



Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

**THE EVALUATION OF BLENDED
LEARNING IN A PRIVATE COURSE**

Serap Boyacıođlu

Master's Thesis

Ankara, 2015

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KABUL VE ONAY

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Gülse

Prof. Dr. Gülsev PAKKAN (Danışman)

Pařa

Yrd. Do. Dr. Pařa Tefik Cephe (Bařkan)

Gülřen

Yrd. Do. Dr. Gülřen Demir

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Mehmet Tomanbay

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ABSTRACT

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The invention of the computer is one of the most epoch making in the 21st century, therefore computers have started altering almost every aspect of our lives such as entertainment, job opportunities, and specifically education. Although many language teaching methods have been developed, recently language teaching specialists have started giving importance to the communicative language teaching method. As the technology has developed day by day, computers have started to be used in education. So, blended learning came up after 2000. Learners who use blended learning, can participate in real classrooms and also access their studies wherever and whenever they want to as long as the Internet connection is available.

This study investigates if language learners develop their English levels through blended learning. Exams were done by native speakers and evaluated. In this study, learners' age, gender, occupation and levels were also discussed as demographical data. We came to a conclusion by using students' beginning levels and their target levels. The findings demonstrate that blended learning is an effective way of improving students' English levels.

Key Words: Computer-assisted language learning, blended learning, language learning

ÖZET

Boyacıođlu, Serap *Özel Bir Kursta Kullanılan Harmanlanmış Öğrenmenin Deđerlendirilmesi*, Master's Thesis, Ankara, 2015

21. yüzyılın ıđır açan icatlarından biri olan bilgisayarlar, eğlence, iş olanakları ve özellikle eğitim gibi hayatımızın hemen hemen her alanını deđiřtirmiřtir. Birçok dil öğretim yöntemi geliştirilmiř olmasına rađmen, dil öğretim uzmanları iletiřimsel dil öğretim yöntemini kullanmaya önem vermeye bařlamıřlardır. Teknoloji günden güne geliřtiđinden dolayı bilgisayarlar da eğitim alanında kullanılmaya bařlanmıřtır. Böylece 2000 yılından sonra harmanlanmış öğrenim ortaya çıkmıřtır. Harmanlanmış öğrenimini kullanan öğrenciler sınıf ortamında derslere katılabilirler ve istedikleri zaman ve yerde sınıf ortamından uzakta da internet bađlantısının olduđu yerlerde de alıřabilirler.

Bu alıřma, harmanlanmış öğrenimin öğrencilerin İngilizce seviyelerini geliřtirip geliřtirmediđini arařtırmıřtır. Sınavlar, anadili İngilizce olan öğretmenler tarafından deđerlendirilmiřtir. Bu alıřmada, öğrencilerin yařları, cinsiyetleri, meslekleri ve bařlangıç seviyeleri de demografik veriler olarak ele alınmıřtır. Öğrencilerin bařlangıç seviyelerini ve ulařmaları gereken hedef seviyeleri kullanarak bir sonuca vardık. Bulgular, harmanlanmış öğreniminin öğrencilerin İngilizce seviyelerini geliřtirmede etkili olduđunu göstermiřtir.

Anahtar Kelimeler: Bilgisayar destekli dil öğrenimi, harmanlanmış öğrenme, dil öğrenimi

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CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

Language is important to communicate with different nations. English has become an international language and played an important role in the communications of every country because of its spread through information technology, trades and education. Therefore, many teaching methods have been developed. According to learners' needs, such as a move toward oral proficiency rather than reading comprehension, language teaching methods have been changed and developed. The first method was the Grammar Translation Method. The grammar translation is one of the ways of studying a language which gives importance to the grammar rules of the language. The main aim of the Grammar Translation Method is to translate sentences and texts into the target language. In other words, language can be taught by translating. (Stern,1983).

Other methods are The Direct Method, The Audiolingual Method, Total Physical Response, The Silent Way, Suggestopedia, Competency-Based Language Teaching, Communicative Language Teaching, Content-Based Instruction and Task Based Language Teaching (Richards and Rodgers, 2002). Although many kinds of language teaching methods have been developed, the development of the methods still continues.

Technology is also important in every step of our lives; for this reason, technology and language teaching are integrated. However, the integration of technology and language teaching is not new, every type of language teaching has had its own technologies to support it. When teachers used the grammar translation method, they used one of the most common technologies such as blackboard. However, the more technology is developed, the more computer and education technologies are used in today's world. Due to the fact that computers have entered and have strongly influenced our lives, the

roles of computers in language education are increasing worldwide. So, Computer Assisted Language Teaching (CALL) has become popular.

The first section of this chapter presents background of the study. It will be explained what computer assisted language learning is and how it comes forward and develops in language learning. The second section of this chapter is the statement of the problem. In this section, the aim of the study will be included. The research question will be presented in the third section of this chapter. The next section is the significance of the study. In this section, the importance of technology and computer in language learning will be mentioned. The next section is the definition of terms and the following section is the limitations of the study. New terms and common terms which will be used during the study will be defined in this section. Limitations of the study were mentioned in this section. The last section of this chapter is the conclusion part.

1.2. BACKGROUND OF THE STUDY

Computers are crucial in almost all areas of our lives nowadays; we use them for business, some programs, education, and even for shopping. Computers have been used since the beginning of 20th century; but, computers were not used for educational purposes or language teaching until the 1960s (Gündüz, 2005). Moreover, the computer-based introductory courses pioneered projects in computer assisted language learning (CALL) in America, and were referred to as Computer Assisted Instruction (CAI). After the 1970s, computers started spreading both in educational institutions and in people's lives (Gündüz, 2005). As Gündüz mentions, people started using computers in educational institutions and their homes. So, computers have continued gaining importance day by day.

Computer assisted language learning (CALL) is a kind of field that has featured as the theme of books, journals, and academic conferences over the past few decades. (Stockwell, 2012). Some attempts have the precedence in this era and these attempts were started in the 1950s and 1960s on mainframe computers. These attempts started

with a project called as the PLATO system. The initial project was developed at the University of Illinois with the PLATO system. A programmed instruction approach provided students with practice material targeted at their presumed level along with feedback and improvement (Hubbard, 2009). Furthermore, the BBC computer, Apple II and IBM PC were called microcomputers which began to proliferate in the early 1980s. This new wave included academic projects, involving teams of designers, programmers and language teachers. The era was taken into account by the emergence of teacher programmers to create new and different activities for their own students. However, the more technology has been developed and computers have been used, the more new challenges and duties came forward. Methods which were used by traditional teachers had to be changed according to technological convenience. Some new challenges and duties have been emerged on the modern teacher. The traditional methods in English language teaching have been drastically changed and developed with the entry of technology (Shyamlee and Phil, 2012). However, there are so many options that make teaching interesting and more productive with technology (Shyamlee and Phil, 2012). Technology is important from the point of globalization process which affects education and culture (Graddol, 2000). Technology is crucial for the development of modern learning methods. From this point of view, many schools, universities and language courses have started using integration of technology and new and modern methods of language teaching which motivate learners and gives them the opportunity to receive the personal attention. The integration of technology and modern methods of language teaching is called blended learning. Some language courses started using blended learning. The term blended learning is face to face teaching in a classroom environment that has been enriched and enhanced by the combination of the Internet and other teaching and learning technologies of language learning studies provided both in and out of the classroom. (Levy, 2012). So, learners who want to use blended learning can study in and out of the classroom and have an opportunity to enrich their gainings by the combination of the Internet and classroom activities.

1.3. STATEMENT OF THE PROBLEM

Technology is a powerful tool in today's world. Almost everything can be done faster, more easily, and more conveniently than with other older media. Computers play an important role in almost every field of our lives and the use of computers is increasing all over the world. Language learners can easily and simultaneously communicate with other people who speak the target language. (Khamkhien, 2012). Moreover, technology and the Internet are very important for teachers and foreign language learners (Warschauer, 1996). Language learners can use technology according to their needs and they have a chance to do whatever they want while learning a language.

Language learners who want to use computer and technology while studying choose blended learning whether they know the method or not. As for the teachers, even though many language teachers may not have been aware of the term blended learning, they have always used a blend of teaching approaches (Marsh, 2012). Because, they have always wanted to provide as rich a learning environment as possible for their learners. Therefore, blended learning is not new. However, the range of different learning and teaching opportunities and environments through the use of technology, computer and the Internet is new. The expectation of the learners is also new, though. Because, they want to use technology in and out of the classroom as part of the learning process. Responsibilities and duties of teachers are also new.

The problem of the study is to investigate blended learning in English language learners. It attempts to find out whether blended learning is an effective way for language learning or not.

1.4. RESEARCH QUESTION

The research question of this study focused on technology and on language learners who use blended learning specifically. Technology is very important in almost all aspects of our lives especially in education. Therefore, we have tried to find out how blended learning is effective for language learners. The research question of this study is:

1. Is blended learning an effective way of improving students' English levels or not?

1.5. SIGNIFICANCE OF THE STUDY

The integration of the education philosophy and English language curricula with computers and CALL materials provides learners and teachers various opportunities and resources for higher language achievement (Levy, 1997). Furthermore, computers have been used in language teaching since the 1960s. Some technology mediated language learning methods have been integrated with face to face instruction. The arrival of the Internet provides second language learners with access to people who speak the target language all around the world and to various resources through web pages, therefore, language teaching methods are being changed and developed. Network mediated learning and computer assisted language learning offer directions and they are considered an important component in language learning in today's technological world. Therefore, blended language learning is defined as the integration of the use of technology into classroom-based learning. The most important aim of the term blended learning design is to find the most effective and efficient combination of learning models for the individual learning subjects, contexts and objectives. The focus is not to choose "the right" or "the best," "the innovative" as opposed to the traditional"; but to create a learning environment that works as a whole (Neumeier, 2005).

In this study, the data will be gathered from the database of the course; in order to investigate learners who use blended learning. This study will investigate the effectiveness of technology and blended learning in language learning. The results of the data obtained in this study will give information about the effectiveness of blended learning in language learners.

1.6. DEFINITIONS OF TERMS

CALL: CALL explores the use of computational methods and techniques including new media for language learning and teaching. CALL is a research discipline which includes the use of new media for language learning and teaching (Gamper and Knapp, 2002). Computer Assisted Language Learning (CALL) and Computer Assisted Language Instruction can be defined as the use of computer hardware's and software's capabilities in the language learning process (Siek, 2007).

Blended Learning: Three definitions of blended learning as “(a) the combination of instructional delivery media, (b) combination of instructional methods, and (c) combination of online and face to face instruction” (Graham, 2006: 5). Blended learning is a combination of traditional face to face learning and distributed learning which is an instructional model which that teachers, students and content to be in different locations (William, Bland and Christie, 2008; Poon, 2013).

PLATO: A programmed instruction approach provides students with practice material targeted at their presumed level along with feedback and improvement (Hubbard, 2009).

1.7. LIMITATIONS OF THE STUDY

This study was carried out in a private course with the aim of investigating the participants' English levels improvement through blended learning. Therefore, the results cannot be generalized for other learners or students and the findings of the study are specific to these learners.

Another limitation of the study was that much information about participants was not accessed. Necessary information was taken from the database; however, the database did not access to some other information about the participants. Participants' age, gender, English level and occupation were performed. This lack of information therefore affected the study.

The third limitation was that this study was investigated only among the students who used blended learning. Students who did not use blended learning were not investigated; therefore, the findings of the study cannot be compared.

The last limitation is the lack of a pilot study; any questionnaire could not be piloted to participants. Because, students did not know what blended learning was. Students were informed about how the system worked, how they should study during the period. For this reason, students could not evaluate blended learning. If a questionnaire had been prepared, it would have involved theoretical knowledge; therefore, students would have had to answer all these questions randomly. The results of the questionnaire would not have been accurate or reliable.

1.8. CONCLUSION

In this chapter, the background of the study was presented. The following sections included the statement of the problem, research questions, significance of the study, definition of terms, and finally was the limitations of the study has been presented. The review of literature will be presented in the second chapter.

CHAPTER 2

REVIEW OF LITERATURE

2.1. INTRODUCTION

This chapter includes the literature review regarding this study. First of all, Computer assisted language learning (CALL) will be reviewed in 2.2. The definition of CALL and the development of CALL will be discussed. The history of computer assisted language learning will be covered in 2.2.1. Computer assisted language learning will be divided into three parts; behavioristic CALL, communicative CALL and integrative CALL. The advantages of CALL will be given in 2.2.2. The disadvantages of computer assisted language learning will also be explained in 2.2.3.

The definition of blended learning will be explained in this chapter. In 2.3., the term blended learning will be explained. In 2.3.1., brief information will be given about how blended learning came forward before explaining the definition of blended learning. Due to the fact that blended learning is a new learning system, various definitions have been given by various specialists. In 2.3.2., variations of blended learning, including the asynchronous and synchronous formats will be explained. In 2.3.3., blended learning design which is a very crucial part for those who want to teach and study with blended learning will be given. In 2.3.4., the teacher's role in blending learning will be explained. In 2.3.5., advantages of blended learning will be given. In 2.3.6., challenges of blended learning will be mentioned in this chapter. Lastly, blended learning in ELT will be explained in 2.3.7.

The last part of this chapter is learner autonomy. Primarily, the definition of learner autonomy will be mentioned in 2.4. Learner autonomy in language learning will be mentioned in 2.4.1. Learner autonomy in CALL will be given in 2.4.2., and the teachers' role in learner autonomy will be given in 2.4.3.

2.2. COMPUTER ASSISTED LANGUAGE LEARNING

Computer and education technologies have been used since they were developed. The more they have been developed, the more computers have entered and started influencing our lives in almost every field. One of them is inevitably education. Technology is a powerful tool to access information through the Internet and to communicate with people all around the world. For this reason, language education using computers is getting more common worldwide. Learners can easily gain access to people who speak the target language via computers and the Internet.

According to some specialists, CALL has been defined using a different point of view. For instance, Computer Assisted Language Learning (CALL) and Computer Assisted Language Instruction can be defined as the use of a computer's hardware and software capabilities in the language learning process (Siek, 2007). In addition, CALL is exciting and frustrating in terms of research and practice, because it is complex and dynamic and quickly changing; again for these reasons, it is both frustrating and exciting (Hubbard, 2009). CALL explores the use of computational methods and techniques including new media for language learning and teaching (Gamper and Knapp, 2002). CALL is also a research discipline which includes the use of new media for language learning and teaching. Chapelle determined the CALL:

Computer-assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly (Chapelle, 2001: 3).

Learning languages with computer has been developed since the invention of the Internet and started to be used by modern language teachers. Computers can allow teachers to teach more beneficial lessons and students will have an opportunity to practice through technology. Technology also requires new knowledge for learners who want to understand and practice language.

2.2.1. History of CALL

The history of CALL, how the term CALL emerged, and the advantages and disadvantages of CALL will be explained. Before CALL emerged, Computer-Assisted Language Instruction (CALI) had been emerged. CALI was a teacher-centered approach, but student-centered approach was preferred by language teachers. For this reason, CALL started to be used (Davies & Higgins, 1982: 3; Kamkhien, 2012).

Computer assisted language teaching has been divided into three main categories; the first of them is behavioristic CALL, the second one is communicative CALL and the last one is integrative CALL (Warschauer and Healey, 2009).

Behavioristic CALL was planned in the 1950s, began to be implemented in the 60s and the 70s. The first CALL software was developed at Stanford University some years later, the similar software was implemented at the University of New York. It was during the 1970s when the first European CALL projects were revealed. Some of them were the University of Essex, the University of Hull, and the University of Aber.

However, in that period of time, PLATO (Programmed Logic for Automated Teaching Operations) was the most important and challenging project at the University of Illinois. PLATO was the best-known tutorial system. PLATO had own hardware and included central computers, terminals, featured extensive drills, grammatical explanations and translation tests (Ahmad, Corbett, Rogers, & Sussex, 1985; Warschauer and Healey, 2009).

Behavioristic CALL was implemented in the 60s and 70s. The audio-lingual method was used in language teaching when behavioristic call was implemented (Khamkhien, 2012). Behavioristic call included repetitive drills or drill and practice and the computer was used like a mechanical teacher (Warschauer and Healey, 2009). The behavioristic approach was designed and implemented in the 60s when large mainframe computers were used and later smaller personnel computers took part at the end of the 70s. PLATO was particular design; computers can be used as a tool so as to deliver instructional material (Ahmad, Corbett, Rogers and Sussex, 1989).

The second category is communicative CALL based on the communicative approach. This was revealed in the 70s and early 80s. Linguistics and language functions were

focused on this phase (Khamkhien, 2012). When communicative CALL emerged, behavioristic CALL was rejected in terms of theory and pedagogy level and new personal computers started to be used providing greater possibilities, facilities and opportunities for individual work (Warschauer and Healey, 2009). Communicative CALL allows learners to practice language skills. Computers provide students an opportunity to use language, and learn grammar rules implicitly. Learners have a chance to create their own path in the language learning process (Warschauer and Whittaker, 1997). Communicative CALL is related to use forms, to teach grammar implicitly, allow learners to face real life communications, and use the target language continually in and out of the classroom (Underwood, 1984; Siek, 2007).

Communicative CALL is related to cognitive theories, and according to cognitive theories, learning is a process of discovery, expression and development therefore, grammar is taught implicitly rather than explicitly. Computer based activities should be prepared accordingly. Software, text reconstruction program and simulations were developed in communicative CALL (Gündüz, 2005). It was related to what learners did with each other while studying at the computer. Computers and language learning programs actually do not allow learners to do everything but they encourage learners to use and understand the target language; for example there are lots of programs that learners can practice and use communicative tools (Warschauer, 2012).

Even though communicative CALL was thought to be a better phrase than behavioristic CALL, by the late 80s and early 90s it started to be criticized. Many teachers preferred a more social or socio-cognitive view rather than cognitive view of communicative teaching. Socio-cognitive theory focuses on language use in authentic social contexts. Task based, project based and content based approaches all provide learners an opportunity to study in an authentic environment. All of them caused a new phrase in CALL; known as integrative CALL (Warschauer and Healey, 2009).

Integrative CALL is related to multimedia computers and the Internet; multimedia allows learners to access reading texts, graphics, audio-visual, videos and animation with a computer. Hypermedia, which provides lots of advantages for language learners, makes multimedia more powerful. One of the advantages of hypermedia is more

authentic learning environment, second one is integrated of four skills, and the third one is that learners can create their own learning way (Warschauer 1996). Another advantage is that learners can see the computer as a tool which encourages them to use language (Khamkhien, 2012). Moreover, learners use computers or technological tools so as to learn language and develop the four skills of language rather than doing some grammar exercises.

The learner-centered method was taken into account instead of the teacher-centered method (Gündüz, 2005). Multimedia technology contributes to integrative CALL, multimedia allows learners to use the skills (Warschauer, 2012). Computer Mediated Communication which has become widespread since the early 90s has had probably the greatest impact on language teaching. Language learners can communicate directly, inexpensively, and conveniently with people who speak the target language. They can communicate with other learners or people through asynchronous or synchronous tools. These tools allow learners to compose messages whenever or wherever they want and in order to communicate with people all around the world to have a simultaneous conversation. Furthermore, learners can easily access almost anything through the Internet, search files related to their own personal interests, develop their listening competence, improve their pronunciation, and watch various videos related to their needs and so on. Multimedia networked computers which have informational, communicative and publishing tools give learners opportunity to use more integrated technology that has become an important part of modern life in the developed world (Warschauer and Healey, 2009).

2.2.2. Advantages of CALL

Various approaches have been developed to teach or learn a second language. For many years, traditional methods have been used and they are still being used. However, after computers started gaining importance, new methods have been developed day by day even in education. Technology has been rapidly developed since the 1980s and computer has become an initial component and tool of learning and teaching second language (Lai and Kritsonis, 2006). According to some studies CALL is getting more popular in foreign language learning and there are many advantages for second and

foreign language learners (Han, 2008; Wang, 2006; Gündüz, 2005; Taylor, 1980; AbuSeileek, 2012). Using computer technology and language learning programs are convenient for independent and collaborative learning environments and allow learners to meet their own needs and improve their language deficiencies (Kung, 2002; Lai and Kritsonis, 2006).

There are many advantages of CALL. These advantages include experimental learning, motivation of learners, student achievement, authentic materials for study, greater interaction, individualization, independence from a single source of information, and global understanding. Another advantage is that the World Wide Web allows learners to communicate with other people all around the world; they can choose whatever they want to learn. Moreover, a learner's motivation can be directly affected by his/her computer, as computers have become very popular in almost every aspect of our lives. Learners can develop their linguistic skills by using network based instruction which affects their language attitude and also helps contribute to their self-confidence. They can access various authentic reading materials whenever they want, they can communicate with other people by sending emails and joining newsgroups, and some exercises or activities give learners immediate feedback. This means, they can see the correct answers of these exercises or activities instantly (Lee, 2000). Language educators try to teach both the rules of grammar and communicative competence among communities. This can be managed by providing opportunities for authentic and meaningful interaction in and out of the classroom, therefore the computer can be seen as a powerful tool in order to fulfill these requirements. Students can access online environments to communicate with people who speak the target language all over the world (Warschauer and Meskill, 2000). Furthermore, CALL provides authenticity of input for learners and learners have an opportunity to use four skills; listening, speaking, reading, and writing (Garrett, 1982; Khamkhien, 2012).

Learners who use CALL can access a variety of language learning resources such as information gap activities, language games, vocabulary games, reading and listening exercises, animated graphics, communicative and interactive activities through the Internet that reduce learning stress and anxiety. The use of CALL provides new language learning opportunities to improve and develop learners' reading, writing,

listening and speaking competence including sub-skills such as; grammar, vocabulary knowledge and pronunciation. They can decide themselves what they need to study whenever or wherever they want. Learners can develop and strengthen their linguistic skills through various communicative and interactive activities with the Internet and moreover, CALL can affect learners' learning attitude, promote motivation which is very important while learning a language, build self-instruction strategies and self-confidence (Tunçok, 2010).

Computer assisted language learning and its language tools provide immediate feedback, an enjoyable learning environment and interaction, easy to control, more participation of language learners, flexibility of time and place, learning in and out of the classroom, helping and motivating shy learners, more activities, animation, and exchange experience with others (Bani Hani, 2014). Learners can understand immediately when they see their results on the computer screen so, they can assess themselves and decide their own needs. Motivated learners are always interested in learning new things and they do not abstain from speaking or using the language. They can control the computer and according to their needs, choose whatever they want to study; if they need to study vocabulary, there are lots of vocabulary activities on the Internet; if they need to develop their listening competence, there are lots of listening exercises on the Internet; and if they need to develop their speaking competence, the Internet and the computer allow learners to access lots of speaking websites. Flexibility is very important property for busy students and employees. Language learner can study whenever and wherever they want.

One of the advantages of CALL is test administration; for example using computers increases test security and using computers may reduce the marking cost (Tunçok, 2010). A computer's assessment can also be more reliable than a teacher's assessment because, computers give the accurate results of activities and exercises. Learners take this feedback immediately and effectively. As for the computerized tests, institutions and universities generally use computers to take tests as, it takes less time to score. Considering test takers ability and level, the number of questions can be reduced or increased accordingly in a computer adaptive test (Fulcher, 2001; Tunçok, 2010). After finishing the test, test takers can receive immediate feedback.

(a) Information-transfer activities, (b) information gap activities, (c) opinion-gap or problem solving activities are some of the advantages of CALL. The first advantage is that activities and information can be transferred from one student to another. Learners can listen to various types of listening activities and complete these activities or exercises, follow a sequence of the events, answer the questions related to the listening part and finally get feedback (Gündüz, 2005). There are lots of information-gap activities especially in CALL lessons. These lessons consist of activities where students need information from others to complete the gaps so, they can ask questions each other to find the answers. This makes CALL lessons are more interactive. Moreover, there are many advantages of CALL for language teachers, because they do not have to follow a grammar practice in their lessons. The main goal is to use computer and language learning activities through technological tools in the language classroom (Gündüz, 2005).

Writing is another advantage that computers and the technological tools offer. Learners can find lots of information about writing competence from the pre-writing stage to generating and outlining ideas. Furthermore, computers provide pronunciation programs which include some sort of voice recording and playback that learners use to improve their pronunciation. Learners can have an opportunity to compare their recording with a person who speaks the target language fluently.

Languages have recently been learned and taught so as to communicate with other people (Bani Hani, 2014). Therefore, CALL initiate more interaction and communication. In the classroom, using computers can be very helpful and beneficial for both teachers and learners. Computer-student and student-computer interaction has emerged. Using computer, technology and the Internet, class-class interaction and school-school interaction can be possible. Multimedia technology is also beneficial in language learning as, it promotes activities and initiatives of learners, develops students' interest in study, promotes learners' communication capacity, improves teaching effect, widen students' knowledge, improves interaction between teacher and student, creates a context for language teaching and provides flexibility of time and place (Tafazoli and Golshan, 2014). Language learners can assess various authentic audio recordings and videos to listen to the target language and culture. In this way, they can develop their

listening competence. They can also develop their writing and reading competence by using the Internet (Hubbard, 2009).

Computers can also help reading development by controlling what students read, how long they see the text promoting reading strategies, and by providing reading exercises and comprehension ability. Learners who use computers can develop word processing skills.

2.2.3. Disadvantages of CALL

Even though there is a preponderance of advantages in favor of CALL in language learning, some disadvantages which have not been solved exist in language learning. Teachers are very important in English classroom. Teachers are resource people who give the most important information to learners and provide additional help immediately (Khamkhien, 2012). Low proficient learners cannot easily comprehend or understand the subject or authentic input. In order for, CALL should be applied effectively and successfully in the language classroom, both teachers and students should be well-trained. At least, learners should have basic technology knowledge and familiarity.

There are four main disadvantages of CALL. One of them is that if computers become compulsory to follow lessons for the students, to do homework, or submit assignments, students who are relatively poor or have a low income will not be able to afford. Second, lack of basic technology knowledge cause negative attitudes towards both computers and language learning. Teacher and students should be well-trained. Initially, the teacher should be aware of the technological tools which are used in and out of the classroom and later the teacher should teach these tools to the students. Third, teachers should get through potential technical problems which can emerge during the lessons, and they should have knowledge about shortcomings of the program. If learners have unexpected problems or questions, computers cannot fix these kind of unexpected situations as teachers do. Fourth, Internet connection plays an essential role in CALL, almost all language learning programs needs Internet connection (Tunçok, 2010). If there is no internet connection, it will be difficult to access language learning programs.

Two main factors have been ignored in CALL; first of all, the computer should be seen as a machine or tool; the computer is not a kind of language learning method.

Computers cannot be seen as a teacher or play an essential role as teachers do. The computer just follows the orders which are given by the learner. Secondly, learners can read various texts, write and communicate with people who speak the target language on the computer screen. Therefore, it is crucial for teachers to think about how to use the technology to teach language and use communication tools effectively with computer and which kind of language learning programs meet the needs of students (Warschauer and Meskill, 2000).

(a) financial barriers, (b) availability of computer hardware and software, (c) technical and theoretical knowledge, (d) acceptance of technology have been classified as barriers or disadvantages of CALL (Lee, 2000). The high cost of computer is one of the barriers as, they consist of advanced equipment such as hardware, software and maintenance. Quality of the equipment can be the most challenging part of the computer because of its high cost. Therefore, because of this, every student or institution may not have computer (Khamkhien, 2012). So, the teacher and students cannot meet the requirements of the computer language learning style.

People who want to use CALL should be well-informed about how to use technology and language learning programs and to find suitable exercises or activities; otherwise, they will not be able to use the programs effectively or they will not be able to see the benefits of CALL. They can even lose time while struggling with the programs. Computers cannot teach and the software is not a teacher; however, the teacher must help and guide the students during the lessons (Gündüz, 2005). Computers cannot take place of teachers in that, if students have questions while studying, teachers can immediately answer their questions. Learning or understanding CALL software can take long time. A teacher should have enough knowledge to use the language learning program effectively. Moreover, they should use an appropriate program according to the students' levels and needs (Gündüz, 2005). They should decide which program or technological language teaching tool would be the best for learners' needs.

In conclusion, there are many advantages as well as disadvantages within computer assisted language learning. Everything can be a problem for those who do not have technological competence. Teachers also can be in trouble while teaching if they do not have detailed or functional information about computers. Providing that, they want to teach language using the computer assisted language learning approach, they should be aware of the computer and the technology.

In the next chapter the term blended learning which has emerged after the development of the integration of technology with language learning will be explained. To understand the details of blended learning, it is necessary to look at the history of blended learning. First of all, the definition of blended learning will be explained later, variations of blended learning will be explained. Thirdly, blended learning design will be given, the teacher's role in blended learning will be mentioned, later advantages of blended learning and lastly, challenges of blended learning will be explained.

2.3. WHAT IS BLENDED LEARNING?

2.3.1. Definition of Blended Learning

Blended learning started to develop in the beginning of the 2000s. The term blended learning is now widespread in both academic and corporate circles. In 2002, the Chronicle of Higher Education stated that the number of hybrid (blended learning) courses is increasing in higher education and this number consists of almost 90 percent of all courses. In 2003, the American Society for Training and Development tried to explain blended learning as one of the newest trends in delivery of industry (Graham, 2005). The first known definition of blended learning was revealed by Reay that blended learning is a hybrid learning concept. It integrates traditional classroom lessons and e-learning tools (Reay, 2001; Rooney, 2003; Şahin, 2010). However, various definitions of blended learning have been given by some specialists.

To understand the definition of blended learning clearly, it is necessary to look at how blended learning began step by step.

Sir Tim Berners Lee invented World Wide Web in 1989, since then there have been many revolutionary changes in our lives. The Internet involves all areas from business, mass media, and entertainment to education and so on. Later, Information and communication technologies (ICT) were developed in the 21st century and since then most fields and education have been influenced. The development and the use of various methods and tools have been provided through ICT. The integration of technology with language learning has brought along particular forms of teaching. Because of the developments in technology, blended learning has gained speed in recent years.

Although blended learning has started to be used in training, higher education and the field of ELT (English Language Teaching), the term blended learning is difficult to define. Therefore, several definitions have emerged. As mentioned, the first known definition of blended learning was mentioned by Reay blended learning is a hybrid learning concept which is the integration of traditional classroom lessons and e-learning tools. After Reay some specialists explained the definition of blended learning. One of them was Graham who defined blended learning:

“(a) combination of instructional delivery media, (b) combination of instructional methods, and (c) combination of online and face to face instruction” (Graham, 2006: 5).

Blended learning has three main themes; the combination of instructional delivery media, the combination of instructional methods and the combination of online and face to face instruction. Although it is not clear how many hours learners should study in a classroom or take online lessons, blended learning has been defined as the integration of technology with the traditional face to face teaching. Blended learning is the integration of technology with the classroom instruction in flexibility of time and place during the learning period that includes the benefits of delivering training and assessment online, and learners also use other beneficial language learning techniques to complete training so, they can improve their language skills and save money (Banados, 2006). Blended learning is a combination of traditional face to face learning and distributed learning which is an instructional model which allows teachers, students and content to be in

different locations (William, Bland and Christie, 2008; Poon, 2013). As mentioned previously, blended learning combines technological language learning equipment with face to face classroom learning. Other definitions of blended learning explained by Smith and Kurthen (2007) and Gruba and Hinkelman attempt to differentiate some of these terms by using percentages (Gruba and Hinkelman, 2012: 4)

Term	Definition
Web-enhanced	Subjects that make use of a minimal amount of online materials, such as posting a syllabus and course announcements.
Blended	Subjects that utilize some significant online activities in otherwise face to face learning, but less than 45 per cent.
Hybrid	Subjects in which online activities replace 45-80 per cent of face to face class meetings.
Fully online	Subjects in which 80 per cent or more of learning materials are conducted online.

Table 2.1. Taxonomy of terms related to blended learning (Smith and Kurthen 2007; Gruba and Hinkelman, 2012; Tomlinson and Whittaker, 2013).

This taxonomy made by Gruba and Hinkelman tries to explain the differences among web-enhanced, blended, hybrid and fully online by using percentages. We can clearly understand the term blended learning with this taxonomy. Lastly, the term blended learning was described by Tomlinson and Whittaker:

“The term blended learning originated in the business world in connection with corporate training, then was employed in higher education and lastly it appeared in language teaching and learning” (Tomlinson, Whittaker, 2013:11).

Blended learning has been developed gradually, first of all it was used in higher education and later, in language learning and teaching. This is very important for language learners.

To understand the term blended learning clearly, it is also necessary to look at some characteristics of blended learning step by step. First of all, blended learning plays an important role in training and learning language and we go back to old days when the traditional and pedagogical approach which involved various teaching methods (Tomlinson, Whittaker, 2013). Secondly, there are three characteristics of blended learning; the first one is flexibility in providing learning resources; learners or students can access various sources whenever and wherever they want. The second one is the support of learning diversity and finally the enrichment of e-learning experience (Tomlinson, Whittaker, 2013). Students are able to improve their existing teaching practices and develop individualized and self-regulated learning with blended learning. With these characteristics, blended learning can be an effective way of acquiring and speaking English language. Kanuka supports the idea in this way:

“What makes blended learning particularly effective is its ability to facilitate a community of inquiry. Community provides the stabilizing cohesive influence that balances the open communication and limitless access to information on the Internet. Communities also provide the condition for free and open dialogue, critical debate, negotiation and agreement-the hallmark of higher education. Blended learning has the capabilities to facilitate these conditions and adds an important reflective element with multiple forms of communication to meet specific learning requirements (Kanuka, 2004: 97).

Blended learning allows students to communicate with other nations without the limitation of time, feeling stress. Communication with other nations also allows students to meet their own needs; while speaking they can have a chance to see the target language's requirements. Moreover, students can participate in many conversations and open a dialogue. With blended learning, students are also able to receive the personal attention and discipline of classroom learning and build independence through online learning. Blended learning provides an advantage by supporting higher levels of learning through critical discourse and reflective thinking with the integration of synchronous verbal with asynchronous written communication.

2.3.2. Variations of Blended Learning

By mixing traditional and new methods, synchronous and asynchronous tools can provide modern training and learning programs have been developed. The term blended learning is related to the asynchronous and synchronous formats. Learners are able to have modern training and language learning programs. So Woodall states:

“The definition of blended learning has also changed from a simple blend of classroom training and e-learning courses to more complex programs that incorporate an array of synchronous and asynchronous learning modalities. Whatever the mix, the goal is to empower the individual to achieve understanding of a given topic, become self-sufficient, improve his or her job performance and ultimately drive results that support business objectives” (Woodall, 2012: 3).

A synchronous classroom is a real time activity in traditional classroom training and it has the instructor and learners available at the same time. The instructor and learners share learning experience and interact with each other in the same place.

Synchronous training can be helpful for learners who want to study through the Internet and want to adjust learning style away from the traditional classroom or a lab. The teacher manages the synchronous classroom; however, online formats consist of e-meeting, virtual classrooms, web seminar and broadcasts, and so on (Singh and Reed, 2001). Synchronous formats are beneficial for learners who do not want to participate in traditional classroom. In addition to this, learners can share their ideas. Due to time limitations, participation of all students is often difficult in a traditional classroom. Learners are enabled to communicate in a real time and collaborate in a same time different place mode with these synchronous tools.

Asynchronous teaching happens at a different time; the learner and the instructor are not in the same place. Learners want to learn at their own place and own time. E-mail and discussion boards are used in asynchronous e-learning to support work relations between the learner and the teacher. The participants do not have to be online at the same time making it a key part of e-learning (Hrastinski, 2008). Asynchronous formats include documents and web page, web/computer based training modules, assessments

or tests and surveys, simulations, electronic performance support system (EPSS), videos, online learning communities and discussion forums.

There are several advantages of using asynchronous tools for learners. These tools enable flexibility of time and place. Learners can access information anytime when it is the most convenient for them. They do not have to respond immediately or act on the information. Learners have enough time to learn or understand the information that they have just learned, so that they can put the information in the proper context and perspective. People who use asynchronous tools have the advantage of being able to involve people from multiple time zones. Some forms of asynchronous tools are common, such as e-mail.

There are also some advantages of synchronous tools. Synchronous tools are immediacy. Learners can receive information immediately. They communicate face to face or through telephone each other.

2.3.3. Blended Learning Design

Blended learning can also be called hybrid learning. Traditional face to face classroom methods and online activities are used in blended learning. Blended learning consists of face to face learning, online learning activities through online resources and interaction with other learners who speak the target language. Hinkelmen supports that

“Blended learning is not a single approach or a separate alternative to online/classroom environments, but rather a flexible continuum of various language learning environment. In such a paradigm, there can be no definition of an “online task” that is separate from a “classroom task”. The aim of blended learning is then to span this continuum, defining and describing tasks that encompass the different environment” (Hinkelmen, 2005: 19).

Blended learning’s aim is to develop learning opportunities in the best manner possible and to optimize learning outcomes and costs of program delivery. Blended learning allows effective instruction so that effective learning can be achieved. Moreover, with blended learning, learners participate in a community of practice; they have an opportunity to observe their peer while studying or communicating. therefore, learners

can develop their habits, beliefs, and skills through community interaction. Blended learning is effective by integrating traditional classroom learning with online learning. Designing tasks for dealing with various topics, creating different activities including other nations' cultures, providing additional feedback and promoting interactivity in the classroom are very important objectives in blended learning. If these properties and more are carried out together accordingly, blended learning design will become well-designed. After face to face training, learners retain little contact with their teacher outside of the classroom. A good blended learning design will be achieved, if the balance between instructional advantages for the learner and the learning objective are well-established. Blended learning allows learners to choose how they want to learn and presents them with flexibility and convenience concerning what they want to learn (Woodall, 2014).

Blended learning should be designed according to traditional classroom learning and online learning. It should be designed half of traditional classroom and half of online learning. Instruction tools and planning approaches are very important when designing a blended learning, different plans and approaches should be appropriately integrated (Şahin, 2010). Blended learning should not only consist of online learning materials. Education and training provide a combination of formal and informal approaches, technology, human-based activities, independent and enjoyable activities or direct and exploratory materials. There are three important components of blended learning: integration of face to face learning with the online activities, the students and the teachers (Şahin, 2010). Singh and Reed states that

“Blended learning as “optimizing achievement of learning objectives by applying the “right” blended learning technique to match the “right” personal learning style to transfer the ”right” skills to the “right” person at the “right” time” (Singh and Reed, 2001: 2).

Each learner's needs and preferences are different. The design of blended learning should consist of learning approaches in learners' strategies to get the right content in the right format to the right people at the right time. Khan's blended e-learning framework known as Khan's Octagonal Framework (Figure 1).

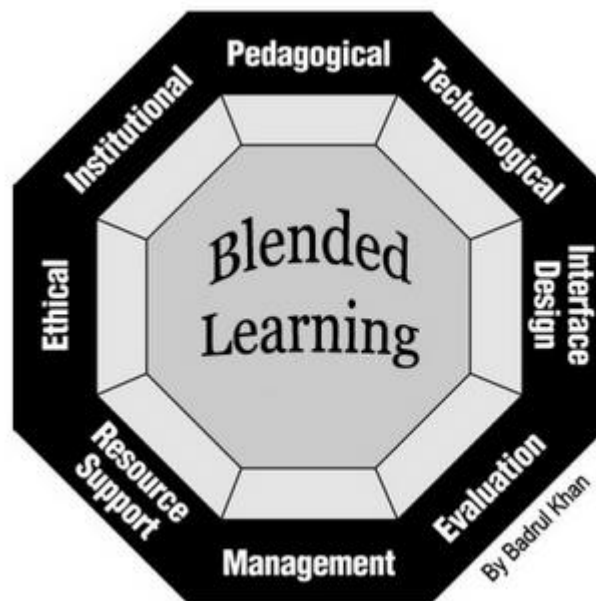


Figure 2.1 Khan's Octagonal Framework

Khan's framework provides a guide to plan, develop, deliver, manage and evaluate blended learning programs. The eight dimensions are; pedagogical, technological, interface design, evaluation, management, resource support, ethical and institutional. Various event-based, face to face classroom, e-learning and self-paced learning activities are combined in blended learning design. Blended learning is a combination of traditional instructor-led training, synchronous online learning or training, and asynchronous self-paced study (Singh and Reed, 2001). These eight dimensions are related and interdependent of one another. Khan also mentioned about pedagogical dimension of e-learning, so he states that:

“The pedagogical dimension of e-learning refers to teaching and learning. This dimension addresses issues concerning content analysis, audience analysis, goal analysis, media analysis, design approach, organization, and learning strategies.”(Khan, 2005a; Khan, 2005b: 15.)

The pedagogical dimension deals with the integration of content which is to be delivered (content analysis), the learner needs (audience analysis), and learning objectives (goal analysis). All learning goals are included and the most appropriate

delivery method should be chosen. The technological dimension is also important; therefore, the technological dimension meets the requirement for the most appropriate learning management system (LMS) (Singh and Reed, 2001). This system provides multiple delivery types and a learning content management system. The technological dimension investigates elements of technology infrastructure such as; infrastructure planning, hardware and software (Khan, 2005). Interface design is the home of design, it indicates all applications, basic information, instructions and usage of different software including evaluation of the course. The interface design including page and site design, content design, navigation, accessibility, and usability testing provides an overall look. The design addresses factors in a blended learning program (Khan, 2005).

All elements of blend are supported by the user interface. The interface should integrate the different elements of blended learning (Singh and Reed, 2001). The evaluation of e-learning consists of assessment of learners and evaluation of the instruction and learning environment. The usability of a blended learning program is the core point of the evaluation design (Khan, 2005). The effectiveness of a learning program should be evaluated by the program. The most suitable evaluation method should be used for each delivery type in a blended learning program (Singh and Reed, 2001).

Many factors need to be considered in order to achieve a blend. These factors should be suitable for the needs of the learners. There is not only one way to design a good blend. Marsh states that there are important steps:

There are three parts to the pathway template:

1. Online: prepare for class
2. In class: focus on communication
3. Online: review, extend and consolidate (Marsh, 2012: 15).

Learners who use blended learning while learning a language should be well-informed about the system in advance as, they may not have any information about the system, technological language learning tools or even about the technology. Therefore when designing a blended lesson, these problems should be taken into consideration. Later blended lessons should use communicative approach. Lessons should not be teacher-centered. The last part consists of reviewing, extending and consolidating. Learners

should review what they have learned, extend their information with main skills (listening, reading, speaking, and writing) and consolidate the knowledge.

Students become active and interactive learners when using blended learning. This is an important design of the instructional model (Poon, 2013). This model provides student-centered instruction instead of lecture-centered lessons. Blended learning has a flexible course design. Learners can study whenever they want and feel more comfortable communicating with native speakers of the target language.

2.3.4. The Teacher's Role in Blended Learning

Blended learning is an improved, remediated and more communicative form of traditional learning. The effectiveness of blended learning depends upon the proper usage of technologies with face to face teaching. In other words, blended learning can be seen like a bridge between traditional face to face teaching and online teaching.

Teacher-centered method is used in traditional teaching. According to this approach, memorization, and overlooking the logical or conceptual understanding, logical reasoning and implementation of learning are focused on. Thus, students are not able to be active, interact with each other in the classroom and teachers force them to memorize what they have learned by giving grammar rules as formulas. Therefore, communicative approach is ignored in this situation. However, active learning tasks are the most important content of the online courses. These activities are not only read or control the tasks which have been given as homework, but the teacher's duty is also to allow learners to study with the materials, attempt to apply what they have learned and to reflect and share their ideas with other learners interactively (Tomlinson and Whittaker, 2013). Teachers also encourage learners to evaluate critically what they have learned or read and to share their reflections within peer discussion forums.

Introducing and presenting new language are the main roles of the teacher. The teacher gives new information about the target language. However, all learners cannot have the same skills or abilities and capabilities (Marsh, 2012). One may understand new language while another one may need more time to grasp or understand the new information, concepts and language. Still others may need more time to use the

language in a context properly. Therefore, knowing the learners' needs is important so that the teacher can prepare the lesson accordingly and try to meet learners' needs.

There are several key points for the teacher who follows blended learning. The teacher should introduce and practice new vocabulary which is related to the topic before class. Learners can find an opportunity to learn and practice this new vocabulary in their own time and at their own pace before the lesson takes place in a classroom. When learners come to class, they can share their input experienced in advance, and they can feel more confident in the classroom environment. Secondly teachers should prepare learners for real-life native speaker interactions. Learners should listen to the target language as much as possible. The more they listen, the more confident learners feel in the real life language. A third point is to maximize student to student interaction in the classroom. Communicative activities are focused on in class in order to develop learners' speaking competence. This makes learners feel confident and increases motivation to learn. The last one is to motivate learners through real-life online interaction with their peers or people who speak the target language all over the world (Marsh, 2012).

In today's world, almost all students or learners are aware of Skype, chat rooms, forums and blogs and use them frequently. Using these tools provides motivation and encouragement to learners. Language learning programs or tools do not only include a computer version of a textbook which attract people who are fond of technology, but also provide creative and interactive tasks for learners (Banados, 2006). As, online tutors or teachers help learners to make them feel confident until they get used to studying independently online. Learners can ask questions to teachers on the Internet, and teachers can give online assignments and check them, later teachers can give feedback on the students' performance.

Collaborative work is also very important because, student to student interaction is one of the main features of blended learning. Besides online teaching, teachers should spend time with learners in a face to face classroom environment. Teachers manage variables in the classroom in order to provide the most suitable condition (Banados, 2006). It is very important for teachers to have close interactions with learners; because in this way, learners feel safe and confident speaking in the target language. The teacher must

encourage students to speak; students should know that if they make a mistake while speaking, the teacher will not be angry and the teacher will correct the mistakes if it is necessary. Teachers should observe learners' motivation and learning during the period, create activities according to learners' weaknesses and needs, having closer and personal interaction (Greenberg, Medlock and Stephens, 2011).

2.3.5. Advantages of Blended Learning

In today's world, technology is very important for everyday life. After technology entered our lives, people started using it in almost every field, especially in education. The use of new technologies in teaching and learning can be beneficial in enhancing traditional teaching methods and developing learners' technical competences (El-Mowafy, Khun and Snow, 2013). Learners can access any information they need with technology and the computer. Mobility of learning makes learners learn anywhere, anytime and with various devices. Mobility of learning can provide a virtual classroom environment to access teaching and learning resources and interact with teachers and other learners. Learners have flexibility to decide whenever and wherever they want to study. Moreover, learners have an ability to think critically and increase their control and with this increased control learners feel more confident (Garrison and Kanuka, 2004).

Learners who study with blended learning have an opportunity to receive personal attention and the discipline of classroom learning; in addition, they also have a chance to build independence through online learning. They can decide what they want to learn, when and how they want to learn. This is called as self-paced learning; self-paced learning is controlled by the learner (Singh and Reed, 2001).

The goal of blended learning is to integrate the best aspects of face to face learning with the most suitable online learning. Blended learning is flexible and accessible in terms of time and place, and learners can access teaching resources whenever and wherever they want. Learners can interact with other learners on the Internet which builds independence for learners. They can immediately access the materials and learning sources that they need. They are encouraged to discuss something among peers through online interaction. Herein, collaborative learning gains importance. Students interact

asynchronously and synchronously which supports collaborative learning in blended learning.

There is a positive impact on learner achievement with blended learning. Research has shown that blended learning can decrease negative effects on learners and increases in grades and passing rate for student examinations (Lopez-Perez, Perez-Lopez, & Rodriguez-Ariza; Poon, 2013). The use of blended learning provides good practice for language learners and gives immediate feedback. This feedback can be facilitated with through online interaction with native speakers. The use of blended learning also provides a sense of community, promotes the effective use of resources and increases the learner satisfaction. Poon mentions the benefits of blended learning:

“Garrison and Kanuka explored some of the benefits of using blended learning in higher education institutions have been explored by. They describe how blended learning has transformative potential, offering institutions the opportunity to embrace technology, encourage a community of inquiry and support active and meaningful learning” (Garrison and Kanuka, 2013; Poon, 2013: 275).

Further advantages of blended learning mentioned by Bahr and Bodrero and they claim that blended learning can increase learner engagement, sufficiency in class-time, teaching and learning strategies, flexibility and learner participation. These things allow learners to participate in different learning styles; therefore improving learning effectiveness and preventing overcrowded classrooms (Bahr and Bodrero, 2011).

Another advantage is that some learners work full time and they have responsibilities like family, so blended learning is suitable for their busy schedule (King and Arnold, 2012). Because, blended learning provides flexibility to learners. For this reason, blended learning has recently become a key element of course content delivery.

Learners have an opportunity to attend communities, student to student interaction. Blended learning gives learners encourage while sharing their ideas or opinions in the target language (Rossett, Douglis and Frazee, 2003). Furthermore, blended learning also provides learners access to lessons and conversations out of the classroom through online communities.

There are four main advantages of blended learning including synchronous and asynchronous learning; they are greater flexibility of time, meeting different needs and learning styles, lower dropout (Ho et al., 2006; Vaugan, 2007; King and Arnold, 2012). Student to student interaction allows learners to connect and collaborate with other learners and to participate in a learning environment that includes real life communication and to think critically. Due to all of these advantages, learners can feel more comfortable while using their speaking competence and studying whenever and wherever they want.

2.3.6. Challenges of Blended Learning

Blended learning has been used by some institutes and universities however it is still being developed because of new technologies. Alongside the advantages of blended learning, there are also disadvantages or challenges of blended learning.

Every learner cannot be good at technology. Initially, they need to be well-informed about the system which is followed during the learning period and accessibility of necessary resources, online components. If they are not well-informed, then blended learning cannot be achieved (Vaughan, 2012). Later, Hofmann has suggested that there are three main challenges with blended learning; technical, organizational and instructional design challenges. Learners cannot know the technologies which are used for blended learning first. Learners always need support until they are accustomed to using technologies and achieve success (Hofmann, 2011).

Another challenge is encouraging learners to interact in the online environment through discussions or communications. Many learners believe that traditional face to face learning is better. It will be very difficult to change their opinions. If learners fail to use time management, skills such as; listening, reading, speaking and writing can fall behind on coursework. Therefore, students can lack of motivation (King and Arnold, 2012). Teachers who want to use a blended learning method should know all of the details about the system; otherwise, they will not be able to train learners.

Consequently, the progress of learning is another challenge because, each learner's needs are different. It is crucial to know how and what to teach; which parts should require traditional face to face learning and which parts should require online learning.

2.3.7. Blended Learning in ELT

As information and communication technology has developed during the past decades, industrial and trading sectors have changed in many aspects. Along with the industrial and trading sectors, education is being revolutionized. As a result of this revolution, the term blended learning which is the integration of technology with the face to face traditional classroom sessions has emerged. The implementation of ICT has provided a way which is new and innovative methods of teaching and learning. Currently, one of the most popular methods is the term blended learning. The term blended learning or (hybrid learning) which attracts many educators and researchers thanks to its advantages, is face to face instruction with asynchronous and synchronous computer tools (Pardede, 2012).

Blended learning provides many benefits and several potentials to discover; therefore it is inevitable that blended learning develops language learning. Actually, technology and implementation of ICT are not new in learning and teaching foreign language. There have been several technological tools such as, tape recorders, videos etc. Teachers have immense opportunities with the emergence of ICT; in this regard, the term blended learning is essentially known as CALL in ELT, because it blends face to face classroom learning and computer technology (Pardede, 2012). Teachers have a chance to assess several activities through the Internet and they can use lots of teaching materials and tools according to learners' needs such as, audiotapes, videotapes, various CALL programs, asynchronously or synchronously delivered activities, and so on. Many of these activities can be combined with different, interesting and motivating activities. Learners can do them alone or interactively wherever they want. The integration of ICT with traditional face to face to learning can enrich the learning materials and develop the learners' interaction with their peers and the teacher.

Nowadays, teachers have a positive attitude towards blended learning. In a simple lesson plan first of all, the teacher uses main materials such as book, reading text etc. The teacher uses some videos or audios to motivate learners. The teacher should use the Internet to open some of the videos, so the Internet becomes one of the main materials for language classrooms. Secondly, the teacher and learners do not have to be in a classroom physically. The teacher can have a virtual classroom using various devices such as Skype, chat and discussion forums. Online forums give a chance for learners to have different styles of discussion topics and interaction. Such forums lessen stress while practicing English, because learners' aims are to have pleasure, not to take a good grade on an exam. Finally, the teacher can give online homework and design online exams which give immediate feedback to learners.

There are some effective educational tools for English as Foreign Language teachers. One of them is Youtube; it displays wide variety of videos which are user-generated content, video content, music videos, movie clips and so on. Learner can access several videos which many English native speakers upload videos. These videos include pronunciation exercises, daily language, even grammar lessons. Another activity for learners is that EFL teachers can do listening exercises from Youtube. The teacher chooses a song in advance and makes listening exercises; for instance the teacher can ask learners to fill in the blanks while listening to the song or prepare karaoke events. Learners can have enjoyable time and develop listening, speaking, vocabulary. Secondly, the Internet is important in ELT classrooms. Learners can access almost everything with the Internet. They can even develop their reading, writing competence. Blogs can be helpful for developing learners' writing competence. If learners have fellow friends who speak in English, when learners make a spelling or grammar mistake, these friends can correct the mistakes. It might be very beneficial for learners so, they can prefer blogs than the traditional ways. Newspapers are also important. Learners can access every kind of newspaper on the Internet. If learners do not like reading real newspapers, they can choose online newspapers. Newspapers also develop learners' reading competence. They are aware of daily language which is used in the newspapers.

There are five main practical examples of how to follow a blended lesson:

1. A teacher gives a presentation topic to learners then, learners prepare the presentation. Later the teacher allows them to practice phrases using a CD-ROM, and learners watch a video and they present their own presentation
2. Using a class wiki
3. Creating a podcast
4. Moodle software
5. Setting up a blog (Tomlinson and Whittaker, 2013).

Users can prepare a website which can be edited by them. They can share almost everything which relates to language learning programs. They can upload reading materials or write an article or share a song and its lyrics and so on. The teacher can use Moodle (online platform where teachers can monitor students and give homework) software. The teacher can follow the learners through this software. Moreover, the teacher can give online homework and check the homework without being in a real classroom. Users can set up a blog that users can write an online diary, story and share news or interesting information and so on.

Blended learning in ELT has become very crucial since the emergent of the computer and the Internet. Learners can access almost everything which they cannot access in a traditional classroom via the Internet. They have a chance to speak people who are English native speakers with forums, chat and social network sites. They can also practice pronunciation exercises. Learners can participate in a group work or a pair work. In addition, it allows learners to meet their own needs with various learning styles.

2.4. LEARNER AUTONOMY

Learner autonomy is related to individuals who are responsible for their own learning. They should be aware of their needs in language learning. Therefore, it is necessary to give some information about constructivism. Constructivism is a learning process that learners control their own learning process and determine their needs and expectations during the language learning period. Constructivism can be applied to almost every academic subject that learners want to share their ideas, feelings and communicate with

people who speak the target language. Therefore, autonomy can be briefly defined as an individual process (Ladron, 2010). Learner autonomy was first presented in 1971 and popularized by Holec's definition of learner autonomy (Benson, 2001; Wach, 2012).

Blin states that learner autonomy has been defined by Holec as:

“the ability to take charge of one's own learning” (Holec, 1981: 3; Blin, 2005:13)

Holec's definition of learner autonomy is the most widely used definition (Benson, 2006). However, there are various definitions as well. “Ability” has been used in his definition instead of the word “capacity” and the phrase “take charge of” means take responsibility (Benson, 2006). Moreover, the definition of learner autonomy has emerged from over the past 30 years. Learners do not just develop the ability to self-direct their learning. Furthermore, if the learners are able to develop their autonomy, freedom in learning is required.

Benson has divided learner autonomy into different versions or perspectives including technical, psychological and political. The technical perspective is a self-access learning that learners are able to access authentic materials and personalized language learning activities (Nga, 2014). The psychological perspective is an awareness of the ‘cognitive factor’ (Little, 1995; Nga, 2014). He also adds that learner autonomy consists of two interrelated elements including ‘behavioral’ and ‘(meta) cognitive’ (Benson, 2001; Nga, 2014). Learners can initiate, monitor and assess themselves using behavioral and the metacognitive elements. Metacognition and learning strategies are required for autonomous learners, as learners are able to understand the learning process (Gao and Zhang, 2011; Wach, 2012). This perspective is related to learners' responsibility for their purpose, method of their learning and monitoring their own progress (Holec, 1981; Benson, 2006). However, autonomy consists of different concepts from politics, to education and even psychology (Blin, 2005). Benson and Voller suggest that:

“In philosophy and psychology, autonomy and independence have come associated with the capacity of the individual to act as a responsible ‘member of society’. [...] In education, autonomy and independence are associated with the

formation of the individual as the core of a democratic society” (Benson and Voller, 1997a: 4; Blin; 2005: 16).

Philosophy and psychology deal with individual autonomy. However, political autonomy and independence are related to “responsibility” (Benson and Voller, 1997a: 4; Blin, 2005). Moreover, political autonomy and independence are related to the autonomy of individuals because, this autonomy consists of social groups in Western democracies (Benson and Voller, 1997a: 5; Blin, 2005). Another specialist has divided autonomy using different terms; for instance, according to Dickinson, there are three terms of autonomy:

self-direction, self-access materials and individualized instruction (Dickinson, 1997; Blin; 2005).

However, there are four terms of autonomy: humanistic language teaching, collaborative learning, experimental learning, and learning-centered classroom (Little and Dam, 1998; Blin; 2005). Various sometimes contrary definitions have been attributed to different authors. Learner autonomy is a kind of social process, containing the construction of knowledge and development of learners during the learning process. An autonomous learner is able to choose aims, purposes, methods and tasks according to their needs (Thanasoulas, 2000). Sinclair suggests 13 aspects of learner autonomy:

Table 2.2. Sinclair suggests 13 aspects of learner autonomy (Sinclair 2000; Borg 2012: 5):

1.	Autonomy is a construct of capacity
2.	Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
3.	The capacity and willingness of learners to take such responsibility is not necessarily innate
4.	Complete autonomy is an idealistic goal
5.	There are degrees of autonomy
6.	The degrees of autonomy are unstable and variable

7.	Autonomy is not simply a matter of placing learners in situations where they have to be independent
8.	Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making
9.	Promoting autonomy is not simply a matter of teaching strategies
10.	Autonomy can take place both inside and outside the classroom
11.	Autonomy has a social as well as an individual dimension
12.	The promotion of autonomy has a political as well as psychological dimension
13.	Autonomy is interpreted differently by different cultures

Table 2.2. 13 aspects of learner autonomy

Sinclair has tried to explain the definition of learner autonomy. According to him, learner autonomy is associated with an individual's capacity. Learner takes responsibility for his or her own learning. They know their needs and aims or purposes in the learning process. Furthermore, they should be aware of learning process. Learners can study in and out of the classroom wherever they want. According to Borg, these aspects of learner autonomy have been accepted by academicians and researchers who study the field of learner autonomy.

Learner autonomy can be defined in three aspects. These aspects are self-direction, capacity and cultural constraint (Tao, 2005). Autonomous learners are able to decide themselves about what they want to learn. They control their own learning management and process. For this reason, autonomy can also mean being self-directed. The learner's capacity is associated with how the learner learns and develops contexts previously taught (Tao 2005). There are various definitions of learner autonomy. As, teachers and

learners have different backgrounds and learning or teaching experiences and so, they have various opinions. The meaning of learner autonomy can be different according to culture and people because of different beliefs (Barillaro 2011).

The word autonomy is a combination of independence and self-determination. Autonomy allows learners to focus on themselves which means that they are responsible for their own learning process (Little, 1999). Being an autonomous learner depends on the relationship between the teacher and the learner. The teacher helps learners to develop their skills and determines their needs in the learning process. Learners are able to develop themselves through conversation with the teacher and social interaction. The teacher helps learners choose better purposes and opportunities. The view of the teacher in a particular teaching and learning context should be taken into consideration when defining learner autonomy (Barillaro 2011).

2.4.1. Learner Autonomy in Language Learning

As mentioned above, learner autonomy can be explained using various definitions, however, a common point of the all definitions is that learner autonomy is responsible for learners' own learning. Furthermore, learners know their needs and aims or purposes in the learning process, and should therefore be aware of learning process.

Autonomy in language education began with the Council of Europe's Modern Languages Project (Benson, 2006). Holes defined the learner autonomy in this project. Later, another important study was found in the *Melanges Pedagogies* at Cambridge University. In the 1990s, self-access centers were proliferated and because of this, computer based models of teaching and learning developed accordingly. Language learning classrooms and courses have been reorganized in recent years due to growing interest in autonomy. The opportunity to study in and out of the classroom has led to the increased role of autonomy in language teaching and language learning (Benson, 2006). Learner autonomy in language learning and teaching has come from the learner-centered instruction (Little, 2000; Ushioda, 2011b; Williams & Burden, 1997; Wach,

2012). Lessons should be student centered; teachers can be language guides who help the learners during learning process.

Many researchers and practitioners in the language learning and teaching field have suggested models concerning the development of learner autonomy in language learning. There are four prominent models: the first one is Nunan's Five-level Model, the second one is Macaro's Three-Stage Model, the third one is Benson's Three-Level-Control Mode and the last one is Blin's Activity Theory-Driven Model (Wang, Spencer and Wang, 2012).

The first prominent model is Nunan's Five-level model and Nunan has proposed five levels including: awareness, involvement, intervention, creation and transcendence. The awareness level is the learners' awareness of pedagogical purposes and content of materials (Benson, 2006). This level is known as the first step of learner autonomy. After the awareness level, learners play an active role in learning processes and later decide themselves. Next, learners start to modify their goals, choosing learning content to create their own goals and update or develop their learning content and they also aim to create learning tasks. The transcendence level is an important part of the learner autonomy allowing learners to make connections both in and out of the classroom. Learners are responsible for what they will learn and how to use these things effectively and in order to become autonomous learners (Wang, 2012).

The second prominent model is Macaro's Three-Stage Model which includes autonomy of language competence, autonomy of language learning competence and autonomy of choice and action (Benson, 2006). The first stage is development of communicative competence; in this stage learners can probably use the target language without receiving any help. At the second stage, learner can use or reproduce the acquired or learned skills. At the last stage, learners are expected to create opportunities so as to exercise learner autonomy (Wang, 2012).

The third prominent model is Benson's Three-Level-Control Mode and Benson's three-level control model consists of learning management, cognitive process and learning content. Furthermore, the technical perspective allows learners to take control of their own learning management and psychological perspective and to control their cognitive

process and the political perspective is related to the individual's capacity. These three control levels are interdependent. The learning management involves control of cognitive process; the second one affects self-management of learning and the last one involve decision making (Wang, 2012).

The last prominent model is Blin's activity theory-driven model. This is related to the potential gap in CALL applications and development of learner autonomy. However, CALL can be used as a tool for language learners to control and develop learner autonomy (Wang, 2012). There are six approaches developing learner autonomy; resource-based approach, technology-based approach, curriculum-based approach, classroom-based approach, learner-based approach and teacher approaches (Nga, 2014).

2.4.2. Learner Autonomy in CALL

Because of increased interest in autonomy which is supported by out of classroom materials, technology has become a part of them (Benson, 2006, 2011a, 2011b; Wach 2012). Furthermore, autonomous learning consists of interaction with the teacher, with the other learners and people who speak the target language so as to prepare learners in communicative environments. With the various forms of CALL and computer-mediated communication (CMC) autonomous learning can be promoted (Godwin-Jones, 2011; Kaur, Singh & Embi, 2006; Lee, 2011; Wach, 2012). Computer technology plays an important role in autonomous learning because of its ability to facilitate learner autonomy with various materials for self-learning (Godwin-Jones, 2001; Hayta, 2013). Learner autonomy has stemmed from the integration of independence with interdependence between CALL and learner autonomy and among learners. Therefore, the popularity of learner autonomy that:

“The popularity of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide” (Schemenk, 2005: 15; Hayta, 2013: 58).

Technology based learning provides learners an opportunity to develop their learning (Reinders and White, 2012; Wach 2012). Moreover, CALL provide learners an opportunity to change their input, measure learning, monitor their progress, give priority to their learning and therefore they can develop their autonomous learning and linguistic awareness (Collentine, 2011: 51; Wach, 2012).

Learners can develop their performance and progress by using metacognitive strategies with various technologies and via interactions with other people who talk the target language (O'Malley & Chamot, 1990; Smith, 2010; Smith, 2013). However, directing or assessing individuals' learning progress in an online environment is not an easy job; teachers should be aware of computer technology, progress evaluation, scheduling. Learners should explicitly acquire each of them by coaching and mentoring face to face within the CALL environment (Smith, 2010; Smith, 2013). Moreover, many learners cannot take full advantage of autonomous CALL without specific training (Boulton, Chateau, Pereiro and Azzam-Hannacki, 2008; Smith, 2013). Learners should be well-trained concerning technology, language learning programs and all aspects of learner autonomy, then they can become autonomous learners and later they may have a chance to take the advantage of CALL and learner autonomy. However, according to the research into the relationship between CALL and learner autonomy, computer-enhanced learning sources are essential for language learners autonomous learning but there are some limitations and problems such as individual factors and autonomous capacities; they cannot use the computer-enhanced learning sources effectively without the teacher's assistance (Wach, 2012).

2.4.3. The Teacher's Role in Learner Autonomy

Although it seems as though learners study on their own and take responsibility for their language learning, in fact teachers play an important role in language learning environment. Many researchers propose that teachers are still very important parts for the facilitation of autonomous learning including cultural influence, motivation and learner training (Breen & Man, 1997; Lee, 1997; Thanvenius, 1999; Scharle & Szabo, 2000; Tao, 2005). Therefore, the teacher as a supporter of learner autonomy must create a learning environment accordingly. First of all, the teacher determines the learners'

language learning background and gradually makes them aware of the benefits of increased independence in language learning (Barillaro, 2011). For this reason, teachers should be well-trained concerning their own autonomy as learners. While working towards independence, teachers should also take into consideration some important points when determining success of learners, establishing goals, creating suitable communication with the target language (Guevara, 2010).

Breen and Man listed four important factors for being an autonomous teacher: (1) relationship between the learner and the teacher; (2) self-awareness; (3) belief and trust in each learner; (4) development of learner autonomy (Breen and Man, 1997; Tao, 2005). Learners can lack technical competence, so teachers should make sure that learners take the required training. Because, learners may not be interested in technology; therefore, they may be reluctant to communicate with other people. In such a situation, teachers should enhance the quality of communication in language learning classroom (Jones, 2001).

The teacher is more than a manager, a resource person or a counselor. Teachers should manage the classroom so that learners can actively attend the lesson. Teachers should provide the most suitable materials for learners based upon their needs. Teachers should be like a guide when learners have learning difficulties (Camilleri, 1997: 36-38; Barillaro, 2011).

In conclusion, the technology is important in almost every aspect of our lives, within education and especially language education, teachers play fundamental role in language teaching. Learners can access immediate feedback while studying language in a classroom environment. They have a chance to get an instant logical explanation about what they do not understand or know.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

This study investigates students who want to learn English by using blended learning. This study examines whether the students improve English levels through blended learning. According to blended learning, learners both participate in spoken English classes and use computer assisted language learning tools whenever and whatever they want to study. Students who use blended learning participate in both classroom activities such as face to face learning environments and multimedia lessons. Students may complete their multimedia lessons either at home or at the course. The study aims to find out if blended learning effects the language learning process of learners.

This chapter consists of the methods and procedures being followed during the data collection process. The first section of this chapter is setting and participants. The second section is the discussion of data collection procedure. In this section, the paths a student may follow while studying with blended learning will be presented. An assessment of all levels will also be presented.

3.2. SETTINGS AND PARTICIPANTS

This study is conducted in a private course. The language course uses the communicative language learning method and blended learning. There are eight native teachers and five personal tutors or teachers who teach and provide feedback while students study. Furthermore, there is also a computer lab where students can study whenever they want. Activities in multimedia and with the teacher are focused on communication. Students' multimedia lessons consist of communicative language learning method. While they do their multimedia lessons, they speak with one of the virtual characters in the multimedia. Details of multimedia lessons will be presented in

the data collection procedure. Teachers also use communicative language learning method in the lessons as well as in the center. Students and teachers have to speak in English in the center all the time. For this reason, learning rules are not provided. Students can participate in face to face learning and do their multimedia lessons whenever and wherever they want. Students can study at the course or access their lessons anywhere an Internet connection is available. In face to face learning classes, teachers or personal tutors allow plenty of speaking.

The course takes the Common European Framework language content and divide it into six main stages. These are Survival, Waystage, Upper Waystage, Threshold, Milestone and Mastery. Students have to take one exam in 10-15 days. Students' exam results will be presented in the data collection procedure section. All of exam questions will be presented in Appendix-A1.

The participants' information is taken from the course database. The participants are 18 or older. Most of them are university students. Other occupations include academic personnels, experts, accountants, unemployed and advertisers. The participants' information is discussed as demographic data in this study. Furthermore, participants gender will be presented according to the beginning levels.

3.3. DATA COLLECTION PROCEDURE

99 students' data was collected for this study; however, two student's information were not found suitable statistically as, there is only T1 level and U2 level; therefore, the students were not included in the study.

In total, 97 students were evaluated and investigated. Their beginning levels and exam results are used and evaluated. Exam results are accessed from the database. Their ages vary from eighteen to fifty-seven. Their occupations, gender, and levels will also be evaluated.

Before starting the course, a placement test is applied to every student. According to their level, they start taking the lessons. Students participate in an exam in 10-15 days and they take 10 exams. In this study, the students' 3 month study is evaluated in their

language competence. These exams are evaluated by native teachers. Exams focus on speaking competence of the students. These exams and questions are prepared according to their levels and lessons. While speaking, students are expected to use what they have learned from multimedia lessons. According to students' speaking competence, native teachers ask questions which will be presented in Appendix A-1. Except for these exam questions, native teachers may add extra questions spontaneously during class. At the end of the 50 minute exam, students can pass the exam according to the native teacher's evaluation or they have to repeat the same unit.

3.3.1. Students' Learning Process

This study followed 97 students. Before students started taking the course, their beginning levels were determined by a placement test which they completed the test on the computer. After determining their beginning levels, they started taking the course suitable for their level. However, the system of the course is different when compared to other language courses. Students had to take a First Lesson that the system and blended learning were explained. They had to participate in both a classroom environment which is face to face learning method and with multimedia lessons. The students may complete them whenever and wherever they want.

Multimedia lessons consist of seven sections known as Acquisition Cycle. These seven sections are listening, repeating, reading, speaking, confirming, writing and encounter. However, only three parts of the cycle are obligatory: the speaking center, the student manual and the encounter. In the speaking center, students interact with multimedia lessons together with the support of a teacher to acquire key target language appropriate to their level. In the speaking center, students begin each lesson with listening and complete it with confirmation. Later, after the completion of the each multimedia lesson for each unit, students complete the corresponding exercises in their student manual. These manuals are level-based, and are divided into the same unit/lesson structure. In the encounter, students further practice what they have acquired in the speaking center or in their multimedia lessons and have consolidated in the student manual. These encounters or exams were applied and evaluated by the native teachers.

The acquisition cycle consists of listening, repeating, reading, speaking, confirming, writing and encounter. In the listening section, students listen to a storyline where they are exposed to new target language appropriate to their level. This target language will be the focus of the lesson they are studying. The emphasis that is placed on listening throughout the acquisition cycle parallels native language acquisition and daily communication in the native language. Approximately 60% of the course content is devoted to listening and this closely reflects the amount of time spent in the native language (60% or more is dedicated to listening). In the repeating section, students repeat what they have heard. This enables students to focus on the pronunciation and intonation of the target language they have been exposed to in the listening section. The students listen to a phrase and repeat it. In the next section, before listening again, students read sentences shown on the computer screen. Later, they listen to the same sentences from a virtual native speaker to hear the difference between their pronunciation and the native speaker. In the speaking section, students take one of the virtual native speakers place. Before taking his/her place, students are shown an example dialogue. After completing this section, students listen to the right dialogue. In the confirming section, students study grammar that they have learned during the multimedia lessons. In this section, students are scored according to their success. These scores are also evaluated during the encounter or speaking exam. In the last section of the acquisition cycle, students use their student manuals. They do some writing exercises reviewing what they have learned. Students have to complete 3 of these cycles. After completing all of them, students participate in encounter or speaking exam which is evaluated by the native speakers. After the encounter, the native teacher decides if the students pass the exam or not.

3.3.3. Assessment of Survival Students

As mentioned in the general background section, 15.1 % of the students started S1 (elementary) level, 27.2 % started at S2 (elementary) level and 15.1 % started at S3 (elementary) level. Totally, 57.4 % of the students started Survival level. The survival level corresponds to an elementary level. In this part, survival students will be evaluated together.

Survival students learning periods are same. First of all, they all took the placement test before starting their lessons. After determining their level, they took their first lessons which were explained the system. After the first lesson, they took the second lesson and began their multimedia lessons the next day. In the second lesson, they started doing their multimedia and later, participation in the classroom lessons was explained. Students could participate in classroom lessons by making reservations with the reception desk. Every week, they had to participate in lessons. These lessons are complementary classes and speaking clubs. In the complementary class, teachers use communicative language learning method. These lessons are not teacher-centered. According to the systems' rules, the lessons were independent from students' multimedia lessons. In speaking club, students were given grammar lessons, however grammar rules were not presented to students directly. Communicative language learning method was also used by teachers while teaching the grammar. Students had to take these two different lessons every week. During the week, the subjects were same, but the same students could participate in the same lessons if they wanted or if they did not understand the subject. In the meantime, students were completing their multimedia lessons. After completing the multimedia lessons, students worked with their student manuals. When they had any problems about grammar or about their manuals, the students asked me. Students had to finish 3 multimedia lessons in a week and they had to take encounters.

Except for these lessons, chat hours were included. However, the students did not have to participate in these chat hours. Chat hours were a kind of speaking lesson taught by teachers. In every lesson, a specific subject was chosen according to the student's level and discussed. Compared to other levels, survival students did not take chat hours as waystage, upper-waystage and threshold students. This is because survival students had to participate in face to face classroom teaching more than others. Many of my students who were also at a college tried to participate the chat hours three or four times a week as, they had much spare time. However, others who had jobs could not participate in these chat hours as much as possible because of their jobs.

The students had an encounter after completing their multimedia lesson and participating in the classroom. If they did not finish the multimedia lessons, they could

not participate in the encounter. As long as they completed their lessons, they participated in encounter. Their 3 month exam results were evaluated.

3.3.4. Assessment of Waystage Students

7.0% of students started at W1 (pre-intermediate) level, 13.1 % started at W2 (pre-intermediate) level and 9.0 % started at W3 (pre-intermediate) level. Totally, 29.1 % of the students started at Waystage Level. This level corresponds to pre-intermediate level. In this part waystage students will be evaluated together.

Waystage students learning periods are same. They all took the placement test before starting their lessons. After determining their level, they took their first lessons which were explained the system. After the first lesson, they took the second lesson began their multimedia lessons the next day. In the second lesson, they started doing their multimedia and later, were informed how to participate in classroom lessons. Students could participate in classroom lessons by making reservation with the reception desk. Every week, they had to participate in lessons. These lessons are complementary classes and speaking clubs. In the complementary class, native teachers use communicative language learning method. These lessons are not teacher-centered. According to the systems' rules, the lessons were independent from their multimedia lesson. In speaking club, students were given speaking lessons by native teachers. Communicative language learning method was also used by native teachers during the lessons. Students had to take these two different lessons every week. During the week, the subjects were same, but the same students could participate in the same lessons if they wanted or if they did not understand the subject. In the meantime, students were completing their multimedia lessons. After completing the multimedia lessons, students worked with their student manuals. When they had any problem about grammar or their manuals, the students asked me. Students had to finish 3 multimedia lessons in a week and have encounters.

Except for these lessons, there were also chat hours. However, the students do not have to participate in these chat hours. Chat hours were a kind of speaking lesson taught by native teachers. In every lesson, a specific subject was chosen according to the students' levels and discussed. There were lots of chat hours for waystage students in a week. Many of my students who are students at a college tried to participate the chat hours

three or four times a week as, they had much spare time. But others who have jobs could not participate in these chat hours as much as possible because of their jobs.

The students had an encounter after completing their multimedia lesson and participating in the classroom. If they did not finish the multimedia lessons, they could not participate in the encounter. As long as they completed their lessons, they participated in encounter. Their 3 month exam results were evaluated.

3.3.5. Assessment of Upper-Waystage Students

As mentioned, 11.1% of the students started at U1 (upper-intermediate) level, 1.0% of them started at U2 (upper-intermediate) level. Totally, 12.1 % of the students started at Upper-Waystage Level. This level corresponds to an intermediate level; therefore students who started upper-waystage level will be evaluated together.

Upper-Waystage students learning periods are same. They all took the placement test before starting their lessons. After determining their level, they took their first lessons which were explained the system. After the first lesson, they took the second lesson began their multimedia lessons the next day. In the second lesson, they started doing their multimedia and later, participation in the classroom lessons was explained. Students could participate in classroom lessons by making reservations with the reception desk. Every week, they had to participate in lessons. These lessons are complementary classes and speaking clubs. In the complementary class, native teachers used communicative language learning method. These lessons are not teacher-centered. According to the systems' rules, the lessons were independent from their multimedia lesson. In speaking club, students were given speaking lessons by native teachers. Communicative language learning method was also used by native teachers during the lessons. Students had to take these two different lessons every week. During the week, the subjects were same, however the same students could participate in the same lessons if they wanted or if they did not understand the subject. In the meantime, students were completing their multimedia lessons. After completing the multimedia lessons, students worked with their student manuals. When they had any problem about grammar or their manuals, the students asked me. They had to finish 3 multimedia lessons in a week and have encounters.

Except for these lessons, there were also chat hours. However, the students did not have to participate in these chat hours. Chat hours were a kind of speaking lesson taught by native teachers. In every lesson a specific subject was chosen according to the students' level and discussed. There were lots of chat hours for upper-waystage students in a week. They participated in chat hours almost every that they could learn lots of vocabularies and other various information about different subjects from native teachers.

As other students did, upper-waystage students took encounter after completing their multimedia lesson and participating in the classroom lessons, too. If they did not finish the multimedia lessons, they could not participate in the encounter. As long as they completed their lessons they participated in encounter. Their 3 month exam results were evaluated.

3.3.6. Assessment of Threshold Student

As mentioned, 1.0 % of the students started at Threshold Level. This level corresponds to an advanced level. In this study, there was only T1 level; therefore, it was not evaluated during the statistical study. Nevertheless, the language learning period of student's was given. As all of the students did, this student also followed the same learning process.

The student had the placement test before starting the lesson. After determining the student's level, student took the first lesson which was explained the system. After the first lesson, the student took the second lesson and started the multimedia lesson the next day. In the second lesson, the student started doing multimedia and later, participation in the classroom lessons was explained. The student could participate in classroom lessons by making reservation with the reception desk. Every week, student had to participate in lessons. These lessons are complementary classes and speaking clubs. In the complementary class, native teachers used communicative language learning method. This lesson was not teacher-centered. According to the systems' rules, the lessons were independent from their multimedia lesson. In speaking club, student was given speaking lessons by native teachers. Communicative language learning method was also used by native teachers during the lessons. Student had to take these

two different lessons every week. During the week, the subjects were same, but the same student could participate in the same lessons if student wanted or if student did not understand the subject. In the meantime, student was completing their multimedia lessons. After completing the multimedia lessons, student did the student manual. When student had any problem about grammar or manual, the student asked me. Student had to finish 3 multimedia lessons in a week and had encounters.

Except for these lessons, there were also chat hours. But the student did not have to participate in these chat hours. Chat hours were a kind of speaking lesson taught by native teachers. Among my students, this student was the only one whose level was Threshold. However, other teachers had also some students whose levels were the same. My student was not the only student who participated in that chat hours. They took the lesson together. In every lesson a specific subject was chosen according to the students' levels and discussed about the subject. There were lots of chat hours for the threshold students in a week. But, student was very busy because of the job; so, student could not participate in these chat hours as much as possible.

The student participated in an encounter after completing their multimedia lesson and participating in the classroom lessons. If student did not finish the multimedia lessons, he could not participate in encounter. As long as the student completed lessons, he participated in encounter. Student's 3 month exam results were evaluated.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

4.1. INTRODUCTION

This study investigated if the students improved their English language by using blended learning. In the first section of this chapter, the research method will be explained. Detailed information about the students will be given and later analysis method will be explained. In this chapter, exam results and their meanings and their statistical equivalences will be explained. Later, finding of the study will be given. Finally, discussion of blended learning will be explained.

4.2. RESEARCH METHOD

The data obtained was given to the SPSS Statistics Program for the statistical analysis. Quantitative research method was used in this study. Students' gender and occupations were also evaluated as demographic data. Information about students' age, gender, occupation and English level was taken from database of the course.

Other data includes students' English level before starting the course and ten exam results which were taken within 10-15 days. Before students start taking the course, they participate in proficiency level test which is conducted on the computer. According to their results of proficiency level test, they start taking their own lessons. Codes and their explanations are shown in Table 4.1.

Codes	Explanation
S1	Elementary
S2	
S3	
W1	Pre-Intermediate
W2	
W3	
U1	Intermediate
U2	
U3	
T1	Upper-Intermediate
T2	
T3	
Milesotone	Advanced
Mastery	Advanced

Table 4.1. English levels of students

Students' levels are S1, S2, S3, W1, W2, W3, U1, U2 and T1. Students who took the placement test were classified and assessed as elementary, pre-intermediate,

intermediate and upper-intermediate and advanced instead of S1, S2, S3, W1, W2, W3, U1 and T1. S1, S2 and S3 corresponds to elementary level; W1, W2 and W3 corresponds to pre-intermediate level; U1, U2 and U3 corresponds to intermediate level; T1, T2 and T3 corresponds to upper-intermediate level; Milestone and Mastery correspond to advanced level. Table 4.2. shows frequency table according to the students' beginning levels.

Groups	Frequency	Percent
	n	%
S1	15	15,1
S2	27	27,2
S3	15	15,1
T1	1	1,0
U1	11	11,1
U2	1	1,0
W1	7	7,0
W2	13	13,1
W3	9	9,0
Total	99	100,0

Table 4.2. Frequency table according to the beginning levels of students

Frequency table, according to the beginning levels, of students has been demonstrated in Table 4.2. 15.1 % of the students started in the S1 (elementary) level, 27.2 % started in the S2 (elementary) level and 15.1 % started in the S3 (elementary) level. Totally, 57.4 % of the students started in the Survival level. 7.0% of students started in the W1 (pre-intermediate) level, 13.1 % started in the W2 (pre-intermediate) level and 9.0 %

started in the W3 (pre-intermediate) level. Totally, 29.1 % of the students started in the Waystage Level. 11.1% of the students started in the U1 (upper-intermediate) level, 1.0% of them started in the U2 (upper-intermediate) level. Totally, 12.1 % of the students started in the Upper-Waystage Level. 1.0 % of the students started in the Threshold Level. This level corresponds to advanced level. In this study, there was only T1 level; therefore it was not evaluated during the statistical study.

Observation of groups was not enough during the analysis therefore, related groups were combined as S, W, and U. Table 4.3 demonstrates frequency of new groups. Statistical analysis was completed according to the classification in Table 4.3.

Beginning Level	N	%
W	29	29,3
T	1	1,0
S	57	57,4
U	12	12,1
Total	99	100

Table 4.3. Frequency distribution of combined groups

In this table, related groups were classified as Survival, Waystage, Upper-waystage and Threshold. According to this table, 57.4 % of the students started Survival level. 29.1 % of the students started Waystage Level. 12.1 % of the students started Upper-Waystage Level. 1.0 % of the students started Threshold Level. Table 4.4. presents students' occupations.

Occupation	N	%
Specialist	9	9,1
Banker	2	2,0
Retired	2	2,0
House-wife	9	9,1
Student	33	33,3
Accountant	10	10,1
Lawyer	1	1,0
Manager	4	4,0
Salesman	2	2,0
Doctor	4	4,0
Supervisor	1	1,0
Engineer	8	8,1
Dentist	1	1,0
Architect	3	3,0
Research-assistant	3	3,0
Graphics designer	1	1,0
Advertiser	2	2,0
Nurse	2	2,0
Teacher	2	2,0
Total	99	100,0

Table 4.4. Frequency table according to occupations of students

Table 4.4 presents students' occupations in detail. According to the table, 9.1 % of the students are specialists who work for various Ministries; 2.0 % of them are bankers;

2.0 % of them are also retired persons; 9.1 % of the students are housewives; 33.3 % of the students are students; 10.1 % of the students are accountants; 1.0 % of the students is a lawyer; 4.0 % of the students are managers; 2.0 % of the students are salesmen; 4.0 % of the students are doctors; 1.0 % of the students is a supervisor; 8.1 % of the students are engineers; 1.0 % of the students is a dentist; 3.0 % of the students are architect; 3.0 % of the students are research assistant; 1.0 % of the students is a graphics designer; 2.0 of the students are advertisers; 2.0 of the students are nurses and 2.0 of the students are teachers. The fourth research question of our study is how the gender frequency of our participants. So, Table 4.5. presents frequencies according to students' gender and beginning levels.

Beginning Level		Frequency	%
W	Male	11	37,9
	Female	18	62,1
	Total	29	100,0
T	Male	1	100,0
	Female	-	-
	Total	1	100
S	Male	29	50,9
	Female	28	49,1
	Total	57	100,0
U	Male	5	41,7
	Female	7	58,3
	Total	12	100,0

Table 4.5. Frequencies according to students' gender and beginning levels

According to the table, 50.9 % of the students are male, 49.1 % of the students are female. Their level is Survival. In other words, 29 male and 28 female students were participated in this study. 37.9 % of the students are male, 62.1 % of the students are female; their level is Waystage. 11 male and 18 female students were participated in this study. 41.7 % of the students are male and 58.3 % of the students are female; their level is Upper-waystage. 5 male and 7 female students participated in the study. 100 % of the students is a male. His level is Threshold. One male student participated in the study.

4.3. DATA ANALYSIS

The students took a placement test before starting their lessons and started their lessons and participated in the exams which were done in 10-15 days. In this study, students' beginning levels and their 3 month exam results were investigated. The exam results are divided into four different groups; "Ok. Continue but focus on grammar", "Ok. But focus on vocabulary", "Ok. Continue to next unit" and "Repeat".

The first result "ok. but focus on grammar" means that while speaking, the student is good at using the language fluently except for grammar or the student has some problems concerning the grammar which has been taught. In this study, it has been abbreviated as "Ok. Cont. Grammar". The second result is "ok. but focus on vocabulary" means that the student cannot use the necessary vocabulary that he/she has learned during the multimedia studies. However, the student is good at using grammar rules while speaking. In this study, it has been abbreviated as "Ok. Cont. Vocab". The third is "ok. continue to next unit" means that the student does not have any problems about using grammar or vocabulary. The student can start studying in the next unit without taking a catch-up lesson. It was abbreviated as "Cont. Next". The last one is "repeat" means that the student is not good at using the language; he/she has lots of problems, such as grammar and vocabulary. Its abbreviation has been written same; "repeat". In this case, the student takes a catch-up lesson from the teacher. In this lesson, the teacher tries to explain the subjects that the student does not understand. Moreover, the student has to study the same unit to make sure he/she understands all the subjects.

In this study, in order that convenient statistical analysis could be performed, “a” has been classified as Ok. Cont. Grammar and Ok. Cont. Vocab., “b” has been classified as Cont. Next and “c” has been classified as Repeat. The native teachers assessed the students’ exams as Ok. Continue but focus on grammar”, “Ok. But focus on vocabulary”, “Ok. Continue to next unit” and “Repeat”. These values have been tried to be related to each other, so Cont. Next has been classified as “successful”; Ok. Cont. Grammar and Ok. Cont. Vocab. have been classified as “intermediate” or neither “successful” nor “unsuccessful”; Repeat has been classified as “unsuccessful”. The evaluation has not been carried out with scoring system. If assessment had been carried out with scoring system, the analysis would have been easier. Moreover, if results of beginning levels had been carried out with scoring system, the analysis would have been performed easily.

4.4. FINDINGS OF THE STUDY

The current study looked into the effectiveness of blended learning. In line with the research question, students’ beginning levels and their exam results were investigated after taking the lessons. Table 4.6. shows total results of students’ exams.

		Results				
			Repeat	Ok. But focus on vocabulary or grammar	Ok. Continue to next unit	Total
Groups	s1	Freq.	7	30	113	150
		Percent for groups	4,67	20,00	75,33	100,00
	s2	Freq.	12	67	191	270
		Percent for groups	4,44	24,81	70,75	100,00
	s3	Freq.	14	19	117	150
		Percent for groups	9,33	12,67	78,00	100,00
	U1	Freq.	2	6	102	110
		Percent for groups	1,82	5,45	92,73	100,00
	W1	Freq.	4	22	44	70
		Percent for groups	5,71	31,43	62,86	100,00
	W2	Freq.	3	27	100	130
		Percent for groups	2,31	20,77	76,92	100,00

	W3	Freq.	2	14	74	90
		Percent for groups	2,22	15,56	82,22	100,00
		Freq.	54	185	731	970
Total		Percent for groups	4,54	19,07	76,39	100,00

Table 4.6. total results of students' exams.

In total, S1 students participated in 150 exams; S2 students participated in 270 exams; S3 students participated in 150 exams; W1 students participated in 70 exams; W2 students participated in 130 exams; W3 students participated in 90 exams and U1 students participated in 111 exams. When all rates are investigated, all students failed at the rate of 4,54 % in total; 19,07 % of the students are successful but they are lack of grammar or vocabulary; 76,39 % of the students are successful without having any problem. According to the results among groups, when the investigation of difference was completed, statistically difference was found ($p=0,000$). Success rates of S3, U1 and W3 are respectively 75,33 %, 92, 73% and 82,22 %.

4,67 % of our participants whose levels are S1 took repeat; 4,44% of our participants whose levels are S2 took repeat; 9,3 % of our participants whose levels are S3 took repeat. The rate of students whose levels are S1, S2 and S3 are respectively 75,33%, 70,74% and 78 % and these students passed the next unit without having any problem about grammar and vocabulary. 1,82 % of our participants whose level is U1 took repeat while 92,73 % of our participants passed the next unit without having any problem. 5,71% of W1 students took repeat; 2,31 % of W2 students took repeat; 2,22 % of our participants whose levels are W3 took repeat. The rate of students whose levels are W1, W2 and W3 are respectively 62,86 %; 79,92 % and 82,22 % and these students passed the next unit without having any problem about grammar and vocabulary.

In this study, we also looked at the percentages of all the results. Table 4.7 presents the percentage of results.

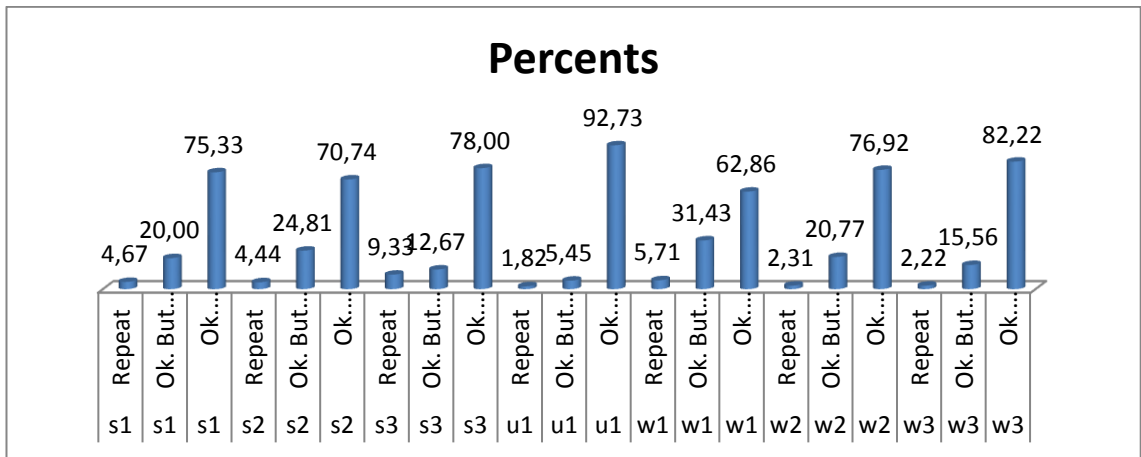


Table 4.7. percentage of results

In this table, we can see the percentage of the results among all levels. 4,67 % of S1 students took repeat; 20,00 % of the students could pass exams but they had some problems about grammar and vocabulary. It means that these students have to focus on and study grammar and vocabulary for the previous unit even if they can pass exams. 75,33 % of the students could pass all the exams without any problem. 4,44 % of S2 students took repeat; 24,81 % of the students were lack of grammar and vocabulary that they learned. 70,74 % of the students had no problems and they could pass all the exams. Table 4.8. shows the percentage of repeat.

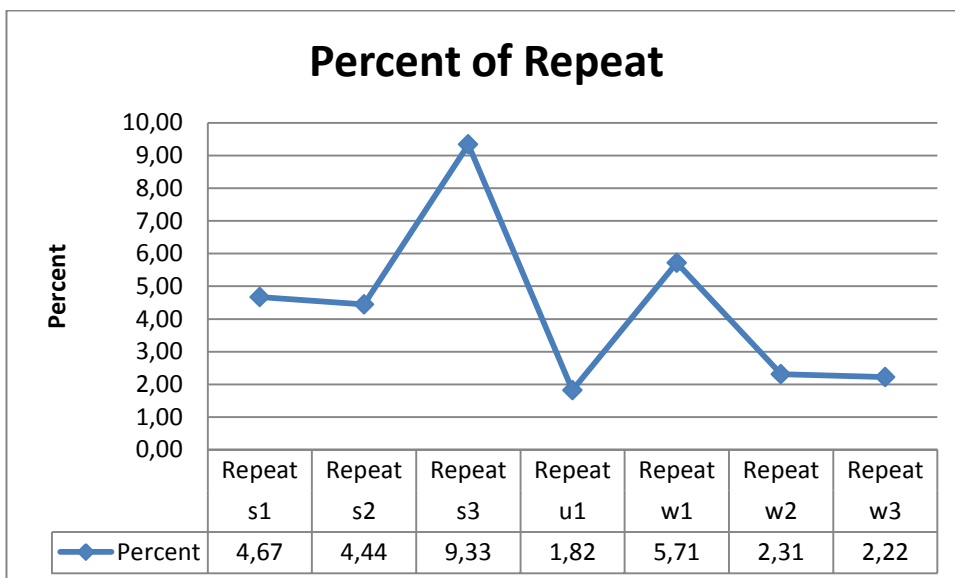


Table 4.8. percentage of repeat

When we look at the table, we can see the percentage of repeat among all levels. We can understand that the most unsuccessful level is S3. In this study, there were 15 S3 students; however, only five students could pass the exams. S3 corresponds to the end of elementary level and this level is the preparation for the pre-intermediate level. The students learned different vocabularies and grammar. Therefore, these students could not easily comprehend the new things that they learned. Table 4.9 presents the percentage of Ok. continue to next unit.

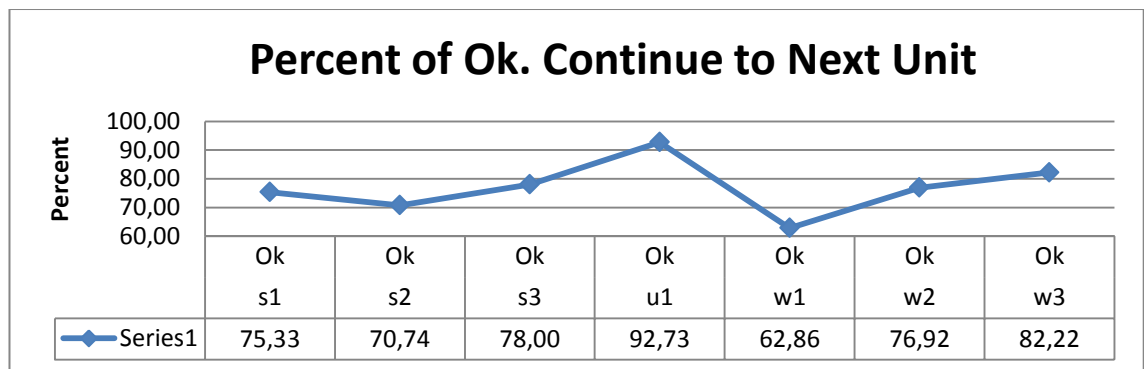


Table 4.9. percentage of Ok. Continue to Next Unit

In this table, we can see the most successful level. U1 students could pass all the exams without having any problem. These students were good at spoken language before starting the course. They have taken good language training or stayed in abroad for long years. However, they did not want to forget English. The other results are as follows: 75,33 % S1 students could pass all the exams; 70,74 % S2 students could pass all the exams; 78,00 % S3 students could pass all the exams; 62,86 % W1 students could pass all the exams; 76,92 % W2 students could pass all the exam; and 82,22 % W3 students could pass all the exams. Table 4.10 presents percentage of Ok. But focus on vocabulary or grammar.

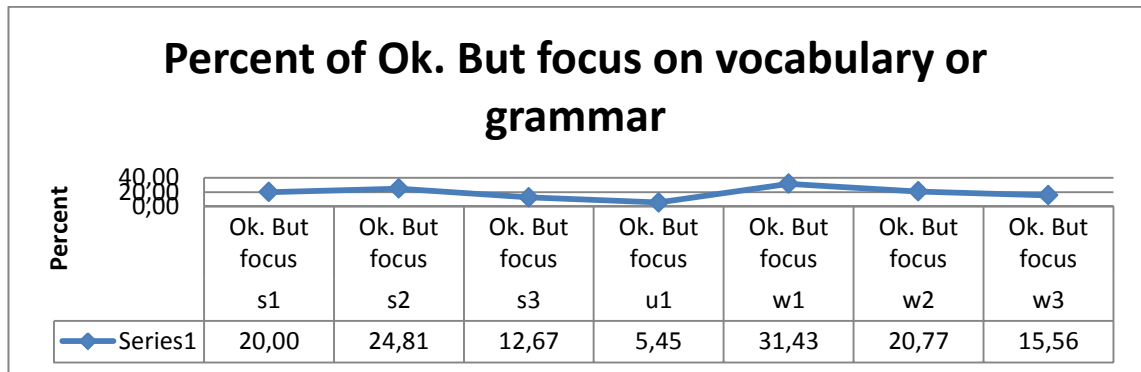


Table 4.10 percentage of Ok. But focus on vocabulary or grammar

In this table, we can understand that the most unsuccessful level concerning grammar and vocabulary is W1. W1 students have some problems about grammar or vocabulary at the rate of 31,43 %, because these students were lack of grammar and vocabulary knowledge in advance. They could not study grammar and vocabulary during lessons. There were some reasons such as their job, family and school. They did not also like studying grammar and vocabulary. For these reasons, they could not improve their grammar and vocabulary.

4.6. DISCUSSION OF BLENDED LEARNING

This study is limited with 97 students. All the students participated in 10 exams to complete the target level within 3 months. Every student could pass the next level after passing 5 exams. If students can pass 10 exams without repeating one of them, they will reach the target level. For example, if S1 student can pass 10 exams without failing, the student can reach the target level (S3). Table 4.11 shows the target levels.

Groups	Target Levels
S1	S3
S2	W1
S3	W2
W1	W3
W2	U1
W3	U2
U1	U3

Table. 4.11. target levels

In the line with our research question (Is blended learning an effective way of improving students' English levels?), we came to a conclusion. Blended learning is an effective way of improving students' English levels. Table 4.12. shows the students' beginning levels and the target levels.

Groups	Students who reached the target level		Students who could not reach the target level		Total	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
S1	12	80,00 %	3	20,00 %	15	100 %
S2	17	62,96 %	10	37,04 %	27	100 %
S3	5	33,33%	10	66.67 %	15	100 %
W1	4	57,14 %	3	32,86 %	7	100 %
W2	10	76,12 %	3	23,08 %	13	100 %
W3	6	66,67 %	3	33,33 %	9	100 %
U1	10	90,91 %	1	9,09 %	11	100 %
Total	64	65,98 %	33	34,02 %	97	100 %

Table 4.12. students' beginning levels and the target levels

In this table, in total 15 S1 students, 27 S2 students, 15 S3 students, 7 W1 students, 13 W2 students, 9 W3 students, 11 U1 students participated in this study. 15 out of 12 S1 students could reach the target level (S3); however 3 students could not reach the target level. 27 out of 17 S2 students could reach the target level (W1); however, 10 students could not reach the target level. 15 out of 5 S3 students reached the target level (W2); however, 10 students could not reach the target level. As mentioned before, the most unsuccessful level is S3. These students had big problems for using the new things that they learned. 7 out of 4 W1 students reached the target level (W3); however, 3 students could not reach the target level. 13 out of 10 W2 students reached the target level (U1); however, 3 students could not reach the target level. 9 out of 6 W3 students reached the target level (U3); however, 3 students could not reach the target level. 11 out of 10 U1 students could reach the target level; however, one student could not reach the target level. As mentioned before, the most successful level is U1, because these students have already known English well. In total, 97 out of 64 students could reach the target level; however, 33 students could not reach the target level.

According to the result, we can see that blended learning is an effective way of improving students' English levels. However, 33 students could not reach the target levels. There are some reasons why these students could not reach the target levels. The first reason is that these students did not study enough to pass the exams during the course. They did not come to the course regularly and fulfill blended learning requirements. However, the course did not force the students to study with some rules such as compulsory attendance. Due to the fact that the students did not need to participate in classroom lessons and finish the multimedia lessons within 10-15 days, they had some excuses. They gave priority to school, job and family rather than learning English. The second reason is that students could not get used to studying with blended learning. They did not like doing multimedia lessons. Many of them said they had not learned anything with the multimedia lessons. Because of the fact that the students did not study hard, they could not pass the exams. The third reason is that the students had to participate in an encounter after finishing three multimedia lessons. Some of the students were too shy to talk to a native speaker. They could not finish multimedia

lessons for the fear of talking to a native speaker. Even if they participated in an encounter, they got nervous and they could not express themselves.

64 students could reach the target levels. These students were interested in learning English. Although blended learning was a different system for the students, they liked studying with multimedia lessons. Some of the students' beginning levels were good because, they have studied English or lived abroad for long years. For this reason, they did not have any difficulties while studying. Although other students' beginning levels were not good, they got used to studying through blended learning. They studied regularly and fulfilled all the requirements of blended learning. Moreover, these students were not as shy as other students who could not reach the target levels. Therefore, they felt relaxed while talking to native speakers during encounters.

CHAPTER V

CONCLUSION

5.1. INTRODUCTION

This chapter presents the conclusion of the overall study. The first section of this chapter includes the summary of the study and the last section presents the suggestions for further research.

5.2. SUMMARY OF THE STUDY

This study tried to find out if blended learning is an effective way of developing English Language or not. In order to gather the data, students' beginning levels and their 3 month exam results were examined. The exams were evaluated by some native teachers. These exam results were accessed using the course database. We also looked the students' gender, occupation and level. However, they did not affect the study's results.

The participants of the study were 97 students who took English lessons. In fact, there were 99 participants in this study; but, there was only one threshold level and one upper-waystage level among the students, so the students were not included in the study. 97 participants were mostly university students and the rest of them were doctors, lawyers, accountants, managers and architects. Their ages varied from nineteen to fifty seven.

The students participated in a face to face classroom environment and also completed their multimedia studies on time. In the multimedia lessons, students completed an acquisition cycle which includes listening, repeating, reading, speaking, confirming and writing. After finishing 3 cycles, they participated in an encounter lesson. Moreover, the students could communicate with virtual speakers while studying on multimedia studies. They could repeat the same sentences after listening to the virtual speaker. Apart from multimedia lessons, the students had to participate in face to face classroom environments. One of the lessons was a complementary class and the other was a

speaking club. Both of the lessons were speaking lessons for all levels except for the survival. The grammar rules could be taught to students in speaking club for survival students, because the survival students did not generally know sentence structures. Therefore, they did need to know at least the basic rules so as to start speaking and learning English.

The students were the researcher's students and she followed all of them. The researcher had 99 students and for this reason; however two of the students' levels were not evaluated. This study was restricted to 97 students. 64 of them could reach the target level and 33 students could not reach the target level. According to this result, blended learning is an effective way of improving students' English levels.

5.3. SUGGESTIONS FOR FURTHER RESEARCH

When we take into account the limitations of the study, various suggestions can be made for further research. This study was restricted to 99 students in a private course; therefore, the results cannot be generalized for other learners or students and the findings of the study are specific to these learners.

As mentioned in the limitations of the study, this study only investigated the students who used blended learning. The students who did not use blended learning were not investigated. For further research, both the students who use blended learning and the students who do not use blended learning can be compared and/or contrasted.

The questionnaire was not given to the students to get their ideas about blended learning; their speaking exam results were assessed. More importantly, the students do not know what blended learning is. If a questionnaire had been given to students, their answers would not have been certain and reliable. However, a questionnaire can be given to students to access more accurate results even if the students have information about blended learning.

Moreover, the students who are included in the study are restricted and information about them is not much. For further research, more information about participants can be investigated.

APPENDIX-A1
EXAM QUESTIONS

Survival 1 Exam Questions

1. Hi, how are you?
2. What is your name?
3. Where are you from?
4. How old are you?
5. How do you spell your name?
6. What is your telephone number?
7. What color is this?
8. What is your job? What do you do?
9. Are you male or female?
10. What is your sister's name?
11. What does she do?
12. What is your brother's name?
13. What does he do?
14. Can you introduce yourself?
15. Can you drive a car?
16. What time is it?

Survival 2 Exam Questions

17. Do you have an apartment?
18. Do you have a car?
19. What do you do in your free time?
20. How often do you go to the cinema?
21. How often do you listen to rock music?
22. Do you usually drink milk before you go to bed?
23. What kind of music do you listen?
24. What kind of films do you watch?
25. Do you like driving a car?
26. Do you have any brother or sister?

27. What does she/he do in her/his free time?
28. What are you doing at the moment?
29. What is your sister/brother doing now?
30. Is your sister/brother sleeping?

Survival 3 Exam Questions

31. What is your plan for summer holiday? Are you going on a holiday in summer?
32. Where are you going for summer holiday? Who are you going to with? How long are you staying?
33. Where were you last summer? Who were you with?
34. What did you do yesterday? Where did you go?
35. Tell me about your last summer holiday.
36. When did you start school?
37. What subject did you like best?
38. Did you get you degree? When?
39. Do you know where your sister/brother went yesterday?
40. 10 years later where will you be?
41. What will you do in 5 years?
42. Will you go to the cinema tomorrow?
43. Imagine that you see a river which is very dirty. You want to do something to save the river. Make suggestions.
44. Can you compare Istanbul and Ankara? What are the differences between two cities?
45. Can you tell me how I can go to the Ankamall by subway?

Waystage 1 Exam Questions

1. Do you ever go to historical places?
2. Do you ever eat different cuisine?
3. Have you ever been to abroad?
4. Have ever tried bungee jumping?
5. Have you ever had a strange food experience? Where were you? What happened? How did you feel before and after trying the food?

6. Have you ever gone to Italy?
7. Has your mother graduated from the university yet?
8. Have you already tried Mexican food?
9. Do you know what the tallest building is in the world?
10. What were you doing at this time yesterday?
11. What were you doing while your mother was preparing the dinner?
12. What do you have to do when you go to a library?
13. Tomorrow is holiday because of the bad weather conditions. So what do not you have to do?
14. You went your one the best friend's house. When you went to his/her house you realized that he/she was ill. Make suggestions. What should/shouldn't he/she do?

Waystage 2 Exam Questions

15. Have you ever visited interesting place? Where did you go? When did you go? What did you do there? Who did you go with?
16. Have you ever forgotten to do something important? What were the consequences?
17. Have you ever done anything very embarrassing? What was it?
18. I want you to make a story up by using this vocabularies: accident, reach, lost, dangerous, shout, get hurt, cut, survive
19. Imagine that you and your best friend are going on a camping trip. Which five objects would you take with you and why?
20. What do you think about cell phones? What are the advantages and disadvantages of them?
21. Which of items do you use? (Watch, computer, camera, mp3 player, cell phone, book). How often do you use them? Could you live without them?
22. Imagine that flying car and cooking machine will be found in 2050. Discuss the positive and negative aspects of each change.
23. Do you think it is important to protect the environment? What do you do to protect environment?

Waystage 3 Exam Questions

24. “Lost climbers found by rescue team”, “Many injured in bus accident” What do you understand these two newspaper headings? Use your imagination and explain what happened.
25. You are at the cinema. But one the people who is sitting near you and playing with his cell phone not stop. And the phone’s light makes you crazy and you could not concentrate on the film. What would you tell him to stop playing his cell phone?
26. If you were a rich person how would you spend your money?
27. If you were on a desert island or in a sinking ship, how would you call help?
28. If you were late for work, what would be your excuse?
29. Imagine that you are in a foreign country. They offer you something and you cannot eat it. What would you do and say?
30. Imagine that you are not allowed to use your cell phone during the whole day. What would you do during the whole day?
31. How long have you been living in Ankara?
32. Had you passed your driving test before you went to university?
33. Had you gone abroad before you started learning a foreign language?
34. Do you know any popular festivals your town/city? Why do they take place? What do people do during these festivals?
35. Think of gestures or customs that exists in your country. Do you think they are the same everywhere around world?

Upper-waystage 1 Exam Questions

1. The Taj Mahal, the Eiffel Tower, the Grand Canyon, Niagara Falls. What do you know about them? Which of them would you like to visit?
2. What is the most interesting place that you have ever seen? Why?
3. What are the most popular foreign languages that people learn in your country? Why? What is the most common way to learn a foreign language? What do you think the best way of learning a foreign language is?

4. Do you agree that each color has a meaning? If yes, what do you think each color expresses? For example, red, green, black, blue etc.
5. What do you know about Japanese tea ceremony? Explain.
6. When you hear the word “hero” who comes to your mind? Who is your hero?
7. Are all mothers hero? Why?
8. Who is the most responsible in a family? Mother or father?
9. Who is Yuri Gagarin? What did he do?
10. Who is your favorite scientist? What did he/she do? Why?
11. Have you ever been interviewed for a job or anything else? If yes, how did you feel? In your opinion what are the most crucial things in a job interview? Knowledge, resume, appearance, body language etc.
12. Have you ever done volunteer work for an organization or charity? If yes, what was it? Do you think it is important to volunteer to help the environment?
13. What is global warming? Do you think there is a global warming? What are the effects and causes of global warming? What will happen if the Earth’s temperature continues to rise?

Upper-waystage 2 Exam Questions

14. Do you believe there is life on other planets? If so, what do you think it is like?
15. Do you think we will be able to travel to other planets in the near future?
16. What will life on Earth be like one hundred years from now? Explain how you think the environment will have changed and what aspects of everyday life will be different?
17. If you had an opportunity to spend a month travelling around the world, which three places would you definitely like to go? Why?
18. If you had to choose between an extreme holiday and a relaxing spa getaway, which would you prefer and why?
19. Imagine that you could go on a two week paid holiday anywhere in the world. Where would you go, who would you go with and how would you get there?
20. In your multimedia lessons you got information about Madame Tussaud’s Waxwork Museum, the London Dungeon and the Chocolate Museum. Where is

the London Dungeon? What can we see there? Is the London Dungeon convenient for teenagers?

Upper-waystage 3 Exam Questions

21. If you could a superpower, what would it be? How would you use it?
22. Imagine you have an unlimited amount of money to spend on other people's Christmas gifts. How would you spend it?
23. Have you ever ridden a roller coaster? If so, describe how you felt on the ride? If not, why haven't you ridden one? Would you if could do?
24. Have you ever stayed away from your home? If so, where and what is this place? Why did you go there? How long have you stayed? How did you feel staying away from home?
25. Do remember your best friend when you were on primary school? Who was she/he? What did you have in common?
26. Describe your ideal places to live in. Consider the type of the house, where it is located, the facilities of the house/area?

Threshold 1 Exam Questions

27. Narrate a short story based on the following scenario: two men are at a train station waiting for their trains arrive. They begin to chat and realize they have the same name, birthday and even the same dog.
28. Narrate a story from the viewpoint of a turkey the day before thanksgiving.
29. Use the following words to build a short story: construction worker, a flying pig and a beach.
30. Imagine that you travel to Pluto and meet an alien living there. What would they look like and how would you communicate?
31. Imagine waking up in the middle of the night and hearing a little voice call your name from the closet. Narrate a story over what you would do next.
32. Describe an occasion when were given an advice. Who and when gave it to you? What was the advice? How did it turn out later?
33. Do you remember your first cell phone? When did you have it? What did you mostly use it for? Think about smart phones. What do you mostly use it for?

6	U1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
7	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
8	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
9	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar
10	S2	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
11	W2	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit

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29	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
30	S2	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
31	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
32	T1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
33	U1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit

34	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
35	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar

36	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit
37	U1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
38	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit

39	S2	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
40	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit
41	W3	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
42	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
43	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter
44	W1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit

45	S1	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar
46	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
47	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
48	W1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar
49	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit
50	S3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary

51	W2	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit
52	S2	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar
53	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit
54	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
55	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
56	S3	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit

57	W2	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar
58	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar
59	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
60	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	Repeat Encounter	OK: Continue but focus on Grammar
61	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar
62	S2	OK: Continue but focus on	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit

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63	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
64	W1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit	Repeat Encounter	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
65	S3	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar

66	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
67	W1	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar

68	U1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
69	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
70	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
71	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
72	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Vocabulary
73	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit

74	W1	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
75	S1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit
76	S3	OK: Continue to next Unit	OK: Continue but focus on Grammar	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
77	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit

78	W2	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
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79	W1	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
80	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
81	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
82	U1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
83	U1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit

84	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
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85	U1	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
86	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar
87	S2	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
88	W2	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary
89	W3	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar

90	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
91	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
92	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
93	W1	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
94	S2	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	Repeat Encounter	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue to next Unit
95	W2	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Grammar	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	Repeat Encounter	Repeat Encounter	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue to next Unit

96	S1	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Vocabulary	OK: Continue to next Unit	OK: Continue but focus on Vocabulary	OK: Continue but focus on Vocabulary	Repeat Encounter	Repeat Encounter	OK: Continue to next Unit	OK: Continue to next Unit
97	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue but focus on Grammar	OK: Continue but focus on Grammar	OK: Continue to next Unit
98	S2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit
99	W2	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit	OK: Continue to next Unit

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ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Serap Boyacıođlu

Dođum Yeri ve Tarihi : Burdur – 1990

Eđitim Durumu

Lisans Öğrenimi : Mütercim-Tercümanlık – Atılım Üniversitesi

Yüksek Lisans Öğrenimi : İngiliz Dili Eđitimi - Ufuk Üniversitesi

Bildiđi Yabancı Diller : İngilizce, İspanyolca

Bilimsel Faaliyetleri : -

İş Deneyimi

Stajlar : Türkiye Radyo Televizyon Kurumu

Projeler : -

Çalıştığı Kurumlar : British Town English Language Schools

İletişim

E-Posta Adresi : boyaciogluserap@gmail.com

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