hours or more per week with a laptop/desktop PC is 11.0 percent for all participants, this rate is 20.3 percent when studying in English via a smart phone.

In Tri and Nguyen's (2014) research, when Hoa Sen University EFL students' weekly use of ICT for English language learning is examined, 24.2 percent of the students say 3-5 hours, 27.5 percent 6-10 hours, 17.4 percent. It is seen that 11-15 hours and 6.7 percent of the respondents gave the answer of 16-20 hours, while the rest gave the answer of 2 hours or less. When these two results are compared, it is understood that Z generation students prefer technology when considering the time they use technology in English study; however, the duration of using the technology can differ significantly.

Students' academic work motivations and performances are also determinative in the interpretation of these ratios. In other words, the low or high interpretation of academic study times should be examined not only according to the technology tool but also according to the student intention. In this context, it is recommended to carry out investigations. As a result Generation Z learners demonstrate technology-based academic work performance in English language learning. In this context, it is understood that laptop/desktop PC and smart phone are the priority. In summary, Generation Z students have higher access to technology for English language learning purposes.

5.5. The Students' Intentions of Technology Use

Examination of participants' intentions to use technology was carried out using quantitative and qualitative methods. The results obtained as a result of quantitative and qualitative data analysis are presented below.

5.5.1. The Students' Intentions of Technology Use – Quantitative Result

Technology use intentions of Foreign Languages School students, defined as Generation Z, were examined through a total score according to 4 factors as Perceived usefulness, Perceived ease of use, Attitudes towards technology use and Intention to use.

55.5% of the participants have a high level of Perceived usefulness and 33.9 percent have a very high level of Perceived usefulness. In other words, 89.4 percent of the participants think that using technology has a significant impact on their academic work in terms of effectiveness and productivity.

Similarly, Lu et al. (2022) concluded that the perceived usefulness levels of university students in China regarding the use of mobile app in learning English as a second language are high in all three groups examined. In the research conducted by Teo and Noyes (2010) with preservice teachers in Singapore and England, they concluded that the participants in both Singapore and England were at high levels of perceived usefulness. Generation Z is aware of the positive effects of technology on their own development and therefore cares about technology-based initiatives, and their perceived usefulness level is high.

56.8% of respondents are at a high and 29.7% at a very high Perceived ease of use level. In other words, 86.5 percent of the participants see the use of technology as something easy, feasible, practical and understandable. Similarly, Lu et al. (2022) concluded that the Perceived ease of use levels of university students in China regarding mobile app use in learning English as a second language are high in all 3 groups examined.

In a study conducted by Teo and Noyes (2010) with preservice teachers in Singapore and England, it was concluded that participants in both Singapore and England had a high Perceived ease of use level. The Z generation thinks that the use of technology is practical, easy, realizable, understandable, and the Perceived ease of use levels are high.

44.8 percent of the participants had high and 36.1 percent had very high attitudes towards technology use. In other words, 80.9 percent of the participants find technology highly interesting and entertaining. In a study conducted by Teo and Noyes (2010) with preservice teachers in Singapore and England, participants in both Singapore and the UK highly agreed that “computer makes working more interesting” and “working with computer is fun”, “I look forward”. to those aspects of my job that require me to use computers”. Generation Z thinks that technology makes working fun and interesting, and their technology attitudes are high.

Among participants, 32.0 percent of them have high and 61.0 percent very high technology use intention. In other words, participants see technology as a part of their lives; and have a high level of intention to use technology now and in the future.

In a study conducted by Gamble (2017) on English language learners at a private university in Japan, the participants' Behavioral Intensions (Intention to Use) levels were found to be high (the arithmetic mean of the Likert scale between 1 and 7 was 4.88). In a study conducted by Li (2021) with EFL students at a university in China, it was found that the Continuance Intention (Intention to Use) levels of the participants were high (the arithmetic mean of the Likert scale between 1 and 7 was 5.44). As a result, Generation Z has a high Intention to Use level. They see technology in their lives. Technology is an accepted tool in all areas of life, including professional life.

When the technology use intentions of the participants are examined over the total score, it is noteworthy that 59.7 percent of the participants had high technology use intentions and 31.3 percent had very high technology use intentions. The high level of technology use of 91.0 percent of the participants is an important result. Generation Z sees the use of technology as a situation in the ordinary flow of life rather than a necessity or necessity.

5.5.2. The Students' Intentions of Technology Use – Qualitative Result

Five individual interviews and one focus group interview were conducted to examine the participants' intentions to use technology while learning the English language. As a result of these interviews, the following conclusions were reached:

As a result of individual interviews and focus group interviews, the learners' intentions to use technology while learning the English Language are as follows: The common themes that emerged in the individual interview and focus group interview are "learning success", "providing active learning", "providing authentic learning", "providing meaningful learning", providing social learning", "quality of digital technology platforms", "life-centered learning platform" and "content and resource richness". The themes that differ from focus group interviews in individual interviews are "providing affective learning" and "providing implicit learning". The theme in the focus group interview, which differs from the individual interviews, is the theme of "providing alternative pedagogies".

Considering the themes that enable the participants to have a high level of technology use while learning the English language, it is understood that the themes that meet the determinants of the TAM model have emerged. It is understood that a learning climate is

formed that increases the learning effectiveness of the participants, ensures the practicality of use, and thus strengthens the affective bond with the intention to use.

5.6. Relationship and Prediction between Students' Intentions of Technology Use and Other Variables

The correlation and prediction analysis of the participants' intention to use technology with other variables were carried out with quantitative and qualitative methods. The results obtained as a result of quantitative and qualitative data analysis are presented below.

5.6.1. Relationship and Prediction between Students' Intentions of Technology Use and Other Variables – Quantitative Result

There are significant, positive and moderate relationships between the participants' intention to use technology and their digital literacy level and their attitudes to use technology while learning the English language. There is a significant, negative and low level relationship between technology use intentions and technology anxiety.

Within the scope of technology access, there is a significant, positive and low level relationship between laptop/desktop PC use and technology use intentions, which is examined as weekly technology use time in English language learning, while there is no significant relationship between tablet and smartphone use and technology use intentions. Since correlation analyzes do not yield causality results, existing relationships should be handled with predictive analysis. Thus, it was concluded whether the variables that have a relationship on the intention to use technology have a predictive power.

As a result of the prediction analysis, the following conclusions were reached:

Technology anxiety predicts the intention to use technology and has a negative effect. As the level of technology anxiety increases, the intention to use technology decreases; or as the level of technology anxiety decreases, the intention to use technology increases. Technology anxiety is a significant determinant on the intention to use technology.

Digital literacy predicts the intention to use technology and has a positive effect. As the level of digital literacy increases, the intention to use technology increases. Digital literacy is a significant determinant on the intention to use technology.

The attitude of using technology while learning the English language predicts the intention to use technology and has a positive effect. As the level of technology use attitude increases, the intention to use technology increases. Attitude to use technology is a significant determinant of intention to use technology.

In weekly English learning via laptop/desktop PC, study time predicts the intention to use technology and has a positive effect. As the weekly study time through laptop/desktop PC increases, the intention to use technology increases. Weekly study time via laptop/desktop PC is a significant determinant on the intention to use technology and should be taken into account, although the effect multiplier is very small.

Parallel to the results of the correlation analysis, the variables "weekly study time with tablet PC" and "weekly study time via smartphone" do not predict the intention to use technology and create any effect.

5.6.2. Prediction of Variables to Students' Intentions of Technology Use – Qualitative Result

Katılımcıların İngiliz dili öğrenirken teknoloji kullanma niyetlerinin diğer değişkenlerce yordanmasını incelemek amacıyla 5 bireysel görüşme ve 1 odak grup görüşmesi gerçekleştirilmiştir. Aşağıdaki sonuçlara ulaşılmıştır. Five individual interviews and one focus group interview were conducted in order to examine the predictions of the participants' intention to use technology while learning the English language by other variables. And in line with the analyzes made after the interviews, the following conclusions were reached.

Predictive Level of Digital Literacy in Participants' Intentions to Use Technology While Learning English Language

Whether digital literacy is a predictor of technology use intentions while learning English was examined through individual interviews and focus group interviews, and it was concluded that digital literacy is a predictor of technology-assisted language learning intention. Reasons for prediction are explained by the themes of competence, affective learning and active learning in individual interviews, and only by the theme of competence in focus group interviews. At this point, it can be said that the technology competence

provided by digital literacy is an important determinant. In addition, it is important that affective learning and active learning explain digital literacy and provide the tendency to use technology in language learning. Therefore, the resulting variables should be taken into account in technology-assisted language learning/teaching designs.

In addition to these results, the alternative perspectives reached in the study are also important. Alternative perspectives from individual interviews include:

While digital literacy increases technology-assisted language learning, technology-assisted language activities also support digital literacy. For the development of digital literacy, the need for technology-supported language learning applications arises.

Having good technology competence makes learning English supported by technology practical; But it doesn't make it the only option. Therefore, digital learning does not hinder the traditional face-to-face education trend and demand.

In addition to digital literacy, personal interest, preference and psychological states are also determinants of technology preference. Digital literacy alone cannot increase the intention to learn a technology-assisted language.

Alternative perspectives reached from the focus group discussion are:

Exposure to technology makes technology competence and preference practical. In the language learning process, being a good digital literate may not be enough on its own, the level of exposure to technology should be functionalized and considered as an examination variable. Exposure to technology also improves digital literacy and contributes to technology-assisted language learning.

Technology competence also develops in the process of using technology. Problems encountered in the use of technology can be solved with self-effort or support. Therefore, in digital life, as in workplace based learning pedagogy, the learner develops the level of digital literacy as they encounter problems and seek solutions to these problems. In this situation, which can be explained by learning continuity and versatility, learners both learn languages, improve their digital literacy levels and demonstrate metacognitive performance while using technology in the language learning process.

Supportive elements used in the absence of technology competence become a motivation tool in the use of technology. Therefore, the fact that learners receive support for their lack of digital literacy encourages them to use technology. This is an indication that learners manage the learning processes by addressing the problem rather than displaying evasive behavior in the problems of using technology in language learning.

The Predictive Level of Technology Access in Participants' Intentions to Use Technology While Learning English Language

It has been concluded that technology access is a predictor of technology-based language learning intention. Spatial factors, quality elements of technology, success tool and learning platform themes emerged as the justifications for the prediction. With technology access, access to language learning applications is provided; In the learning process with technology, the development of the self-control mechanism is ensured; technology makes the language learning process practical, along with the time factor, resource diversity factor, native speaker factor as a peer, etc. provides alternative opportunities. These determinants, which are defined as the spatial effects of technology use, are indicators that technology access ensures technology use intention. In terms of technology qualifications, instant access to technology provides an opportunity to solve the need for instant learning and provides the intention to use technology as a factor that supports the timelessness of learning. The convergence of technology opportunities in a single tool (smartphone) makes technology access practical. In addition, technology makes accessing, storing and using language learning materials practical. These also increase the intention to use technology.

Limited access to technology is likely to inhibit language learning success. Therefore, in order to be successful in language learning, technology access must be at a functional level.

The fact that technology has become a learning platform enables technology access to predict technology use intention. Technology creates a learning universe that is unique and appealing to the learner and makes the learning of learners functional with the learning opportunities it creates. In addition, technology has a feature that supports face-to-face education: it provides the opportunity for repetition after face-to-face education and creates learning opportunities to close learning gaps. Such factors mentioned above necessitate access to technology. Access to technology increases the time of using technology for language learning purposes. Therefore, the fact that learners have their own technology tools and internet enriches the activity time for language learning. Creating special areas for individuals' learning processes can make significant contributions especially to reflective thinking and self-regulation performances. It emphasizes that the learning opportunities offered by technology provide an encouraging affective climate. As technology is a learning

platform, technology access becomes a necessity, and technology access reveals the intention of technology based language learning.

The Predictive Level of Technology Anxiety in Participants' Intentions to Use Technology While Learning English Language

Opinions have been reached that technology anxiety is both a predictor and not a predictor of technology use intentions.

Participants created prediction rationales with the themes of zero anxiety, optimal anxiety, surmountable anxiety, prevention of anxiety and spatial effects. With zero anxiety, that is, no technology anxiety, technology-assisted language learning becomes functional. It is emphasized that the optimum level of anxiety, that is, the level of anxiety that does not disturb and can be overcome, does not prevent technology-assisted language learning. The optimum level of anxiety does not create a negative situation on learning and can be effective in the learner's success in the learning process. Overcome anxiety emphasizes that as technology tools are experienced, possible technology concerns are overcome. When anxiety is overcome, technology-assisted language learning intention is formed. It is stated that the tendency to close the learning gaps in technology with the prevention of anxiety eliminates the anxiety. Therefore, knowing technology and gaining technology competence eliminates technology anxiety. In the theme of spatial effects, the use of technology and the formation of implicit goals are expressed; It is emphasized that anxiety management skills are improved in technology users. Therefore, there is a spatial effect that can be interpreted as a positive side output of technology anxiety.

The main reason why technology anxiety is not a predictor of the intention to use technology while learning the English language is as follows: It emphasizes that technology use is always active, even if the anxiety is active, since technology use becomes a necessity in daily life. Therefore, even in the case of anxiety, the use of technology in language learning is not an option, but a necessity, since technology is in daily life. Since technology has become a part of life, anxiety cannot be a factor preventing technology use in English learning; Even if learners have high anxiety due to the necessity of using technology, it is understood that technology-assisted language learning will take place despite this high anxiety. In addition to this justification; It is emphasized that being a member of the Z generation eliminates an anxiety called "technology anxiety". In other words, it is stated that

it is not possible for a learner born into technology to experience technology anxiety. Additionally; It is emphasized that anxiety situations such as hacker attack and virus attack, which are the usual concerns of technology, do not have a negative effect on technology-assisted language learning.

It is also concluded that the use of technology creates alternative opportunities for anxiety. Alternative communication channels (eg Web-based messaging) offered by technology can be a solution to social communication anxiety. In face-to-face education, learners who cannot communicate academically with the lecturer due to anxiety and lack of social trust can overcome this problem with technology; They can communicate their academic questions and ideas.

There is concern about the possibility of private domain infringement towards technology. Examples of this are situations such as viewing the web history by others, accidentally turning on the camera or microphone. The possibility of such situations, that is, the possibility of violation of private space, may inhibit the use of technology. Learners need a personal space for the learning process. In order to achieve this, it is necessary to increase the technology competence of the learners.

The Predictive Level of Attitudes to Use Technology in the Intentions of the Participants to Use Technology While Learning English Language

According to the participant views, the technology use attitude of the participants predicts their intention to use technology while learning the English language. The rationale for the prediction is explained with the themes of positive attitude support, negative attitude prevention and affective learning.

Positive affective tendency towards technology use refers to the theme of positive attitude support. Participants enjoy using technology while learning a language and experience positive emotions. Technology-assisted language learning activates positive emotions; Emotional comfort and self-confidence are provided in the language learning process. Ensuring this emotional climate is important for language learning. With the negative attitude preventive theme, it is expressed that the negative affective features are prevented. Being isolated from technology in the language learning process makes the learning situation stressful. The presence of technology, that is, access to technology, prevents negative attitudes.

Generation Z encounters learning discomfort when technology-supported learning activities are not performed. In learning processes where technology is available and access to technology is provided, this uneasiness disappears. Therefore, technology somehow eliminates negative affective features; By creating a positive affective climate, it increases the technology-supported language learning intentions of the learners. With the theme of affective learning, it is expressed that Z generation learners organize their learning by developing affective learning strategies. It is understood that they can activate their positive emotions in the learning process by providing emotion management in the learning process with affective strategies. This provides a strong learning climate. Learners can experience positive emotions such as enjoying, being happy, having fun, and experiencing a sense of freedom while learning a technology-supported language. In technology-assisted language learning, learners develop willing learning motivation.

In addition, the positive attitudes created by technology towards learning English also increase the technology-supported language learning attitude. In addition, it is understood that technology-assisted language learning is effective for learners who do not have a positive affective inclination towards the English language, and it provides positive affective tendencies towards the English language. In addition, it increases the self-regulation performance of technology-assisted language learning; Learning comfort is ensured thanks to the fact that technology creates learning situations suitable for the learner's learning style.

5.7. Conclusion

Generation Z has a character that takes the initiative to build their own learning culture through technology, tries to provide their own motivation for learning, and naturally employs technology in the learning process. When the learning goal is to learn the English language, they are in favor of realizing their self-regulation performance by employing the English language through technology. Therefore, intentions to use technology naturally occur while learning the English language. The research results of this doctoral thesis work confirm this. Generation Z learners, who are English language learners, have high technology use intentions.

Generation Z, a generation born into technology, naturally develop the skills to use this technology in their lives equipped with technology. The results of the research reveal

that the digital literacy levels of the Z generation are high. Therefore, the digital competencies of the Z generation learners who use digital technology while learning the English language are high. In this way, they can benefit from technology as a learning platform at a functional level.

Although the technology anxiety levels of the Z generation are mostly low, a substantial percentage of the participants, approximately one-fourth of the participants, has a moderate level of technology use anxiety. This is a situation that needs to be emphasized and examined with further research. It is necessary to investigate whether this is due to the technology's attaining complex hardware and software features or whether it is due to a learning skepticism.

Generation Z has a high attitude to use technology while learning the English language. The desire of the Z generation, who has a tendency to bring the learning process into daily life, by digitizing learning opportunities and by providing tools and materials suitable for their learning style within the network society, naturally keeps the technology-supported language learning attitude high.

Technology access can be severely affected by the digital divide. In 2023, one of their most fundamental rights should be access to technology. Access to technology can be interpreted as the freedom motto of the Z generation and the aphorism of existence. In this study, Z generation learners have high access to technology. Therefore, it is not an obstacle to their intention to use technology in English language learning. However, in learning English through technology, the rate of those who study using technology for 4 hours or more per week within the scope of weekly study periods is low. Whether this is a sufficient period of time should be examined. Because the learning performances of the Z generation take place in a unique learning character.

It is important that the Z generation has high intentions to use technology. But to ensure the sustainability of this level, understanding its determinants; These determinants should be controlled and interventions should be made for learning processes and programs. In this context, in the research, it is understood that digital literacy and the attitude of using technology in English language learning as the determinants of technology use intentions of the Z generation are positive predictors and there is a serious effect level. It is understood that technology anxiety is also a negative predictor. In addition, weekly laptop/desktop PC usage time while learning a language is also a positive predictor of technology usage level. Although the smart phone is not a predictor in the quantitative prediction, in the qualitative

analysis, it is concluded that the Z generation participants' intention to use technology through smart phones has increased.

As a result, in order to increase the intention of the Z generation to use technology in English language learning and to make the existing high level more dynamic, digital literacy, technology use attitude in language learning, technology anxiety and technology access should be taken into account in learning processes and program implementations.

5.8. Implications

5.8.1. Implications for Researchers

- The quantitative dimension of this research was modeled as a relational research and correlation and prediction analysis were carried out. It is suggested that the research subject should also be examined with experimental research.
- It is suggested that the intentions of the Z generation to use technology while learning the English language should be examined with phenomenological and ethnographic researches. The fact that the researchers are not members of the Z generation may cause the Z generation to make mistakes in their interpretation of the technology phenomenon. In this context, a phenomenological study is recommended. In addition, the technology interaction of the Z generation creates a culture within itself. Understanding, explaining and revealing the determinants of this culture will provide richness in explaining the intention of the Z generation to use technology while learning a language. Therefore, ethnography, that is, cultural analysis research, is recommended.
- The reason why Z generation members have an average level of technology anxiety should be examined with further research.
- Generation Z has high access to technology. However, when the weekly study hours are examined through technology, the rate of those who study 4 hours or more per week is low. The limited performance of Generation Z learners towards this learning period should be examined with further research.

5.8.2. Implications for Practitioners

• Technology integration is recommended in English language teaching programs for the Z generation. In this context, it is suggested that not only formal teaching practices but also informal teaching practices should be taken into account by education programmers.

• Digital literacy needs to be increased in order to keep the intention of the Z generation to use technology while learning the English language. In this regard, supportive programs should be offered to students who need it.

• It is beneficial to increase the attitudes of the Z generation to use technology while learning the English language, in order to keep their intention to use technology while learning the English language high. Therefore, it would be beneficial to include affective strategies on a program basis in order to increase the attitudes of Generation Z learners.

• In order to keep the technology intentions of the Z generation while learning the English language high, the level of technology anxiety should be reduced. Support programs should be offered to students who need it in this regard. Technology competence reduces the level of anxiety. Therefore, it is thought that supportive programs for technology competence can be beneficial.

• It is important to have high access to technology in order to keep generation Z's intention to use technology while learning the English language high. It is recommended to provide technical support to students who need it, and to close the digital gap if there is a digital gap.

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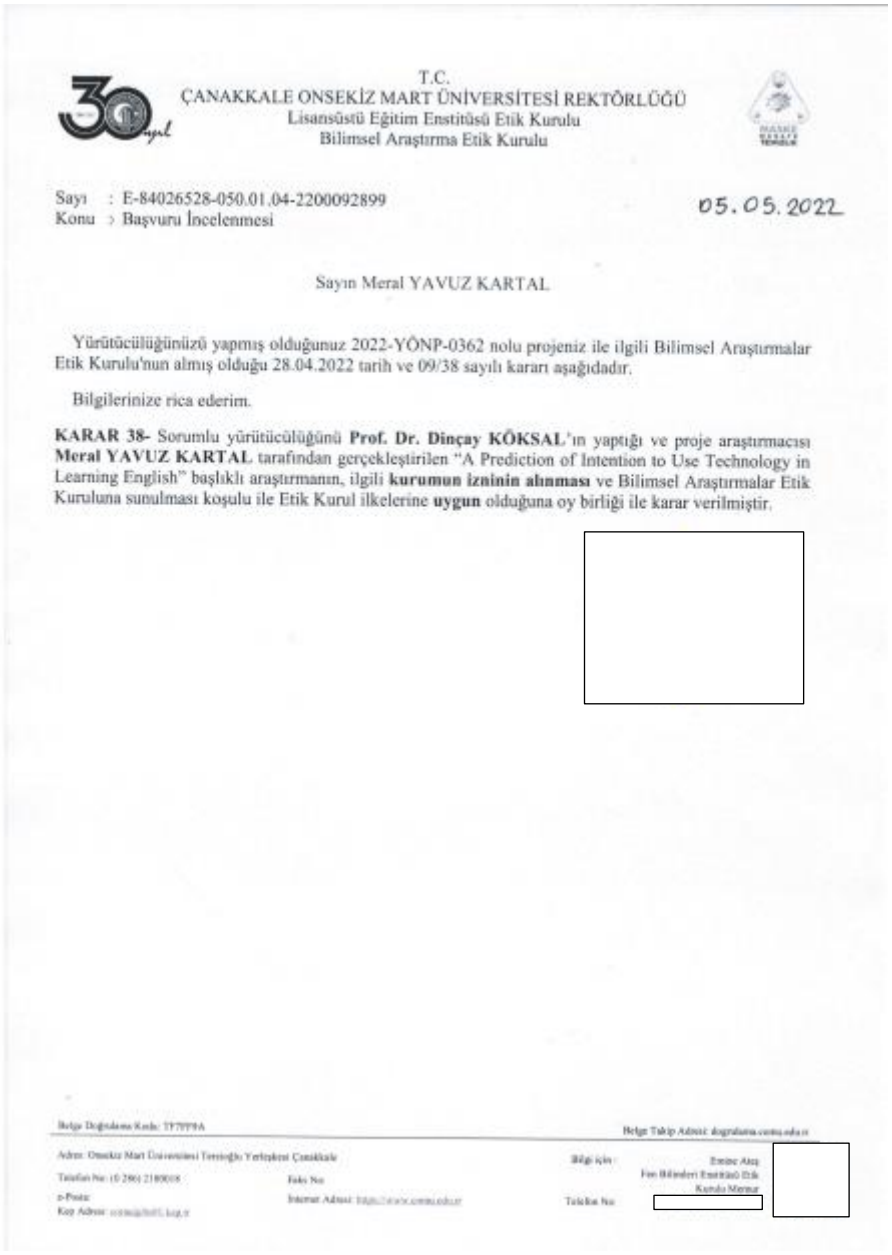
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APPENDIX

APPENDIX 1

Ethics Committee Approval



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma Etik Kurulu

Sayı : E-84026528-050.01.04-2200092899
Konu : Başvuru İncelenmesi

05.05.2022

Sayın Meral YAVUZ KARTAL

Yürütücülüğünüzü yapmış olduğunuz 2022-YÖNP-0362 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 28.04.2022 tarih ve 09/38 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 38- Sorumlu yürütücülüğünü **Prof. Dr. Dinçay KÖKSAL**'ın yaptığı ve proje araştırmacısı **Meral YAVUZ KARTAL** tarafından gerçekleştirilen "A Prediction of Intention to Use Technology in Learning English" başlıklı araştırmanın, ilgili **kurumun izninin alınması** ve Bilimsel Araştırmalar Etik Kuruluna sunulması koşulu ile Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

APPENDIX 2

Legal Permission

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-93130991-302.08.01-2200103547 27.05.2022
Konu : Anket İzni (Meral YAVUZ KARTAL)

DAĞITIM YERLERİNE

Üniversitemiz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi 17291702004 No'lu Doktora Programı öğrencisi Meral YAVUZ KARTAL'ın, "A Prediction of Intention to Use Technology in Learning English" konulu tez çalışmasını Üniversitemiz Yabancı Diller Yüksek Okulu Hazırlık Sınıfı öğrencilerine anket/ölçek araştırmasını yapmak istemektedir.

Lisansüstü Eğitim Enstitüsü'nün 20.05.2022 tarihli E-95564340-302.08.01-2200102013 sayılı yazısı yazımız ekinde gönderilmiş olup, olurlarınıza arz ederim.

Ayhan MONUS
Genel Sekreter

OLUR
Prof. Dr. Okhan AKDUR
Rektör Yardımcısı

Ek: 20.05.2022 tarihli E-95564340-302.08.01-2200102013 sayılı yazı

DAĞITIM LİSTESİ
Gereği:
Lisansüstü Eğitim Enstitüsü

Bilgi:
Yabancı Diller Yüksekokulu

Bu belge, güvenli elektronik imza ile imzalanmıştır.
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Faks No:
İnternet Adresi:
Bilgi için : Cumali Öztürk
Bilgisayar İşletmeni
Telefon No:

1/1

APPENDIX 3

DATA COLLECTION TOOLS

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM METNİ

Anket Formu

Sizi Meral YAVUZ KARTAL tarafından yürütülen "A Prediction of Intention to Use Technology in Learning English" başlıklı doktora tez çalışması ile ilgili araştırmaya davet ediyoruz. Bu araştırmanın amacı "Z kuşağı öğrencilerinin yabancı dil olarak İngilizce'nin öğreniminde teknoloji kullanım niyetlerini" incelemektir. Araştırmada sizden tahminen 25 dakika ayırmanız istenmektedir. Araştırmaya sizin dışınızda tahminen 220 kişi katılacaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

Araştırmacının E- Posta Adresi:

☐ Araştırmaya katılmayı kabul ediyorum.

☐ Araştırmaya katılmayı kabul etmiyorum.

QUESTIONNAIRE

A. Demographic Questions

Gender	Male ( ) Female ( )
Age	.....
Are you a foreign student?	Yes ( ) No ( )
If foreign student what is your country?	.....

B. Intention to Use Technology Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.Using technology will improve my work					
2.Using technology will enhance my effectiveness					
3.Using technology will increase my productivity					
4.My interaction with technology is clear and understandable					
5.I find it easy to get technology to do what I want it to do					
6.I find technology easy to use					
7.Technology make work more interesting					
8.Working with technology is fun					
9.I look forward to those aspects of my job that require me to use technology					
10.I will use technology in future					
11.I plan to use the technology often					

C. Digital Literacy Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I know how to solve my own technical problems.	( )	( )	( )	( )	( )
2. I can learn new technologies easily.	( )	( )	( )	( )	( )
3. I keep up with important new technologies.	( )	( )	( )	( )	( )
4. I know about a lot of different Technologies.	( )	( )	( )	( )	( )
5. I have the technical skills I need to use ICT for learning and to create artefacts (e.g. presentations, digital stories, wikis, blogs) that demonstrate my understanding of what I have learnt.	( )	( )	( )	( )	( )
6. I have good ICT skills.	( )	( )	( )	( )	( )
7. I am confident with my search and evaluate skills in regards to obtaining information from the Web.	( )	( )	( )	( )	( )
8. I am familiar with issues related to web-based activities e.g. cyber safety, search issues, plagiarism.	( )	( )	( )	( )	( )
9. ICT enables me to collaborate better with my peers on project work and other learning activities.	( )	( )	( )	( )	( )
10. I frequently obtain help with my university work from my friends over the Internet e.g. through Skype, Facebook, Blogs.	( )	( )	( )	( )	( )

D. Accessibility of Technology Questionnaire

Do you have any following?	Yes	No
A. A laptop or desktop computer that is only for your use	( )	( )
B. A laptop or desktop computer that is shared between you and others	( )	( )
C. A tablet that is only for your use	( )	( )
D. A tablet that is shared between you and others	( )	( )
E. Wi-Fi or some other Internet connection you can use	( )	( )
F. A smartphone that is only for your use	( )	( )

	None	Less than an hour	1 to 2 hours	2 to 3 hours	3 to 4 hours	More than 4 hours
On a week day, about how many hours do you use a laptop or desktop computer for doing schoolwork	( )	( )	( )	( )	( )	( )
On a week day, about how many hours do you use a tablet computer for doing schoolwork	( )	( )	( )	( )	( )	( )
On a week day, about how many hours do you use a smartphone computer for doing schoolwork	( )	( )	( )	( )	( )	( )

E. Information Technology Anxiety Scale

	Strongly disagree ◄						► Strongly agree
1. I feel apprehensive about using information technologies (ITs)	1	2	3	4	5	6	7
2. Technological information sounds like confusing jargon to me	1	2	3	4	5	6	7
3. I have avoided ITs because it is unfamiliar to me	1	2	3	4	5	6	7
4. I hesitate to use ITs for fear of making mistakes I cannot correct	1	2	3	4	5	6	7
5. ITs do not scare me at all	1	2	3	4	5	6	7
6. Working with ITs would make me very nervous	1	2	3	4	5	6	7
7. I do not feel threatened when others talk about ITs	1	2	3	4	5	6	7
8. I feel aggressive and hostile towards ITs	1	2	3	4	5	6	7
9. ITs make me feel uncomfortable	1	2	3	4	5	6	7
10. I get a sinking feeling when I think of trying to use ITs	1	2	3	4	5	6	7
11. ITs make me feel uneasy	1	2	3	4	5	6	7
12. ITs make me feel confused	1	2	3	4	5	6	7

F. "Using Technology for English Learning" Attitude Scale

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Using technology in language learning is a pleasant experience.	( )	( )	( )	( )	( )
2. Using technology in English Language learning is enjoyable.	( )	( )	( )	( )	( )
3. Using the technology gives me many benefits.	( )	( )	( )	( )	( )
4. Technology use enhances language learning.	( )	( )	( )	( )	( )
5. Technology use helps me take to control over the homework assignments	( )	( )	( )	( )	( )
6. Technology use helps me quickly view the homework assignments.	( )	( )	( )	( )	( )
7. Technology use can be very useful to improve my writing.	( )	( )	( )	( )	( )
8. Technology use can be very useful to improve my reading.	( )	( )	( )	( )	( )
9. Technology use can be very useful to improve my listening.	( )	( )	( )	( )	( )
10. Technology use can be very useful to improve my speaking.	( )	( )	( )	( )	( )
11. Technology use is helpful to study the reading and writing materials.	( )	( )	( )	( )	( )
12. Technology use is helpful to study the speaking and listening materials.	( )	( )	( )	( )	( )
13. Using technology helps me to organize my work better.	( )	( )	( )	( )	( )
14. Using technology makes it possible to work more productively.	( )	( )	( )	( )	( )
15. Technology use saves time when I use it in English learning.	( )	( )	( )	( )	( )
16. Technology use is a fast and efficient source of getting information.	( )	( )	( )	( )	( )
17. I frequently use the technology during English language learning.	( )	( )	( )	( )	( )
18. I use the technology for my coursework most of the time.	( )	( )	( )	( )	( )
19. I enjoy using the technology in English language learning.	( )	( )	( )	( )	( )
20. I use technology in different context.	( )	( )	( )	( )	( )
21. I am happy to use the technology for English language learning.	( )	( )	( )	( )	( )
22. I find it useful to use technology when I am studying.	( )	( )	( )	( )	( )
23. I would like to learn more about the use of technology.	( )	( )	( )	( )	( )
24. I would recommend my friends to use the technology.	( )	( )	( )	( )	( )
25. I am satisfied with my technology use.	( )	( )	( )	( )	( )
26. The technology is useful.	( )	( )	( )	( )	( )
27. Technology is easy to use in English language learning.	( )	( )	( )	( )	( )
28. It is useful to use the technology to search for educational resources.	( )	( )	( )	( )	( )
29. It is fun to use the technology.	( )	( )	( )	( )	( )
30. It is easy to download the English language books using technology.	( )	( )	( )	( )	( )

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM METNİ

Görüşme Formu

Sizi Meral YAVUZ KARTAL tarafından yürütülen "A Prediction of Intention to Use Technology in Learning English" başlıklı doktora tezi ile ilgili araştırmaya davet ediyoruz. Bu araştırmanın amacı "Z kuşağı öğrencilerinin yabancı dil olarak İngilizce'nin öğreniminde teknoloji kullanım niyetlerini" incelemektir. Araştırmada sizden tahminen 30 dakika ayırmanız istenmektedir. Araştırmaya sizin dışınızda tahminen 9 kişi katılacaktır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

Araştırmacının E- Posta Adresi:

☐ Araştırmaya katılmayı kabul ediyorum.

☐ Araştırmaya katılmayı kabul etmiyorum.

Onayınız olursa ses kaydı ile görüşmemiz gerçekleşecektir. Görüşmenin ses kaydı ile gerçekleştirilmesi durumunda, kayıtlar harici veri depolama araçlarında saklanacaktır. Ses kayıtları diğer kişilerle asla paylaşılmayacaktır. Bilimsel ilkeler çerçevesinde güvenliği sağlanacaktır. Doktora tez çalışmasının sonlanmasından sonra, ses kayıtları imha edilecektir.

Görüşme için ses kaydı onayınız olmaz ise, görüşme araştırmacının not alma tekniği ile gerçekleştirilecektir.

☐ Görüşmede ses kaydı alınmasını kabul ediyorum.

☐ Görüşmede ses kaydı alınmasını kabul etmiyorum.

Yarı Yapılandırılmış Görüşme Formu

Görüşme Tarihi:

Görüşme Saati:

Görüşme Yeri:

Sorular

1. İngilizce öğrenirken teknolojiyi kullanma niyetiniz nedir?
2. Dijital okuryazarlığın İngilizce öğrenirken teknolojiyi kullanma niyetinizin bir yordayıcısı olduğunu düşünüyor musunuz? Niçin?
3. Teknolojiye erişim düzeyinizin İngilizce öğrenmede teknolojiyi kullanma niyetinizin bir yordayıcısı olduğunu düşünüyor musunuz? Niçin?
4. Teknoloji kaygısının İngilizce öğrenmede teknolojiyi kullanma niyetinizin bir yordayıcısı olduğunu düşünüyor musunuz? Niçin?
5. Dil öğreniminde teknoloji kullanma tutumunun İngilizce öğreniminde teknolojiyi kullanma niyetinizin bir yordayıcısı olduğunu düşünüyor musunuz? Niçin?