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GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A STUDY ON THE PERCEPTIONS OF THE STUDENTS AND INSTRUCTORS TOWARDS THE IMPLEMENTATION OF BLENDED E-LEARNING AT ANKARA UNIVERSITY PREPARATORY SCHOOL EFL PROGRAM : A CASE STUDY, A SUGGESTIVE CONSTRUCTIVIST PERSPECTIVE

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MASTER'S THESIS

Supervisor: Assist. Prof. Dr. GÜLŞEN DEMİR

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A STUDY ON THE PERCEPTIONS OF THE STUDENTS AND INSTRUCTORS TOWARDS THE IMPLEMENTATION OF BLENDED E-LEARNING AT ANKARA UNIVERSITY PREPARATORY SCHOOL EFL PROGRAM : A CASE STUDY, A SUGGESTIVE CONSTRUCTIVIST PERSPECTIVE

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ACCEPTANCE AND CONFIRMATION

The current study, titled as " A Study on The Perceptions of The Students and Instructors Towards The Implementation of Blended e-Learning At Ankara University Preparatory School EFL Program: A Case Study, A Suggestive Contructivist Perspective " and written by Şenol DENİZ, was accepted as Master's Thesis by our jury as a result of thesis defense held on 20/09/ 2016.

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Şenol DENİZ

To My Invaluable Family

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ABSTRACT

A STUDY ON THE PERCEPTIONS OF THE STUDENTS' AND INSTRUCTORS' TOWARDS THE IMPLEMENTATION OF BLENDED E-LEARNING AT ANKARA UNIVERSITY PREPARATORY SCHOOL EFL PROGRAM : A CASE STUDY, A SUGGESTIVE CONTRUCTIVIST PERSPECTIVE

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This thesis mainly attempted to analyze the students' and instructors' perceptions regarding the web based instruction in a blended learning setting at Ankara University Preparatory School EFL program, Turkey. The students' understanding, perceptions, anticipations, and comments regarding their experiences with blended learning, the online section of the course, their communicative practices with the instructors were examined. Initially, the research conducted a questionnaire as a main research tool in order to draw a general picture of the possible outcomes of the implementation of blended learning at Ankara University Preparatory School EFL program from the students' and instructors' perspectives. Upon the analysis of a selection of the current practices of blended learning activities carried out globally on the given subject, this study also attempted to provide a suggestive perspective that contains a practical collection of strategies on the subject discussed in the light of the analyzed perceptions of the students and instructors.

The study was carried out within the Preparatory School EFL Program of Ankara University. This web-based course was delivered for the Preparatory School Students during the academic years of 2015-2016. The number of the participants was 167. The mentioned course was given in a blended learning process which combines and integrates face-to-face instructions with the instructions known as web-based.

The students' understanding and perceptions of the web-based course were discovered with a questionnaire conducted at the end of the year. The student's comments, anticipations and suggestions related to the course were acquired via written form of interviews at the end of the year. Furthermore, a written form of an interview was carried out with the instructors to determine their perception and understanding of the blended courses - at the end of the year.

Quantitative and qualitative data were collected at the end of the year. The results of data have revealed that the students have negative perceptions regarding the blended learning setting and to an extent they had no obvious idea about the unproductivity of the course and website. Additionally, as reported by the three volunteer teachers, they did not feel comfortable, they were not happy with the blended learning/instruction; they think that the system has to be improved and redesigned, attendance should be compulsory and the system has to be modified to make the students use it effectively and make them take the online course serious.

Keywords:
Blended learning and teaching, web-based learning and instruction, online learning and teaching, students' and instructors' perceptions.

ÖZ

ANKARA ÜNİVERSİTESİ HAZIRLIK OKULU ÖĞRENCİ VE ÖĞRETMENLERİNİN HARMANLANMIŞ ÖĞRETİMİN UYGULANMASINA YÖNELİK ALGI VE GÖRÜŞLERİ : BİR DURUM ÇALIŞMASI, YENİLİKÇİ VE YAPILANDIRMACI BİR PERSPEKTİF

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Bu tez çalışması ile Ankara Üniversitesi Hazırlık Okulu Öğretmen ve Öğrencilerinin, web-tabanlı harmanlanmış Öğretimin Uygulanmasına yönelik algı ve görüşleri analiz edilmiştir. Öğrencilerin, harmanlanmış öğrenime yönelik deneyimleri , ders web sayfası ve ders öğretmeni ile iletişim düzeyi ve pratikleri hakkındaki görüşleri, beklentileri, yorumları ve önerileri analiz edilip incelenmiştir. Bu durum çalışması 2015-2016 Eğitim-Öğretim yılında, Ankara Üniversitesi Hazırlık Okulu Biriminde yüz altmış yedi öğrencinin katılımı ile yürütülmüştür. Hazırlık Eğitimi, geleneksel yüz yüze öğretimin web tabanlı öğretimle harmanlanması eşliğinde verişmiştir. Yıl sonunda derse katılım gösteren öğrencilerin web-tabanlı öğrenim hakkındaki görüşlerini belirleyebilmek ve saptamak amacıyla bir anket uygulanmıştır. Buna ek olarak, seçilmiş gönüllü öğrenciler ile görüşme yapılarak ders hakkındaki yorumları, beklentileri, önerileri ve tavsiyeleri alınmıştır. Ayrıca, ders öğretmenleri ile de görüşme yapılarak kendilerinin de harmanlanmış öğretim ile ilgili görüşleri analiz edilmiştir.

Bu çalışmanın sonucu yıl sonunda hem nicel hem de nitel veriler elde edilerek analiz edilmiştir. Analiz edilen veri sonuçlarına göre öğrencilerin ve bu tez çalışmasına gönüllü olarak katılan üç okutmanın harmanlanmış öğretime, dersin işleyiş yöntemine ve dersin işlendiği websitenin etkinliğine yönelik olumsuz algılarının olduğu saptanmıştır.

Bu tez çalışması, harmanlanmış öğretimle ilgili ileride yapılabilecek araştırmalar için katkı sağlamak ve ders öğretmenlerinin bu çalışma sonuçlarından yararlanarak ileriki dönemlerde dersin verimliliğini arttırabilmek için kullanılabilmesinde yararlı olabileceğini düşünülmüştür.

Anahtar Kelimeler:
Harmanlanmış öğretim, web-tabanlı öğretim ve öğrenim, bilgisayar destekli öğretim, online öğrenim, öğrenci ve öğretmen algı ve görüşleri.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

In today's world, language teaching is accepted as one of the most crucial educational areas as it should be. What is even more pivotal is that language learners should be accomplishing much more than they are doing now, since language needs a lifelong learning basis. The need for a foreign language instruction is quite indisputable along with the need of more competent learners. Although there are a quite number of teachers spending lots of efforts, it is still a very important issue to help the learners go a step further and to help them be competent learners in the real use of the target language. To serve this aim, every teacher is supposed to have the ability to integrate technology and technological devices with the traditional language teaching instruction. This study, then, looks for ideas about blended learning instruction for the language teaching purposes. Consequently, it focuses on blended learning and teaching along with traditional language teaching instruction.

Blended learning has been defined as an approach of teaching that annihilates time, location, and situational boundaries, whilst empowering more advanced interactions between teachers and students (Kanuka, Brooks, & Saranchuck, 2009). It resonates the practice of distance education that emphasized the adjustability of time, place, and pace of student learning.

Blended learning contexts combine the benefits of e-learning method with profitable and many of the desirable aspects of the traditional way of teaching, such as face-to-face communication and interaction. Blended learning, as a

newly developed approach to education, is speedily being internalized by universities and educational institutions for the aim of teaching English, in particular, in preparatory school (EFL, EAP) programs and also for the purpose of teacher education or teacher training.

The most common annotation of blended learning as a form of distance education is based on the Internet Technology. It refers to the combination of traditional face-to-face instructional ways of teaching with the self-study online instructional resources to make it achievable and conceivable to appreciate the potential of both teaching methods (Voos, 2003; Harding, Kaczynski, & Wood, 2005; Allen & Seaman, 2006; Garrison & Vaughan, 2008).

In fact, the literature presents a fair number of distinct efficient annotations of blended learning (Bliuc, Goodyear & Ellis, 2007). This study mainly aims to explore technology-enhanced blended learning, characterized here as face-to-face teaching and learning supplemented by an online CALL item delivered via a learning management system (LMS). In this blend, instead of 23 classroom meetings a week, students met in the classroom 18 times a week and spent 5 contact hours at their home working on CALL materials. Recently, a group of researchers have pointed out that blended learning commitments excellently intensify the basis of teaching and learning (Gómez & Igado, 2008). Others (eg., Garrison & Kanuka 2004) suggest that it can make more advanced levels of learning possible and attainable.

Certain researches recently conducted have revealed that blended learning has been very efficacious over the past years and it has the capacity to ensure high quality outcomes than traditional and online learning alone (Balci & Soran, 2009; Deperliğlu & Köse, 2010; Munson, 2010). The use of technology brings countless benefits into the classroom both for the instructor and for the student. To illustrate, students may have an opportunity to distinguish real world situations in the classroom.

This would surely motivate students easily. Ellis (1994) indicates that designing intriguing and demanding tasks and activities make the language learners enthusiastic. In return, efficacious language instructors are supposed to be eager and formative as language learners can lose their courage and aspiration quite easily.

The suitable affiliation of setting and context of the students, the subject of thought, text, topic, features, and accessible and achievable resources bring the continuum of well-founded instruction based on technology. It is a must that university instructors and college teachers learn how to implement and make use of technological devices and should keep up with the developing technology appropriately and the universities and schools should search for the novel methods to advance the effective imposition of learning technologies (Bates&Poole , 2003).

The emphasis of e-learning differs widely and it is known as a way to improve accessibility and quality of teaching and learning process, and viewed as a technological tool to cater chances, opportunities for the students who are unable to participate in classes owing to physical, social and economic constraints(Watson e. al., 2004; Cruthers, 2008).

1.2. Purpose of the Study

This thesis study was conducted to analyze students' perceptions and understanding of the blended courses, their experiences of this very method, anticipations, comments, suggestions, the course website and their attempts to communicate with the instructors at Ankara University Preparatory School EFL program, Turkey. This blended course was planned as an experience of blended learning, including web-based teaching, learning setting and face-to-face instruction.

The utmost and concluding purpose of this thesis study has been to determine and understand the students' and teachers' perceptions towards the implementation of blended learning. At another time, the results of this study may help the institutions manage the process of forming better and deeper implementations of blended learning and instruction.

1.3. Research Questions

This study was designed to search for an answer the questions given below:

1. What are students' perceptions regarding this blended learning and blended course?
2. What are the students' perceptions related to their experiences of language learning, attempts and process in a blended learning setting?
3. What are the students' perceptions regarding the website of the course?
4. What are the students' perceptions of their communication practices with the instructors in a blended learning environment?

1.4. Significance of the Study

Institutions, schools and universities cannot overlook and avoid the advantages of computer technology to design meaningful learning settings. Instructors make use of accessible and available computer-mediated and computer-based technologies, like instruction in an internet-based environment, synthesizing these with the traditional classroom student-teacher learning dynamic. The synergy created by the fusion of these two methods can be very powerful (Garnham&Roberts, 2002).

The results of this study provide an insight into student perceptions of the web-based learning context and will explore – from the students' perspective – face-to-face learning contexts. Moreover, administrators and instructors may evaluate the students' accomplishment during the blended course and perceptions to clear away drawbacks and deficiencies to design a better blended learning setting.

In other words, students have the central role in this study and investigation, and they can make use of the advantage of this role. Here, the students have a great chance to discover their inadequacies and strengths in the blended learning setting at all. So, they can build their learning strategies for other web-based and blended courses.

Furthermore, since instructors are responsible for learners' needs, suggestions, comments, anticipations, expectations, and their views will help to redesign instructional strategies and techniques for this blended instruction. Unluckily, there is an insufficient empirical data on blended learning and web-based pedagogy which causes the absence of deeper and better understanding of Web-based instruction and blended learning.

Therefore there is the danger that blended and web-based instruction has been driven by technology instead of pedagogy (Trapp, Hammond, & Bray, 1996). Hence, this study was so critical that educators, instructors and administrators can determine and identify their learning system so as to improve student accomplishment and strengthen student contentment concerning all the details of this web-based and blended courses.

1.5. Definition of Terms

Traditional Education

Traditional Education means studying within a physical medium where students experience a real meeting with their instructors under the control of an educational organization such as schools, universities.

Blended Learning

Blended learning has been defined as an approach of teaching that annihilates time, location, and situational boundaries, whilst empowering more advanced interactions between teachers and students (Kanuka, Brooks, & Saranchuck, 2009). It resonates the practice of distance education that accentuated the adjustability of time, place, and pace of student learning.

Information Technology

It includes each and every media such as computer sciences and technology with the development, improvement, design and the management of information systems and implementations.

Computer-Mediated Communication

Computer-Mediated Communication(CMC) is when two or more people interact with each other through different and individual computers via the Internet or a network connection.

Web

An artificial location on computer networks that allows you to reach and access information, see documents which may consist of text, data, sound and video.

Face-to-Face Instruction

A course given through face-to-face settings with an instructor and students/learners.

Distance Learning

A form of learning which separates the teacher and learners in terms of time, space or distance ' (Driscoll, 2002, p.330).

E-Learning

A form of computer-mediated learning either from a distance or in a face-to-face classroom environment.

Moodle

Moodle is identified as a free software e-learning platform (also known as a Course Management System (CMS), or Learning Management System (LMS) or a Virtual Learning Environment (VLE) ("Moodle,"n.d.).

Synchronous Learning

Littlefield (2013) defines synchronous learning as a learning that takes place when teachers and students communicate in different places, but at the same time.

Asynchronous Learning

According to Littlefield (2013), asynchronous learning takes place when teachers and students communicate throughout different times.

CHAPTER 2

LITERATURE REVIEW

This chapter provides an analysis of the academic literature relevant to the following domains: technology use in education, web based learning, computer-mediated communication, electronic learning (e-Learning), distance learning, and blended learning.

2.1. Technology in Education

The use of Information and Communication Technologies (ICTS) has been defined as a tool that might enhance educational institutions and the nation to better meet the educational goals of educated and skilled labour. Technology provides the instructors with a fair number of chances and opportunities to carry out the learning process in a different way from a traditional classroom environment and setting. For instructors, creative and flexible thinking about how to use technology effectively for teaching and learning aims is the most possible and critical issue of challenge (Bates & Poole, 2003). Besides, " Technology is just a tool to make language learning process more enjoyable and effective, the teacher is the most important part of the whole process . " Bill Gates (as cited in Rao, 2012, p.1).

In any learning setting/s, teachers should play the role of facilitators of the learning process. Furthermore, it is suggested that the traditional way of teaching and learning, traditional contexts can be enhanced with the use of technology. Learning with the help of technology can be supported with face-to-face courses or sessions. Up to now, it has been revealed that technology has a pivotal role in language learning and teaching (Blin, 2005; Shana, 2009; Ying, 2002).

The most crucial and specific aspect of this field is lifelong learning. This aspect describes the ones to desire and need to learn something throughout their life cycle. Furthermore, with respect to this aspect, a combination of the diversity, flexibility and accessibility to available and achieveable resources is expected to help them have access to education whenever and wherever they aspire it (Gandel, Katz & Metros, 2004).

Since the trend of language teaching and learning has been converted from structural views into communicative perspectives on language teaching and learning, the Internet can be carried out in EFL classrooms. A fair number of researchers (e.g., Watson 2006) believe that the Internet exhibits authentic materials and a plenty of enriched sources for EFL instruction.

Abelle (1973) observed that instructional technology may support the traditional classroom learning context and methodologies. In other words, the variables involved in the instructional methodology – the teacher, course books, blackboard, and any other materials – are streamlined using appropriate technology in order to strengthen the effectiveness of the learning context.

A fair number of studies that have been administered show using technology in the EFL classrooms to be useful to academic accomplishment. A crucial component of this consists of exposing learners to the variety of technical usages of technology as opposed to using computers only as a calculator, typewriter, or project marker. The use of computer technology in EFL classrooms has many advantages to develop the EFL students' language skills. It provides the EFL learners with an access to a variety of activities to enhance their language skills.

2.2. Web-Based Instruction

Web-based instruction (WBI) is becoming a very notable option in every kind of educational organization, like schools, universities and courses. WBI is a " hypermedia-based instructional program which creates a weighty and friendly learning setting where learners are encouraged, learning is assisted and supported " (Khan, 1997, p.6). Web-based instruction is handed over through a computer by using the Internet, enabling instant updating, distribution, and sharing information (Rosenberg, 2001).

Modern technology provides an excellent access to contemporary information and knowledge for educational and instructional purposes. The Internet offers a fair number of educational opportunities and chances for teaching and learning. Yet, it is necessary for teachers to gain experience with these possibilities and adjust themselves to technology to have enough motivation, knowledge, and skills needed to be competent enough of using the resources which are Web-based for improving teaching and learning (Fisher, 2000).

The internet has strong potential to be a fundamental component in education. According to Khan (1997), Web-based instruction (WBI) is " An innovative approach for delivering instruction to a remote audience, using the web as the medium ' (p.1). Khan's definition of WBI is that it is an attempt to deliver pedagogy, i.e., learning objectives, vis-à-vis the wide array of resources available on the web.

According to Pugaale and Robinson (1998), teachers are *the* integral element in conceptualizing and constructing appropriate contexts to support student learning with Web-based instruction. It can therefore be claimed that well-designed Web-based education can augment what teachers can provide the learners and increase teaching and learning outcomes.

Furthermore, Morrison and Guenter (2000) explains that the role of Web-based instruction has more influence on learning than just the topic of instruction itself. To be able to design courses that take advantage of the opportunities available online, teachers should focus on the need for specific Web-based instructional schemes and techniques to communicate the ideas effectively and meaningfully.

2.3. Computer-Mediated Communication

Instruction is the combination of information and setting to support and speed up teaching and learning outcomes. According to Heinich et al. (1999), the sending information from one place to another is called communication (p.13). Computer-mediated communication (CMC) systems, in a succession of different forms, have become an integral part of the development, and maintenance of interpersonal relations.

Heinich et al.(1999) explained that new learning outcomes can occur depending on sending novel information and efficient instruction so that communication can come around effectively. Computer-mediated communication is the 'communication between different parties separated in space and/or time mediated by interconnected computers' (Romiszowsk & Mason, 1996, p.439).

2.3.1. Advantages of Computer-Mediated Communication

There are both advantages as well as limitations to computer-mediated communication in learning environments. Joiner (2004) designated the benefits of computer-mediated communication in the following terms:

'...The first advantage is its allowance for reflection. Members of the learning cohort can reflect on earlier discussions and produce well thought-through responses. A second benefit is that it provides cohort members with the opportunity for simultaneous sharing of ideas. Research suggests that a third

advantage of computer-mediated communication is that cohorts communicating through computers evidence more equal participation than those interacting face-to-face (p.197).

Computer-mediated communication has the potential to empower the efficiency of group learning among students. It enables students enhance their communication, annihilate social isolation, difficulties among learners, it coordinates a meaningful sense of non-formality and helps them improve group identity (Pfaffenberger as cited in Jonassen, 1996).

2.3.2. Limitations of Computer Mediated Communication

Jonassen(1996) stated the limitations of computer-mediated communication as follows:

- To be able to use computer mediated communication tools, technical knowledge is required even if to some extent. Otherwise learners can be frustrated and feel anxious. There is an inadequacy in the number of user-friendly software and resources.

- Hardware and communication lines infrastructures are not totally reliable which may cause loss of work and delays in communication. Therefore, users can become frustrated and their proportion of participation decreases.

- The time gaps occurring between message sender and receiver are caused when the users are not online at the same time. Conferencing or direct communication between individuals from separate time zones of different places may result in further delays for hours, even days. This may narrow the effect of messages.

- Participation of the individuals in the group is variable. Full participation is expected in electronic communication as it is in face-to-face classroom discussions. Nevertheless, technofobia or concerns about communication may

result in some individuals' avoidance of full participation in electronic communication. When people send a message and do not get a reply, they may feel disrupted.

- The absence of social context cues may cause it to be harder to conduct discussions. It is not easy to interpret messages through online communication platform.

2.4. Electronic Learning (e-Learning)

"The origins of the term e-learning is not certain although it is suggested that the term most likely originated during the 1980's, within the similar time frame of another delivery mode online learning" (Moore, Dickson-Deane, and Galyen, 2011, p.130). Som Naidu (2006) defines e-learning as " an intentional use of network information and communications technology in teaching and learning" (p.1).

Khan (2005) has revealed that e-learning is a new approach so as to deliver a great, student-centered and friendly learning setting for everyone at any time using the technological resources with the other learning and teaching materials.

In other words, Electronic Learning (eLearning) is defined as learning that takes place anytime without another live person based on the Internet connection to gather information. It is a way in which people and institutions gain knowledge and exchange information (Zhang & Nunameker, 2003).

2.5. Distance Learning

There are a fair number of definitions of Distance Learning or Distance Education in the literature. Distance learning is a form of education focusing on teaching methods, approaches and technology with the purpose of educating students and helping them gain knowledge and reach at information by not being in a traditional face-to-face classroom. Distance learning transfers knowledge, skills and information based on a network and a computer. Content is presented via the Internet, intranet/extranet, CD-ROM, video type and audio. It consists of all forms of electronically well-designed learning and teaching.

Distance education or distance learning, as defined by Honeyman & Miller (1993), is an educational field, focusing on the pedagogy, technology, and instructional systems which aims at delivering education to those who are not physically "on site" in a traditional face-to-face classroom. It has been defined as a " process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both ."

According to Murphy (1997), distance learning is described as a designed and constant attempt and experience to enhance learning in a setting that consists of geographic, temporal or pedagogical distance.

An annotation has been given by Citrus College in England: Distance Learning is a method of educational instruction which includes learning and accessing information by using your computer and the Internet. Instead of going to traditional face-to-face classrooms at schools, course materials, handouts are accessed and instruction is delivered mainly via the Internet. To sum up, distance learning is a web-based system that brings students and teachers together through a network with a variety of educational sources from a fair number of different places and locations.

During the last decade, the growth of the Internet, and technology enhanced and encouraged Distance Learning in educational institutions. Now, a fair number of universities in well-developed countries have started implementing distance education technology. Kumaral & Manoharan (2010) pointed out that learning outside the classroom is a new trend of today's world and web-based instruction and e-learning result in superior outcomes when compared to face-to-face traditional learning.

2.6. Blended e-Learning

A variety of annotations have been provided to define blended or hybrid learning. Blended courses show some accessibility of web-based online courses with only a partial loss of traditional face-to-face instruction.
(Madison, 2002). According to Driscoll (2002) the purpose of blended learning or hybrid learning is as follows:

- To integrate any kinds of educational and instructional technologies with traditional face-to-face instructor-led education.
- To combine various Web-based online technologies.
- To get together various pedagogical strategies and techniques.

Blended learning has become popular and a widely known form of education. It "means integrating the online and face-to-face formats of education to create a more effective learning experience " (Brew, p.98). Taking the computer-mediated component of the blended learning systems into consideration, it can be justified that the origins of blended learning come from distance education, web-based instruction, and online learning or electronic learning (e-Learning).

As a concept, there are several definitions for blended learning in the literature. As Driscoll (2002) indicates X the term is used in a variety of different ways by different people. Blended learning is an integration of traditional classroom,

face-to-face learning with online learning experiences (Garrison & Kanuka, 2004). Or as it has been described by The Pennsylvania State University (Penn State)" A blended learning approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach"("Web Learning @ Penn State," n.d.).

The combination of learning approaches, settings, and context indicate that the common theme of blended learning experiences which made traditional face-to-face delivery with online learning possible. From these definitions, it can be easily understood that blended learning is the combination of different approaches to teaching which includes diversity of methods and technological resources.

Carman (2002) pointed out 5 key elements and ingredients of a blended learning process as follows:

- The primary one is *Life Events* where each and every learner participate in instructor-led learning settings at the same time.
- The second element is *Self-Paced Learning* in which students try to finish and do learning activities based on their own learning speeds at their own time.
- The third one is *Collaboration*. Here learners interact and study with others as they wish.
- The next element of blended learning approach is Assessment to assess students' knowledge.
- The last and most important factor is the key factor; Performance Support Materials that improve and empower learning with the help of hard copied materials, pdf downloads, course book resources.

Face-to-face instruction and web-based learning activities can be combined in order for the students to participate in two different types of learning contexts. Initially, students take part in face-to-face instruction, and then continue with web-based learning activities.

The second one consists of face-to-face learners taking part in the same classroom with the web-based online students. In the last model, a blended course is delivered by both face-to-face and distant instructors to improve and empower the learning experiences(Osguthorpe & Graham,2003).

Osguthorpe and Graham (2003) mentioned six aims that instructors may regard as they create and design a blended learning setting;

1. Pedagogical richness
2. Access to knowledge
3. Social interaction
4. Personal agency
5. Cost effectiveness
6.Ease of revision(p.23).

Researches on blended learning have demonstrated that there are a variety of other terms used in the setting of blended learning with some similar or hardly noticeable different meaning: mixed code (Bates & Pole, 2003; Harasim, 2000), hybrid instruction or hybrid course (Garnham & Kaleta, 2002; Hensley, 2005; Reasons, Valadares, & Slavkin, 2005; Skibba, 2006; Young, 2002), and distributed learning (Dabbagh, 2004; Dempsey & Van Eck, 2007; Lefoe, Gunn & Hadberg, 2002; Saltzberg & Polyson, 1995; Twigg, 2001).

Even though there are a fair number of common aims and advantages for the use of blended learning settings in different contexts, the way the blended learning settings can be divided into a fair number of different ways and aims. Graham (2006), for instance, classified the primary aims of blended learning setting into three: enabling blends, enhancing blends, and transforming blends.

In the meantime, it has been indicated by several authors such as Driscoll (2002), Bersin & Associates (2003), Blended Learning (2010), Blended Learning in Practice (2010), blended learning attributes to the following characteristics:

- It is the combination of mixed modes of web-based technology(e.g., live virtual classroom, collaborative learning, video, audio, text, etc.).

- It is the integration of different pedagogical approaches (e.g., constructivism, behaviorism, cognitivism, etc.) to produce greatest and ideal learning outcomes with or without instructional technology.
- It integrates a variety of any instructional technology (e.g., CD-ROM, web-based training, film, etc.) with face-to-face classroom instruction.

Thus, blended learning applications need a meaningful framework that points the best combination supporting the concepts emphasized above.
One of the most known and beneficial advantages of a blended learning setting is that it gives lots of opportunities and chances to teachers to design meaningful and pedagogical richness of face-to-face class sessions (Osguthorpe & Graham, 2003). Moreover, it gives the accessibility to students to obtain knowledge whenever they want and wherever they are.

In addition to the accessibility of knowledge, there are lots of reasons why one might use a blended learning system and why one might design face-to-face classes based on the advantages of blended learning.

In summary, Bonk and Graham (2006) point out in their book " The Handbook of Blended Learning: Global Perspectives, Local Designs " that educators can prepare face-to-face instruction based Blended Learning for three reasons:

- Improved pedagogy,
- Increased access and flexibility,
- Increased cost effectiveness. (Ateş,2009)

Bonk and Graham (2006) point out that "blending can occur at several different levels: instructional level, program level, course level and the activity level".

- *Activity level*. Blending, at the level of activity, happens if a learning activity includes face-to-face instruction and computer-based elements. Military education can be an example of this level.
- *Course level*. It includes an integration of face-to-face and computer-based online exercises used as a part of a course. Some university courses can be good examples.
- *Program level*. It has been declared by Ross and Gage (as cited in Bonk & Graham, 2006) blends in higher education institutions are happening at the level of program. For instance, Salmon & Lawless (as cited in Bonk & Graham, 2006) points out a program that permits students to have the chance to choose completing the program totally online or online with traditional face-to-face instruction sessions.
- *Institutional level*. There are institutions of higher education that gives opportunities to educators to create models for blending in which students are delivered the knowledge in a traditional face-to-face way at the beginning and end of the course with web-based online activities in between.

In another study, Picciano and Dziuban (2006) mention the following approach to blended learning methodologies(p.85). Blended learning has the potential to help teachers re-design the teaching and learning activities and move teaching to a "more active learning centered model". In other words, it can maintain the current practices enhancing the capacity and potency or accessibility of

instructors and students. Actually, what they have pointed out is that "some blends seem to transform the instruction while other blends just seem to enhance existing instructional practices".

Osguthorpe and Graham (2003) pointed out the fact that while using blended learning approaches, learners can benefit from both instructional settings as in traditional face-to-face settings they learn from both the teachers as well as the other students in their midst, and in web-based contexts the learners benefit from the selected pedagogy. The fundamental issue in using blended learning approaches is to provide a balance between face-to-face instruction and web-based online instruction so that users can actually access knowledge. This balance should be based on the requirements of courses, and on the overall benefits and limitations of both traditional and web-based instruction.

2.6.1. Synchronous and Asynchronous Learning

Activities and exercises in blended learning environments can be synchronous or asynchronous. According to Ghirardini (2011), synchronous learning occur in real time. Littlefield (2013) explains synchronous learning as a learning that takes place when teachers and students communicate in different places, but at the same time. According to Littlefield (2013), asynchronous learning takes place when teachers and students communicate throughout different times.

While Synchronous interaction or communication are between two people who have computers and who are connected to the Internet so as to keep up synchronous learning, asynchronous learning does not depend on a specific time in order to continue learning. It can be anytime and two people do not have to be online at the same time. Therefore, according to Littlefield (2013), Synchronous learning is the best option for learners who desire to plan days and times for their studies and " it is often preferred by those who like structured courses heavy on student interaction".

On the contrary, asynchronous learning is the best option for those who have complicated timetables." It tends to work well for self-motivated learners who do not need a direct guidance to complete their assignments " (ibid).

Hrastinski (2008) points out that " synchronous e-learning, commonly supported by media such as video conferencing and chat, has the potential to support e-learners in the development of learning communities" (p.52). On the other hand, " asynchronous e-learning, commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time (ibid.).

Mason (as cited by Berge, 2000) identified some of the rewards of using asynchronous communication in teaching:

- It allows for flexibility, so students can access course materials whenever they are available.
- It allows students time for reflection.
- It loans itself to a contextualized instructional approach wherein students can connect the ideas that are discussed to the students' own working environment.
- It is cost-effective (p.27).

In addition to its benefits, the shortcomings of asynchronous communication are assumed as follows:

- There are technical problems related to using computer software and hardware.
- Participants experience communication anxiety, when they do not get immediate response and feedback. Moreover, the beginner learners can abstain from participating into the conversations since they are afraid to say something silly, unimportant, or poorly expressed and because postings can be erased and learners are concerned about how others and instructors assess these postings.

- Time management is required to prevent time wasting in online discussion sessions since online conversations are limitless.
- Possible misunderstandings should be avoided owing to the great amount information overload (Bury, 2004).

Mason (as cited by Berge, 2000) shows some benefits of using synchronous communication systems in educational instruction:

- They are more motivating and thus can better focus on the energy of the group.
- Real-time interaction helps to develop a sense of 'social presence' and group unity.
- Synchronous systems present feedback on ideas, comments, and they support harmony and decision making.
- Synchronous events encourage people to keep up-to-date on assigned work and provide structure and discipline (p.27).

What is the importance and future of blended learning ?

One of the most significant and pivotal advantages of a blended learning setting is that it gives a fair number of chances and opportunities to educators to provide pedagogical richness of face-to-face instruction (Osguthorpe & Graham,2003). It also helps learners access to knowledge and information. Furthermore, it makes social interactions easy. Cost effectiveness, ease of revisions are among the reasons why a blended learning system should be chosen.

As a conclusion, Bonk and Graham (2006) state in their book "The Handbook of Blended Learning: Global Perspectives, Local Designs" that people should choose BL for three reasons:

- Improved pedagogy,
- Increased access and flexibility,
- Increased cost effectiveness. (Ateş, 2009).

Obviously, the final goal of a blended learning course is to bring the best aspects of face-to-face and web-based instruction together, hence, blended learning can be improved to create and conduct the portion of face-to-face instruction more effectively and classroom time can get better used to motivate students to learn. In the meantime, the web-based portion can be planned according to the timetable of students and it can provide them with online rich content at any time of the day, in any kinds of places the learners have the Internet access and connection such as, computer labs, coffee shops, or the students' home and dormitories.

Moreover, it can bring an increase in planning flexibility and accessibility. In addition, courses using any kinds of blended learning methods can be highly effective in course-completion rates, and it can result in better students tendencies and feelings towards the subjects and topics, it can lead to better learning outcomes and it can result in an increased student satisfaction with the form of instruction (Twigg, 2003).

CHAPTER 3

METHODOLOGY

The research methodology used in the conceptualization and implementation of the study was described throughout this chapter. First, the rationale for the methods of the study are detailed, along with the procedures, the setting, and the overall environment of the course. Ensuing that it is an analysis and introduction of the participants, general information about the course, research instruments, data collection procedures and data analysis (including measures relating to the sustainability and reliability of the results), and assumptions and shortcomings of the study.

3.1. Research Questions:

1. What are students' perceptions of the blended learning instruction and blended e-learning?
2. What are the students' perceptions and understandings of their language learning experiences, attempts and process in a blended learning setting ?
3. What are the students' perceptions concerning the course website ?
4. What are the students' perceptions on their communication practices with the instructors in a blended learning environment ?

3.2. The Design of the Study

This study was carried out to analyze students' perceptions regarding the blended courses, their blended learning experiences, anticipations, comments, suggestions, the course website and their communication attempts with the instructors at Ankara University Preparatory School EFL program, in Ankara, Turkey. This blended course was scheduled as a blended learning experience, including both web-based instruction and face-to-face traditional instruction.

The final purpose of this study was to determine and understand the students' perceptions about the implementation of blended learning. At another time, the results of this thesis study may help the institutions direct the process of developing better and deeper implementations of blended e-learning and instruction.

Collecting reliable data and catering valid comments were the purposes of this study. These mentioned data and comments should be addible to the web-based instruction and learning literature concerning students' perceptions relating with blended learning settings. This study was descriptive one and carried out by the help of the elements taking part in a descriptive case study. Descriptive study mainly covers the conditions and relationships that exist, ideas and opinions, processes, and effects or trends which are developing.

A descriptive study is defined by a '*what is*' question. Therefore, it was decided that the research questions of this study were germane to the focus and scope of a descriptive study. 'Case studies become particularly useful where one needs to understand some particular problems or situations in a great depth, and where one can identify rich information' (Patton, p.19, 1987). Those researchers undertaking case studies define the foci of their research and they limit their research scope to the study of such objects or cases.

A case can consist of a study conducted on an individual, a class, a situation, an activity, an event, or an ongoing process (Fraenkel & Wallen, 2003). This study focused on a part of a classroom engaged in a blended learning environment.

The researcher used both qualitative and quantitative data collection methods. For the quantitative data, a questionnaire was administered to assess students' perceptions of the blended learning process at the culmination of the course. There are a great deal number of benefits of carrying out questionnaires on any kinds of groups or individuals.

The researcher taking note of the data collection process can establish a rapport with the individuals under investigation, explain the goal of the study, and define the meanings of terms that might not be readily understandable. Furthermore, having a group of respondents in one place reduces time and monetary expenses, while providing a usually high number of reliable responses (Best & Khan, 1993).

Qualitative data was gathered to back up the quantitative data results. 'Qualitative methods permit the evaluator to study selected issues, cases, or events in depth and detail' (Patton, p.19, 1987). The application of qualitative research approaches offers us a deeper and better understanding of the students in higher education as growing participants in their own learning process. (Bloland, 1992).

3.3. The Population of the Study

The specific participants were chosen using an appropriate sampling for this study. 'Many times it is extremely difficult (sometimes even impossible) to select either a random or a systematic nonrandom sample.

At such times, a researcher may select a convenience sample' (Fraenkel & Wallen, p.103, 2003). The participants of this thesis study were preparatory school students at Ankara University Preparatory School EFL Program, in Ankara, Turkey. The total number of the students enrolled at school was 2000. Yet, the number of participants of this study was 167 out of 200. All the related students were prep-school students taking the course as a must.

There are not many teachers who used blended learning methods at school. Thus, three different instructors who used blended learning methods and made an effective and efficient use of Moodle at school were taken to an interview to assess their type and level of blended learning strategies. Additionally, they were asked to define and explain their teaching philosophy behind the blended learning methods.

3.4. Description of the Course

The course with blended or hybrid instruction was delivered as a must to all prep-school students during the 2015/2016 spring and fall terms. The course includes the general and design issues about database, database management systems, foundations of database concept. Depending on this knowledge, designing database using Moodle was discussed.

At the beginning of the year, the most significant and fundamental media of communications such as, the Internet, web browsers, search engines, the use of Moodle and network applications like the indispensable basic structure of Moodle and computer Networks, in particular, the use of them in educational settings and environments were introduced to the students and instructors to get better and deeper learning outcomes.

The course was created and prepared as a blended or hybrid learning with an advanced web site, Moodle. The course was delivered to students with face-to-face traditional instruction lecturing for 18 hours in classroom and lecturing for

five hours online instruction via the website, Moodle. The instructors used PowerPoint presentations to lecture and support students. Moreover, as it is in face-to-face traditional classroom, the teachers introduced the course and topics on online lessons by giving plenty of examples and applications.

Every week, the teachers uploaded the necessary documents and introduced the new course topics and content of the lesson on the course website, Moodle in order to make students read them before the face-to-face lessons to get ready and prepared for the traditional face-to-face lessons.

In addition, every lesson, the teachers prepared discussion questions and topics, and created a discussion environment to encourage students to share their ideas, feelings, opinions and knowledge so as to establish communication and interact actively with the others and the instructor.

By producing such activities and exercises, students got a chance to present their knowledge, understanding and comprehension concerning each of the course topics. All of the things mentioned above were realized in an online asynchronous mode via the use of the forum sessions.

The students took part in online lessons at their homes, Internet cafes, or dormitories or somewhere they can connect to the Internet to participate in online courses for five hours to practice the content and topics of the course. Furthermore, the students were supposed to do their online assignments as to the topic of each week. It was expected from the students to discuss the topics and do a fair number of activities via the forum. On the course website, there was a detailed course outline, including what the students were supposed to do for the lesson.There were resources for the students to benefit from, such as assignments, the topic of every week, the schedule of the lesson and announcements such as the course timetable and exams to be taken were also included.

3.4.1. The Components of the Course Web Site

The course in this study is delivered through the Moodle system and is based on the Ankara University - Online Support System for regular, online and partially web-based online courses at Ankara University in Ankara, Turkey. The course's website has an intro section where the students can log on to the course web site with their own user ID and password number – which are both assigned at the beginning of the academic year by the university student affairs department. The course web site includes the following components: Lesson Notes, Syllabus, Timetable, Useful Links, Resources, Discussion Forum, Contact Details, Tips and Clues, Announcement Page, and Assignments.

3.4.2. Assessment and Grading Strategies and Techniques

This very course took a variety of assessment strategies into consideration. Three different evaluation criteria were conducted to measure student achievement. There were online work and writing assignments, and the last one was the participation of the students in- the course regularly as figured out in the Table 1.

Table 1 : The Distribution of Measurement and Grading Percentages in the Course

Measurement	Percentages (%)
Work Assignments	%5
Writing Assignments	%5
Participation	%0
Total	%10

3.5. Data Collection Instruments

In this study, both quantitative and qualitative data collection methods were used. To ascertain and query the students' perceptions regarding the course with blended learning instruction, the students were administered a questionnaire at the end of the course. The questionnaire was administered in English. In order to gather qualitative data, two different interviews were conducted. One of them was used to get a deeper and better understanding of the students' perceptions regarding their learning experiences and attempts in a blended learning setting with their own sentences. The second one was conducted to get course instructors' perceptions as to the course in general via the semi-structured -written form of interview.

3.5.1 Evaluation of Students' Perceptions Concerning the Course Questionnaire

The questionnaire administered in this study for the purpose of determining the students' perceptions of the course with blended learning instruction was adapted from the study of Abdul Wahed Q. Al Zumor, Ismail K. Al Refaai1, Eyhab A. Bader Eddin1 & Farouq H. Aziz Al-Rahman11 School of Languages and Translation, King Khalid University, Abha, Saudi Arabia (2013). It was originally developed by Abdul Wahed Q. Al Zumor (2013). The overall reliability was 0.79, which was a valid proportion in an educational study area. See Appendix.

The first part of the questionnaire aims at gaining information about the students' demographic data, the gender of the students, their cumulative grade point averages, and background information concerning their computer literacy and level of knowledge.

The second part of the questionnaire includes 33 statements -to determine the students' understanding of the content and success in the online course with the blended learning instruction. The sub-scale items are rated on a Likert-Type scale. The questionnaire is a 5-scale Likert type survey. The meanings of responses to each statement are as follows: SA reveals strongly agree, A reveals agree, UD reveals undecided, DA reveals disagree, SDA reveals strongly disagree.

3.5.2. Interview with the Students and the Instructor regarding the Course

In pursuit of the questionnaire, the semi-structured written form of interview was carried out to discover students' perceptions with their own sentences in detail. Patton (1990)(as cited in Best & Khan (1993)) pointed out that 'The purpose of interviewing is to find out what is in or on someone else's mind (p.278). A written form of interview was conducted - to find out and name students' perceptions, anticipations, comments concerning their blended learning experiences, the course web-site, their communication practices with instructors in general.

3.6. Data Collection Procedures

At the end of the year, the questionnaire was administered in order to determine students' perceptions of the blended learning environment. 167 questionnaires were obtained from students. - 10 volunteers among the student subjects were chosen to interview. Interview templates were referred to during the interview so that the researcher would consistently ask the same questions mostly in the same way to each of the participants. This helped to identify the students' perceptions of their blended learning experiences, course website, and the different ways in which they communicate with their teachers in a blended

learning context. The language of the interviews was English. Preceding the interview, the researcher explained the goal of the study and how the data would be used and how it was beneficial for research. In order to encourage students to express their experiences and feelings candidly, the student subjects were guaranteed that their comments would have no effect on their course grades. Moreover, the student subjects' permission was asked for and taken before both the questionnaire and interview. All subjects, 200 students and 3 lecturers, participated in the research voluntarily.

3.7. Data Analysis

The researcher used both quantitative and qualitative data analysis methods. The results of the questionnaire were analyzed in accordance with descriptive statistics. Best and Kahn (1993) stated that descriptive analysis as the following: descriptive statistical analysis puts a limitation on generalizations and the data classified one group and especially only that group. The statistical results of the questionnaire, and the results and interpretation of the interviews were presented. SPSS v13. 5 (Statistical Package for Social Science) software was used to perform a statistical analysis of the data.

Throughout the data analysis of the questionnaire and interviews, the questions were categorized based on their pertinence with the research questions. When the mean score of an item was low, the students' perceptions were admitted as negative in the research. If the mean score was high, the students' perceptions were considered as positive. Data analysis procedure began with writing the students' interview remarks which were taken throughout the interview process.

The data from the interviews were processed and analyzed according to the steps of data reduction, data display and conclusion drawn processes. (Miles & Huberman, 1994). Miles and Huberman (1994) explain data reduction as following: "the process of selecting, focusing, simplifying, abstracting and

transforming the data that appear in written up field notes or transcriptions".(p.10).

In this study, the first step in analyzing the interview responses was to go over them word for word with a word processor program, through which the totality of the data was reduced and then reanalyzed. The next step was to identify the themes and desig them with the major areas of questions so as to reveal the data. Conclusion drawing includes moving backwards in order to evaluate what the analyzed data mean and so as to evaluate what they imply related to the research topic.

3.8. Assumptions of the Study

The following assumptions were acceptable in this - study:

- The participants would fill out the questionnaires accurately.
- The participants would answer the interview questions frankly.
- The data were collected and recorded properly.
- The participants' comprehension of English Language was enough to understand and comprehend, and respond to the questions in the questionnaire as it was in English.

3.8. Limitations of the Study

The scope of this thesis study was restricted to cover only this research study.

- The findings and conclusions were limited to this - research case. Therefore, the results and findings of this thesis study would be different for the other blended learning settings designed and created by different instructors.
- The validity and reliability of this study was restricted to the honesty level of the participants' responses to the used data collection instruments.

- The validity of the students' responses regarding the questionnaire was restricted to the students' knowledge of English and proficiency in understanding English as the questionnaire was handed over in English.

3.9. Delimitations of the Study

This thesis was limited to 167 students who were enrolled in the prep-school of Ankara University during the academic years of 2015 and 2016.

CHAPTER 4

RESULTS

In this chapter, the demographic data of the participants, the statistical results of the questionnaire, and the results and interpretation of the interviews were presented. SPSS v11. 5 (Statistical Package for Social Science) software program was used for statistical analysis of the study.

The part of the study is the most beneficial category to give an answer to the research questions " 1. What are students' understanding and perceptions of the blended learning and blended course?, 2. What are the students' perceptions concerning their language learning experiences, attempts, and progress in a blended learning setting ?, 3. What are the students' perceptions regarding the course website ?, 4. What are the students' perceptions about their communication practices with the instructors in a blended learning environment? ", at Ankara University Prep-School EFL Program, in Ankara, Turkey. The aim of the researcher is to find out the perceptions regarding the blended courses, the blended learning experiences, anticipations, comments and suggestions of the participants.

4.1. Demographic Data

The first part of the questionnaire was carried out to collect demographic data about the participants of this study. The results of demographic data gave a fair number of general information regarding the participants of the prep-school EFL program of Ankara University. There are 2 questions in the first part of the questionnaire, including - items about gender and age.

There are 9 questions in the second part of the questionnaire such as language level, cumulative GPA (general points of average), the number of the blended courses they have taken so far, the participants' rate of computer literacy, computer ownership, the Internet accessibility, the place where they connect to the Internet (at home, at the university or at an Internet cafe), whether they enjoy talking with others about e-learning or not, how much they agree with those who say that e-learning is a waste of time. Out of 200, 167 participants responded to the questionnaire. The data were composed of % 58,1 male students (the number of the male students = 97), and %41,9 of female students (the number of the female students = 70).

4.2. Objectives of the Study

The objectives of this study are to determine the students' perception of blended e-learning, to analyze if these perspectives change dramatically according to the selected variables and to state the students' and the teachers' understanding of blended e-learning. This study will search for an answer to the following questions in accordance with the stated objectives:

1) What are the descriptive statistics related to the students' collective points of "Perception Scale of Blended E-learning"?

2) Do the students' perceptions of blended e-learning change dramatically by the following terms?

a. Gender
b. Language Level
c. Rating one's own computer literacy
d. Having a computer at home
e. Having an access to the Internet at home
f. Where to use the internet for e-learning
g. Eagerness to talk to others about e-learning

h. Belief in the idea that e-learning is a waste of time

i. GPA (Grade Point Averages)

4.3. Data Analysis of the Questionnaire

Each answer that the respondents provided for each term was graded before analyzing the given data. The numeric range of answers was from 1 to 5 while their verbal range started from “Strongly agree” without regarding if the term was positive or negative. Data of 167 scales were entered to the SPSS 13 program. Then the negative terms were graded from 1 to 5 starting from “Strongly agree”. The high points obtained from the scale reveal that the perception of the respondent is high.

The mentioned points of the terms were translated into z points after the answers were graded and the data were entered. The scales of the respondents but for the 3 standard deviation (extreme values) were withdrawn from the data analysis. The data entry was determined to have been conducted in the form of 11, 44 and 32. After a review of these scales, the wrong data entry was fixed. After this process, the missing values were examined. Analyses were conducted in accordance with the sub objectives of the study. Average, mood and median, skewness and curtosis coefficient of the scale total point were calculated in accordance with the first sub object.

Getting the equal results about average points, mood and median means that the distribution is perfectly symmetrical.(Howitt and Cramer, 1997). If the skewness coefficient is lower than zero, distribution is said to be negatively skewed, if it is bigger than zero, it means that it is positively skewed. If the coefficient is zero, it means that distribution is symmetrical to the average. If the curtosis is lower than zero, it means that distribution is platykurtic. If it is bigger than zero, it means that distribution is sharp. If it is zero, it means that distribution is appropriate for standard normal distribution (Howell, 2010). If

these coefficiencients are in ±1 lines, it means that the points do not show a drastic deviation from the normal distribution (Mertler ve Vannatta, 2005).

4.4. Findings and Comments

The first sub problem of the study is as follows:

4.4.1. What are the descriptive statistics related to the students' collective points of "Perception Scale of Blended E-learning" ?

We calculated the descriptive statistical values related to the points obtained as a result of the implementation of Perception Scale of Blended E-Learning to seek an answer to this question. The descriptive statistical values of this scale are given in Table 2.

Table 2 : The descriptive statistics of the verbal and numerical forms of Scale of Attitude towards School.

N	Valid	167
	Missing	0
Mean		90,6467
Std. Error of Mean		1,56085
Median		92,0000
Mode		100,00
Std. Deviation		20,17068
Variance		406,856
Skewness		,032
Std. Error of Skewness		,188
Kurtosis		-,530
Std. Error of Kurtosis		,374
Range		101,00
Minimum		43,00
Maximum		144,00

When the descriptive statistics were examined, it was seen that the arithmetical average of central tendency scales, median and mood values were close to each other. In this case, it can be stated that the distribution does not show an extreme deviation from the normal distribution.

The range (of distribution), variance, standard deviation, coefficient of skewness and kurtosis were examined and the space between the points and the

average (standard deviation) was calculated as 2.17. Points have a large range. The maximum point is 144 while the minimum point is 43.

Distribution Curve in accordance with the form is given at Figure 1.

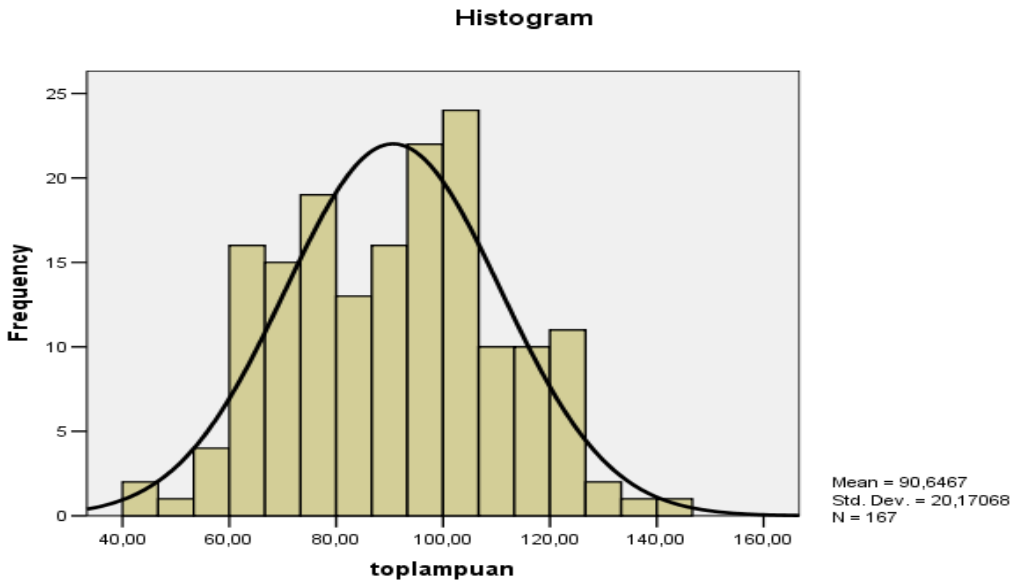

Figure 1: Distribution Curve

When the distribution curve is examined considering the descriptive statistical values, it will be seen that the distribution concerning the points as the result of the implementation of the scale does not deviate from the normal distribution. The result is that the distribution does not demonstrate an extreme deviation from the normal distribution in this study.

The second sub-problem of the study is as follows:

4.4.2. Do the students' perceptions of blended e-learning change dramatically by the following terms ?

a. Gender
b. Language Level
c. Rating one's own computer literacy
d. Having a computer at home
e. Having an access to the Internet at home
f. Where to use the internet for e-learning
g. Eagerness to talk to others about e-learning
h. Belief in the idea that e-learning is a waste of time
i. GPA (Grade Point Averages)

a) The Item " Gender "

The unrelated samples took the t test to determine if gender affects the students' perception of blended e-learning dramatically. The t test results of the unrelated samples of Students' Perception Scale of Blended E-Learning points are given at Table 3.

Table 3. Comparison of Perception Scale of Blended E-Learning points in accordance with " Gender " .

Gender	N	Mean	S	df	t	Sig.
Male	97	91,74	20,38	150,732	0,828	0,409
Famale	70	89,13	19,93			

The results of the Students' Perception Scale of Blended e-Learning show that it does not change dramatically in accordance with Gender. ($t(150,732)=0.828$, $p>0.05$).

b) The Item " Language Level " .

A t test was offered to the unrelated samples to see if the students' perception of blended e-learning showed dramatic changes in accordance with level. Table 4 provides the t test results of unrelated samples of Students' Perception Scale of Blended e-Learning points in accordance with Language Level. In this case, it can be said that Language Level of students played an important role in their perceptions towards Blended e-Learning.

Table 4. Comparison of Perception Scale of Blended E-Learning points in accordance with Language Level:

Level	N	Mean	S	df	t	Sig.
A1	136	87,5956	19,21203	44,982	-4,328	0,000
A2	31	104,0323	19,05166			

Students' Perception Scale of Blended E-Learning points showed a dramatic change in accordance with their level of English ($t_{(44,982)}$=4.328, $p<0.05$). The Perception of Blended e-Learning of students at the 2nd level (=104,0323) is higher than the ones at the 1st level (=87,5956). As it can be understood from the table above, the level of language played an important role in their perceptions towards Blended e-Learning.

c) How do you rate your Computer Literacy ?

Unrelated samples were subjected to an ANOVA test to determine if the Students' Perception of Blended E-Learning changes drastically in accordance with Computer Literacy Level.

Table 5 shows the results of ANOVA test of Students' Perception Scale of Blended E-Learning points in accordance with their computer literacy level.

Table 5. Comparison of Perception Scale of Blended E-Learning points in accordance with Computer Literacy Level.

Source of varience	Sum of square	df	Mean square	F	Sig.	Difference
Between Groups	7983,104	3	2661,035	7,283	,000	1-2, 1-4,
Within Groups	59555,052	163	365,368			3-4
Total	67538,156	166				

Examination of the analysis results show that computer literacy has a dramatic effect on Students' Perception Levels of Blended e-Learning ($F_{(3,\ 163)}$ =7,283, $p<0.05$). In other words, the general perceptions of students' change dramatically in accordance with their computer literacy level. Multiple comparison results show that the perception of blended e-learning points of students with an excellent computer literacy level (=106,2000) are higher than the ones with a weak computer literacy level (=82,3939) and with a good computer literacy level (=93,7927).

d) Do you have a computer at home ?

Unrelated samples were subjected to t test to determine if the students' perception of blended e-learning changes in accordance with having a computer.

Table 6 gives the t test results of unrelated samples of perceptions of blended e-learning points in accordance with having a computer.

Table 6. Comparison of points of students' perception scales of blended e-learning in accordance with having a computer.

	N	Mean	S	df	T	Sig.
Yes	157	90,8790	20,31273	10,456	0,644	0,534
No	10	87,0000	18,34848			

Students' Perception Scale of Blended E-Learning points show that having a computer does not have a dramatic effect. ($t_{(10,456)}$=0.644, p>0.05). Nearly 157 of the learners have their own computer at their home to participate in the lessons in a blended learning setting. Yet, 10 of the students do not have a computer at their home.

e) Do you have access to the Internet at home ?

Unrelated samples were subjected to t test to find out if having the Internet connection at home has a dramatic effect of students' perception of Blended e-Learning.

Table 7 gives the results of the t test to which unrelated samples were subjected to find out if having internet connection at home has a dramatic effect on students' perception scale of blended e-learning points.

Table 7. Comparison of Students' Perception Scales of Blended e-Learning points in accordance with having Internet connection at home.

	N	Mean	S	df	t	Sig.
Yes	146	91,6164	19,48908	23,997	1,416	0,170
No	21	83,9048	23,84514			

Students' Perception Scale of Blended E-Learning points show no dramatic changes in accordance with having the Internet connection at home ($t_{(23,997)}$=1.416, p>0.05). Approximately, 146 of the students have Internet connection at their home, however 21 of them do not have Internet connection.

f) Where do you prefer to use the Internet for Blended e-Learning ?

Unrelated samples were subjected to an ANOVA test to determine if students' perception scales of blended e-learning shows dramatic changes in accordance with the place where they have the internet access.
Table 8 gives the results of the ANOVA test to which unrelated samples were subjected to determine if students' perception scales of blended e-learning changes dramatically in accordance with the place where they have the internet access.

Table 8. Comparison of Students' Perception Scales of Blended E-Learning in accordance with the place where they have the Internet connection.

Source of variance	Sum of square	df	Mean square	F	Sig.	Difference
Between Groups	3165,488	2	1582,744	4,032	,020	1-3, 2-3
Within Groups	64372,668	164	392,516			
Total	67538,156	166				

The results of the analysis show that there is a dramatic effect of the places where the students have the Internet access on their perception scales of Blended e-Learning ($F_{(2, 164)}$ =4.032, p<0.05). In other words, the general perception of the students shows a dramatic change depending on the places where they have internet access. Multiple comparison results show that

perception scales of blended e-learning is higher for students who have internet access at home (=90,8169) and at universities (=96,6667) than the ones who have internet access at Internet cafes (=71,7143).

g) Do you enjoy talking with others about Blended e-learning ?

Unrelated samples were subjected to t test to determine if students' perception scales of blended e-learning changes dramatically in accordance with their eagerness to speak.

Table 9 gives the results of t test with unrelated samples were subjected to determine the eagerness of the students in accordance with their perception scales of blended e-learning points.

Table 9. Comparison of Students' Perception Scales of Blended E-Learning in accordance with their eagerness.

	N	Mean	S	df	t	Sig.
Yes	71	98,8732	19,77150	144,163	4,772	0,000
No	96	84,5625	18,30031			

Students' Perception Scales of Blended E-Learning points show an important change in accordance with their eagerness to speak ($t_{(144,163)}$=4.772, $p<0.05$). Students' Perception Scale of Blended e-Learning at the 1st level (=98,8732) is higher than the ones at the 2nd level (=84,5625). Nearly 71 of the participants enjoy talking about e-learning with others, but 96 of them do not like talking about e-learning.

h) Do you agree with those who say that e-learning is a waste of time ?

Unrelated samples were subjected to t test to determine if considering blended e-learning as a waste of time had a dramatic effect on students' perception scales of blended e-learning.

Table 10 gives the results of t test of the students' perception scales of blended e-learning points and shows this method as a waste of time.

Table 10. Comparison of Perception Scales of Blended e-Learning points depending on regarding this method as a waste of time.

	N	Mean	S	Df	t	Sig.
Yes	103	86,9417	19,60583	132,839	-3,081	0,003
No	64	96,6094	19,77702			

Students' perception scales of blended e-learning points change dramatically students' perceptions regarding the method as a waste of time ($t_{(132,839)}$=3.081, $p<0.05$). Perception scales of Blended e-Learning of students at 2nd level (=96,6094) are higher than the ones at the 1st level (=86,9417). More than half of the students (103) say that e-learning is a waste of time, but 64 of them say that it is not a waste of time to participate in a blended learning setting to learn English.

i) Gpa (Grade Point Averages)

Pearson Moment Multiplication Correlation Coefficient was calculated to demonstrate the relationship between the students' perception scales of blended e-learning points and their grade point averages.

Table 11 gives the Pearson Moment Multiplication Correlation Coefficient between the students' perception scale of blended e-learning and their grade point averages.

Table 11. Relationship between students' perception scales of blended e-learning and their grade point averages (GPA).

	r	p
Scale point- grade point average	-0,055	0,477

Viewing Table 11 shows that there is not a dramatic relationship between GPA and total point of scale (r=-0,055, p>0,5). Hence, we can say that changes in GPA do not cause a change on the total point of the scale.

4.5. Data Analysis of The Third Part of the Questionnaire : Language Areas

Table 12 presents the frequencies and percentages in accordance with the students' answers to their language areas.

Table 12. Table of Frequencies and Percentages of the Students' Language Areas.

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Statement	f	%	f	%	f	%	f	%	f	%
Item 1: I think that using e-learning helps me to improve my listening skills.	30	18,0	22	13,2	28	16,8	57	34,1	30	18,0
Item 2: I think that using e-learning helps me to improve my speaking skills.	55	32,9	36	21,6	29	17,4	33	19,8	14	8,4
Item 3: I think that using e-learning helps me to improve my reading skills.	32	19,2	31	18,6	41	24,6	46	27,5	17	10,2
Item 4: I think that using e-learning helps me to improve my writing skills.	38	22,8	38	22,8	36	21,6	38	22,8	17	10,2
Item 5: I think that using e-learning helps me to improve my pronunciation.	49	29,3	37	22,2	27	16,2	39	23,4	15	9,0
Item 6: I think that using e-learning helps me to improve my spelling.	44	26,3	33	19,8	36	21,6	42	25,1	12,	7,2
Item 7: I think that using e-	33	19,8	31	18,6	26	15,6	51	30,5	26	15,6

learning helps me to improve my grammar.										
Item 8: I think that using e-learning helps me to improve my vocabulary.	33	19,8	22	13,2	36	21,6	52	31,1	24	14,4

When the first item (Item 1: I think that using e-learning help me to improve my listening skills) in Table 12 is examined, it shows that 30 of the respondents (18%) answered it "Strongly disagree", 22 of them answered (13.2 %) "Disagree", which meant that 52 of the students (31.2 %) said that they could not improve their listening skills in a blended learning setting. 28 of them (16,8 %) answered " Undecided", which meant that they were undecided on whether they could improve their listening skills or not. 57 of the students (34,1 %) answered " Agree ", while 30 of the students (18,0 %) answered " Strongly Agree ", which meant that 87 of the participants (52,1 %) said that they could improve their listening skills using e-learning, in a blended learning environment. At most, 52,1 % of the students accept the improvement in their listening skills and at least 31,2 % of the students accept the improvement in their listening skills and 16,8 % of the students are not certain about the improvement of their listening skills.

When the second item (Item 2: I think that using e-learning help me to improve my speaking skills) in Table 12 is analyzed, it reveals that 55 of the respondents (32.9 %) answered it "Strongly disagree", 36 of them answered (21,6 %) "Disagree", which meant that 91 of the students (54,5 %) said that they could not improve their speaking skills in a blended learning setting. 29 of them (17,4 %) answered " Undecided", which meant that they were undecided on whether they could improve their speaking skills or not. 33 of the students (19,8 %) answered " Agree ", while 14 of the students (8,4 %) answered " Strongly Agree ", which meant that 47 of the participants (28,2 %) said that

they could improve their speaking skills using e-learning, in a blended learning environment. At most, 28,2 % of the participants claimed that they improved their speaking skills with the help of Blended e-Learning and at least 54,5 % the participants claimed that they could not improve their speaking skills and 17,4 % of the participants claimed that they were undecided on whether the implementation of Blended e-Learning was beneficial for them to improve their speaking skills or not.

When the third item (Item 3: I think that using e-learning help me to improve my reading skills) in Table 12 is examined, it indicates that 32 of the respondents (19,2 %) answered it "Strongly disagree", 31 of them answered (18,6 %) "Disagree", which meant that 63 of the students (37,8 %) said that they could not improve their reading skills in a blended learning setting. 41 of them (24,6 %) answered " Undecided", which meant that they were undecided on whether they could improve their reading skills or not. 46 of the students (27,5 %) answered " Agree ", while 17 of the students (10,2 %) answered " Strongly Agree ", which meant that 63 of the participants (37,7 %) said that they could improve their reading skills using e-learning, in a blended learning environment. At most, 37,7 % of the participants asserted that they took some advantages to improve their reading skills and at least 37,8 % of the participants claimed that they could not improve their reading skills and 24,6 % of the participants asserted that they were undecided on improving their reading skills.

When the fourth item (Item 4: I think that using e-learning help me to improve my writing skills) in Table 12 is examined, it reveals that 38 of the respondents (22,8 %) answered it "Strongly disagree", 38 of them answered (22,8 %) "Disagree", which meant that 76 of the students (25,6 %) said that they could not improve their writing skills in a blended learning setting. 36 of them (21,6 %) answered " Undecided", which meant that they were undecided on whether they could improve their writing skills or not. 38 of the students (22,8 %) answered " Agree ", while 17 of the students (10,2 %) answered " Strongly Agree ", which meant that 55 of the participants (33 %) said that they could

improve their writing skills using e-learning, in a blended learning environment. At most, 33 % of the participants emphasized that they improved their writing skills and at least 25,6 % of the participants pointed out that they could not improve their writing skills and 21,6 % of the participants expressed that they were undecided on improving their writing skills.

When the fifth item (Item 5: I think that using e-learning help me to improve my pronunciation) in Table 12 is examined, it indicates that 49 of the respondents (29,3 %) answered it "Strongly disagree", 37 of them answered (22,2 %) "Disagree", which meant that 76 of the students (25,6 %) said that they could not improve their pronunciation in a blended learning setting. 27 of them (16,2 %) answered " Undecided", which meant that they were undecided on whether they could improve their pronunciation skills or not. 39 of the students (23,4 %) answered " Agree ", while 15 of the students (9 %) answered " Strongly Agree ", which meant that 54 of the participants (32,4 %) said that they could improve their pronunciation using e-learning, in a blended learning environment. At most, 32,4 % of the participants articulated that they improved their pronunciation and at least 25,6 % of the participants indicated that they could not improve their pronunciation and 16,2 % of the participants pointed out that they were undecided on improving their pronunciation.

When the sixth item (Item 6: I think that using e-learning help me to improve my spelling) in Table 12 is examined, it indicates that 44 of the respondents (26,3 %) answered it "Strongly disagree", 33 of them answered (19,8 %) "Disagree", which meant that 77 of the students (46,1 %) said that they couldnot improve their spelling in a blended learning setting. 36 of them (21,6 %) answered " Undecided", which meant that they were undecided on whether they could improve their spelling or not. 42 of the students (25,1 %) answered " Agree ", while 12 of the students (7,2 %) answered " Strongly Agree ", which meant that 54 of the participants (32,3 %) said that they could improve their spelling using e-learning, in a blended learning environment. At most, 32,3 % of the participants emphasized that they improved their spelling and at least 46,1

% of the participants indicated that they could not improve their spelling and 21,6 % of the participants articulated that they were both neutral and undecided on improving their spelling.

When the seventh item (Item 7: I think that using e-learning help me to improve my grammar) in Table 12 is examined, it demonstrates that 33 of the respondents (19,8 %) answered it "Strongly disagree", 31 of them answered (18,6 %) "Disagree", which meant that 64 of the students (38,4 %) said that they could not improve their grammar in a blended learning setting. 26 of them (15,6 %) answered " Undecided", which meant that they were undecided on whether they could improve their grammar or not. 51 of the students (30,5 %) answered " Agree ", while 26 of the students (15,6 %) answered " Strongly Agree ", which meant that 77 of the participants (46,1 %) said that they could improve their grammar using e-learning, in a blended learning environment. At most, 46,1 % of the participants overtly emphasized that they improved their grammar and at least 38,4 % of the participants pointed out that they could not improve their grammar and 15,6 % of the participants asserted to be undecided on improving their grammar.

When the eighth item (Item 8: I think that using e-learning help me to improve my vocabulary) in Table 12 is examined, it reveals that 33 of the respondents (19,8 %) answered it "Strongly disagree", 22 of them answered (13,2 %) "Disagree", which meant that 55 of the students (33 %) said that they could not improve their vocabulary in a blended learning setting. 36 of them (21,6 %) answered " Undecided", which meant that they were undecided on whether they could vocabulary their grammar or not. 52 of the students (31,1 %) answered " Agree ", while 24 of the students (14,4 %) answered " Strongly Agree ", which meant that 76 of the participants (35,5 %) said that they could improve their vocabulary using e-learning, in a blended learning environment. At most, 35,5 % of the participants clearly expressed that they improved their vocabulary and at least 33 % of the participants articulated that they could not improve their

vocabulary and 21,6 % of the participants pointed out that they were undecided on improving their vocabulary.

4.5.1 Interpretation of the Analysis of Language Areas

The percentages and frequencies of the participants' perceptions regarding their language areas were gathered through the Item 1(I think that using e-learning helps me to improve my listening skills), Item 2(I think that using e-learning helps me to improve my speaking skills), Item 3(I think that using e-learning helps me to improve my reading skills), Item 4(I think that using e-learning helps me to improve my writing skills), Item 5(I think that using e-learning helps me to improve my pronunciation), Item 6(I think that using e-learning helps me to improve my spelling), Item 7 (I think that using e-learning helps me to improve my grammar), and Item 8(I think that using e-learning helps me to improve my vocabulary). The overall perception of the students based on the item 1 was closer to positive in order to improve their listening skills since the percentage was 52.1 %, the item 2 was closer to negative so as to enhance their speaking skills since the percentage was 28,2 %, the item 3 was a little bit closer to positive to improve their reading skills as the percentage was 37,7 %, the item 4 was not very close to positive to enhance their writing skills since the percentage was 33 %, the item 5 was not very close to positive to improve their pronunciation since the percentage was 31,4 %, the item 6 was not very close to positive in order to improve their spelling since the percentage was 32,3 %, the item 7 was closer to positive in order to improve their grammar since the percentage was 46,1 %, the item 8 was closer to positive in order to enhance their vocabulary since the percentage was 45,5 %. Depending on the above mentioned analysis, it can be said that most of the students had negative perceptions on improving their four language skills in a blended learning course. According to the responses of the participants, their perceptions on improving their listening skills, grammar and vocabulary knowledge of English Language were high when compared to the other skills and language areas such as speaking, writing, reading skills and pronunciation and spelling. They especially

had negative perceptions on improving their speaking skills. To some extent, they had positive perceptions regarding their listening skills, grammar and vocabulary knowledge. As a result of the analysis of the third part of the questionnaire, at most, 52,1 % of the participants clearly pointed out that they improved their listening skills and at least 28,2 % of the participants claimed that they could not improve their listening skills. This finding is parallel to the study that Uyumaz (2013) conducted.

4.6. Data Analysis of The Fourth Part of the Questionnaire : Advantages of Blended e-Learning.

Table 13 gives the frequencies and percentages that the respondents provided in accordance with Advantages of e-learning .

Table 13: The Frequency and Percentage Table of Respondents in accordance with Advantages of Blended e-Learning.

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
Statements	f	%	f	%	f	%	f	%	f	%
Item 9: E- learning is more convenient for me than face-to-face learning.	84	50,3	33	19,8	17	10,2	13	7,8	20	12,0
Item 10: E-learning improves communication between students and teachers.	61	36,5	39	23,4	29	17,4	20	12,0	18	10,8
Item 11: E-learning makes	46	27,5	31	18,6	34	20,4	40	24,0	16	9,6

teaching and learning more effective; because it integrates all forms of media, print, audio, video and animation.										
Item 12: I find e-learning interesting and useful.	54	32,3	45	26,	27	16,2	32	19,2	9	5,4
Item 13: I like e-learning because I can work according to my own pace.	51	30,5	44	26,3	35	21,0	22	13,2	15	9,0
Item 14: E-learning helps me to develop knowledge of computer and Internet.	43	25,7	35	21,0	30	18,0	38	22,8	21	12,6
Item 15: I feel more confident when I use English online than when I use it in the class.	50	29,9	42	25,1	30	18,0	30	18,0	15	9,0
Item 16: E-learning helps me to use time effectively.	45	26,9	44	26,3	34	20,4	27	16,2	17	10,2
Item 17: I benefit from the feedback given my instructor through Moodle.	38	22	35	21,0	40	24,0	41	24,6	13	7,8
Item 18: E-learning gives	43	25,7	41	24,6	33	19,8	34	20,4	16	9,6

me access to authentic second language materials.										

When the ninth item (Item 9 : E- learning is more convenient for me than face-to-face learning) in Table 13 is examined, it shows that 84 of the respondents (50,3 %) answered it "Strongly disagree", 33 of them answered (19,8 %) "Disagree", which meant that 117 of the students (70 %) said that e-learning was not convenient for them than face-to-face learning. They found face-to-face learning more convenient than e-learning. 17 of them (10,2 %) answered " Undecided", which meant that they were undecided on whether e-learning was more convenient for them than face-to-face learning or not. 13 of the students (7,8 %) answered " Agree ", while 20 of the students (12 %) answered " Strongly Agree ", which meant that 33 of the participants (19,8 %) said that e-learning was more convenient for them than face-to-face learning. At most, 19,8 % of the participants found Blended e-Learning more convenient than face-to-face learning and at least 70 % of the participants clearly pointed out that e-learning was not more convenient than face-to-face learning for them and 10,2 % of the participants claimed that they were undecided on whether e-learning was more convenient for them than face-to-face learning or not.

When the tenth item (Item 10 : E-learning improves communication between students and teachers) in Table 13 is examined, it shows that 61 of the respondents (36,5 %) answered it "Strongly disagree", 39 of them answered (23,4 %) "Disagree", which meant that 100 of the students (59,9 %) said that e-learning did not improve communication between students and teachers. 29 of them (17,4 %) answered " Undecided", which meant that they were undecided on whether e-learning improved communication between students and teachers. 20 of the students (12 %) answered " Agree ", while 18 of the students (10,8 %) answered " Strongly Agree ", which meant that 38 of the

participants (22,8 %) said that e-learning improved communication between students and teachers. At most, 22,8 % of the participants claimed that Blended e-Learning improved communication between students and teachers and at least 59,9 % of the participants pointed out that e-learning did not play any role in improving communication in a blended course setting and 17,4 % of the participants mentioned that they were undecided on whether Blended e-Learning enhanced their communication with their teacher or not.

When the eleventh item (Item 11 : E-learning makes teaching and learning more effective; because it integrates all forms of media, print, audio, video and animation) in Table 13 is examined, it shows that 46 of the respondents (27,5 %) answered it "Strongly disagree", 31 of them answered (18,6 %) "Disagree", which meant that 77 of the students (46,1 %) said that e-learning did not make teaching and learning more effective. 34 of them (20,4 %) answered " Undecided", which meant that they were undecided on whether e-learning made teaching and learning more effective or not. 40 of the students (24,0 %) answered " Agree ", while 16 of the students (9,6 %) answered " Strongly Agree ", which meant that 56 of the participants (33,6 %) said that e-learning made teaching and learning more effective because it integrated all forms of media, print, audio, video and animation. At most, 33,6 % of the participants agreed that e-learning made teaching and learning more effective and at least 46,1 % of the participants pointed out that e-learning did not make teaching and learning more effective and 20,4 % of the participants seemed to be undecided on whether Blended e-learning made teaching and learning more effective or not.

When the twelfth item (Item 12 : I find e-learning interesting and useful) in Table 13 is examined, it shows that 54 of the respondents (32,3 %) answered it "Strongly disagree", 45 of them answered (26 %) "Disagree", which meant that 99 of the students (58,3 %) said that they did not find e-learning interesting and useful. 27 of them (16,2 %) answered " Undecided", which meant that they were undecided on whether they found e-learning interesting

and useful or not. 32 of the students (19,2 %) answered “ Agree “, while 9 of the students (5,4 %) answered “ Strongly Agree “, which meant that 41 of the participants (24,6 %) said that they found e-learning interesting and useful for their language learning process . At most, 24,6 % of the participants found e-learning interesting and useful for their language education and at least 58,3 % of the participants mentioned that they did not find e-learning interesting and useful and 16,2 % of the participants were undecided on whether they found e-learning interesting and useful or not. They claimed that they were neutral about it.

When the thirteenth item (Item 13 : I like e-learning because I can work according to my own pace) in Table 13 is examined, it shows that 51 of the respondents (30,5 %) answered it “Strongly disagree”, 44 of them answered (26,3 %) “Disagree”, which meant that 95 of the students (56,8 %) said that they did not like e-learning and they could work according to their own pace in such a situation and in a blended learning setting. 35 of them (21 %) answered “ Undecided”, which meant that they were neutral undecided on whether they liked e-learning and they could work according to their own pace or not. 22 of the students (13,2 %) answered “ Agree “, while 15 of the students (9 %) answered “ Strongly Agree “, which meant that 33 of the participants (21,2 %) said that they liked e-learning and they could work according to their own pace .At most, 21,2 % of the participants pointed out that they liked e-learning and they worked according to their own pace in a blended learning setting and at least 56,8 % of the participants emphasized that they did not like e-learning and they could not work according to their language learning pace and 21 % of the participants claimed that they were neutral and undecided on whether they liked e-learning and they could work according to their own language learning pace or not.

When the fourteenth item (Item 14 : E-learning helps me to develop knowledge of computer and Internet) in Table 13 is examined, it shows that 43 of the respondents (25,7 %) answered it “Strongly disagree”, 35 of them answered (

21 %) “Disagree”, which meant that 78 of the students (46,7 %) said that e-learning did not help us to develop knowledge of computer and Internet. 30 of them (10 %) answered “ Undecided”, which meant that they were neutral and undecided on whether e-learning helped them to develop knowledge of computer and Internet or not. 38 of the students (22,8 %) answered “ Agree “, while 21 of the students (12,6 %) answered “ Strongly Agree “, which meant that 59 of the participants (33,4 %) said that e-learning helped us to develop knowledge of computer and Internet. They found it useful in terms of improving their computer and Internet knowledge .At most, 33,4 % of the participants pointed out that e-learning helped them to improve their computer and Internet knowledge and at least 46,7 % of the participants expressed that e-learning did not contribute anything to improve and develop their computer and Internet knowledge and 10 % of the participants emphasized that they were neutral and undecided on whether e-learning helped them to improve their knowledge of computer and Internet.

When the fifteenth item (Item 15 : I feel more confident when I use English online than when I use it in the class) in Table 13 is examined, it indicates that 50 of the respondents (29,9 %) answered it “Strongly disagree”, 42 of them answered (25,1 %) “Disagree”, which meant that 92 of the students (55 %) said that they could not feel more confident when they used English online than when they used it in the class. 30 of them (18 %) answered “ Undecided”, which meant that they were neutral and undecided on whether they felt more confident when they used English online than when they used it in the class or not. 30 of the students (18 %) answered “ Agree “, while 15 of the students (9 %) answered “ Strongly Agree “, which meant that 45 of the participants (27 %) said that they felt more confident when they used English online than when they used it in the class. They felt happier to speak in English online than in the class. At most, 27 % of the participants indicated that they felt more confident while speaking in English online than speaking in English in the class and at least 55 % of the participants that they could not feel more confident to speak in English online than to speak it in the class and 18 % of the participants

indicated that they were both neutral and undecided on whether they felt more confident or not when they use English online than when they use it in the class.

When the sixteenth item (Item 16 : E-learning helps me to use time effectively) in Table 13 is examined, it shows that 45 of the respondents (26,9 %) answered it “Strongly disagree”, 44 of them answered (26,3 %) “Disagree”, which meant that 99 of the students (53,2 %) said that e-learning did not help us to use time effectively. 34 of them (20,4 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether e-learning helped them to use time effectively or not. 27 of the students (16,2 %) answered “ Agree “, while 17 of the students (10,2 %) answered “ Strongly Agree “, which meant that 44 of the participants (26,4 %) said that e-learning helped us to use time more effectively than to use it in the class . At most, 26,4 % of the participants agreed that e-learning help them to use time effectively online than in the class and at least 53,2 % of the participants claimed that e-learning did not help them to use time effectively and 20,4 % of the participants pointed out they were both neutral and undecided on whether e-learning helped them to use time effectively or not.

When the seventeenth item (Item 17 : I benefit from the feedback given by my instructor through Moodle) in Table 13 is examined, it reveals that 38 of the respondents (22,8 %) answered it “Strongly disagree”, 35 of them answered (21 %) “Disagree”, which meant that 73 of the students (43,8 %) said that they could not benefit from the given feedback. 40 of them (24 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether they benefited from the given feedback or not. 41 of the students (24,6 %) answered “ Agree “, while 13 of the students (7,8 %) answered “ Strongly Agree “, which meant that 54 of the participants (32,4 %) said that they benefited from the given feedback . At most, 32,4 % of the participants mentioned that they took some advantages of the given feedback and at least 43,8 % of the participants pointed out that they could not benefit from the given feedback in a blended learning setting and 24 % of the participants indicated

that they were both neutral and undecided on whether they could benefit from the given feedback or not.

When the eighteenth item (Item 18 : E-learning gives me access to authentic second language materials) in Table 13 is examined, it reveals that 43 of the respondents (25,7 %) answered it "Strongly disagree", 41 of them answered (24,6 %) "Disagree", which meant that 84 of the students (50,3 %) said that e-learning did not give us access to authentic second language materials. 33 of them (19,8 %) answered " Undecided", which meant that they were both neutral and undecided on whether e-learning gave them access to authentic second language materials or not. 34 of the students (20,4 %) answered " Agree ", while 16 of the students (9,6 %) answered " Strongly Agree ", which meant that 50 of the participants (30 %) said that e-learning gave us opportunities to find authentic second language materials online . At most, 30 % of the participants indicated that e-learning helped them to find authentic second language learning materials online and at least 50,3 % of the participants emphasized that e-learning did not help them to find authentic second language learning materials and 19,8 % of the participants pointed out that they were undecided on whether e-learning gave them access to authentic second language materials or not.

4.6.1 Interpretation of the Analysis of Advantages of Blended e-Learning

The percentages and frequencies of the participants' perceptions regarding the advantages of e-learning were gathered through the Item 9(E- learning is more convenient for me than face-to-face learning), Item 10(E-learning improves communication between students and teachers), Item 11(E-learning makes teaching and learning more effective; because it integrates all forms of media, print, audio, video and animation), Item 12(I find e-learning interesting and useful), Item 13(I like e-learning because I can work according to my own pace), Item 14(E-learning helps me to develop knowledge of computer and Internet), Item 15 (I feel more confident when I use English online than when I use it in

the class), Item 16 (E-learning helps me to use time effectively), Item 17(I benefit from the feedback given by my instructor through Moodle), and Item 18 (E-learning gives me access to authentic second language materials).

The overall perception of the students based on the item 9 with the percentage 19.8 (E- learning is more convenient for me than face-to-face learning) was closer to negative. So, in such a situation, when this item is taken into consideration, it can be understood that the students indicated that they did not find e-learning more convenient than face-to-face learning. Depending on the item 9, that is to say the students found face-to-face learning much easier and they found e-learning more difficult. The overall perception on the item 10 was with the percentage 22,8 (E-learning improves communication between students and teachers) were closer to negative. So, when the item 10 is examined, it can be seen that their perceptions were negative and they did not think that Blended e-learning could improve their communication between students and teachers. The overall perception on the item 11 was with the percentage 33,6 were a little bit closer to positive because 56 of the participants said that e-learning made teaching and learning more effective since it integrated all forms of media, print, audio, video and animation. The overall perception on the item 12 was close to negative that 99 of the participants (58,3%) did not find e-learning interesting and useful.The overall perception on the item 13 was much closer to negative that 95 of the participants (56,8 %) did not like e-learning because they could not work according to their own pace.The overall perception on the item 14 was a little bit close to positive that 78 of the participants (46,7 %) said that e-learning helped them to develop knowledge of computer and Internet.The overall perception on the item 15 was closer to negative that 95 of the students (55 %) said that they could not feel more confident when they used English online than when they used it in the class.The overall perception on the item 16 was much closer to negative that 99 of the students (53,2 %) participated in the questionnaire said that e-learning did not help them use time effectively. The overall perception on the item 17 was a little bit close to positive that 73 of the

participants (43,8%) said that they could not benefit from the given feedback on Moodle. The overall perception on the item 18 was much closer to negative that 94 of the students (50,3%) said that e-learning did not give them access to authentic second language materials .

According to the abovementioned analysis, it can be said that most of the students had negative perceptions on the advantages of e-learning. They especially had negative perceptions on the statement that e-learning is more convenient than face-to-face learning. On the contrary to the abovementioned statement, most of the students said that e-learning was not beneficial. Likewise, they also had negative perceptions on the statement that e-learning improved communication between students and teachers. Conversely, they said that e-learning did not improve communication and interaction between students and teachers. Invariably, most of the participants, as it is seen in Table 13, had negative perceptions on the statement that I find e-learning interesting and useful. Most of them, as seen in Table 13, said that they did not find e-learning interesting and useful. Furthermore, they had negative perceptions on the statement that I like e-learning because I can work according to my own pace. In the same way, they said that they did not like e-learning because they could not work according to their own pace in a blended learning setting. As a result of the analysis of the second part of the questionnaire, at most, 58,3 % of the participants claimed that they did not find e-learning interesting and useful and at least 33,6 % of the participants claimed that e-learning did not make teaching and learning more effective. These findings are parallel to the study that Uyumaz (2013) conducted**.**

4.7. Data Analysis of The Third Part of the Questionnaire : Limitation of Blended e-Learning.

Table 14 provides the frequencies and percentages in accordance with the answers that the respondents provided for Limitation of Blended e-learning.

Table 14. Frequency and Percentage Table of Respondents' in Accordance with Limitation of Blended e-learning.

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	F	%	f	%	f	%	f	%
Item 19: I think socially isolated when I use e-learning.	26	15,6	24	14,4	38	22,8	52	31,1	27	16,2
Item 20: E-learning is difficult to handle and therefore frustrating to use.	18	10,8	26	15,6	42	25,1	52	31,1	29	17,4
Item 21: Slow Internet connectivity is a major problem I face in using e-learning.	18	10,8	13	7,8	31	18,6	47	28,1	58	34,7
Item 22: I face technical problems when I use e-learning.	18	10,8	16	9,6	23	13,8	56	33,5	54	32,3

Item 23: I prefer to learn from the book rather than from the course website.	8	4,8	18	10,8	29	17,4	53	31,7	59	35,3
Item 24: E-learning facilitates cheating and plagiarism.	13	7,8	22	13,2	45	26,9	39	23,4	48	28,7
Item 25: Both synchronous and asynchronous interaction through Moodle are less effective than face-to-face interaction in the classroom.	9	5,4	20	12,0	47	28,1	45	36,9	46	27,5
Item 26: I do not have a computer and therefore I find it difficult to use e-learning.	51	30,5	38	22,8	25	15,0	25	15,0	28	16,8
Item 27: The instructions provided on Moodle are difficult to follow.	18	10,8	21	12,6	59	35,3	42	25,1	27	16,2

When the nineteenth item (Item 19 : I think socially isolated when I use e-learning) in Table 14 is examined, it reveals that 26 of the respondents (15,6 %) answered it "Strongly disagree", 24 of them answered (14,4 %) "Disagree", which meant that 50 of the students (30 %) said that they did not feel and think socially isolated when they used e-learning. 38 of them (22,8 %) answered " Undecided", which meant that they were both neutral and undecided on whether they felt socially isolated when they used e-learning or not. 52 of the students (31,1 %) answered " Agree ", whereas 27 of the students (16,2 %) answered " Strongly Agree ", which meant that 79 of the participants (37,3 %) said that they thought and felt socially isolated when they used e-learning . At most, 37,3 % of the participants claimed that they felt socially isolated when they used e-learning and at least 30 % of the participants indicated that they did not think socially isolated when they used e-learning and 22,8 % of the participants pointed out that they were both neutral and undecided on whether they thought and felt socially isolated when they used e-learning or not.

When the twentieth item (Item 20 : E-learning is difficult to handle and therefore frustrating to use) in Table 14 is examined, it shows that 18 of the respondents (10,8 %) answered it "Strongly disagree", 26 of them answered (15,6 %) "Disagree", which meant that 44 of the students (26,4 %) said that e-learning was not difficult to handle and therefore it was not frustrating. 42 of them (25,1 %) answered " Undecided", which meant that they were both neutral and undecided on whether e-learning was difficult to handle and frustrating to use or not. 52 of the students (31,1 %) answered " Agree ", while 29 of the students (17,4 %) answered " Strongly Agree ", which meant that 81 of the participants (48,5 %) said that e-learning was difficult to handle and it was frustrating to use for them .At most, 48,5 % of the participants claimed that they found e-learning difficult to handle and frustrating to use and at least 26,4 % of the participants claimed that e-learning was not difficult and frustrating to use and 25,1 % of the participants pointed out that they felt neutral and undecided on whether e-learning was difficult to handle and frustrating to use or not.

When the twenty-first item (Item 21 : Slow Internet connectivity is a major problem I face in using e-learning) in Table 14 is examined, it reveals that 18 of the respondents (10,8 %) answered it "Strongly disagree", 13 of them answered (7,8 %) "Disagree", which meant that 31 of the students (18,6 %) said that slow Internet connectivity was not a major problem they face in using e-learning. 31 of them (18,6 %) answered " Undecided", which meant that they were both neutral and undecided on whether slow Internet connectivity was a major problem for them while using e-learning or not . 47 of the students (28,1 %) answered " Agree ", while 58 of the students (34,7 %) answered " Strongly Agree ", which meant that 105 of the participants (52,8 %) said that slow Internet connectivity was a major problem for them while using e-learning .At most, 52,8 % of the participants pointed out that they found slow Internet connectivity a major problem while using e-learning and at least 18,6 % of the participants claimed that slow Internet connectivity was not a major problem while using e-learning and 18,6 % of the participants claimed that they were both neutral and undecided on whether slow Internet connectivity was a major problem while using e-learning.

When the twenty-second item (Item 22 : I face technical problems when I use e-learning) in Table 14 is examined, it reveals that 18 of the respondents (10,8 %) answered it "Strongly disagree", 16 of them answered (9,6 %) "Disagree", which meant that 34 of the students (20,4 %) said that they did not face technical problems when they used e-learning. 23 of them (13,8 %) answered " Undecided", which meant that they were both neutral and undecided on whether they faced technical problems when they used e-learning or not. 56 of the students (33,5 %) answered " Agree ", while 54 of the students (32,3 %) answered " Strongly Agree ", which meant that 110 of the participants (58 %) said that they faced technical problems while using e-learning .At most, 58 % of the participants claimed that they faced technical problems while using e-learning and at least 20,4 % of the participants claimed that they did not face technical problems while using e-learning and 13,8 % of the participants

claimed that they felt both neutral and undecided on whether they faced technical problems while using e-learning or not.

When the twenty-third item (Item 23 : I prefer to learn from the book rather than from the course website) in Table 14 is examined, it reveals that 8 of the respondents (4,8 %) answered it "Strongly disagree", 18 of them answered (10,8 %) "Disagree", which meant that 26 of the students (15,6 %) said that they did not prefer to learn from the book rather than from the course website. 29 of them (17,4 %) answered " Undecided", which meant that they were both neutral and undecided on whether they preferred to learn from the book rather than from the course website or not. 53 of the students (31,7 %) answered " Agree ", while 59 of the students (35,3 %) answered " Strongly Agree ", which meant that 112 of the participants (65 %) said that they preferred to learn from the book rather than learning English from the course website .At most, 65 % of the participants pointed out that they preferred to learn English from the book rather than being in a blended learning setting and at least 15,6 % of the participants claimed that they would not prefer to learn English from the book rather than from the course website, they preferred to be in a blended learning setting and 17,4 % of the participants indicated that they were both neutral and undecided on whether they would prefer to learn English from the book rather than learning English from the course website or not.

When the twenty-forth item (Item 24 : E-learning facilitates cheating and plagiarism) in Table 14 is examined, it reveals that 13 of the respondents (7,8 %) answered it "Strongly disagree", 22 of them answered (13,2 %) "Disagree", which meant that 35 of the students (21 %) said that e-learning did not facilitate cheating and plagiarism. 45 of them (26,9 %) answered " Undecided", which meant that they were both neutral and undecided on whether e-learning facilitated cheating and plagiarism or not. 39 of the students (23,4 %) answered " Agree ", while 48 of the students (28,7 %) answered " Strongly Agree ", which meant that 87 of the participants (52,1 %) said that e-

learning facilitated cheating and plagiarism .At most, 52,1 % of the participants claimed that e-learning facilitated cheating and plagiarism and at least 21 % of the participants claimed that e-learning did not facilitate cheating and plagiarism and 26,9 % of the participants indicated that they were both neutral and undecided on whether e-learning facilitated cheating and plagiarism or not.

When the twenty-fifth item (Item 25 : Both synchronous and asynchronous interaction through Moodle are less effective than face-to-face interaction in the classroom) in Table 14 is examined, it reveals that 9 of the respondents (5,4 %) answered it "Strongly disagree", 20 of them answered (12 %) "Disagree", which meant that 29 of the students (17,4 %) said that both synchronous and asynchronous interaction through Moodle were not less effective than face-to-face interaction in the classroom . 47 of them (28,1 %) answered " Undecided", which meant that they were both neutral and undecided on whether both synchronous and asynchronous interaction through Moodle were less effective than face-to-face interaction in the classroom or not. 45 of the students (36,9 %) answered " Agree ", while 46 of the students (27,5 %) answered " Strongly Agree ", which meant that 91 of the participants (64,4 %) said that both synchronous and asynchronous interaction through Moodle were less effective than face-to-face interaction in the classroom .At most, 64,4 % of the participants claimed that both synchronous and asynchronous interaction through Moodle were less effective than face-to-face interaction in the classroom and conversely at least 17,4 % of the participants claimed that both synchronous and asynchronous interaction through Moodle were not less effective than face-to-face interaction in the classroom and 28,1 % of the participants felt neutral and undecided on whether both synchronous and asynchronous interaction through Moodle were less effective than face-to-face interaction in the classroom or not.

When the twenty-sixth item (Item 26 : I do not have a computer and therefore I find it difficult to use e-learning) in Table 14 is examined, it reveals that 51 of the

respondents (30,5 %) answered it “Strongly disagree”, 38 of them answered (22,8 %) “Disagree”, which meant that 89 of the students (53,3 %) said that they had a computer and therefore they did not find it difficult to use e-learning. 25 of them (15 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether it was difficult to use e-learning or not because of having a computer or not having a computer . 25 of the students (15 %) answered “ Agree “, while 28 of the students (16,8 %) answered “ Strongly Agree “, which meant that 53 of the participants (31,8 %) said that they did not have a computer and therefore it was difficult for them to use e-learning. It was a major problem for them .At most, 31,8 % of the participants expressed that they did not have a computer and therefore it was difficult for them to use e-learning and at least 53,3 % of the participants expressed that they had a computer and it was not difficult to use e-learning and 25 % of the participants expressed that they felt undecided on whether it was difficult to use e-learning or not because of having a computer or not having a computer.

When the twenty-seventh item (Item 27 : The instructions provided on Moodle are difficult to follow) in Table 14 is examined, it reveals that 18 of the respondents (10,8 %) answered it “Strongly disagree”, 21 of them answered (12,6 %) “Disagree”, which meant that 39 of the students (23,4 %) said that the instructions provided on Moodle were not difficult to follow. 59 of them (35,3 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether the instructions provided on Moodle were difficult to follow or not. 42 of the students (25,1 %) answered “ Agree “, while 27 of the students (16,2 %) answered “ Strongly Agree “, which meant that 69 of the participants (41,3 %) said that the instructions provided on Moodle were difficult to follow. At most, 41,3 % of the participants claimed that they found the instructions provided on Moodle difficult to follow and at least 23,4 % of the participants claimed that the instructions provided on Moodle were not difficult to follow and 35,3 % of the participants claimed that they felt undecided on whether the instructions provided on Moodle were difficult to follow or not.

4.7.1 Interpretation of the Analysis of Limitation of Blended e-Learning.

The percentages and frequencies of the participants' perceptions regarding the limitation of e-learning were gathered through the Item 19(I think socially isolated when I use e-learning), Item 20(E-learning is difficult to handle and therefore frustrating to use), Item 21(Slow Internet connectivity is a major problem I face in using e-learning), Item 22(I face technical problems when I use e-learning), Item 23(I prefer to learn from the book rather than from the course website), Item 24(E-learning facilitates cheating and plagiarism), Item 25 (Both synchronous and asynchronous interaction through Moodle are less effective than face-to-face interaction in the classroom), Item 26 (I do not have a computer and therefore I find it difficult to use e-learning), and Item 27(The instructions provided on Moodle are difficult to follow). The overall perception of the students based on the item 19 was closer to negative that 79 of them(37,3 %) said that they felt socially isolated when they used e-learning to learn English in a blended learning setting , the item 20 was closer to negative that 81 of the participants (48,5 %) said that e-learning was difficult to handle and therefore it was frustrating for them to use, the item 21 was much closer to negative as 105 of the participants (52,8 %) said that slow Internet connectivity was a major problem they faced in using e-learning, the item 22 was much closer to negative that 110 of the participants (58 %) said that they faced technical problems when they used e-learning , the item 23 was much closer to positive that 112 of the participants (65 %) would prefer to learn from the book rather than from the course website, the item 24 was much closer to negative that 87 of the participants (52,1 %) said that e-learning facilitated cheating and plagiarism, the item 25 was much closer to negative that 91 of the students (64,4 %) said that both synchronous and asynchronous interaction through Moodle were less effective than face-to-face interaction in the classroom, the item 26 was much closer to positive that 89 of the students (53,3 %) participated in the questionnaire said that computer ownership did not have an impact on using e-learning and therefore they did not find it difficult to use e-

learning, the item 27 was was closer to negative that 69 of the participants (41,3) said that the instructions provided on Moodle were difficult to follow.

By taking the abovementioned analysis into consideration, it can be said that most of the students had both some negative and positive perceptions on the limitation of e-learning. Exceptionally, they had positive perceptions on the statement that I prefer to learn from the book rather than from the course website. To support the above- mentioned statement, most of the students (65 %) said that they wanted to learn English from the book rather than from the course website. Likewise, they also had positive perceptions on the statement that I do not have a computer and therefore I find it difficult to use e-learning. 89 of the participants (53,3 %) said that computer ownership did not have an impact on using e-learning . According to the result of the Item 27, nearly half of the participants (41,3 %) , as it is seen in Table 14, had positive perceptions on the statement that they found the instructions provided on Moodle difficult to follow. When the item 25 is analyzed, most of the participants (64,4 %) , as seen in Table 14, said that both synchronous and asynchronous interaction through Moodle were less effective than face-to-face interaction in the classroom. Consequently, when the items 19,20,21,22,23,24,25,26, and 27 are examined, it can be understood that most of the participants had positive perceptions that they wanted these limitations to be removed. These findings are parallel to the study that Uyumaz (2013) conducted.

4.8. Data Analysis of The Third Part of the Questionnaire : Suggestions For the Improvement of Blended e-Learning.

Table 15 provides the frequencies and percentage in accordance with the answers that the respondents gave in accordance with Suggestions for the Improvement of Blended e-learning.

Table 15: Frequency and Percentage Table of Respondents in Accordance with Suggestions for the Improvement of e-learning.

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	F	%	f	%	f	%	f	%
Item 28: Our department should increase the number of blended courses.	37	22,2	17	10,2	51	30,5	41	24,6	21	12,6
Item 29: The number of Internet labs should be increased.	18	10,8	25	15,0	37	22,2	38	22,8	49	29,3
Item 30: All technical problems should be solved.	10	6,0	11	6,6	25	15,0	48	28,7	73	43,7
Item 31: E-learning training should be provided to all students.	17	10,2	25	15,0	47	28,1	39	23,4	39	23,4
Item 32: Our department should reduce the number of e-learning courses.	11	6,6	26	15,6	49	29,3	45	26,9	36	21,6
Item 33: Rewarding the distinguished users of e-learning.	29	17,4	24	14,4	56	33,5	29	17,4	29	17,4

When the twenty-eighth item (Item 28 : Our department should increase the number of blended courses) in Table 15 is examined, it reveals that 37 of the respondents (22,2 %) answered it “Strongly disagree”, 17 of them answered (10,2 %) “Disagree”, which meant that 54 of the students (32,4 %) said that the

school should not increase the number of blended courses. 51 of them (30,5 %) answered " Undecided", which meant that they were both neutral and undecided on whether the school should increase the number of blended courses or not. 41 of the students (24,6 %) answered " Agree ", while 21 of the students (12,6 %) answered " Strongly Agree ", which meant that 62 of the participants (37,2 %) said that the school should increase the number of blended courses .At most, 37,2 % of the participants claimed that the school should increase the number of blended courses and at least 32,4 % of the participants claimed that the school should decrease the number of blended courses and 30,5 % of the participants claimed that they felt both neutral and undecided on whether the school should increase the number of blended courses or decrease the number of them not.

When the twenty-ninth item (Item 29 : The number of Internet labs should be increased.) in Table 15 is examined, it reveals that 18 of the respondents (10,8 %) answered it "Strongly disagree", 25 of them answered (15 %) "Disagree", which meant that 43 of the students (25,8 %) said that the number of Internet labs should not be increased. 37 of them (22,2 %) answered " Undecided", which meant that they were both neutral and undecided on whether the number of Internet labs should be increased or not. 38 of the students (22,8 %) answered " Agree ", while 49 of the students (29,3 %) answered " Strongly Agree ", which meant that 87 of the participants (52,1 %) said that the number of Internet labs for e-learning should be increased .At most, 52,1 % of the participants pointed out that the number of Internet labs for e-learning should be increased for better outcomes and at least 25,8 % of the participants indicated that the number of Internet labs should not be increased and 22,2 % of the participants emphasized that they were both neutral undecided on whether the number of Internet labs for e-learning should be increased or not.

When the item thirtieth (Item 30 : All technical problems should be solved) in Table 15 is examined, it reveals that 10 of the respondents (6 %) answered it “Strongly disagree”, 11 of them answered (6,6 %) “Disagree”, which meant that 21 of the students (12,6 %) did not agree on the statement that all technical problems should be solved. 25 of them (15 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether all technical problems should be solved or not. 48 of the students (28,7 %) answered “ Agree “, while 73 of the students (43,7 %) answered “ Strongly Agree “, which meant that 121 of the participants (72,4 %) said that all technical problems for better outcomes should be solved .At most, 72,4 % of the participants claimed that they agreed on the statement that all technical problems should be solved and at least 12,6 % of the participants claimed that they did not agree on the statement that all technical problems should be solved and they did not find these technical problems as challenging and 15 % of the participants claimed that they were both neutral and undecided on whether all technical problems should be solved or they needed to be taken into consideration as problems .

When the thirty-first item (Item 31 : E-learning training should be provided to all students) in Table 15 is examined, it reveals that 17 of the respondents (10,2 %) answered it “Strongly disagree”, 25 of them answered (15 %) “Disagree”, which meant that 42 of the students (25,2 %) said that te-learning training should not provided to all students. 47 of them (28,1 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether e-learning training should be provided to all students or not. 39 of the students (23,4 %) answered “ Agree “, while 39 of the students (23,4 %) answered “ Strongly Agree “, which meant that 78 of the participants (46,8 %) said that e-learning training should be provided to all students .At most, 46,8 % of the participants emphasized that e-learning training should be provided to all students for better outcomes and at least 25,2 % of the participants claimed that e-learning training should not be provided to all students and 28,1 % of the

participants claimed that they were undecided on whether e-learning training should be provided to all students or not.

When the thirty-second item (Item 32 : Our department should reduce the number of e-learning courses) in Table 15 is examined, it reveals that 11 of the respondents (6,6 %) answered it “Strongly disagree”, 26 of them answered (15,6 %) “Disagree”, which meant that 37 of the students (22,2 %) said that the department should not reduce the number of e-learning courses. 49 of them (29,3 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether the department should reduce the number of e-learning courses or not. 45 of the students (26,9 %) answered “ Agree “, while 36 of the students (21,6 %) answered “ Strongly Agree “, which meant that 81 of the participants (48,5 %) said that the department should reduce the number of e-learning courses .At most, 48,5 % of the participants clearly emphasized that the department should reduce the number of e-learning courses and at least 22,2 % of the participants pointed out that the department should not reduce the number of e-learning courses and 29,3 % of the participants claimed that they felt undecided on whether the department should reduce the number of e-learning course or not.

When the thirty-third item (Item 33 : Rewarding the distinguished users of e-learning) in Table 15 is examined, it reveals that 29 of the respondents (17,4 %) answered it “Strongly disagree”, 24 of them answered (14,4 %) “Disagree”, which meant that 53 of the students (31,8 %) said that the distinguished users of e-learning should not be rewarded. 56 of them (33,5 %) answered “ Undecided”, which meant that they were both neutral and undecided on whether the distinguished users of e-learning should be rewarded or not. 29 of the students (17,4 %) answered “ Agree “, while 29 of the students (17,4 %) answered “ Strongly Agree “, which meant that 58 of the participants (34,8 %) said that the distinguished users of e-learning should be rewarded .At most, 34,8 % of the participants emphasized that the distinguished users of e-learning should be rewarded for better outcomes and at least 31,8 % of the

participants pointed out that the distinguished users of e-learning should not be rewarded and 33,5 % of the participants indicated that they were undecided on whether the distinguished users of e-learning should be rewarded or not.

4.8.1 Interpretation of The Analysis of Suggestions for the Improvement of Blended e-Learning.

The percentages and frequencies of the participants' perceptions regarding the suggestions for the improvement of e-learning were gathered through the Item 28(Our department should increase the number of blended courses), Item 29(The number of Internet labs should be increased), Item 30(All technical problems should be solved), Item 31(E-learning training should be provided to all students), Item 32(Our department should reduce the number of e-learning courses), and Item 33(Rewarding the distinguished users of e-learning). When the table 15 is analyzed, it can be seen that the overall perception of the students based on the item 28 was closer to positive that 67 of the participants (37,2 %) said that our department should increase the number of blended courses, the item 29 was much closer to positive that 87 of the students (52,1 %) participated in the questionnaire said the number of Internet labs for e-learning should be increased, the item 30 was very much closer to positive as 121 of the participants (72,4 %) said that all technical problems should be solved for better outcomes, the item 31 was closer to positive that 78 of the participants (46,8 %) said that e-learning training should be provided to all students for better learning outcomes, the item 32 was much closer to positive that 81 of the participants (48,5 %) said that our department should reduce the number of e-learning courses, the item 33 was close to positive that 58 of the participants (34,8 %) said that the distinguished users of e-learning should be rewarded. As a result of the analysis of the second part of the questionnaire, at most, when the item 31 is examined, 72,4 % of the participants pointed out that e-learning training should be provided to all students and at least 34,4 % of the participants indicated that the distinguished users of e-learning should be

rewarded. These findings are parallel to the study that Uyumaz (2013) conducted.

4.9. Students' and Teachers' Interview Results

Students' and teachers' comments were analyzed with content analysis method. "Content analysis is the process of quantification of a message which is expected from a written or a illustrative document" (Krippendorff, 1984, p.13; Akt: Tavşancıl and Aslan, 2001,p.19).

"Content analysis is a review of a text, a book, a document to discover its particular features via quantification" (Karasar, 1994, s.184). Tavşancıl (2001, p.33) demonstrates the basic objective of content analysis as follows: The basic objective of the content analysis is turning the oral, written and other kinds of materials into numerical data. Content analysis is based on implications of massages. Content analysis does not only analyze the material focusing on the material, but it aims to find a relationship with the content beyond the material. In other words, content analysis assumes that there is a relationship of some degree between material and thee content, therefore it aims to find implications for resources used during the analysis process, target receivers and situation.

Reliability of content analysis is specifically based on codification process. Determining and clearly identifying the categories is the most important phase. Some techniques are required to test reliability (Tavşancıl and Aslan, 2001; Bilgin, 2006). The first thing to do is delivering the documents to various researchers simultaneously. Correlation of the results that each of them reaches is calculated. This is reliability among the researchers. Secondly, the same researchers get the same documents in two different times and correlation between them is calculated.

This is reliability in terms of time. Reliability coefficient of the documents calculated with the results obtained from separate researchers gives a better result than giving the documents to the same researchers at different times. This is caused by the fact that the higher the reliability coefficient among the researchers is, the higher the reliability in terms of time gets. Furthermore, the second way is invulnerable against the defective effect of memory and it is easy to implement. The following formula is offered to test this (Miles and Huberman, 1964, p.64; from; Tavşancıl and Aslan, 2001, p.81)

$$\text{Reliability} = \frac{\text{agreement number.}}{\text{agreement + agreement number}}$$

That formula is meant to test the agreement among the researchers, therefore the equivalence is expected to be bigger than 70%.

This study provides a reliability for the content analysis on two levels. On the first level, the researcher and assessment and evaluation expert (two separate researchers) analyzed the perspectives separately. On the second level, coherence between these two analyses conducted by two separate researchers was reviewed by the formula given above. Reliability between researchers is calculated as 0.87 for student perspectives, and as 0.94 for teacher perspectives.

4.9.1 Students' Perspectives

Students' perspectives of blended e-learning are determined by content analysis. Students' perspectives of advantages of blended e-learning are given below in Table 16.

Table 16: Students' Perspective of Advantages of Blended E-learning:

Perspectives of Advantages of Blended E-Learning	f
1. It doesn't have any advantages.	36
2. We don't have to go to school.	13
3. You can participate in the lessons anywhere.	8
4. It gains you time.	7
5. We can get up late.	6
6. We can reach lots of sources/knowledge easily and quickly.	5
7. We can choose to play again.	3
8. It improves listening skills	3
9. It improves our knowledge of English.	3
10. It helps us learn much more vocabulary.	2
11. We can read various articles.	2
12. It offers connection between students and the teacher.	1
13. We can learn much more variety of information	1
14. It is not like classroom environment in terms of noise or distraction.	1
14. Uploading and downloading are possible	1
15. It improves our computer skills.	1
16. It improves our grammar knowledge.	1
17. It improves more exercises.	1
18. It increases our self confidence	1
19. It is more comfortable than face to face interaction	1
20. It is faster than face to face education	1
21. It is easier than face to face interaction	1

When the table 16 is analyzed, it can be seen that the interview results revealed that 36 of the students stated that Blended e-Learning does not have any advantages for us and it is unnecessary. But, thirteen of the students emphasized that Blended e-Learning is beneficial as we do not have to go to school. Additionally, eight of the participants stated that : You can participate in the lessons everywhere. Another group of thirteen students pointed out that Blended Learning gains you time and we can sleep more. In addition, twenty-one of the participants emphasized that thanks to the implementation of Blended Learning at our school, we can improve our listening skill and vocabulary knowledge as well as our computer literacy. One of them also stated that: Online classes are not like face-to-face classes and so there is not lot of noise that distracts me while learning. One of them indicated that Blended Learning and its website is very beneficial because whenever I want, I can download the lesson materials into my computer. One student pointed out that she found Blended Learning more interesting and comfortable when compared with face-to-face classes. One out of 200 students emphasized that Blended Learning increases my self-confidence. Another one student pointed out that it is faster than face-to-face traditional classes and it is much easier than the later one.

The Students' Perspectives of Limitations of Blended e-Learning are provided in Table 17.

Table 17: The Students' Perspectives of Limitations of Blended E-Learning

Perspectives of Limitations of Blended E-Learning	f
1. Some students don't have computer	10
2. I do not have internet access at home	10
3. The system fails constantly.	13
4. It works for only few subjects.	10

5. The teacher cannot deal with us individually.	6
6. It is a waste of time.	4
7. Classes are too crowded.	4
8. Lesson is once a week.	4
9. We had to go to internet cafes and spend lots of money.	5
10. Attendance was not tracked properly and students did not attend the courses.	5
11. We cannot have eye contact/face interaction.	4
12. Our computer knowledge is not enough, we were not provided with a pre-course.	2
13. Teachers can't control students	2
14. Everybody repeats what someone else has said.	3
15. Constant power failures prevent us from focusing on the course.	3
16. The teacher cannot teach very well by e-learning.	1
17. Students become asocial.	1
18. We cannot prove that we have attended, it affects our grades negatively.	1
19. The students do not take the course serious.	1
20. The day is spent for nothing.	1
21. It is not more effective than face to face learning.	1
22. It is more difficult than face to face learning.	1
23. It does not provide us with adequate vocabulary and grammar knowledge.	1
24. Students cannot express themselves.	1
24. There are unpleasant texting attempts among classes.	1
25. It takes a long time. Our eyes ache.	1

When the table 17 is examined, ten students stated that: we did not have a computer and another ten pointed out that we did not have Internet connection as we were living in state dormitories.

Five of them emphasized that to participate in online lessons, we had to go to an Internet cafe and we had to spend money for each online lesson. Besides these statements, six students indicated that teachers seemed that they did not have sufficient knowledge of the implementation of Blended E-Learning and they also emphasized that those teachers could not manage the online classes in that it was really crowded.

Furthermore, thirty-four of the students that Blended e-Learning was not effective and it did not contribute anything to their English knowledge. They also emphasized that teachers could not provide enough and comprehensible input in online classes . So because of these reasons, they said that most of the students did not take online classes serious and caused problems for the others who took it serious. The same group also stated that it was waste of time, lots of students talked to each other in vein on online forum and we found it distracting. Most importantly, they pointed out that we could not benefit from online classes as it is only four hours every week.

Additionally, those students emphasized that it is was really difficult to follow the lessons, and we suffered from the lack of communication with the instructor, we could not express ourselves with our body language in online classes as we could not see each other, and we suffered from the lack of technical information to comprehend the course without face-to-face instruction. Eighteen of the participants pointed out that the light coming out from the screen of the computer caused pain our eyes, the system failed constantly, and constant power failures prevented us from focusing on the course content. In addition to these, some students pointed out that their computer knowledge is insufficient to take such a course.

Apart from the negative comments, some of the participants emphasized that we should be provided by a training course for Blended E-Learning. Consequently, three of the participants emphasized that attendance is not a must for online classes, so because of this we don't get any extra grades from our participation.

Table 18 gives the Students' Suggestions in accordance with improving Blended e-Learning.

Table 18: The Students' Suggestions in accordance with Improving Blended e-Learning:

Suggestions in Accordance with Improving Blended E-Learning	f
1. I suppose, it should be removed	13
2. Speed of internet connection at school should be improved.	11
3. Number of computers at school should be increased.	10
4. Technical problems should be solved.	8
5. It can be more efficient.	8
6. Infrastructure should be strong and easy	3
7. Attendance should not be compulsory, but optional.	3
8. It does not make any sense that blended e-learning teacher grades us.	5
9. Students should be visible teachers.	2
10. Students should be provided with a pre-education.	1
11. There must be less students in the class.	1
12. The courses should include videos. A video is added to lessons	1
13. The class should be graded by their own teacher.	1

14. The teachers should have better attitudes towards students.	1
15. It should be more practical.	1
16. The microphone should be of a higher quality.	1
17. The courses should be conducted slower.	1
18. The website should be of better quality.	1
19. The education should be visual and delivered on board.	1
20. There should be a better discipline.	1
21. It should include speaking courses.	1

When the table 18 is studied, it can be easily seen from the table that thirteen of the participants emphasized that the implementation of such a system, Blended E-Learning should be removed immediately due to its ineffectiveness.

Twenty-two students pointed out that the website of the course should be improved and included some facilities for us and they said that something should be done for the better use of the Internet connection and the school should provide us by a computer laboratory where there are sufficient computers for each student taking the online courses with a fast and accessible Internet connection.

Other 22 students emphasized that there should a computer engineer for a better system, for the immediate technical interventions, and for a better education in that teachers always had difficulties and problems in online classes and they could not deal with these problems in online classes and could find immediate solutions. As a consequence of this, they wasted our time. Additionally, the website should be redesigned with some useful tools, otherwise students will always have troubles with the current webpage.

Three of the participants emphasized that attendance should be compulsory, but it should be optional so that we could be more relaxed and learn in a better way. Once it is compulsory, we attend the lessons for just absenteeism, not to learn anything and the class gets really very crowded in this way. Six of the participants pointed out that we should not be graded by the Blended Learning teacher, however we should be only graded by our own classroom teacher. The former one is not fair. Some of the participants emphasized that speaking skill, more videos and pictures should be included to the online classes and also they emphasized that a training course should be provided immediately before the implementation of the online classes. More importantly, teachers should be educated for the online classes as well.

Some participants strongly emphasized that teachers were very angry in online classes as they were not enough knowledgeable for such an implementation so they treated us really impolitely. They should really change their attitudes towards the students.

Especially, two of the participants emphasized that all levels should be placed in different online classes in that there are more than one hundred students in one online class. Due to such a placement, they pointed out that they found learning really tough in such a situation

4.9.2 Teachers' Perspectives

Teachers perspectives of blended e-learning are determined through content analysis. Teachers' perspectives of blended e-learning are gathered as a result of interviews conducted with three volunteer teachers. A content analysis was fulfilled in form of interview.

Table 19 gives the Teachers' Perspectives of Blended e-learning.

Table 19: The Teachers' Perspectives of Blended e-learning

Perspectives	f
1. I was not very comfortable.	3
2 Students have so many technical problems and difficulties with the system.	3
3. We have not taken a training course.	3
4. It was a compulsory duty for us.	1
5. It was unnecessary.	1
6. It was a waste of time for us.	1
7. It didn't contribute anything to our students.	1
8. I think I wasn't/couldn't be effective.	3
9. There was a little bit participation.	3
10. The students logged in the website but they didn't follow the lessons and engage in the activities.	3
11. Students were not ready and eager to take such a course.	2
12. It was satisfying for me and my students.	1
13. It wasn't satisfying for me.	2
14. It hasn't made a difference for my students.	3
15. Students told me that they weren't happy with blended e-learning.	3
16. I don't believe in teaching English in a blended e learning setting.	1
17. Students don't know how to use the website and how to benefit from it.	2
18. Work wasn't appreciated.	3
19. Students didn't like it.	3
20. We have the chance to give feedback.	3
21. Students did not find it beneficial and useful.	3

22. There wasn’t any interaction with the students.	3
23. It has a negative effect on my teaching methods and approaches.	3
24. I expect more interaction in the classroom.	3
25. The school didn’t give any training to the students.	2
27. Uploading something was extremely difficult.	1
28. We should be given technological and pedagogical courses.	3
27. I am not very good at using computers.	3

When this very table is viewed, it can be seen that these three teachers did not feel themselves comfortable, they are not happy to have used blended learning/instruction method; they think that the system has to be improved, attendance should be compulsory and the system has to have a feature to make the students use it effectively and make them take the online course serious.

Two teachers have declared that both the students and the teachers should be provided with an instructive, technological, and pedagogical course about the system. They also propounded that a training course, covering the usage of the whole system should be provided for both the students and teachers immediately before the implementation of the blended-learning. Most importantly, all of them said that they are not good at using a computer and all mentioned that our computer, technological and pedagogical knowledge of the system was not enough to make a good learning environment for the students. They also said that, due to such reasons, it was not satisfying for the two parties and they were not ready to teach English in such a circumstance. Additionally, they said that the students were not ready to take such a course because of these problems occurring every lesson. As a consequence, it did not result in success.

Three of the teachers pointed out that the students did not appreciate whatever we did throughout the lessons since they were aware of the fact that as we are teachers, our knowledge was not enough for such a way of teaching. In particular, all teachers said emphasized we were expecting more interaction with the students, yet in online classes, we did not establish any communication with the students owing to plenty of technical problems.

One teacher out of three thinks that blended e-learning is unnecessary. And one of them emphasized that uploading the documents and slides into the website and using the website of the system was really difficult for me.

Chapter 5

CONCLUSIONS

Throughout this chapter, the discussions of the results, implementation and recommendations for furher studies of Blended e-Learning and teaching are presented.

5.1.Discussions

The aim of this study was to understand students' and teachers' perceptions regarding a blended course which consisted of both web based learning environment and face-to-face traditional instruction. The thesis was conducted with 167 prep-school students at Ankara University Preparatory School EFL Programme. The questionnaire was administered to the students at the end of the year. Moreover, a written form of interview was carried out with both 167 students and and three volunteer instructors to determine their understanding, perceptions, anticipations, and comments regarding their experiences with blended e-learning, online instruction, the level of communication and the course website.

5.1.1 Students' Perceptions in Connection with Blended e-Learning Experience

The blended e-learning course offered to the students during the academic years of 2015-2016 had some impacts on the students. All of these impacts can be conceived from the results of both the quesionnaire and written form of interview carried out with both the students and teachers. Depending on the data results, it can be said that the blended e-learning was less interesting and fascinating for the participants. Apart from their negative thoughts about the

online course, they had one way or another some positive thoughts and emphasized that they would prefer to be in face-to-face learning environment. As reported by the volunteer instructors, the content of the course was based on slides. So, the students demanded some skill based activities to improve their English. Especially, the content of the course did not include any speaking activities which can lead the students to create their own discussions in online classes and to increase their self-confidence throughout the year. The instructors pointed out that they did not implement these required activities in online classes and they colloborated with the classroom teachers and the classroom teachers executed these activities in face-to-face part of the course. This was more appropriate for the students' traditional learning experiences as they had not taken any online courses before, which made them less willing to pursuit the course from the website. In other words, because of the lack of online skill based activities, the students found the course less interesting and beneficial. Pan et al.(2003) emphasized that the classroom teacher is supposed to designate and develop activities by making the students trust that the importance of the online classes is equal to the importance of the face-to-face instruction.

Implementing web based instruction at schools is really beneficial if the online course is designed appropriately depending on the needs of the students. On the other hand, if it is designed with wrong limitations, it can cause the students to give less importance to the online courses. To get over the difficulties and problems that the learners or teachers may face, the online courses should be carefully designed and executed addressing the needs of the participants. The studies carried out previously revealed that different educational designs do not guarantee any prediction of learning effectiveness, rather the fundamental issue lies in the application, implementation and theory-based instructional strategies for course delivery (Dick et al. as cited in Wallace et al.,2006). The online courses should be seen as a compulsory duty to take the course, the needs, the diversifications between the students and the online courses should be taken into consideration and should be classified appropriately. The online course

should be designed in a way that offers some challenging activities and beneficial course content. The needs of the participants should be included in the design of the course so as to create a well-balanced online courses properly. Depending on these awarenesses, the course may be a right place where both the students and teachers have the right feelings regarding the online courses in an effective way.

5.1.2 The Students' Perceptions concerning the Course Website

The data results revealed that the students' perceptions regarding the website ,the tools on it, and the resources can be accepted as negative to some extent. Most of the participants agreed that the content, the resources and website's tools were not clear and comprehensible. More than half of the students emphasized that the course website was not beneficial to study and they did not like studying in such a circumstance.

This problem caused a need of the improvement and a new design of the website of the online courses. Toporski and Foley (2004) emphasized the essential of the authentic real life learning experiences in online classes. Real life contexts provide more active and interesting experiences in which the computer can make the content of the course easy and understandable for the learners and shape the learning in an online learning environment. Such an environment can increase student participation with the course and help them manage the information (Quinsee & Hurs, 2005).

The data results also demonstrated that the instructors did not make the students do weekly assignments which led to a lack of motivation for the students and they did not want to pursuit the online courses regularly and willingly. Pan et al. (2003) emphasized that in such a situation, the instructor is supposed to let the students know that the online courses are a necessity in the course.

The results of the instructors' interview responses pointed out that the students had some adaptation problems in connection with the online courses as they were freshmen and they had never taken such a course from the website before. It shows that the students' learning preferences may have negative impact on their percetions and understanding of the online learning. In addition, most of them were living in state dormitories and they had to access to the website from the internet cafes, computer labs of the dormitories on campus. Then, they may not be encouraged and motivated for the online courses appropriately.

Furthermore, Isman et al. (2003) emphasized both the roles of the students and teachers and stated that the responsibility of the teacher is to create a learning environment in which there are lots of interactive and communicative activities, however it will be the competency of the participants to make this learning environment beneficial for themselves and benefit from it properly. It shows that the interactivity can better result in success and satify the needs of the participants.

5.1.3 The Students' Perceptions regarding the Level of Communication

Despite the fact that the level of interaction between the participants and the instructors was acceptable to some extent, the participants had negative impression on the use of the forum of the online classes. More than half of the participants emphasized that the interaction via the online tools, and the communication between the students and teachers were insufficient. They also pointed out that they could not express themselves. Communication is more significant for online teachers because they can avoid some problems such as the contol of the online course materials, student participation, student accomplisment, and assessment (Schott et al., 2003). Arnold (2005) stated that ' levels of interactivity offered by various technologies are only potential contributers to learning.

They become meaningful components only in the context of the course designs and course facilitator that make use of them ‘ (p.198).

Intructors’ support, encouragement were considered as negatively by the students and most of the students stated that ‘ because of the lack of the support and encouragement of the instructors, it was not motivating for us to meet the course requirements.’ Apart from these negative perceptions, to some extent, some of the students appreciated the instructors’ support as the instructors helped the students access the course materials. However, most of the students claimed that they could not get any individual help from the instructors when they needed it since the number of the students in one online class is more than one hundred or so on. Also, some of the students stated that ‘ because of the crowd of the classroom, I prefered to send an e-mail to my intructor rather than the forum of the online course to communicate with my instructor.’ One reason reported by the students about this problem is that ‘ when I try to ask any questions on the online forum to my instructor, all the other students in the online class repeat my quesions successively and it turns into a big mess on the forum.’

As reported by the instructors, the course content was not appropriate to have discussions via the forum since it is not technically designed well. Some students stated that ‘ it would be better to have some speaking based activities in online classes ‘, yet they did not have any. Indeed, the instructors announced the evaluation procedures on the course website and since the percentage of the participation is 0, work assignments and and written assignments are 10, some of the students did not feel a need to participate in the lessons and activities regularly. In addition, it is said that when the students are given an opportunity to communicate with the instructor and their classmates in the face-to-face meetings, and ask the questions in connection with the online classess, it can motivate the students to prefer face-to-face interaction to online classes. The findings of Inan’s (2003) study pointed out if the students are given an

opportunity to communicate face-to-face with each other, they will not prefer to use website for the interaction.

Another reason for the low participation into the online classes may be due to the reason that most of the the students were living in state dormitories, and they could get together to study out of the online class. It may cause the students to communicate with their classmates on campus rather than having discussions through the online forum. Due to such reasons, some students emphasized that they could not use the forum effectively as a communication tool and they required other form of computer assisted communication tool for the interaction with each other and the instructors.

5.2. Suggestions for Practice

Depending on the results of this thesis study, some possible suggestions can be given and presented as follows:

- Even though most of the students' perceptions and understanding of taking an online course and using online computer communication tools were to some extent positive, most of them were not eager to interact with each other and the instructor via the online forum of the online course. Thus, the instructors should administer and endorse the students to use online forum and online communication tools by assessing the assignments quantitatively in the course.

- Most of the students' perceptions and understanding indicated that they did not like interacting with each other and the instructor through the website's communication tools since they found them useless, complex and difficult. However, they liked communicating via an e-mail and getting together out of the online class hours. At the first opportunity, the forum page of the online class should be redesigned with a more user friendly version, and it should include some basic communication tools so as to take students' attention , and to

increase their motivation and self-confidence.

- In this study, as mentioned before, the grade percentage of the online course part is 10 points out 100. The students did not feel a need to get involved in the online activities eagerly. The instructor should evaluate the online learning part of the course quantitatively to cheer up the students to pursuit the course permanently.

- As mentioned before, the redesigning process of the course website should be taken into consideration immediately so that the students can find it more beneficial, interesting and more exciting to study. In the redesign process, the theory of multiple intelligences should be considered as a necessity to support student learning and accomplisment. When redesigning the course website, challenging ans skill based activities, appropriate applications, weekly assignments, authentic materials should be included to the course website to make the students pursuit the online course and practice new concepts more effectively and more meaningfully and the instructors should make the course content more comprehensible and clear for the students.

- The background knowledge and the status of the participants should be taken into consideration when organising the online course and the students should be placed in online classes based on their language levels. The participants of this online course, as mentioned before, were freshmen and they had never taken any online course before. The students should be trained and should be informed about the design, organisation of the online course environment and how this online course will be carred out at the beginning and at the end of the term to make them get ready for the process. For a better education, the computer literacy of the students should be increased by offering some computer courses. To avoid any adaptation problems, an orientation program should be offered to introduce all concepts in the online course, especially technical concepts and applications should be made clear and comperehensible for the participants as well as the instructors. So, the

instructor should be assisted pedagogically and should help the students at least the beginning of the term so as to adapt the way of online classes and learning.

• To encourage the students to take their own responsibilities, the instructor should assign some online short and easy assignments rather than difficult and complicated projects so that the students can be capable of pursuiting the online classes regularly and eagerly. In such a circumstance, the students can gain self-confidece and can be motivated intrinsically.

5.3. Suggestions for Further Studies

Some possible recommendations for further studies related to blended e-learning environment can be presented as folllows;

First up, the results and the findings of this study revealed that the students did not like communicating with each other and with the instructor via the course website's communication tools since they found those tools complicated, difficult and useless. Thus, another thesis study can be carried out to investigate what kinds of essential issues have impacts on students' perceptions and understading of communication in online learning classes. It can be needed to examine how communication has impacts on students' learning outcomes, and production. The connection among these issues in a blended learning environment can be examined for furher studies.

The second suggestion to consider is that this study was carried out with 167 freshmen at Ankara University School of Foreign Languages. One more study can be conducted to find out the dissimilaries of students' perceptions among a group of different class students which may lead to comprehend how an online learning part of a course can make a change in students' perceptions.

More importantly, a study for instructors to evaluate their perceptions in an online learning environment can be the third suggestion. The perceptions of an instructor may definitely have some impacts on students' accomplishment and attitudes, and affect their success in a way. In such an online learning environment, it is the instructor who is supposed to direct students, keep them involved in activities, guide them in a right and comprehensible way to get the desired goals of the online course.

The fourth suggestion for further studies may concentrate on what kinds of more different instructional strategies and techniques can be used in online classes and how they can have any impacts on students' perceptions and understanding of such an experience, accomplishment in their education life. Moreover, such a study can also help instructors raise an awareness of whether their teaching styles are effective or not.

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APPENDICES

Appendix 1: EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement

Dear students,

This questionnaire aims at exploring your opinion regarding the use of blended e-learning in teaching certain courses: advantages, limitations and suggestions for improvement. You are kindly requested to fill out this questionnaire.Your objective and truthful answers will help me get a realistic assessment of this experience.Your valuable support is highly appreciated and your demographic information or ideas will be confidential and will only be used as the data of this research study.

For further information or explanation, please feel free to contact me anytime at:

E-mail: sdeniz@ankara.edu.tr

GSM: 0533 934 44 17

Thank you in advance for your participation.

Şenol Deniz

Graduate Student

Institute of Social Sciences / Ufuk University

Foreign Language Teaching Department

English Language Teaching Master Program

Part I

In this section, you are asked about your demographic information. Please put a cross (X) next to the appropriate option.				
Gender:	M ☐		F ☐	
Age :	18-25 ☐	25-30 ☐	30-35 ☐	35-more ☐

Part II

1. Level: ……

2. GPA: ……..

3. Number of blended courses you have taken so far : .....

4. How do you rate your computer literacy ?

□ Weak □ Good □ Very Good □ Excellent

5. Do you have a computer at home ?	Yes □	No □
6. Do you have access to the Internet at home ?	Yes □	No □
7. Where do you prefer to use the Internet for e-learning ?	□ At home □ At the university □ At an Internet cafe	
8. Do you enjoy talking with others about e-learning ?	Yes □	No □
9. Do you agree with those who say that e-learning is a waste of time ?	Yes □	No □

Part III

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking (□) the appropriate box. Where, SA= strongly agree, A= agree, UD= undecided, DA= disagree, SDA= strongly disagree.

Statement		**SA**	**A**	**UN**	**DA**	**SDA**
Language Areas	1. I think that using e-learning helps me to improve my listening skills.					
	2. I think that using e-learning helps me to improve my speaking skills.					
	3. I think that using e-learning helps me to improve my reading skills.					
	4. I think that using e-learning helps me to improve my writing skills.					
	5. I think that using e-learning helps me to improve my pronunciation.					
	6. I think that using e-learning helps me to improve my spelling.					
	7. I think that using e-learning helps me to improve my grammar.					
	8. I think that using e-learning helps me to improve my vocabulary.					
Statement		**SA**	**A**	**UN**	**DA**	**SDA**

Advantages	9. E-learning is more convenient for me than face-to-face learning.					
	10. E-learning improves communication between students and teachers.					
	11. E-learning makes teaching and learning more effective; because it integrates all forms of media, print, audio, video and animation.					
	12. I find e-learning interesting and useful.					
	13. I like e-learning because I can work according to my own pace.					
	14. E-learning helps me to develop knowledge of computer and Internet.					
	15. I feel more confident when I use English online than when I use it in the class.					
	16. E-learning helps me to use time effectively.					
	17. I benefit from the feedback given by my instructor through Moodle.					
	18. E-learning gives me access to authentic second language meterials.					
Statement		**SA**	**A**	**UN**	**DA**	**SDA**

Limitations	19. I think socially isolated when I use e-learning.					
	20. E-Learning is difficult to handle and therefore frustrating to use.					
	21. Slow Internet connectivity is a major problem I face in using e-learning.					
	22. I face technical problems when I use e-learning.					
	23. I prefer to learn from the book rather than from the course website.					
	24. E-Learning facilitates cheating and plagiarism.					
	25. Both synchronous and asynchronous interaction through Moodle are less effective than face-to-face interaction in the classroom.					
	26. I do not have a computer and therefore I find it difficult to use e-learning.					
	27. The instructions provided on Moodle are difficult to follow.					
Statement		**SA**	**A**	**UN**	**DA**	**SDA**
Suggestions	28. Our department should increase the number of blended courses.					
	29. The number of Internet labs should be increased.					
	30. All technical problems should be solved.					

	31. E-Learning training should be provided to all students.					
	32. Our department should reduce the number of e-learning courses.					
	33. Rewarding the distinguished users of e-learning.					

1. In your opinion, what are the advantages of e-learning ?

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2. In your opinion, what are the limitations of e-learning ?

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3. What are your suggestions concerning the improvement of e-learning at the university ?

Appendix 2: EFL Instructors' Perceptions on Blended e-Learning

1. Volunteer Lecturer

My dear colleagues, this interview aims at exploring your opinions regarding the implementation of blended e-learning in teaching certain courses: advantages, limitations and suggestions for improvement. You are kindly requested to complete the questions. Your objective and truthful answers will help me get a realistic assessment of this experience.

Your valuable support is highly appreciated and your opinions or ideas will be confidential and will only be used as the data of this research study.

For further information or explanation, please feel free to contact me anytime at :

E-mail : sdeniz@ankara.edu.tr

GSM : 0533 934 44 17

Thank you so much in advance for your participation.

Şenol Deniz

Graduate Student

Institute of Social Sciences / Ufuk University

Foreign Language Teaching Department

English Language Teaching Master Program

Questions for interview with lecturers

1-How comfortable are you in an online environment?

I was not very comfortable as I have not taken a training course to be able to teach English in such a situation. This is the most important reason why I could not be relax in teaching English in such a blended learning setting.

2- How effective are you in an online environment?

I don't think that I was effective in this experience because we were not taken to a training course to enhance our skills to involve in such a learning situation. I have tried to do my best, but I don't have any ideas how effective I was, yet I did everything to make the lessons clear for the students in the online setting.

3- How satisfying is this role? Is it making a significant difference to your students?

If I had taken a training course regarding blended e-learning, I would be very happy to say that it was satisfying for me. I don't think that it has made a difference for my students since they told me that we were not happy with blended e-learning in learning English language.

4-Was your work appreciated?

No, unfortunately, it was not appreciated since the students taken the blended course were not happy with the system.

5-Are there any feedback mechanisms?

Yes, there is a form that we can use to give any kind of feedback to our students.

6- What was the student's perception of the online part of the course?

Most of the students did not want to involve in the online part of the lesson.

7- Did you have more interaction or less with the students?

I had less interaction with the students because of the undeveloped system.

8- Does the online environment influence your classroom approach?

Yes, it affected my teaching approach in my classroom in a bad way.

9- Do you expect more interaction online or in the classroom?

Of course, I expect more interaction in the classroom.

10- Was there the development of an online community?

The improvement of the website of blended e-learning (Moodle) is still in progress. We hope that it will be much more advanced and there will be some facilities for the students to use it in an easy way.

11- What tools did you use? Why?

We had only a website to teach online. Generally speaking, It is easy to use.

12- How much time did you spend on preparing for the online part of the module?

Approximately, I spent 2 or 3 hours on preparing the materials for the online part of the lesson.

13- Did you receive any training? Either technological or pedagogical?

I did not take a course to enhance my technological or pedagogical skills for such an experience. If I had taken a course concerning it, I would be more effective. This is the main problem why I could not be happy with the system.

14- Did you get enough support from the institution?

Yes, they did their best for us, however, their support for such an experience was not enough to have a satisfying result of blended e-learning.

15- What is your level of technical expertise?

I am not very good at using a computer to be able to teach English in such a situation. We need to take both technological and pedagogical courses regarding this experience.

2. Volunteer Lecturer

My dear colleagues, this interview aims at exploring your opinions regarding the implementation of blended e-learning in teaching certain courses: advantages, limitations and suggestions for improvement. You are kindly requested to complete the questions. Your objective and truthful answers will help me get a realistic assessment of this experience.

Your valuable support is highly appreciated and your opinions or ideas will be confidential and will only be used as the data of this research study.

For further information or explanation, please feel free to contact me anytime at

E-mail : sdeniz@ankara.edu.tr

GSM : 0533 934 44 17

Thank you so much in advance for your participation.

Şenol Deniz

Graduate Student

Institute of Social Sciences / Ufuk University

Foreign Language Teaching Department

English Language Teaching Master Program

Questions for interview with lecturers

1-How comfortable are you in an online environment?

Actually, I cannot say that I felt comfortable enough to handle such a tough situation by myself to teach English to my prep-school students since they had so many technicalproblems and difficulties with the system.

2- How effective are you in an online environment?

I could not be effective since there was a little bit participation of the students. I could create a discussion environment in this blended e-learning setting because of the lack of the participation. The students logged in the website, but they did not follow the lessons.They were just online, but they did not involve in the activities. Shortly, I must confess that , even though I tried to do my best, I was not able to be effective and successful in online setting.

3- How satisfying is this role? Is it making a significant difference to your students?

The role is not satisfying since I don't believe in teaching English in a blended elearning setting. It really does not make any sense because we already have a plenty of difficulties in teaching the language face-to-face. This is the reason that makes me tell the truths regarding the role of being a teacher in such a setting.

4-Was your work appreciated?

No, because it did not make a sense for the students. They did not like it.

5-Are there any feedback mechanisms?

Yes, through a form, we have the chance to give feedback.

6- What was the student's perception of the online part of the course?

All of my students did not like it since they found it tiring,boring and most importantly unpractical, unuseful.

7- Did you have more interaction or less with the students?

There was not interaction with the students because they did not take their parts in their online lessons.

8- Does the online environment influence your classroom approach?

Yes, it made my students really unhappy. They always argued with me concerning the problems of the system and they said that they did not want to take such a course.

9- Do you expect more interaction online or in the classroom?

In the classroom.

10- Was there the development of an online community?

The website is well-designed, but the school did not give any training to the students and lecturers to be effective.

11- What tools did you use? Why?

I used only the website.

12- How much time did you spend on preparing for the online part of the module?

Nearly, 1-2 hours a week.

13- Did you receive any training? Either technological or pedagogical?

No, but we should be given technological and pedagogical courses about blended elearning. Otherwise, we will not be able to teach English effectively.

14- Did you get enough support from the institution?

No, they just provided us with computers and Internet connection. They did nothing to improve the system.

15- What is your level of technical expertise?

I have general knowledge of using some technological devices, such as computers, radio, projector and some certain applications, including Microsoft Office. That is all and that why we need to be taken a special course regarding blended e-learning.

3. Volunteer Lecturer

My dear colleagues, this interview aims at exploring your opinions regarding the implementation of blended e-learning in teaching certain courses: advantages, limitations and suggestions for improvement. You are kindly requested to complete the questions. Your objective and truthful answers will help me get a realistic assessment of this experience.

Your valuable support is highly appreciated and your opinions or ideas will be confidential and will only be used as the data of this research study.

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Thank you so much in advance for your participation.

Şenol Deniz

Graduate Student

Institute of Social Sciences / Ufuk University

Foreign Language Teaching Department

English Language Teaching Master Program

Questions for interview with lecturers

1-How comfortable are you in an online environment?

I am not sure what to say about blended e-learning. It was a compulsory duty for us, however, not only teachers, but also most of the students were not able to be successful in teaching and learning. In my opinion, it was an unnecessary course because I am sure that it did not contribute anything to our students. It was just a waste of time of us.

2- How effective are you in an online environment?

If I am asked to answer this question, I would like to make an analogy to give an example which can best describe how effective I was in a blended learning setting. It was just like that I was teaching English to an empty classroom surrounded with only 4 walls and there was nothing in it. There were not students, even if there were some student, they wanted to be silent, they did notwant to take part in the activities. As a teacher, I must confess that our students were not ready for such a change in school. Thats why I was not effective and successful.

3- How satisfying is this role? Is it making a significant difference to your students?

It is a not satisfying role for me, as a teacher because my students were not ready and eager to take such a course. They always said that " Hocam we don't understand anything, there are so many technical problems, we cannot deal with them, we don't know how to use the website and how to benefit from it ".

On hearing such words from my own students, I realized that it was leading my students to fail and give up participating in the online lessons.

4-Was your work appreciated?

No because my students were not eager to take a blended learning course.

5-Are there any feedback mechanisms?

Yes, we have a chatting from so that we can get and give feedback. It is a good part of the website which makes it meaningul.

6- What was the student's perception of the online part of the course?

All of my own students told me that " Hocam, we have lots of regret choosing Ankara University " owing to blended e-learning. They did not find it beneficial and useful. They had negative perceptions towards the implementation of blended e-learning at our school.

7- Did you have more interaction or less with the students?

No interaction occurred or happened in the online part of the lesson.

8- Does the online environment influence your classroom approach?

It has negative effect on my teaching methods and approaches.

9- Do you expect more interaction online or in the classroom?

The answer is that we can do everything in the classroom face-to-face.

10- Was there the development of an online community?

There was no development of the online community.

11- What tools did you use? Why?

As we are teachers and students, we had ony a website, named Moddle. We just used it to teach and learn.

12- How much time did you spend on preparing for the online part of the module?

Between 2 and 4 hours because I was not good at using a computer. Uploading something was really extremely difficult for me since the website was not well-developed.

13- Did you receive any training? Either technological or pedagogical?

No, yet if we are to go on teaching in this way, we have to do some courses concerning blended e-learning to make the lessons much more clear for the students.

14- Did you get enough support from the institution?

Actually, no. We just bought new computers for us and did not provide any training for blended e-learning.

15- What is your level of technical expertise?

I am an old teacher and when I was a student, there was no technology because of this reason, I am really not very good at dealing and coping with technology and technological devices in today's world. I am also against the implementation of blended

e-learning because it is not beneficial for our learners. They find it unnecessary. They need face-to-face lessons, not online ones. I call this situation as an unfair situation not only for all the students, but also all the teachers.

APPENDIX 3 : THE PARTICIPANTS' INFORMED CONSENT FORM

I have been informed that this study involves research that will be conducted by Şenol Deniz, who is a graduate student at Ufuk University. I understand that this project is designed to study knowledge acquisition and reaction via blended delivery. I understand that my participation in this study will involve the completion of an interview designed to measure knowledge gained and reaction to the content delivery through a blended e-learning setting. I understand that I may refuse to participate or withdraw from this study at any time without any penalty either in this course or in the academic prpgram generally. If so, none of my data will be included in the results. I understand that my identity as a participant in this study will be kept in strict confidence and that no information that identifies me in any way will be released without my seperate written approval. I am aware that although I may not directly benefit from this study, my participation in this project will benefit the development of data for the blended learning. I understand that if I have any questions about his project or my participation in this study, I may contact Şenol Deniz. I understand that at the end of the study, I may request a summary of results or additional information about the study from Şenol Deniz. The thesis supervisor is Assist. Prof. Dr. Gülşen DEMİR, Ufuk University, Faculty of Education.

I have read this form and I understand what it says, I voluntarily agree to participate in this research project.

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Participant's Signature Date

Şenol Deniz

---------- ----------

Researcher's Signature Date

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Şenol Deniz

Doğum Yeri: Trabzon

Mesleği: İngilizce Okutmanı

Eğitim Durumu

Önlisans: Karadeniz Teknik Üniversitesi – Bilgisayar Programlama, Trabzon

Lisans: Lefke Avrupa Üniversitesi – İngilizce Öğretmenliği, Kıbrıs

Lisans: Trakya Üniversitesi – İngilizce Öğretmenliği, Edirne

Certificate: Celta – Cambridge University, Cambridge/ İngiltere

Yüksek Lisans: Ufuk Üniversitesi – İngiliz Dili Eğitimi, Ankara

Diploma: Delta - Cambridge University, Cambridge / İngiltere

Bildiği Yabancı Diller

İngilizce, Almanca

İş Deneyimi

Bilişim Koleji – İngilizce Öğretmeni, Ankara

Ankara Üniversitesi – İngilizce Okutmanı (2013 – Devam)

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