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HARMANLANMIŞ ÖĞRENME BAĞLAMINDA KULLANILMASINA YÖNELİK
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YÜKSEK LİSANS TEZİ

Eda TAYŞI

Tez Danışmanı

Yrd. Doç. Dr. Süleyman BAŞARAN

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**AN INVESTIGATION INTO UNIVERSITY EFL STUDENTS' AND
INSTRUCTORS' PERCEPTIONS OF USING A LEARNING
MANAGEMENT SYSTEM IN A BLENDED LEARNING CONTEXT
(THE SAMPLE OF FIRAT UNIVERSITY)**

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Eda TAYŞI

**Supervisor
Asst. Prof. Dr Süleyman BAŞARAN**

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Approval of the Graduate School of Educational Sciences

This work has been accepted as a thesis for the degree of Masters of Art in English Language Teaching Programme.

Supervisor: Asst. Prof. Dr. Süleyman BAŞARAN

Member of Examining Committee: Assoc. Prof. Dr. Nilüfer BEKLEYEN

Member of Examining Committee: Asst. Prof. Dr. Bilal GENÇ

Approval

This is to certify that the signatures above belong to the examining committee whose names are written.

Director

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ÖZET

İNGİLİZCE ÖĞRETİMİNDE BİR ÖĞRENME YÖNETİM SİSTEMİNİN HARMANLANMIŞ ÖĞRENME BAĞLAMINDA KULLANILMASINA YÖNELİK ÖĞRENCİ VE OKUTMAN ALGILARI (FIRAT ÜNİVERSİTESİ ÖRNEĞİ)

Eda TAYŞI

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Bilgisayar teknolojilerinin dil öğretiminde kullanılması 50 yıldan uzun bir geçmişe sahiptir. O tarihlerden bu yana yaygın kanı, bilgisayar kullanımının eğitim- öğretim açısından büyük bir potansiyele sahip olduğu yönündedir. Bilgisayarların dil öğretimindeki rolü, bilgisayar teknolojilerindeki gelişmeler ve dil öğretimine yönelik farklı yaklaşımların ortaya çıkmasının sonucu olarak büyük değişimlere uğramıştır. Bilhassa internetin icadı bu süreçte bir dönüm noktası olmuş ve bilgisayarlar kapsamlı birer iletişim vasıtası haline gelmiştir. Dil öğretiminde internet, üç ana fonksiyonu yerine getirmektedir: özgün bir materyal kaynağı olarak internet, özgün bir iletişim alanı olarak internet ve büyük bir araç koleksiyonu olarak internet. Öğretim yönetim sistemleri olarak adlandırılan web tabanlı sistemler, günümüzde bu geniş araç koleksiyonunun önemli bir parçası halini almaktadır. Öğretim yönetim sistemleri, eğitsel amaçla tasarlanmış en etkili web tabanlı araçlardan biri olarak kabul edilmektedir. Bir çok farklı işlevinin arasında, kullanıcıların çeşitli belge, ses dosyaları ve video gibi ders içeriklerine erişmesine imkan vermek, tartışma forumu ve sohbet gibi iletişim araçlarını kullanıcılara sunmak ve öğrencilerin gelişimlerinin takibini kolaylaştırmak öne çıkmaktadır. Tüm bunlara bağlı olarak, bu çalışma İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin ve İngilizce okutmanlarının, harmanlanmış öğrenme bağlamında bir öğrenme yönetim sistemi (*MyELT*) kullanmaya yönelik algılarını araştırmayı amaçlamaktadır. Bu çalışmada kullanılan öğrenme yönetim sistemi, *MyELT*, İngilizce öğretiminde kullanılmak üzere özel olarak geliştirilmiş bir sistemdir. Bu çalışma, 2014- 2015 akademik yılında Fırat Üniversitesi Yabancı Diller Yüksekokulu'nda yürütülmüştür.

İngilizce hazırlık programında okuyan 129 öğrenci ve yine aynı yerde görev yapan 4 okutman çalışmanın katılımcılarını oluşturmaktadır. 19 madde içeren kapalı uçlu bir anket ve yarı yapılandırılmış görüşmeler veri toplamak amacıyla kullanılmıştır. Toplanan nicel veriler SPSS aracılığıyla analiz edilirken, nitel veriler içerik analizi yöntemiyle analiz edilmiştir. Elde edilen bulgular ışığında, öğrencilerin MyELT'ye yaklaşımlarının kullanım kolaylığı açısından pozitif olduğu, fakat dil öğrenimine yönelik sağladığı faydalar konusunda bu kadar emin olmadıkları görülmüştür. Çalışmanın sonuçları, kız ve erkek öğrencilerin algıları arasında ve internete erişimi rahat ve sınırlı olan öğrencilerin algıları arasında istatistiksel olarak önemli bir fark olmadığını göstermiştir. Yine aynı şekilde, öğrencilerin akademik ortalamaları ile MyELT'ye olan algıları arasında önemli bir korelasyon ilişkisi olmadığı bulunmuştur. Okutmanlar ise, MyELT'nin eğitsel açıdan ciddi bir değer taşıdığına inanmalarına rağmen, öğrencilerin bu teknolojileri kullanmak adına gerekli çeşitli temel bilgi ve becerilerde yetersiz olmaları ve bazı teknik problemlere bağlı olarak başarıyla kullanılamadığına inanmaktadırlar.

Anahtar kelimeler: Bilgisayar destekli dil öğrenimi, web tabanlı dil öğretmeni, öğrenme yönetim sistemleri, harmanlanmış öğrenme, web 2.0 araçları.

ABSTRACT**AN INVESTIGATION INTO UNIVERSITY EFL STUDENTS' AND
INSTRUCTORS' PERCEPTIONS OF USING A LEARNING MANAGEMENT
SYSTEM IN A BLENDED LEARNING CONTEXT
(THE EXAMPLE OF FIRAT UNIVERSITY)****Eda TAYŞI****Master's Thesis, English Language Teaching****Supervisor: Asst. Prof. Dr. Süleyman BAŞARAN****November 2016, 76 pages**

The use of computers in language teaching has a history of over 50 years dating back to 1950s. Since then, there has been a common belief that computers have great potential for education. The role of computers in language teaching has changed significantly as a result of the developments in computer technologies and new approaches to the nature of language teaching. In particular, the invention of the internet has become a cornerstone which turned computers an extensive tool for communication. The internet fulfills three main functions in language learning: the internet as a source of authentic materials, as a place for authentic communication and as a collection of tools. Nowadays, web-based systems, called Learning Management Systems, have been an important part of this collection of tools. Learning Management Systems are considered to be one of the most influential web tools which are specifically designed for educational purposes, allowing the users to see course content such as documents, audio and videos, to use communication tools like discussion forums and chat, and to monitor learners' progress. In consideration of these, this study aims to investigate Turkish EFL students' and their instructors' perceptions of using a learning management system (MyELT) in a blended learning context. MyELT is a learning management system which was specifically developed for language learning. The study was conducted at Firat University School of Foreign Languages in 2014-2015 academic year. The participants were 129 Turkish students, studying at English Preparatory Class Programme, and 4 instructors with Turkish origins. In order to collect data, a close – ended questionnaire including 19 items was used.

Semi-structured interviews, including 3 open-ended questions, were conducted with the instructors. While the quantitative data were analysed by means of SPSS, the qualitative data were analysed through content analysis. The results indicated that the students generally had positive perceptions about the practicality of MyELT though they were not quite positive about its usefulness. The findings showed no significant difference between male and female students' perceptions and between students who had easy and limited access to the internet. Similarly, no significant correlation was found between students' perceptions and their average grade scores. Although the instructors believed in the pedagogical value of the MyELT, they regarded it unsuccessful in their own context due to a number of reasons such as students' lack of required ICT skills and some technical failures.

Key words: Computer- assisted language learning, web-based language learning, learning management systems, blended learning, Web 2.0 tools

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CHAPTER 1

INTRODUCTION

1.1 Presentation

This chapter is divided into five sections. In the first section, the main problem which constitutes the base of this study is given. In the second section, the significance and the purpose of the study are explained. In the following sections, the research questions and the definition of key terms and abbreviations are presented. And lastly, the chapter is concluded by indicating the limitations of the study.

1.2 Statement of the Problem

We are living in an age of technology. The striking effect of new technologies can be clearly seen and felt in all fields of life and education is not an exception. A wide range of educational technologies are now available which separate today's technologically supported classrooms from the traditional classrooms of the past.

The improvements in information and communication technologies (ICT) brought lots of different opportunities to instructional technologies (Aydın & Tırkeş, 2010). As Pim (2012) states, the range of technologies now available can support teachers in different ways both inside classroom and in the home environment where learners are on the move about their lives. Especially the use of computers and computer-related technologies over the years have had a big influence on the transformation of traditional classrooms and the language teaching is the field which, most probably, has benefited from these developments most.

The use of computers in language teaching has a history of over 50 years dating back to 1950s. Since then, there has been a common belief that computers have great potential for education (McFarlane, 2003). This belief, to a great extent, has been verified as the personal computer is now considered to be ubiquitous and almost indispensable for foreign language learning in many countries (Golonka, Bowles, Frank, Richardson, Freynik, 2014).

The role of computers in language teaching has changed significantly as a result of the developments in computer technologies and new approaches to the nature of language teaching. While in the 1960s, computers in language instruction were mainly used for language drills, the invention of the internet has become a cornerstone which turned computers an extensive tool for authentic communication.

What the internet offers for language teaching is not only limited to the chance of authentic communication. According to Pim (2012), technology was mainly used to source and consume information in the past. However, today's learners are able to create and develop content through Web 2.0 tools such as blogs, forums and wikis. Therefore, it can be deduced that among the various functions of the internet for language pedagogy, accessing authentic sources (newspapers, songs, videos etc.) and using a number of Web 2.0 tools (blogs, wikis, social networks, learning management systems etc.) to create and develop content are the most noteworthy ones.

Integrating computer technologies into language curriculum can enhance language learning and teaching in a number of different ways, such as increasing learner interest and motivation, providing access to authentic input, interaction and feedback, and providing instructors means for organizing course content (Golonka et. al., 2014). However, the integration process of new technologies into the instruction is not always a straightforward one and often brings about its own drawbacks and challenges.

According to Kern (2013), there are some issues to take into consideration in order to enable a successful integration of technology that will make sure that teachers as well as students will accept and value the use of technology such as accessibility, availability and reliability of the technology, varying levels of tech-savviness of teachers and learners, the need for knowing the ways of managing technical problems etc. Similarly, Shohel and Kirkwood (2012) state that there are many challenges and problems regarding the introduction of new technologies and these issues can be economic, technical, socio-political, attitudinal, pedagogical all of which need to be addressed simultaneously.

The main problem behind this study is that Turkey is still a developing country where there is no permanent use of educational technologies at all levels of education. As İçli (2001) states, what makes developed countries different from developing countries is that the former has the features of information society and if Turkey wants to bridge the gap between the developed countries, new social and economic politics should be

developed. Having an educational system conforming to modern standards is regarded an indispensable part of these politics.

At that point, each of the points mentioned by Kern (2013) can be a source of problem while integrating new technologies into education. This being the case, it becomes compulsory to detect and define the problems encountered through this process in different contexts.

Although it is usually the institutions that decide to use a particular piece of technology in their curriculum, those who really experience the whole process are the teachers and the learners. In that respect, their experiences, beliefs, attitudes and perceptions of what they use are significant factors in foreseeing whether the process will work successfully or not. As Kennedy and Levy (2009) states, “the students’ use of ICT in their social and study lives means their attitudes have to be taken into account to a great extent” (p.451).

1.3 The Purpose and Significance of the Study

In consideration of all these, this study aims to investigate Turkish students of English as a foreign language (EFL) and their instructors’ perceptions of using a Learning Management System (LMS), MyELT, in a blended learning context. LMSs are considered to be one of the most influential Web 2.0 tools which are specifically designed for educational purposes, providing the facilities of seeing course content such as documents, audio and videos, doing activities such as quizzes, questionnaires and tests, and using communication tools like discussion forums, text and audio chat (Dudeny & Hockly, 2007). It also tracks student progress, thus allowing instructors to monitor and evaluate students’ progress and achievement, which makes it clear that such “learning environments are able to provide a wide range of educational alternatives for learners” (Aydın & Tırkeş, 2010, p.175).

As McFarlane (2003) states, “These systems are generating much interest in education and we are only just beginning to understand the theoretical and real affordances and constraints of these systems” (p. 224). Similarly, Ozan (2008) draws attention to the importance of learning management systems in the future of education by noting that the term *e-learning* will fall into disuse in the future as the whole teaching-learning process will have been integrated into electronic environment. In that respect, it is not difficult to

foresee that learning management systems have the potential of being an indispensable part of the teaching-learning environments in the future.

Therefore, the main motivation behind this study is to contribute to the relevant literature as there is a scarcity of studies which focus on learners' and instructors' experiences and perceptions of using LMSs for language learning and teaching. This scarcity is even more evident in the context of Turkey, which is still a developing country and thus has not fulfilled the requirements of today's modern and technological education model yet. The findings of this study can help ELT practitioners understand pros and cons of using these systems in practice. Likewise, they can provide a kind of guidance for institutions considering of integrating a learning management system or another piece of computer-related technology into their instruction.

1.4 Research Questions

In order to find out Turkish EFL students' and instructors' perceptions of using an LMS for language learning, two main research questions are formulated which are as follows:

Research Question 1: What are Turkish EFL students' perceptions of using MyELT in a blended learning context?

1.1 Is there a statistically significant difference between male and female students in their perceptions of using MyELT?

1.2 Is there a statistically significant difference between students who have easy and limited access to the internet in their perceptions of using MyELT?

1.3 What is the correlation between students' perceptions and their average grade scores?

Research Question 2: What are Turkish EFL instructors' perceptions of using MyELT in a blended learning context?

1.5 Definition of key terms and abbreviations

Computer-Assisted Language Learning (CALL): CALL can be defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997).

Computer-Assisted Language Instruction (CALI): This term is quite similar to CALL in meaning. However, it has a more teacher-centered approach.

Computer-Assisted Language Testing (CALT): This term refers to the use of computers for language assessment.

Computer-Based Training (CBT): In computer-based training, computer programs are used for instructional purposes.

Computer-Mediated Communicaiton (CMC): It is the kind of communication that is conducted via the instrumentality of computers (Herring, 1996, p.1)

Technology-Enhanced Language Learning (TELL): This term refers to the use of a wider range of technologies in language learning as it not only includes computers but also other sort of technological tools such as smartboards, tablets, mobile phones etc.

Web-Enhanced Language Learning (WELL): It refers to the use of Web-based tools and resources as part of language learning-teaching environment.

Learning Management Systems (LMS): LMS are web-based platforms allowing instructors and students to share instructional materials, make class announcements, submit and return course assignments and, communicate with each other online (Lonn & Teasley, 2009)

Information and Communication Technologies (ICT): It is a term which stresses the role of integration of telecommunications such as telephone lines and wireless signals, computers as well as necessary software, storage and audio-visual systems in enabling the users to access, store, transmit and manipulate information (URL-1, 2015).

English as a Foreign Language (EFL): It refers to teaching English in contexts where English is not the first language.

Average Grade Points: This refers to the average of students' grade points which they got from the tests they were given through the academic year and which will determine whether they will fail or pass at the end of the semester.

1.6 Limitations of the Study

First of all, the instructor and student participants of this study were limited to Firat University context. Secondly, the participants of this study were determined based on convenience sampling, not randomization. As a result of this, it is difficult to generalize the results of this study to the whole population. Further research may be conducted considering a cross universities study. Secondly, cause-and-effect relationships cannot be inferred from this study, as this study does not employ an experimental research design.



CHAPTER 2

REVIEW OF LITERATURE

2.1 Presentation

The relevant literature on computer-assisted language learning, the use of the internet in language teaching, learning management systems and blended learning constitute the base of this chapter all of which are examined in detail with their definitions, their sub-headings and the references to the previous studies.

2.2 Computer-Assisted Language Learning

The ever increasing use of computers in language teaching over the years has brought about a new term into the literature, Computer-Assisted Language Learning (CALL). Levy (1997) defines CALL as “the search for and study of applications of the computer in language teaching and learning”. The invention of the internet and some other computer-related technologies have brought some new terms into use. Similarly, Beatty (2010) states CALL is “any process in which a learner uses a computer and as a result improves his or her language” (p.7). Beatty (2010) also adds that there are several other terms related to CALL and it is important to understand their place in the literature (p.10).

Firstly, CALI is the abbreviation for computer-assisted language instruction and the word “instruction” suggests that it is a teacher-centered approach. CALT (computer-assisted language testing) refers to the use computers for language assessment. Noijons (1994) defines CALT as “an integrated procedure in which language performance is elicited and assessed with the help of a computer which includes the process of generating the test, interacting with the candidate and evaluating the responses”.

Computer-Based Training (CBT) refers to the programs used for instructional goals. However, what makes it distinctive is that it does not necessarily refer to language learning and it can be used for any kind of training (Beatty, 2010, p.10). CMC (computer-mediated communication) is the kind of communication that is conducted via the instrumentality of computers (Herring, 1996, p.1). TELL (technology-enhanced language learning) refers to the use of a wider range of technologies than “computers” such as

phones, smartboards, and tablets. And lastly, WELL (web-enhanced language learning) refers to the integration of the resources and tools provided by the World Wide Web to support language learning environment.

Despite all these terms mentioned above, “CALL” still remains a widely used term that encompasses the other related terms mentioned above. Al-Mansour and Al-Shorman (2012) defines CALL as “an approach to teaching and learning foreign language where the computer and computer- based resources such as the internet are used to present, reinforce and assess the material to be learned”, which is more suitable for reflecting the comprehensiveness of the term.

2.2.1 History of CALL

The use of computers in language teaching began almost 60 years ago and it has undoubtedly passed through a number of stages until it has become what it is today. Among different classifications of the various stages of CALL, the most widely recognized are *Behaviouristic CALL*, *Communicative CALL* and *Integrative CALL*. The logic behind their division works by taking two variables into account: the level of computer technology and the prevalent pedagogical approach of the time (Warschauer & Healey, 1998).

The 1960s and 1970s were the period in which Behaviouristic CALL emerged and during which mainframe was the sort of computer technology available and behaviourism was the commonly held approach to education. Behaviouristic CALL is also referred to as *Structural CALL* (Warschauer, 2004) as the teaching techniques of structural linguistics were popular in this period. Whether it is called Behaviouristic or Structural, the use of computers in language instruction included programs of repetitive language drills, in accordance with the philosophy and availability of the computer technology in that period.

Towards the end of the 1970s, behaviouristic approaches to language learning were considerably challenged by communicative approaches to language learning that stressed the importance of the usage of language forms over forms themselves, production of original utterances by students and teaching grammar inductively rather than deductively. In terms of computer technology, it was the time of personal computers. All these changes and technological developments formed the period of Communicative CALL. The main software programmes used during this time were simulations and text reconstruction programmes. As Warschauer (2004) states, Communicative CALL made use of

communicative exercises promoting interaction and the internet was regarded a means of communication practice.

At the beginning of the 1990s, the paradigm shift from communicative approaches to language teaching to task-based, content-based and project-based approaches underlining the significance of language use for real life purposes and the rise of multimedia networked computers marked the beginning of a new stage in CALL, Integrative CALL. Multimedia-networked computers provides the learners with a wide range of tools for communication, practice and publishing through which they can enter into new discourse communities, perform real-life tasks and solve real-life problems (Warschauer, 2004). In addition, it is integrative in terms of the fact that it is possible to integrate various skills into one single activity. Lastly, it should be noted that today, the uses of computers in language instruction include elements from all these three stages as each previous stage continues to survive in the new stage (Warschauer & Healey, 1998).

2.2.2 Previous Studies in the Field of CALL

A considerable amount of studies have been conducted investigating the use of CALL in language teaching. The number of studies in the field of CALL are large enough to divide it into three different sections:

2.2.2.1 CALL and Overall Language Learning

Before examining the impact of CALL on specific language skills, it is significant to look at previous studies investigating the impact of CALL on overall language learning. In a study conducted by Nachoua (2012), it was found out that students developed their performance in grammar, vocabulary, writing and listening through CALL. The findings of similar studies revealed that using computer-assisted English language instruction alongside the traditional method had a positive effect on learners' language performance (Al-Mansour & Al-Shorman, 2012; Bingham & Larson, 2006).

Studies show that computers can be a medium of instruction at different grades and levels. For example, Sorenson (2015) found out that using computers was an effective way of language instruction in primary grades. However, according to the findings of Iacob's study (2009), while using computers did not make any positive impact on young learners'

receptive skills, it increased their speed of reacting to and answering questions. As for secondary stages, Al-Khayyat's study (2015) showed that CALL effected Iranian students' overall language learning positively.

At the university level, it was found out that the use of CALL improved Nigerian university students' English proficiency (Ikonta & Ugonna, 2015). Likewise, Castillo (2015) found out that nursing students increased their TOEFL scores with the help of computers used in language instruction. According to the findings of another study, CALL instruction had a positive effect on Iranian EFL learners' general and academic self-efficacy (Zareid & Hashemipour, 2015). In contrast to these studies, Kılıçkaya's study (2005) conducted at a state university in Turkey found out no significant impact of CALL on overall language learning performance.

2.2.2.2 CALL and Specific Language Skills

The issue of using CALL to improve specific language skills and areas has been investigated on several dimensions. Bekleyen and Yılmaz (2012) found out that using a computer programme had a positive effect on Turkish ELT students' vocabulary development. Similarly, the findings of another study revealed that using an online flashcard website had a positive impact on Japanese university students' vocabulary acquisition. It was also found out that right brained learners learned vocabulary better and more easily through CALL (Khoshnoud & Karbalaeei, 2015). However, Tokaç's study (2005) showed that computer-assisted vocabulary instruction did not make a significant contribution to the acquisition of vocabulary at a state university in Turkey which may have resulted from students' ineffective use of time and inefficacy of the feedback provided by the computer.

Computer- assisted grammar instruction is another area of research in the literature related to CALL. AbuSeileek and Rabab'ah (2007) found out that using computer-assisted grammar instruction helped Saudi university EFL learners learn verb tenses better than traditional instructional methods. Likewise, the findings of another study proved the effectiveness of CALL on Jordanian secondary stage students' grammar development (Nabah, Hussain, Al-Omari, Shdeifat, 2009). Nagatah's study (1997) also showed that metalinguistic feedback which students received via CALL increased their capability of understanding complex Japanese grammar structures at a university in United States. In

contrast to these findings, Nutta (1998) and Chien (2011) found out no significant difference between two groups receiving computer-based and teacher-led grammar instruction.

The literature suggests that using computer technologies can improve learners' reading skills (Ahangari & Sioofy, 2013; Marzban, 2011; Farrah & Tushyeh, 2010; Jinaj & Rattanavich, 2015). A study conducted by Bhatti (2013) in Pakistan showed that computer-assisted reading instruction can improve reading on three levels of reading skills: literal level, inferential level and evaluative level. Haupt (2015) also found out that computer-assisted reading not only increased university EFL students' reading speed but also their interest in reading the target material.

Using computers to improve writing skills of language learners has also been a field of wide interest. The findings generally indicate a positive impact of computers on the development of writing (Zaini & Mazdayasna, 2014; Jafarian, Soori, Kafipour, 2012). It seems that the automatic feedback provided by the computers contributed considerably to the process of improving writing skills as it helped learners increase their accuracy (Fenlong, 2015; Saadi & Saadat, 2015). Naeem (2007) found out that a CALL program helped EFL college learners improve their writing skills such as punctuation and spelling. In contrast to this, the findings of Al-Menei's study (2008) showed that although using a word processor improved Saudi college students' paragraph writing and correcting grammar errors, it did not have significant effect on correcting style and spelling errors.

As for listening and speaking skills, the findings of the related literature indicate that computer-assisted listening instruction enhanced the listening performance of language learners (Alakawi, 2016; Han & Rensburg, 2014). Smartboards were also found out to be an effective tool for improving EFL learners' listening and speaking skills (Fatemi, Ali Shahi, Seifi, Esmaelzadeh, 2015). The findings of another study conducted at a high school in Turkey showed that using a language learning software helped students improve their speaking and listening skills (Demir & Korkmaz, 2013).

The implementation of CALL into speaking instruction contributed to the enhancement of speaking abilities of learners considerably (Samadi, Maghsoudi, Azizmohammad, 2014; Harunasari, Rahmat, 2015). For example, the use digital storytelling was proven to be an effective method to improve speaking and listening skills of intermediate level EFL learners (Tahriri, Tous, MohavedFar, 2015). Likewise, Olibie's

study (2010) showed that using CALL enhanced students' ability of producing grammatically accurate sentences.

Computers can also provide the learners and teachers with great assistance in terms of practising pronunciation. The findings of a related study indicated that computer-assisted pronunciation training helped EFL learners improve their pronunciation abilities (Mehrpour, Shoushtari, Shirazi, 2016). It was also found that while using a pronunciation software helped prospective English teachers improve their pronunciation of consonant and vowel sounds, it was not quite useful in terms of the pronunciation of diphthongs (Nadeem, Mohsin, Mohsin, Hussain, 2012). Similarly, Tanner & Landon's study (2009) revealed that despite having a positive impact on improving ESL students' perceptions of word stress and pausing, using computer-assisted pronunciation training did make any difference on the level of overall comprehensibility.

2.2.2.3 Students' and Teachers' Attitudes towards CALL

Teachers' and students' attitudes towards the use of CALL in language instruction constitute an important dimension of the literature on CALL as their positive attitudes and perceptions are of vital importance for the success of CALL in different contexts. It was found out that perceived usefulness, perceived ease of use and subjective norms were significant in predicting computer attitudes (Afshari, Ghavifekr, Siraj, Jing, 2013). The findings of the same study also indicated that students had moderate attitudes towards CALL.

A study conducted by Önsoy (2004) at a state University in Turkey showed that students and teachers of English had positive attitudes towards CALL. While they believed in the usefulness of CALL for improving reading skills, grammar and vocabulary, they did not find it quite useful for improving writing skills. Similarly, according to the findings of Tunçok's study (2010), although Turkish EFL students found CALL helpful for enhancing vocabulary, reading and listening skills, they did not agree that CALL was useful at all for improving speaking and writing skills. Another study conducted at a state university in Turkey found out that while the students were not quite positive about using computers for language learning they still regarded it a useful learning tool (Öztürk, 2012). The findings of the same study also indicated that Turkish students' opinions do not vary significantly in terms of their gender (Öztürk, 2012).

Lockey and Hayashi's study (2013) pointed out that Japanese university students had positive opinions about the use of computers in language instruction despite their unfamiliarity with the equipment and their lack of the required ICT skills. Fang (2010) also found out that Taiwanese students held positive attitudes towards a writing software and benefited from computer-mediated feedback. However, they were not positive about using it as a grading tool.

In terms of the instructors, Aydin's study (2013) showed that although Turkish EFL instructors tended to perceive the integration of computer technologies into language instruction positively, they experienced problems in using certain software due to a lack of technical and instructional support. The results of a similar study revealed that Arabian EFL teachers who attended computer training programmes had more positive attitudes towards the use of computers in language teaching (Alshumaimeri, 2008).

Indian teachers were also found to have positive perceptions of integrating CALL into their instruction despite they had concerns about ICT facilities of their workplace (Baskaran & Shafeeq, 2015). The findings of another study indicated that there are some external factors such as lack of time and computer facilities, insufficient administrative support and internal factors such as teachers' limited computer skills and technical knowledge which influence teachers' attitudes towards the implementation of CALL negatively (Park & Son, 2009). All these studies show that there are different variables at work which determine the learners' and teachers' attitudes towards CALL.

2.3 The Internet and Language Teaching

In the last 20+ years, the internet has become more and more indispensable for people's daily lives. So, what is exactly the internet? It can be defined as a network of people and information, linked together by telephone lines which are connected to computers, used for transporting information through various applications, programmes and the World Wide Web (Tealer & Gray, 2000, p.1).

Although the birth of the first version of the internet dates back to 1960s, by the early 1990s it became widespread all over the world after having passed through a number of gradual developments (Tealer & Gray, 2000, p.3). As was mentioned in the previous section, computers had already been in use for language instruction before the internet became widespread and available for everyone. However, the advent of the internet has

brought a new and revolutionary dimension to CALL, changing the function of the computers in language teaching forever.

As Warschauer (2004) states, the internet has transformed computers from a tool for information processing and display to a tool for information processing and communication. However, the internet also has passed through a number of stages until it has become the internet we know today. 1990s are called the years of Web 1.0 during which students could find information and use it in their studies. (Solomon, Schrum, 2007). However, today they have the control of the tools as they can write blogs online, interact and collaborate with peers, post photos, videos etc. (Solomon, Schrum, 2007). This phase of the internet we are living is called Web 2.0.

According to Zhytska (2012), it is quite necessary to understand what the internet offers for language learning and teaching in order to make a more effective use of it. Kern (2013) states three main areas that the internet is used in language learning:

2.3.1 The Internet as a Source of Authentic Materials

Authentic materials can be defined as written or spoken materials produced by native speakers for a non-pedagogical purpose (Bacon & Finnemann, 1990). The availability of internet connection gives learners the chance to reach authentic materials easily, quickly and with a little cost (Zhytska, 2012). Authentic materials such as books, videos, audios, podcasts, songs and newspaper articles expose language learners to how the target language is used by native speakers of that language and help them develop better language skills.

As Hare (1998) states, The World Wide Web has become a platform where information is made publicly available and thus access to genuine information about a foreign culture and society is an important source of learning in a language curriculum. A study conducted by Son (2007) demonstrated that the web is a useful tool and supplementary source for learning English. Similarly, it was found out that using web-based language learning materials had a positive effect on learners' grammar proficiency (Yusof & Saadon, 2012).

Nowadays, podcasts are also quite popular with the researchers which provide the learners with authentic listening materials. Lakshmi and Reddy's study (2015) showed that podcasts were effective for improving high school students' listening skills. Similarly, it

was found out that using podcasts had a positive impact on upper-intermediate EFL students' speaking proficiency (Farangi, Nejadghanbar, Askary, Ghorbani, 2016). However, the findings of Ducate and Lomicka's study (2009) revealed that despite their positive perceptions, using podcasts did not improve French and German students' pronunciation skills significantly.

2.3.2 The Internet as a Place for Authentic Communication

Today, language teachers do not have to create imaginary settings for their students in which students can use a certain language. That is because the internet itself has become the target setting providing interaction with the world outside the classroom via e-mail, newsgroups, forums etc. Warschauer (1997) summarizes the distinguishing features of CMC and what it offers for language learning as follows:

The special features of online communication- that is text-based and computer-mediated, many to many, time-and place- independent, usable across long distances, and distributed via hypermedia- provide an impressive array of new ways to link learners. When viewed in the context of sociocultural learning theory, which emphasizes the educational value of creating cross-cultural communities of practice and inquiry, these features make online learning a potentially useful tool for collaborative language learning (p.477).

It can be deduced from this quotation that the distinguishing features of online communication provide the learners with a collaborative environment of language learning where distances cannot constrain cross-cultural practice. Roed's study (2003) showed that the advantages of communicating online for students when learning a language is that there is no time pressure or no accent to be distracted and that the online environment is less anxiety provoking when learners try to practice the target language. The findings of another study by Leh (1999) revealed that using email was beneficial for language learning which was a way students and instructors favoured. Similarly, it was found out that email can be a useful way of teaching a number of grammar points (Pirasteh, 2014).

2.3.3 The Internet as a Collection of Tools

The Web provides a wide range of interactive tools from web-based penpals to discussion boards (Lacina, 2004) which are prevalently named Web 2.0 tools. Web 2.0 can be defined as “ a transition in the use of Internet – based software programmes” (Rosen & Nelson, 2008). The 1990s are referred to as the years of Web 1.0 since in this early phase of the internet, the ability to present and broadcast information was only limited to those who had the ability to use complicated tools. As a result, an internet user with average computer skills could only use the internet for *reading*. The difference of Web 2.0 tools is that any user can both create information and present it as the tools are no longer as complicated as they were in the past. Olaniran (2009) summarizes the potential of Web 2.0 for education as in the following:

Web 2.0, allows and provides greater interactivity among users to change and transform static websites into fully interlink technologies, which offer interactive computing platforms where users can create and use content created by other participants. There are other features of Web 2.0 including the use of tags for identifying video and audio clips, the rating systems and the sharing of website links. These features are primarily believed to help users or learners in their self- learning efforts. The primary driver of Web 2.0 is the recent development of a person’s ability to create and publish content online without the knowledge of a computer programming language, or the possession of specialized equipment beyond their personal computer (p.261).

As was stated above, the implications of Web 2.0 tools for education is that they have the potential to transform teaching and learning by having learners and teachers participate in creating knowledge and sharing what is created with communities or networks of learners (Rosen & Nelson, 2008). Furthermore, the features of Web 2.0 tools allow learners to acquire and improve their self-study habits. Kern (2013) lists some of the most popular and widely used tools for various functions: publishing and writing tools like Wikis and blogging platforms; sharing tools for videos, slides and images such as Youtube and Slideshare; social networking tools such as Facebook and Twitter; and lastly learning management systems such as Moodle and Blackboard. Similarly, by using a Web 2.0 corpus, Parmaxi and Zaphiris (2016) found out that blogs, wikis and social networking

sites were the kind of Web 2.0 technologies which were most frequently investigated between 2009-2013 by the researchers.

The findings of Sun's study (2010) indicated that Taiwanese university students improved their overall writing skills by writing blogs. Likewise, another study by Arslan and Şahin-Kızıl (2010) showed that using blogs enhanced Turkish university students writing skills. However, Yakut and Aydın (2015) found out using blogs did not ensure a better reading performance among Turkish EFL students. Another study conducted by Hung and Huang (2015) demonstrated that despite having positive attitudes towards using speaking blogs and believing their pedagogical value, Taiwanese college students did not favour using blogs as a tool for assessment.

Secondly, Franco's (2008) and Wichadee's (2010) studies demonstrated that the use of wikis can help learners enhance their writing skills. It was also found out that using wikis can be an effective way of teaching the target culture to the foreign language students (Ducate & Steckenbiller, 2013). However, Kennedy and Miceli (2013) showed that learners of Italian did not have quite positive perceptions of using wikis which may result from some technical problems and a low level of interest in participating the online group for collaboration.

Thirdly, it can be clearly seen in the related literature that social networking sites are also gaining popularity whose educational potential and value has already been noticed by the researchers and educators. According to Chartrand (2012), what makes social networking tools unique for language learning is that they provide the users with a chance to use the target language to build interpersonal relationships, which is quite different from traditional methods of instruction. In parallel with this view, the findings of Alm's study (2015) indicated that university language students from New Zealand used Facebook for communicating in the target language with native speakers.

Wichadee (2013) found out peer feedback provided through Facebook had a positive impact on university EFL students' writing abilities and the students had positive perceptions of using Facebook for peer correction. The findings of another study conducted at a state university in Turkey showed that although the students were aware of and using the social networking sites for language learning, they were still anxious about speaking in the target language (Biçen, Sadıkoğlu, Sadıkoğlu, 2015).

2.4 Learning Management Systems (LMSs)

Today, learning management systems (LMSs) can be regarded the most popular and widely used Web 2.0 tools that are specifically developed for the field of education. Often used synonymously with Virtual Learning Environments (VLEs) and Content Management Systems (CMSs), LMSs have been defined by various academicians and educationists in a number of different ways.

2.4.1 The Definition of Learning Management Systems

In simplest terms, LMSs can be defined as software for delivering, tracking and managing education (Oneto, Abel, Herder, Smits, 2009). Hall (2003) also provides a similar but more comprehensive definition stating that an LMS is a software that automates the administration of training events by managing the log-in of registered users and course catalogs, recording data from learners and, providing reports to management.

Although these two definitions above can shed light on what an LMS is, it still seems difficult to visualise the real functions of LMSs. Therefore, a third definition must be provided that includes the fact that LMS, or CMSs, are web-based platforms allowing instructors and students to share instructional materials, make class announcements, submit and return course assignments and, communicate with each other online (Lonn & Teasley, 2009). To create one single comprehensive definition, LMSs are softwares that are used for the purpose of administrating training/education events such as sharing instructional materials, making class announcements, dealing with assignments, providing communication and reports on students' development (Oneto, Abel, Herder, Smits, 2009; Hall, 2003; Lonn & Teasley, 2009).

2.4.2. Learning Management Systems in Language Education

Today, online learning and how to teach online are the popular topics in the field of education as well as in language teaching. As a result, it has become quite significant to figure out the affordances and shortcomings of LMSs for language learning and teaching. Dudeney and Hockly (2007) summarize the basic functions of LMSs in terms of the learners as follows:

It is accessed by learners on the internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat. Newer VLEs even integrate blogs and wikis (p.137).

Thus, it can be inferred that LMSs incorporate a number of different Web 2.0 tools into one single platform to be used for educational purposes. The second issue regarding the LMSs is about what it can propound in terms of the teachers. Dudeney and Hockly (2007) explains the practicalities and affordances of LMSs for teachers:

The advantage of a VLE for course delivery is that everything is in one place and most VLEs provide tracking facilities, so that the online tutor can see who has logged in when, and see what activities learners have done, or what documents and forums they have accessed. VLEs usually provide sophisticated tools for assessment and grading, with records kept for each learner. Thus, a teacher can evaluate a learner's written work or assignments in the VLE, as well as their contributions to forums (p.138).

This evaluation of LMSs mentions that it is a convenient tool for the teachers to follow and observe students' development anytime and anywhere and it allows for keeping an eye on the students outside the classroom, thus expanding the borders of instruction beyond the classroom.

A growing body of research has been conducted regarding the use of LMSs in language instruction, each one focusing on a different aspect of the LMSs. However, the findings seem to be ambivalent revealing that the success of an LMS depends on different variables.

First and foremost, learners' perceptions and attitudes towards the use of LMSs play a significant role in determining the success of an LMS. Raaij, Erik and Schepers's study (2008), which was conducted with Chinese graduate students by using an LMS specifically designed for that program, found out that student acceptance and use of such a system had a direct influence on the success of a particular LMS.

Moreover, a number of different factors have been determined to contribute the students' acceptance of the LMSs such as personal innovativeness, computer anxiety, subjective norms and perceived usefulness (Raaij, et. al., 2008). Similarly, Kanthawongs and Kanthawongs (2013) investigated the perceptions of using an LMS among Thai

university students. Data were collected through a questionnaire and the findings indicated that there was a positive relation between perceived usefulness and LMS usage intention.

Today, there are a number of LMSs which are used widely all through the world and Blackboard is considered to be one of them. Mohsen and Shafeeq (2014) sought to find out EFL teachers' perceptions of using Blackboard in Saudi Arabia through interviews and also a questionnaire. The findings revealed that EFL teachers had positive perceptions of using Blackboard as they believed it improved student-teacher relationship and made teaching-learning process more effective. Likewise, Fageeh and Mekheimer (2013) found out that using Blackboard for online discussions and online peer review activities improved upper-intermediate EFL students' attitudes towards academic writing. However, technical problems related to internet connection and the Blackboard were determined to be important factors influencing students' attitudes towards the LMS negatively.

There are also some other studies investigating the effects of the use of LMSs on particular language skills and areas. In a study conducted by Bilgin (2010), whose participants were preparatory class students at a state university in Turkey, it was found out that the use of an LMS, named *MAC*, had a positive effect on improving university students' reading and listening skills, as well as their overall achievement, although it was not very effective on the development of vocabulary and grammar.

Khaliq, Ahmadi and Gharib's study (2014) indicated that while the use of an LMS, *Schoology*, did not improve Iranian upper-intermediate adult learners' autonomous learning skills, it did help them improve their reading strategies in the target language. The findings of another study conducted in Malaysia suggested that learners enhance their writing abilities and understanding of certain subjects through communication with peers and lecturers by using an LMS (Hamat, Azman, Noor, Bakar, Nor, 2014). Lastly, it was found out that using an LMS may effect the acquisition of vocabulary positively (Kritikou, Stavroulaki, Paradia, Demestichas, 2010). In all of these studies mentioned above, learning management systems were utilized in a blended learning context, a relatively new term gaining popularity during the rapid integration of online tools into foreign language instruction.

2.5 Blended Learning

LMSs are usually used in two different contexts: fully distance learning and blended learning. So, what is exactly blended learning and what does it refer to? In a broad sense, blended learning is “a mixture of the various learning strategies and delivery methods that will optimise the learning experience of the user” (Kurtus, 2004). Similarly, it refers to the use of “two or more instructional delivery methods to impart knowledge and skills to the learner” (Lothridge, Fox, Faynan, 2013).

Bath and Bourke (2010) stated that the term “blended learning” is not a new one as different models of instruction has always been used but nowadays it usually refers to the integration of the use of technology in language instruction. Whittaker (2013) supports this idea by suggesting that blended learning is an adopted term and it represents a change in what is being blended these days, which is the integration of computer technology to teaching and learning process (p.11).

In this sense, Kern (2013) defines blended learning as “a mix of face to face and online learning and of synchronous (e.g. Skype, video conferencing rooms) and asynchronous (e.g. discussion groups, blogs, learning management systems) communication tools”. According to Thorne (2003), blended learning model blends traditional modes of instruction with online learning (p.2). Similarly, Marsh (2012) claims that face-to-face learning is the cornerstone of blended learning which is enriched and enhanced by the use of the internet and other computer related technologies (p.3).

There are varying views on how to differentiate between blended learning and some other related terms. For example, Smith and Kurthen (2007: cited in Gruba and Hinkelman, 2012) tried to make clear distinction between the terms Web-enhanced learning, blended learning, hybrid learning and fully distance learning by using percentages and stated that while WELL refers to the use of online materials at the minimum level, in blended learning the online part of the instruction should be less than 45%.

The amount of online activities constitutes 45% to 80% of the whole instruction in hybrid learning and for the fully online learning more than 80% of the instruction must be conducted online (p.4). However, Whittaker (2011) does not agree with this and states that most of these terms can be used synonymously as blended learning is a term which refer to any combination face-to-face and online learning (p.12). Marsh (2012) also claims that there are no set rules or formulas to make a good blend (p.6).

Using blended learning in language education has been investigated on several dimensions. Şahin-Kızıl (2014) conducted her study with 68 EFL students at a state university in Turkey in which Moodle was used in a blended mode. Data was collected through a survey and the findings suggested that students became more engaged in language learning as using Moodle in a blended context increased students' interaction with the peers, instructors and the target language itself.

A similar study was conducted by Grgurovic (2011) at a public university in the US with 19 participants from an intensive English program in which data were collected through interviews, observation and student survey. An LMS was used in the instruction which constituted the 26 % of the blended learning program and the findings revealed that the use of the LMS could bridge the gap between class work and online work and that students found the speaking and pronunciation activities on the system quite useful.

Schoonmaker (2014), who investigated the effectiveness of a blended learning model for reading circle activities by using a website including several Web 2.0 tools, found out that this model increased the effectiveness of using reading circles at an academic English program in Hawaii. Similarly, Kabayashi and Little's study (2011) showed that Japanese EFL university students (n=141) found the online component of a blended learning instruction model useful for learning content-specific knowledge and for improving language skills. The same study also found out a strong correlation between students' final grades and their attitudes towards the use of the online component (Kabayashi & Little, 2011).

Guangying (2014) found out the use of an LMS, New Era Interactive English (NEIE), which was used to do the assigned activities in groups enhanced Chinese university students' (n=59) speaking and listening abilities. Yang's study (2012) showed that using online instruction in a blended learning with Taiwanese university EFL students (n=183) improved their reading level.

In Sagarra and Zapata's study (2008) with learners of Spanish as a second language (n=245), face-to-face meeting with students four hours per week was combined with the use of an online workbook for one set of homework per week. The findings showed that there was an increase in students' grammar scores and the students believed in the usefulness of the online workbook for advancing their grammar and reading skills. However, the same study also showed that the amount of time given to the students to

complete the online activities influenced students' attitudes negatively (Sagarra & Zapata, 2008).

Lastly, the findings of several studies suggested that blended learning can contribute positively to such variables as social interaction, student-teacher initiative and learner autonomy which ultimately make inroads into positive perceptions and attitudes towards blended learning in different language learning contexts (Guangying, 2014; Safran, 2013; Yang, 2012; Hubackova, Semradova, Klimova, 2011; Bueno-Alastuey, Lopez Perez, 2014).

In the context of this study, 2 hours out of 20 is conducted online which refers to 10% of the whole instruction. It shows that this study takes its blending approach from Whittaker (2013) who objects to the use of pre-determined percentages in defining blended learning and advocates to define blended learning as any combination of face-to-face and online learning.

CHAPTER 3

METHODOLOGY

3.1 Presentation

This chapter is divided into five main sections. In the first section, the research design of the study is presented. Following this, the details about the participants, the procedure and data collection methods are explained. The chapter is concluded by explaining the procedure of data analysis.

3.2 Research Design

As it was mentioned earlier, the aim of this study is to investigate Turkish EFL instructors' perceptions of using MyELT in a blended learning context. The data were collected both quantitatively and qualitatively. In order to answer research question 1, whose aim is to find out students' perceptions of using MyELT, the quantitative data were collected through a questionnaire. Price (2012) illustrates which research type to choose which suits the purpose of a research study as follows:

Again, the choice between the experimental and nonexperimental approaches is generally dictated by the nature of the research question. If it is about a causal relationship and involves an independent variable that can be manipulated, the experimental approach is typically preferred. Otherwise, the nonexperimental approach is preferred (p.166).

As the findings of the research question 1 will reveal no cause and effect relationship and as no independent variables that can be manipulated and tested upon the dependent variable are used, it is not wrong to say that this study employs a nonexperimental research design.

Similarly, in order to answer research question 2, the data were collected qualitatively through interviews. It is possible to say that this study shows a phenomenological approach which is defined as research "in which the researcher identifies the 'essence' of human experiences concerning a phenomenon, as described by

participants in a study” (Creswell, 2003, p.15). Similarly, Yıldırım and Şimşek (2013) state that the purpose of phenomenological research is to reveal individuals’ experiences and perceptions in relation to a phenomenon through such methods as interviews and observations. This study takes its phenomenological nature from the fact that it aims at finding out instructors’ perceptions of using MyELT through interviews.

3.3 Respondents

This study was conducted at Firat University School of Foreign languages with 129 Turkish EFL students, determined based on convenience sampling, and 4 EFL instructors with Turkish origins. A sample of convenience basically refers to “ drawing samples that are both easily accessible and willing to participate in the study” (Teddlie & Yu, 2007, p.78). The reason why this study employs convenience sampling instead of random sampling, in which each member of the population has an equal chance of being selected, is that the researcher does not try to generalise the findings of this study to the whole population and “description rather than generalisation is the goal” (Dawson, 2002, p.49). The 4 instructor participants of this study were the only instructors who were responsible for conducting the computer laboratory lessons. Therefore, they took part in the study.

The students, all of whom were engineering majors, were part of the English Preparatory Class Programme which lasted two semesters at the beginning of their engineering education. According to the Common European Framework of Reference (CEFR), the students’ English level was B1 at the time of the study. This was determined based on the information that according to the English curriculum of Turkish Ministry of Education, students must have completed B1 level at the end of 12th grade (The English curriculum of secondary education, pdf retrieved from [Thttp://ttkb.meb.gov.tr/program2.aspx?islem=1&kno=76](http://ttkb.meb.gov.tr/program2.aspx?islem=1&kno=76)).

The students had 20 hours of English classes per week during two semesters and participation in this Preparatory Class Programme was not compulsory one. All the student participants of this study were studying English voluntarily. The average age of the students was 19,5, ranging from 18 to 22 with a standard deviation of ,93. The average grade point of the group was 69,5 out of 100 with a standard deviation of 13,8. The gender distribution of the students is shown below in Table 1:

Table 1. The gender distribution of the students with percentages and frequencies

Gender	Frequency	Percentage
Male	97	75,2
Female	32	24,8

While female students constituted 24,8% of the group, this percentage was 75,2% with the male students as shown in Table 1 above. A vast majority of the students (66,7%) had their own personal computers, while 33,3% of the them did not have access to one either at home or their dormitory. Another important point is that 54,3% of the students had easy access to the internet whereas 45,7% of students' internet access was limited.

Table 2. The internet access rates of the students

	Frequency	Percentage
Easy	70	54,3
Limited	59	45,7

As Table 2 shows, nearly half of the group had limited access to the internet. The frequency of internet usage was found out to be high with 72,9% of the students using the internet quite often and often (35,7% often, 37,2% quite often) while only 3,9% of the students reported rarely using the internet. Most of the students (81,4%) had good computer literacy skills (44,2% good, 37,2% very good) and only 1,6% of the participants had poor computer literacy skills. These statistics are illustrated in Table 3 and Table 4:

Table 3. The frequencies and percentages of internet usage among students

Internet usage	Frequency	Percentage
Rarely	5	3,9
Sometimes	30	23,3
Often	46	35,7
Quite often	48	37,2

Table 4. Computer literacy skills of the students with percentages and frequencies

Computer Skills	Frequency	Percentage
Poor	2	1,6
Fair	22	17,1
Good	57	44,2
Excellent	48	37,2

Table 3 and Table 4 summarize the frequency of computer use and the rates for computer literacy skills of the students. Student reports indicate a really high usage of internet and a high level of computer literacy skills. Table 5 shows the basic demographic information of the instructors.

Table 5. Demographic profiles of the instructors

	Gender	Age	Teaching Experience	Majors
Instructor 1	Female	27	3 years	English Language Teaching
Instructor 2	Female	25	3 years	English Language Teaching
Instructor 3	Male	25	2 years	English Language Teaching
Instructor 4	Male	28	5 years	American literature

The four instructor participants of the study were chosen based on convenience sampling. Two male and two female instructors took part in the study all of whom were driving the computer laboratory classes. Their ages ranged between 25 and 28 with an average 3,2 years of teaching experience. These instructors were responsible for monitoring and managing the use of the LMS by students and providing help in case it was needed either inside or outside of the laboratory hours. For data collection, semi-structured

interviews including four open-ended questions were conducted with these instructors, each one lasting around 15 minutes.

3.4 Procedure

The LMS used in this study is MyELT which is an LMS specifically developed for language learning. Thus, it can be labelled as a language learning management system which was used at Firat University School of Foreign Languages in 2014-2015 academic year, which consisted of two semesters.

At the beginning of each academic year, Firat University School of Foreign Languages selects an English course book to be studied during the year. For the 2014-2015 academic year, *Life Series*, a text published by National Geographic Learning, was determined to correspond to learners' needs and institutional learning goals. MyELT is also a production of National Geographic Learning to which students would be able to enroll via the content access code available in the books they would purchase. In an attempt to both improve the teaching/learning environment in order to meet the modern standards and also to familiarize the students with educational technologies, it was decided to integrate MyELT into the language curriculum of the 2014-2015 academic year.

Before examining what MyELT really offers for students and instructors and what kind of facilities it has, it is important to understand how it was adopted into the Firat University context. Before the semester started, instructors received a basic training about how to use MyELT that was provided by representatives of National Geographic Learning. Instructor accounts and passwords were created enabling the instructors to log in to the system.

In case not all students would have easy access to the internet, the schedule of each prep class was arranged in a way to allow two hours of time in a week for using the computer laboratory, titled, C. A. L. L (computer assisted language learning) lessons. Four instructors were assigned to run these C. A. L. L hours. In the first two or three weeks, laboratory hours were spared to instruct the students about how to enroll and use the system. For the enrollment, students needed a *course key* and a *content access code*. While content access codes were available in the course books students had purchased, course keys were created by instructors that showed which classes students were in (e.g. prep 5, prep 17). After the enrollment process had been completed, students began to use MyELT

either at home or at the computer lab for supplementary language exercises which would constitute 15% of their final grade.

The next section of the paper will detail what kind of an LMS MyELT is, what its basic functions are and how it can contribute to and enrich the language learning process. To begin with, MyELT is a Windows, Mac or Android Mobile compatible hardware that can function with the browsers Internet Explorer (7, 8, 9), Chrome and Firefox (3.5 & 3.6) (MyELT instructor guide pdf, retrieved from <https://myelt.cham-edu.cn/media/pdf/MyELT%20Instructor%20Guide.pdf>). As mentioned earlier, a content access code and a course key are required for the students to complete the enrollment process.

As an LMS, MyELT has a number of various benefits and advantages in terms of the students. First of all, it contains the content of the course books to which students have access. In other words, students can find an e-book version of their course books in the system. Secondly and most notably, it serves as a broad source of interactive language exercises including different language areas and skills such as grammar, vocabulary, reading, writing, listening, speaking and pronunciation. What makes these exercises special is that they are in parallel with the content in the course books. Therefore, they are supplementary material for the language development of the students.

Unit 2 / Grammar 3 *there is/are, prepositions of place*

INSTRUCTIONS
Look at the room. Complete the description with the words in the box.

on 's are next to in front of between

This is my living room. There _____ a sofa with a rug _____ it. The sofa is _____ the desk. There _____ three drawers in the desk. It's _____ the sofa and the window. My computer is _____ the desk.

Show Answers Submit

Figure 1. An example of interactive grammar exercises from MyELT (MyELT, 2015)

Figure 1 shows, a fill-in-the-blank exercise on the use of *there is/are* and *prepositions of place*. The exercise also contains visuals which help the user practice related vocabulary. In Figure 2, an example of a listening exercise is given:

Figure 2. An example of a listening exercise from MyELT (MyELT, 2015)

It is particularly interesting that MyELT allows students to record themselves and submit these recordings. Moreover, it is also possible to take a single exercise two or more times and keep the best result to be recorded. In Figure 3, an example of a reading exercise is presented:

Figure 3. An example of a reading exercise from MyELT (MyELT, 2015)

Figure 3 shows that exercises can combine multiple skills: the exercise above primarily aims to develop students' reading skills. However, the audio click on the right upper side of the page makes it possible for learners to listen to the text at the same time, appealing to both receptive skills.

What kind of facilities does MyELT offer to support instructors? With MyELT, instructors are able to create a new course, create assignments, run reports and monitor

student progress (MyELT instructor guide pdf, retrieved from <https://myelt.cham-edu.cn/media/pdf/MyELT%20Instructor%20Guide.pdf>). In addition to that, it can help build communication between instructors and students with the messaging tool available. Figure 4 below presents the homepage of an instructor account:

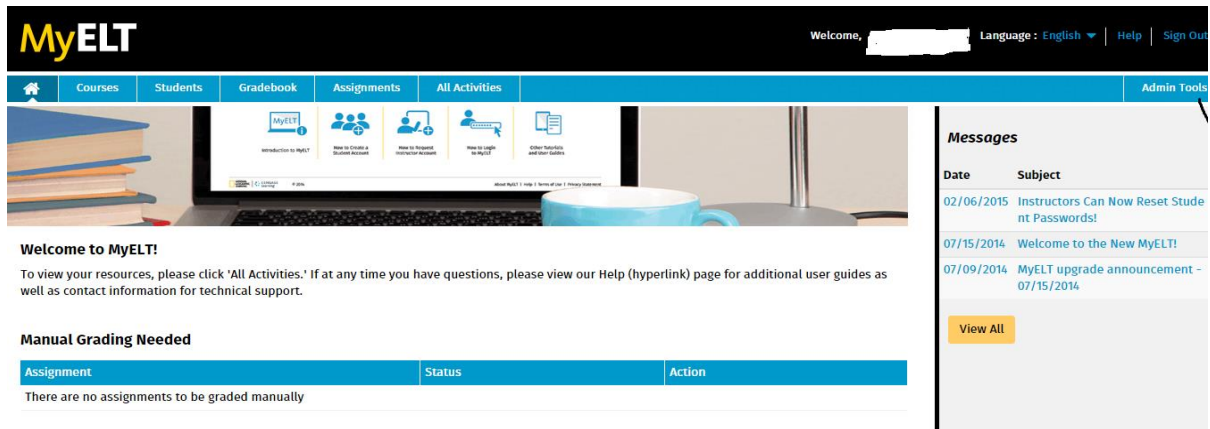


Figure 4. Homepage of an instructor account from MyELT (MyELT, 2015).

The first tab, *courses*, refers to the groups of students created by the instructors with a different course key for each group. In the Firat University context, courses referred to different preparatory classes. In *students* tab, instructors can find the user information such as names, surnames, usernames and email addresses of the students listed for each group. Also in this section, instructors can enroll, unenroll and email the students when necessary. Thirdly comes the *Gradebook* where a detailed record of students’ activities and responses are kept and through which instructors can monitor students’ progress with detailed reports. In Figure 5, an example of the gradebook page is provided:

Gradebook: PREP 12. Tutorial: Viewing Student & Class Progress (2:54)

View Assignments View All Self-Study Activities

Find a student name that contains Report Creator : (Choose a report type) Manage : (Choose a Tool)

FILTERS
 Assignment Group : All Book : All Unit : NA

Student	Total	Assignment:			
		Unit 11 / ... / Grammar 1: should/shouldn't	Unit 11 / ...to / don't have to, can/can't	Unit 11 / ... somewhere, nowhere, anywhere	Unit 11 / ...f
<input checked="" type="checkbox"/> ÇANKAYA, KEMAL	97.1%	100%	87.5%	100%	not taken
<input checked="" type="checkbox"/> çakmak, ertaç	95.58%	100%	100%	100%	100%
<input checked="" type="checkbox"/> avci, yusuf	N/A	not taken	not taken	not taken	not taken
<input checked="" type="checkbox"/> avci, yusuf	96.61%	not taken	not taken	not taken	not taken
<input checked="" type="checkbox"/> Cakar, Busra Ceren	61.95%	100%	87.5%	100%	100%

Figure 5. An example of the gradebook page from MyELT (MyELT, 2015)

As can be seen in Figure 5, students' overall scores are given along with the detailed scores presented separately for each exercise. In addition to that, the *report creator* tool in the middle of the page allows the instructors to create different kinds of reports showing students' progress over a period of time. Figure 6 is an image of a report showing students' progress:

Course Name	Student Name	Last Name	First Name	Email	Days Inactive	Number of Assignments Taken	Total Number of Assignments	Number of Assignments Left	Cumulative Percentage Score	Score/Possible
PREP 12.	avci, yusuf	avci	yusuf	yusuf.63.avci@gmail.com	91	0	157	157	0.00%	0.0/1118.0
PREP 12.	avci, yusuf	avci	yusuf	yusuf.63.avci@gmail.com	85	133	157	24	82.92%	927.0/1118.0
PREP 12.	Cakar, Busra Ceren	Cakar	Busra Ceren	cerencakar96@icloud.com	122	45	157	112	16.46%	184.0/1118.0
PREP 12.	CEBECI, BUSRA	CEBECI	BUSRA	busulat@hotmail.com	86	1	157	156	0.63%	7.0/1118.0
PREP 12.	çakmak, ertaç	çakmak	ertaç	ertac62@hotmail.com	92	154	157	3	94.72%	1059.0/1118.0
PREP 12.	ÇANKAYA, KEMAL	ÇANKAYA	KEMAL	kemal-cankaya07@hotmail.com	82	144	157	13	89.62%	1002.0/1118.0
PREP 12.	DEMIRCI, KUBRA	DEMIRCI	KUBRA	demirci_kubra_01@hotmail.com	85	152	157	5	96.33%	1077.0/1118.0
PREP 12.	DURSUN, DENİZ CAN	DURSUN	DENİZ CAN	dnz_fnr198@hotmail.com	82	157	157	0	51.34%	574.0/1118.0
PREP 12.	Dursun, Omer Fatih	Dursun	Omer Fatih	fttdrsn95@gmail.com	159	3	157	154	1.43%	16.0/1118.0
PREP 12.	koçak, fatma	koçak	fatma	nur_fatma_66@windowslive.com	84	22	157	135	11.27%	126.0/1118.0
PREP 12.	MENET, ÖZNR	MENET	ÖZNR	oznur_359@hotmail.com	326	0	157	157	0.00%	0.0/1118.0
PREP 12.	müftü, sait	müftü	sait	sait.anamur.7@gmail.com	98	155	157	2	30.77%	344.0/1118.0
PREP 12.	NAZLI, Özgür	NAZLI	Özgür	muhammedazad2112@gmail.com	84	115	157	42	54.11%	605.0/1118.0

Figure 6. An example of a students' progress report from MyELT

As Figure 6 shows, the report includes details such as the specific days students were active, the number of assignments completed out of total number of assignments, and the cumulative percentage and total scores. At Fırat University, 15 % of the students' final grades were taken out of these reports. Through the *assignments* tab, instructors can create assignments for students and see the already assigned exercises. Moreover, instructors can manage the exercises by making such adjustments as takes allowed, which score to record if the scores are taken multiple times, and the start and due dates for exercises and feedback choices. Finally, under *all activities* tab, the content of the coursebooks to which students have access can be found.

3.5 Instruments

Instruments are the tools that are used in the process of data collection in research such as interviews, questionnaires, tests etc. In this study, a close – ended questionnaire was used for gathering data from the students. The instructors participated in semi-structured interviews.

3.5.1 Student Questionnaire

As a method of data collection, questionnaires can be divided into three categories: open-ended questionnaires, close-ended questionnaires and a mixture of open-ended and close-ended questionnaires. While close-ended questionnaires provide the researcher with quantitative data or numerical data, open-ended questionnaires provide qualitative or text information (Zohrabi, 2013). In this study, a close-ended questionnaire was used.

In order to prepare the student questionnaire, the researcher created an item pool by reviewing the relevant literature (Fageeh, 2015; Bilgin, 2011; Grgurovic, 2011; Kobayashi & Little, 2011). Out of that pool, 28 items were chosen by taking the characteristics of the participants and the context of the study into consideration. An educational specialist examined the items and the number of items were reduced to 27. It was piloted in a prep class with 24 students selected based on convenience sampling. Students did not report any problems regarding the clarity and comprehensibility of the questionnaire. As a result of that, no changes were made on the instrument by the researcher.

The questionnaire is divided into two main parts. The first 8 items in the questionnaire included items which aimed to investigate the basic demographic information, habits, frequency and skills of computer and internet usage, the availability of internet and finally computer facilities of the students whereas the remaining 19 items aim to find out their perceptions of using the learning management system on the basis of perceived usefulness and practicality (Appendix 1).

The questionnaire was prepared in Turkish, which is the native language of the students, in order to ensure the clarity and the comprehensibility of the items. Students responded to the questionnaire on a Likert-type scale including 5 intervals from strongly disagree to totally agree. Brown (2011) states that Likert scales are likely to be more reliable as they include multiple items though the reliability of Likert- scales should be checked by using Cronbach Alpha or another suitable reliability estimate. The reliability of the instrument was checked by using SPSS statistics and the Cronbach Alpha coefficient was found out to be 0,91 indicating a scientifically acceptable value as values over 0,70 generally indicative of internal consistency (Tavakol & Dennick, 2011).

Based on the relevant literature, the researcher categorized the items under three different groups: perceived usefulness, perceived practicality and general satisfaction. While the items with number 1, 2, 5, 7, 9 were classified under the title of perceived

practicality of MyELT, items with number 3, 4, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17 included statements about perceived usefulness of MyELT. And lastly, items 18 and 19 were categorized as being about general satisfaction level of students with MyELT.

In order to find out whether these items really measure what they meant to measure, confirmatory factor analysis was conducted on the items. Büyüköztürk (2002) defines factor analysis as “a multivariate statistics to obtain a smaller number of meaningful variables from a larger number of variables intended to measure the same structure or a particular property” (p.471). He adds that factor analysis is related to construct validity as it tries to find out whether the scores obtained from a scale really measure what they are supposed to measure (Büyüköztürk, 2002). In confirmatory factor analysis, “the researcher uses knowledge of the theory, empirical research, or both, postulates the relationship pattern a priori and then tests the hypothesis statistically” (Suhr, 2006, p. 1) .

KMO and Bartlett’s Test of Sphericity are used to determine whether the data matrix is suitable for factor analysis. A KMO value higher than ,60 shows that the data matrix is suitable for factor analysis. Similarly, Bartlett’s Test of Sphericity shows whether there is a relationship between the variables (Büyüköztürk, 2015). Table 6 below shows the results of KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) and Bartlett’s test:

Table 6. The results of KMO and Bartlett’s test

Kaiser- Meyer-Olkin Measure of Sampling Adequacy		,913
Approx. Chi-Square		1277,057
Bartlett's Test of Sphericity	df.	171
Sig.		,000

A KMO value higher than ,60 is required to meet the criteria and the table shows that the criteria is met in this study (KMO= ,913). The results of the Chi-Square test is meaningful (Chi-Square= 1277, 057 and $p < 0,05$) which can prove the normality of the scores.

Table 7. The results of the factor analysis for the items

	1	2	3
Factor 1			
Being content with MyELT.	,910		
Using in the future.	,910		
Factor 2			
Useful learning environment		,765	
Bringing variety		,727	
Increasing motivation		,716	
Improving overall English		,715	
Self-study habits		,647	
Improving Listening		,732	
Improving Writing		,713	
Improving Reading		,705	
Improving Vocabulary	,432	,696	
Improving Grammar		,649	
Monitoring performance		,468	
Factor 3			
Easy to learn			,839
Using without help			,756
Easy to use			,719
Using outside the laboratory			,624
Understandable web design			,598

Tabachnick and Fidell (2007) points out that a factor loading has to be at least ,32 if it is to be considered statistically meaningful (cited in Yong & Pearce, 2013). Therefore, in this study ,4 is taken as the lower limit for the factor loading of the items. Table 7 shows that the items (n=19) on the questionnaire come under three factors whose eigenvalue is bigger than 1. These three factors explain about 60 % of the total variance. The first factor (general satisfaction) includes two items (It. 18 and 19) and explains 27 % of the total variance. The second factor (perceived usefulness) includes 12 items (It. 3, 4, 6, 8, 10, 11, 12, 13, 14, 15) and explains almost 19 % of the total variance. The third factor (perceived practicality) includes five items (It. 1, 2, 5, 7, 9) and explains 14 % of the total variance. Table 8 below illustrates the results for the total variance explained:

Table 8. The results of the total variance explained:

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,990	42,054	42,054	5,135	27,024	27,024
2	2,250	11,840	53,894	3,501	18,427	45,451
3	1,183	6,228	60,122	2,787	14,670	60,122
4	,875	4,606	64,727			
5	,839	4,416	69,143			
6	,722	3,800	72,944			
7	,681	3,586	76,529			
8	,584	3,075	79,604			
9	,543	2,858	82,462			
10	,504	2,653	85,115			
11	,481	2,529	87,644			
12	,399	2,100	89,744			
13	,374	1,971	91,715			
14	,331	1,742	93,457			
15	,319	1,680	95,137			
16	,265	1,392	96,529			
17	,252	1,325	97,854			
18	,215	1,131	98,986			
19	,193	1,014	100,000			

In sum, the results of the factor analysis indicates that this questionnaire consists of three factors. It was also confirmed that the items with number 18 and 19 are involved in the category of general satisfaction, items with number 1, 2, 5, 7, and 9 are involved in the category perceived usefulness and items with number 3, 4, 6, 8, 10, 11, 12, 13, 14, 15 belong to the last category, which is perceived usefulness.

3.5.2 Interview

Semi-structured interviews were conducted with the researchers as interviews can produce a wealth of information, cover any number of content areas and they provide a relatively inexpensive and efficient way to collect a wide variety of data not requiring formal testing (Marczyk, DeMatteo, Festinger, 2005). Moreover, an interview is a suitable instrument in order to collect as much information as one can from a small number of

participants. The interviews consisted of 3 open-ended questions which aimed to investigate the reflections of the instructors' experiences in regard to the use of the LMS throughout the entire year (Appendix 3).

In the first two questions, the instructors were asked to reflect the difficulties and the advantages of using MyELT in terms of the students, institution and their own terms. The third question was "What would you change in this LMS if you had a chance to do so?", which aimed to delve more into their experiences of using MyELT.

3.6 Data Collection

Until the last few years, researchers had to make a choice between qualitative and quantitative methodologies which seemed quite separated from each other. Different social, political and cultural times witnessed the popularity of different methodologies both of which have their own strengths and weaknesses (Dawson, 2002). Today, including only quantitative and qualitative methods does not answer the needs of major approaches being used in the social and human sciences (Creswell, 2003). As a result of that, in recent years there is a third alternative choice named mixed method which involves combining quantitative and qualitative approaches (Nancy & Anthony, 2009). Mixed method is still a quite new one and developing in form and substance (Creswell, 2003).

This study, which aims to investigate the perceptions of using a LMS, employs mixed methodology in that both qualitative and quantitative methods were used in order to gather data. Qualitative data were gathered from the interviews with the instructors as it allows to get an in-depth opinion from a limited number of participants (Dawson, 2002). A semi-structured questionnaire, which is a method of quantitative methodology, was utilized while investigating students' perceptions through which it is easier to reach many more people when compared to qualitative methods.

The questionnaires were handed out to the participants two weeks before the end of the academic year. 129 students filled in the questionnaire who were chosen based on convenience. The questionnaires were group-administered that means administrating the questionnaires to the groups at one time and one place. The researcher visited the classrooms to hand out the questionnaires and waited for the students to complete the questionnaire. In this way, it was aimed by the researcher to have control on the process in case of any problems encountered while conducting the questionnaires.

The interviews with the instructors were conducted at appointed times in the last week of the academic year. The instructors were invited to the office of the researcher at Firat University School of Foreign Languages. The interview questions were asked to the instructors in the same order and they were informed that their answers were audio recorded. The interviews lasted between 10-20 minutes.

3.7 Data Analysis

Quantitative data can be analysed in main ways: descriptively and inferentially. Descriptive statistics answer the question “what” while inferential statistics try to determine cause and effect (Knupfer & McLellan, 1996). As this study aims to find out Turkish EFL learners’ and instructors’ perceptions of using an LMS, the findings will be analysed descriptively. Nassaji (2015) describes the aim and the characteristics of descriptive statistics as in the following:

The goal of the descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened.... In such research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, correlations etc. (p. 129).

As this definition illustrates, descriptive research is concerned with describing a phenomenon in detail by using a variety of data collection methods. In addition to this, Knupfer and McLellan (1996) state that apart from using such measures tendency as mean, mode, deviance etc., rich descriptions can also emerge from qualitative methods such as interviews, observations, and portfolio assessments.

In this study, the quantitative data gathered via the questionnaires were analysed descriptively which allowed the researchers to describe the data and examine the relationships between variables through such methods as frequency distribution, central tendency, mean, correlation etc. (Marczyk et. al, 2005). The quantitative data was analysed by using SPSS 17.0 programme.

Research questions *1.1* and *1.2* was answered by using t-test which can be defined as the simplest test to determine whether two groups differ (Larson-Hall, 2010, p.137). In order to answer research question *1.3*, correlational statistisc were utilised. Larson-Hall (2010) states that correlation examines how two measurements vary together looking for a pattern of relationships among the data (p.131). Correlational statistics are used to determine the association between two variables.

In order to answer research question 2, the qualitative data were analysed by using content analysis, which entails systematically working through each transcript by assigning codes such as numbers or words in order to specify characteristics in the text (Dawson, 2005). In this study, the audio recordings were first transcribed for further analysis. Second, the transcriptions were analyzed, with codes being assigned to the points that were standing out. This method allowed the main themes of the findings of this study to emerge.



CHAPTER 4

RESULTS

4.1 Presentation

In this chapter, the findings of the study are examined. In order to answer the research question 1 (1.1, 1.2, 1.3), SPSS statistics are used along with related tables. In order to answer research question 2, the findings of the content analysis obtained from the interviews with the instructors are given along with example statements of the instructors.

4.2 Learners' Perceptions of using MyELT

As was mentioned in the previous chapter, a Likert-type questionnaire including 19 items was used in order to capture the students' perceptions of the use of MyELT. The items in this questionnaire consisted of three main subscales: perceived practicality, perceived usefulness and general satisfaction.

There were 5 items on the level of perceived practicality of MyELT: numbers with 1, 2, 5, 7, and 9. For the first item, 60,5% of the students agreed that MyELT was easy to use (20,2% totally agree; 40,3% agree) whereas 22,5% of them disagreed with that statement (5,4% strongly disagree; 17,1% disagree). For the second item, 74,4% of the students agreed that they can use MyELT without any help (43,4% agree; 31% totally agree) while only 14% of them disagreed with this statement (3,1% strongly disagree; 10,9% disagree).

For the fifth item, 76,8% of the participants agreed that they can use MyELT easily outside the laboratory hours (25,6% totally agree; 51,2% agree) and only 14,7% of them disagreed with this statement (5,4% strongly disagree; 9,3% disagree). In the seventh item, 77,5% of the participant stated that they had learned easily how to use MyELT (27,9% totally agree; 49,6% agree) while a percentage of 10,9 disagreed with this statement (4,7% strongly disagree; 6,2% disagree). And for the ninth item, which was the last one on the level of perceived practicality, 58,9% of the participants agreed that the design of the MyELT page is understandable and practical (50,4% agree; 8,5% totally agree) whereas

20,9% of the participants did not agree with this statement (5,4% strongly disagree; 15,5% disagree). At this point, it is important to note that 20,2% of the participants neither agreed nor disagreed with this statement. Table 9 below illustrates the frequencies, percentages and mean values for the items on the level of perceived practicality:

Table 9. Descriptive statistics for students' perceptions of the practicality of MyELT

Items	Agree		Indecisive		Disagree		M	SD
	N	%	N	%	N	%		
1. It is easy to use MyELT.	78	60,5	22	17,1	29	22,5	3,52	1,15
2. I can use MyELT without anyhelp.	96	74,4	15	11,6	18	14	3,88	1,06
5. I can use MyELT outside the laboratory hours.	99	76,8	11	8,5	19	14,7	3,82	1,08
7. It was easy to learn how to use MyELT.	100	77,5	15	11,6	14	10,9	3,89	1,02
9. The design of the MyELT page understandable and practical.	76	58,9	26	20,2	27	20,9	3,41	1,02

As Table 9 clearly shows, students tend to perceive the practicality of using MyELT positively. Item 7 got the highest mean value in this category, with a 77,5% of agreement that it was easy for the students to learn how to use MyELT. In addition to this, Item 9 got the lowest mean value showing that students are not as sure that the design of the web page is understandable and practical as they are about the rest of the items in this category. However, it is possible to say that, in general, there is a broad agreement on the practicality of the use of MyELT. In table 10 below, descriptive statistics for students' perceptions on the level of perceived usefulness is given:

Table 10. Descriptive statistics for students' perceptions of the usefulness of MyELT

Items	Agree		Indecisive		Disagree		M	SD
	N	%	N	%	N	%		
3. MyELT brings variety to the learning environment.	70	54,2	17	13,2	42	32,6	3,24	1,15
4. MyELT answers to my learning needs.	56	43,4	41	31,8	32	24,8	3,15	0,99
6. MyELT provides a useful learning environment.	56	43,4	40	31	33	25,6	3,16	1,02
8. The resources provided by MyELT help me improve my English.	54	41,9	41	31,8	34	26,3	3,17	1,01
10. MyELT is useful for me in terms of acquiring self-study habits.	48	37,2	40	31	41	31,8	3,06	1,08
11. To study with MyELT has increased my motivation for learning English.	49	38	39	30,2	41	31,8	3,04	1,12
12. MyELT is useful for improving my grammar.	62	48,1	26	20,2	41	31,8	3,17	1,14
13. MyELT is useful for improving my vocabulary.	58	45	34	26,4	37	28,7	3,17	1,13
14. MyELT is useful for improving my reading skills.	64	49,6	22	17,1	43	33,3	3,18	1,18
15. MyELT is useful for improving my listening skills.	72	55,8	25	19,4	32	24,8	3,37	1,20
16. MyELT is useful for improving my writing skills	51	39,6	33	25,6	45	34,9	2,96	1,12
17. I can monitor my own learning performance with MyELT.	56	43,4	42	32,6	31	24	3,21	1,03

As Table 10 clearly shows, 12 items were directed to the students on the level of perceived usefulness of MyELT in terms of language learning. For the third item, just over half of the students (54,2%) agreed that MyELT brought variety to the learning environment and 32,6% of the students disagreed with this statement (25,6% Disagree; 7% Strongly disagree). For the fourth item, only 43,4% of the students agreed that MyELT responded to their learning needs (39,5% Agree; 3,9% Totally Agree). 24,8% of them

disagreed with this statement (7% strongly disagree; 17,8% disagree) and a percentage of 31,8 neither agreed nor disagreed.

For the sixth item, students were asked to rank the statement “MyELT provides me with a useful learning environment”. Findings revealed that only 43,4% agreed with this statement (38% agree; 5,4% strongly agree) whereas 25,6% of them disagreed with this statement. 31% of the group neither agreed nor disagreed. Similarly, 41,9% of the group agreed with the statement in the eighth item “The sources provided by MyELT have helped me improve my English” (7% strongly agree; 34,9% agree). 26,3% of the students disagreed with this statement (5,4% strongly disagree; 20,9% disagree) and a percentage of 31,8 neither agreed nor disagreed.

For the tenth item, participants ranked the statement “MyELT is useful for me in terms of acquiring self-study habits”. Only 37,2% agreed with this statement (28,7% agree; 8,5% strongly agree). 31,8% of them disagreed with this statement (7,8% strongly disagree; 24% disagree) and 31% of the group neither agreed nor disagreed. A similar result was also obtained for the eleventh item whose findings revealed that only 38% of the participants agreed MyELT had increased their motivation for learning English (29,5% agree; 8,5% totally agree) and 31,8% of the group did not think likewise (8,5% strongly disagree; 23,3% disagree). A group of 30,2% neither agreed nor disagreed with this statement.

The findings of the twelfth item showed that nearly half of the students (48,1%) agreed that MyELT helped them improve their grammar (38,8% agree; 9,3% totally agree) whereas 31,8% of them did not agree with this statement (8,5% strongly disagree; 23,3% disagree) and 20,2% of the group neither agreed nor disagreed. For the thirteenth item, 45% of the participants agreed MyELT helped them improve their vocabulary (34,9% agree; 10,1% totally agree). While 28,7% of the group disagreed with this statement (9,3% strongly disagree; 19,4% disagree), a percentage of 26,4 neither agreed nor disagreed.

Likewise, nearly half of the students (49,6%) agreed that MyELT was useful for improving their reading skills in the fourteenth item. The findings indicated that 33,3% of the group did not agree with this statement (6,2% strongly disagree; 27,1% disagree) while 17,1% of them neither agreed nor disagreed. For the fifteenth item, over half of the participants (55,8%) agreed MyELT helped them improve their listening skills (39,5% agree; 16,3% totally agree) and 24,8% of them disagreed with this statement (9,3%

strongly disagree; 15,5% disagree). The rest consisting of 19,4% of the group neither agreed nor disagreed.

For the sixteenth item, 39,6% of the participants agreed MyELT was useful for improving their writing skills (34,9% agree; 4,7% totally agree). Those who did not agree with this statement constituted 34,9% of the whole group (12,4% strongly disagree; 22,5% disagree) and a percentage of 25,6 neither agreed nor disagreed. And for the last item on the level of perceived usefulness, 43,4% of the students agreed they could monitor their learning performance through MyELT (34,9% agree; 8,5% strongly agree). 24% of the group disagreed with this statement (6,2% strongly disagree; 17,8% disagree) and the substantial percentage of 32,6 neither agreed nor disagreed. Table 11 below illustrates the descriptive statistics for students' perceptions on the level of general satisfaction:

Table 11. Descriptive statistics for students' perceptions on the level of general satisfaction

Items	Agree		Indecisive		Disagree		M	SD
	N	%	N	%	N	%		
18. I am content with using MyELT.	49	38	41	31,8	39	30,3	3,03	1,17
19. I would like to use a system like MyELT in my further studies.	41	31,8	38	29,5	50	38,8	2,76	1,23

As can be seen from table 11, only 38% of the students declared that they were content with using MyELT. While 30,3% of them disagreed with this statement, 31,8% of them neither agreed nor disagreed. When it comes to the nineteenth and the last item on the questionnaire, it can be seen that only 31,8% of the participants would like to use a system like MyELT in their further education. Those who disagreed with this statement outnumbered those who agreed with a percentage of 38,8 and 29,5% of them neither agreed nor disagreed. It seems quite clear that the majority of the students were not in favour of using MyELT in their further education and the findings did not reveal a general satisfaction among participants in terms of using MyELT.

4.2.1 Male and Female Students' Perceptions of using MyELT

In order to find out whether there is a statistically significant difference in the perceptions of the two gender groups, the overall mean values for male and female groups were calculated. After that, the mean values were compared by using t-test. The findings of this analysis are summarized in Table 12 below:

Table 12. Independent Samples t-test results for male and female students' perceptions of using MyELT

Gender	N	Mean	SD	t	Df	p
Male	97	3,33	,723	-1,752	127	,082
Female	32	3,08	,588			

It can be deduced from Table 12 that there is no statistically significant difference between male and female students' perceptions of using MyELT as only a p value smaller than 0,05 indicates a significant difference between two groups.

4.2.2 Students' Internet Access Chance and Perceptions of MyELT

To answer this question, the overall mean values of learners' who had easy and limited access to the internet were compared by using t-test. The findings are as follows in Table 13:

Table 13. Independent Samples t-test results for students having easy and limited access to the internet

Access	N	Mean	SD	t	Df	P
Easy	70	3,28	,677	-268	127	,789
Limited	59	3,25	,728			

Similar with the findings of the previous research question, the findings of the t-test also indicated no significant difference between students who had easy and limited access to the internet in their perceptions of using MyELT ($p > .05$).

4.2.3 Correlation Between Students' Perceptions and Their Average Grade Scores

This research question was answered by using correlational statistics. The findings are illustrated in Table 14:

Table 14. The findings of the correlational analysis between learners' perceptions and their average grade scores

Variables	N	R	P
Learners' Perceptions	129	,145	,101
Average Grade Scores			

The findings for this research question did not demonstrate a significant relationship between learners' perceptions of using MyELT and their average grade scores. In sum, the findings of this study revealed no significant difference between learners' perceptions and their gender and their internet access rates. Similarly, no significant relationship was found between learners' perceptions and their average grade scores.

4.3 Instructors' Perceptions of Using MyELT

The second research question of this study aimed to reveal EFL instructors' perceptions of using MyELT as a learning management system for language learning. For this aim, four instructors at Firat University School of Foreign Languages were interviewed. The data obtained were passed through a content analysis out of which the main themes of the results emerged. It is quite explicit from the instructors' statements that although they tend to perceive the use of MyELT positively due to its pedagogical affordances in terms of language learning, the case is not always so simple and a number of shortcomings occurred due to various factors.

To begin with the positive side, according to the instructors, the most striking contribution of MyELT to the students is that it helped them improve their ICT (information and communication technologies) skills such as using e-mail, registering and signing up for an account and using the internet for educational purposes. All four instructors stated that a vast majority of the students lacked the required ICT skills to use such system as MyELT which made the process much harder both for the instructors and for the students at the beginning of the year. Now that they have been familiar with using ICT is regarded a positive outcome of a long and difficult process by the instructors. Below the statements of the instructors regarding the issue are given:

“It was really challenging to register the students to system. It almost took 3-4 weeks. One of my students did not even know how to create an e-mail account” (Instructor 1).

“The greatest difficulty for the students was to learn how to use the technology. Before we started to teach them how to use MyELT, we had to show them how to use some basic technology such as creating and using an e-mail account and registering to the system” (Instructor 2).

“Students had a lot of trouble in using technology. And what we did was to get them to interact with technology. They learned things like using the computer and sending an e-mail. In my opinion, that has been the most important outcome” (Instructor 4).

Although students’ lack of the required technological background for using the system seems to have made the process harder to deal with for the instructors, they still regard it as a gain, or the most important gain of the whole process which goes beyond language teaching purposes.

Secondly, instructors agreed on the point that MyELT provided the learners with a variety of useful exercises which help reinforce and improve learners’ language skills. The fact that exercises are in parallel with the course book gets the students to review and practice what was learned in the classroom. Examples from the instructors’ statements are as in the following:

“It was really useful in terms of reviewing. For example, when students learned something at school, they could review and practice it with the

exercises when they went home. Especially the listening parts were very good. For example, when a student did not understand a listening text at all in the classroom, he/she could listen to that in a more concentrated manner with the headphones on over and over again by using the LMS”(Instructor 1).

“Practice is what our students really need. They usually do not have much chance to practice out of the classroom. Extending the practice out of the classroom is really useful but on the condition that it is used actively by the students. Our students are not good at listening skills. They are provided with a chance to do something to improve their listening skills” (Instructor 2).

“The most obvious benefit of MyELT was the chance of revision, but only for those who really did the activities. The listening-speaking activities were really effective. But we excluded speaking exercises from the assignment as it was difficult to follow it for each student”(Instructor 3).

It is obvious from the instructors’ statements that MyELT was a valuable source of revision and practice for the students, especially for improving listening skills on which students needed extra practice. In that way, it can compensate for the limited time left for listening skills in the classroom. However, they did not hesitate to note that MyELT can be an effective platform for language practice on the condition that students use it actively, regularly and seriously and only those who used MyELT in that way truly benefited from it and its various sources.

The interviews with the instructors revealed that a decrease in students’ motivation for using MyELT had been observed through the year, which, according to the instructors, may have resulted from some technical reasons. Following the statements of the instructors regarding this issue are given:

“I think one of biggest problems is that the system allows for cheating. Some of my students said that they could see the correct answer before doing the exercise. I also heard from the students that, for example, one successful student was doing all the exercises were giving the correct answers to the other students” (Instructor 1)

“The system was quite sensitive to the spelling rules, capitals and lower-cases. Students had difficulties because of this. There were also problems about the evaluation tool of the system. For example, if a student is % 100 successful on an exercise, it may seem % 50 in the system. That made the students worried as it would influence their final grade” (Instructor 2).

“To be able to follow the students was quite difficult. We never know, maybe somebody else is doing the exercise at home, not the student himself/herself. Sometimes students who usually get low marks seemed quite successful on MyELT” (Instructor 3).

“The fact that students could cheat broke the seriousness of them about using MyELT. After they had discovered that, their interest in using the system began to decrease” (Instructor 4).

The instructors seemingly felt bothered as it was beyond their control to prevent learners from cheating and to get them to do exercises on their own, which in turn, harmed the effectiveness and usefulness of the whole process. Moreover, the defaults stemming from the system itself such as the sensitivity to capitals and lower-cases and the problems in the evaluation tool may have influenced instructors’ as well as learners’ perceptions of using MyELT negatively. This notwithstanding, there are a few other points the instructors noted which can make the system work better and more effectively. Example statements are given below:

“In order to enrich the variety of the sources for students, the system could allow the teachers to upload some files such as videos, audios etc. Sometimes I wanted to support my students with extra materials but I was not able to do this on MyELT” (Instructor 1).

“I would love to have more interactive exercises, for example, which will get the students to practice dialogues. The exercises could be more communicative” (Instructor 2).

“It would be better for students if the exercises on MyELT were based on students’ level. Both strong and weaker students were doing the same exercises” (Instructor 3).

If we were able to add materials, that would be great. Also, there could be some short lectures through which they could find the reasons of their incorrect answers” (Instructor 4).

As it can be inferred from the instructors’ statements, they had complaints about some basic limitations of system. In particular, two of the instructors emphasized that not being able to upload extra materials to the system constrained revealing the full potential of using a LMS. The second instructor touched upon the nature of the exercises noting that the exercises should have been more communicative which could get the students to interact with each other with such exercises as dialogue completion and practicing. And lastly, the third instructor mentioned the level of exercises on MyELT suggesting that as the students’ level of English, their strengths and weaknesses are quite different from each other, it is not wise and fair to give them all the same exercises. The LMS should take individual differences into consideration, determine what each student really needs to improve on and provide each student with a particular programme based on his/her needs.

In sum, the findings of the interviews indicate that the instructors tend to perceive the use of MyELT positively in general. Although they obviously appreciate the potential value of MyELT in terms of language learning, they are very well aware of the problems stemming from such factors as students’ weak ICT skills, their lack of motivation towards using the LMS and the deficits and the limitations of the system which seem to have had a negative impact on the instructors’ perceptions of using MyELT.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Presentation

In this chapter, the findings of the study are discussed along with the pedagogical implications. In the conclusion, suggestions for further research are provided.

5.2 Discussion

This study aimed to find out Turkish EFL students' and instructors' perceptions of using a learning management system in a blended learning context which was conducted at Firat University School of Foreign Languages with 129 students and 4 instructors. The study was designed in a way to include both quantitative and qualitative methods for data collection thus employing a questionnaire and semi-structured interviews in order to gather data. The quantitative data were analysed descriptively by using such statistics as correlation and frequencies. The qualitative data were analysed through a content analysis which revealed the instructors' perceptions of using MyELT.

The first research question aimed to find out the students' perceptions of using MyELT as a learning management system the results of which were examined on three different levels: perceived practicality, perceived usefulness and general satisfaction. The findings revealed that the students generally had positive perceptions of using MyELT in relation to the practicality of the system. With a percentage of 77, 5 agreement, the highest one of all, it was quite clear that students found it easy to learn how to use MyELT, on which the effortful attempts of instructors for instructing the students in how to use MyELT may have had an influence. What can also be deduced from the findings is that most of the students did not have problems in using MyELT without the help of others which most probably contributed to the rise of a positive sense about MyELT among students. However, it should be noted that an important percentage of students were indecisive about the understandability and practicality of the design of the web page the reason of which requires further investigation.

The results of the student questionnaire revealed that students were not as positive and sure about the usefulness of MyELT for language learning as they were about its practicality of use. While the majority of the students believed that MyELT had brought variety to their learning environment, not even half of them thought that MyELT responded to their learning needs and provided them with a useful learning environment to improve their English. Similarly, the majority of the students either had a disbelief or were indecisive about the positive effect of MyELT on their motivation of learning English and on the acquisition of self-study habits. This finding shows consistence with Khoii et. al.'s study (2014) which found out that using an LMS did not have a positive impact on Iranian students' autonomous learning skills.

In terms of particular language skills and areas, it is seen that the majority of the students believed in the usefulness of MyELT for improving their listening skills which may have stemmed from the fact that through MyELT, they were able to do the listening exercises they had not done quite well in the classroom in a more concentrated manner by using the headphones with the chance to listen to the same text over and over again as the instructors emphasized persistently. Although nearly half of the students had positive perceptions of using MyELT for improving their reading skills and grammar, that was not the case with the writing skills and vocabulary acquisition as the majority of the students did not appreciate the pedadogical value of MyELT in these two areas. While the findings of this study coincide with Bilgin's study (2010) which revealed that use of a particular LMS had a positive impact on the development reading and listening, a contradiction has been found out with some other studies that showed the usefulness of using an LMS on improving students' writing skills and vocabulary (Hamat, et. al, 2014; Kritikou, et. al, 2010).

At this point, it is significant to look at the possible reasons of students' common disbelief about the usefulness of MyELT in terms of language learning although a full acknowledgement of these goes beyond the scope of this study. In fact, what the instructors expressed about the use of MyELT at Firat University context explains a lot about the learners' negative perceptions of the usefulness of MyELT. The instructors stated a number of main reasons which, according to them, had a negative impact on the learners' motivation for using MyELT. To name a few, students' lack of required ICT skills and some technical failures stemming from the system itself made the process harder to deal

with in terms of both the instructors and the learners. Moreover, the fact that students were able to cheat distracted the learners from using MyELT in a serious and motivated manner.

Under such circumstances, it is quite normal for the learners to find MyELT not being useful at all in terms of language learning. This finding coincides with Raaij, et. al.'s (2008) study which revealed that student acceptance and use played a significant role in the success of a particular LMS. Under the light of all these, it would not come as surprise that the majority of the students were not in favour of using an LMS like MyELT in their further education and only a small portion of them were content with using MyELT.

The research question *1.1* aimed to reveal whether there was a statistically significant difference between male and female students' perceptions of using MyELT. The findings indicated no significant difference which is consistent with Öztürk's study (2012) which found out that Turkish students' opinions about CALL do not vary significantly in terms of their gender.

Similarly, the research question *1.2* tried to find out if there was a statistically significant difference between students who had easy and limited access to the internet. The findings showed no significant difference which contradicts with Fageh and Mekheimer's study (2013) as they showed that technical problems related to internet connection influenced students' attitudes towards the use of an LMS negatively.

Thirdly, the research question *1.3* aimed to find out if there was a correlation between students' perceptions and average grade scores. The findings indicated no significant correlation between students' perceptions and their average grade scores. This finding contradicts with Kabayashi and Little's study (2011) which suggested a strong correlation between students' final grades and their attitudes towards the use of an online component.

The aim of the second research question was to reveal the instructors' perceptions of using MyELT as a learning management system in language learning and teaching. The four instructor participants of the study were interviewed and a content analysis was made on the transcriptions of the interviews. The results indicated that in general, the instructors tended to perceive the use of MyELT positively. They thought that MyELT had the potential to be an effective platform for the students which provided the learners with a wide range of useful exercises which can help reinforce and improve learners' language skills.

Despite of the fact that the instructors agreed on and appreciated the pedagogical value of the system, their statements made it clear that they did not believe in the usefulness of MyELT in their own context. There are a number of reasons for this. First of all, the students' lack of the required ICT skills for using the system seem to be a great challenge both for the instructors and for the students at the beginning of the year. Although the instructors regarded the students' improvement on ICT skills as the most important positive outcome of the whole process, it was not easy to deal with that situation in the first phase. This finding coincides with Baskaran and Shafeeq's study (2015) as the findings of their study suggested that despite having positive perceptions of using CALL, they had concerns about the ICT facilities of their workplace.

The instructors also mentioned a number of technical failures which, according to them, left a negative mark on the students' perceptions of using the system. For example, the system was quite sensitive to the capitals and lower-cases and there were problems in the evaluation and grading tool of the system. What is more important, however, was that most of the students began cheating while doing the exercises in order to ensure the 15% of their final grade which they would get from MyELT. As a result of that, using the system for the aim of learning became of secondary importance for the students.

The instructors also offered some alternative ways to make the system more effective for language learning. Among these, adding to the system the function of uploading extra materials, making the exercises more communicative and providing each student with different exercises based on his/her strengths and weaknesses can be listed. As a result of the instructors' experiences with the system, it can be concluded that they are, indeed, are positive about the potential value of MyELT for language learning. However, the context they used the system in made it difficult to benefit from its full potential, the reasons of which were mentioned previously. Moreover, the shortcomings and some technical failures of the system also played a negative role in determining the success of the whole process.

5.3 Implications for Language Pedagogy

The findings of this study reveal several implications for a successful integration of technology and LMSs into language curriculum. The process of integrating computer related technologies into teaching/learning environment is not always quite easy which

brings along its various difficulties and problems. Therefore, as Kern (2013) stated, the issues of accessibility, availability and reliability of the technology, varying levels of tech-savviness of teachers and learners, the need for knowing the ways of managing technical problems etc should be taken into consideration which will ensure students' and teachers' acceptance of a particular piece of technology.

The findings obtained from this study proved Kern (2013) right. First of all, the well-preparedness of educators as well as learners is of crucial importance in determining the success of the integration process. The lack of the required ICT skills may cause frustration, confusion and resistance among the students towards the use of the technology. In order to overcome such a situation, students should be provided with extensive guidance on how to use a particular piece of technology. But prior to this, it has to be ensured that they have the basic computer literacy skills upon which more complicated ones will be built.

Not only learners but also educators should also be given the same kind of guidance. Unless the educators have a solid grasp of using the new technologies, it becomes impossible for them to provide the learners with effective guidance in using educational technologies and to tackle and manage the possible technical problems students may confront during the process. Therefore, institutions planning to integrate new technologies into their curriculum should begin with providing its staff the required training in using the latest ICT. Otherwise, the whole process is doomed to be a complete failure.

In our age, a wide range of technologies are available for using in language learning and teaching and thus, it is another significant point to choose the most suitable type of technology for the context it will be used. In doing so, firstly students' learning needs and their capabilities should be taken into account. It is not appropriate to choose type of technologies which require quite complex ICT skills if the students have a background of traditional education and are not familiar with using educational technologies at all. It is not wise, either, to use a system through which students can only practice specific language drills if the aim of the instruction is to get the learners to communicate effectively in the target language.

Although providing the students and the educators with an extensive guidance and training in using ICT and choosing a suitable tool can set the scene quite well, it cannot necessarily keep the process going well without motivation. If the students have a lack of

motivation for using technology, or a particular piece of technology in their learning, it is not likely that they will truly benefit from using it. Therefore, it is of crucial importance to keep the students motivated all through the process.

Then, the question is what can be done to motivate learners for using new technologies in teaching/learning environments. Motivation, indeed, is a complex term on which there may be many different variables at work. Although understanding this complexity and identifying each and every factor influencing learner motivation goes beyond the scope of this study, some basic suggestions can still be made on this issue.

First of all, it has to be ensured that the type of technologies that will be used should be interesting and challenging for learners. They should be able to enjoy what they are doing on the tool while, simultaneously learning something. Therefore, the tools which have an interactive nature, appeal to multiple senses, let the students communicate with each other and with outer world and thus use the target language in authentic context are likely to be more interesting for the students.

Secondly comes the issues about grading. Whether the use of a particular piece of technology will have any influence on students' final grades or to what extent it will influence students' grades should be made clear in advance. However, if the grading is emphasized over learning and thus students begin to use a specific tool only for the sake of getting a good grade, then the students can try undesirable ways as it was found out in this study. In such a case, it should not be expected from the students to benefit from the technology use as learning becomes of secondary importance.

In sum, it is quite clear that integrating new technologies into language curriculum is not always a straightforward process which requires an important amount of forethought and planning before taking the action. Some minor details which are often ignored can cause big problems and ruin the whole process.

5.4 Suggestions for Further Research

The findings of this study revealed Turkish EFL students' and instructors' perceptions of using an LMS for learning English in a blended learning context. The 129 student and 4 instructors participants of the study were chosen based on convenience. As this study employed a non-experimental design, findings cannot be generalized to the whole population. In order to make up for that, further researchers may consider

implementing experimental or quasi-experimental research on the effects of using an LMS or a particular piece of technology on learners' overall language performance and/or on specific language skills.



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APPENDICES

APPENDIX 1

QUESTIONNAIRE-ENGLISH VERSION

Dear Students,

This questionnaire aims to investigate your perceptions of using a web-based learning management system. Your responses will only be used for the purpose of scientific research. Please response to the statements below as honestly as you can do. Thank you for your participation.

Inst. Eda TAYŞI

1. Age:

2. Gender: Female () Male ()

3. Average Grade Point:

5. Do you have a personal computer at home/ at your dorm? Yes () No ()

6. The availability of the Internet access: Easy () Limited ()

7. How often do you use the Internet?

Quite often () Often () Sometimes () Rarely () Never ()

8. The level of your computer literacy skills:

Excellent () Good () Fair () Poor ()

Please rank the following statements according to the scale given.

	TOTALLY DISAGRE E	DISAGRE E	NEITHER AGREE NOR DISAGRE AGREE	COMPLET ELY AGREE
1. It is easy to use MyELT.				
2. I can use MyELT without any help.				
3. MyELT brings variety to the learning environment.				
4. MyELT answers to my learning needs				
5. I can use MyELT easily outside the laboratory hours.				
6. MyELT provides a useful learning environment				
7. It was easy to learn how to use MyELT				
8. The resources provided by MyELT help me improve my English.				
9. MyELT web sayfası tasarımı anlaşılır ve kullanışlıdır.				
10. MyELT is useful for me in terms of acquiring self-study habits.				
11. To study with MyELT has increased my motivation for learning English.				
12. MyELT is useful for improving my grammar.				
13. MyELT is useful for improving my vocabulary.				
14. MyELT is useful for improving my reading skills				
15. MyELT is useful for improving my listening skills				
16. MyELT is useful for improving my writing skills.				
17. I can monitor my own learning performance with MyELT				
18. I am content with using MyELT				
19. I would like to use a system like MyELT in my further studies.				

APPENDIX B

QUESTIONNAIRE-TURKISH VERSION

Sevgili Öğrenciler,

Bu anket, siz öğrencilerin internet tabanlı öğretim yönetim sistemleri hakkındaki algı ve görüşlerini araştırmak amacıyla hazırlanmıştır. Sizlerden edinilen bilgiler sadece bilimsel araştırma amacıyla kullanılacaktır. Lütfen aşağıdaki soruları, olabilecek en dürüst şekilde cevaplayınız. Katılımınız için teşekkürler.

Okt. Eda TAYŞI

1.Yaş:

2. Cinsiyet: Kadın () Erkek ()

3.Hazırlık Sınıfı Not Ortalaması:

4. Evde/yurtta kendinize ait bir bilgisayarınız var mı? Evet () Hayır ()

5. İnternete erişebilme imkanınız: Rahat () Sınırlı ()

6. Ne sıklıkta internet kullanıyorsunuz ?

Sürekli () Sık sık () Bazen () Çok nadir () Hiç ()

7. Bilgisayar okuryazarlığı beceriniz:

Çok iyi () İyi () Orta () Kötü () Çok Kötü ()

Lütfen aşağıdaki maddeleri, verilen derecelendirmeye göre kendinize en uygun şekilde değerlendiriniz.

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILYORUM	KESİNLİKLE KATILYORUM
1. MyELT kullanım açısından kolaydır.					
2. MyELT'yi kimsenin yardımı olmadan rahatlıkla kullanabilirim.					
3. MyELT'nin öğrenme ortamına çeşitlilik kattığını düşünüyorum.					
4. MyELT İngilizce öğrenme ihtiyaçlarıma uygundur.					
5. MyELT sistemini laboratuvar dışındaki zamanlarda da rahatlıkla kullanabilirim.					
6. MyELT'nin yararlı bir İngilizce öğrenme ortamı sağladığını düşünüyorum.					
7. MyELT sistemini kullanmayı rahatlıkla öğrendim.					
8. MyELT'nin sağladığı kaynaklar İngilizcemi geliştirmemde faydalı oldu.					
9. MyELT web sayfası tasarımı anlaşılır ve kullanışlıdır.					
10. MyELT, bireysel çalışma alışkanlıkları edinmemde faydalı oldu.					
11. MyELT ile yaptığım çalışmalar İngilizce öğrenmeye yönelik motivasyonumu arttırdı.					
12. MyELT, İngilizce Gramer bilgimi geliştirmemde yardımcı oldu.					
13. MyELT, İngilizce kelime bilgimi geliştirmemde yardımcı oldu.					
15. MyELT, İngilizce dinleme becerimi geliştirmemde yardımcı oldu.					
16. MyELT İngilizce yazma becerimi geliştirmemde yardımcı oldu.					

	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILYORUM	KESİNLİKLE KATILYORUM
17. MyELT ile kendi öğrenme performansımı takip edebilirim.					
18. MyELT sistemini kullanmaktan memnun kaldım.					
19. MyELT gibi bir sistemi ilerideki eğitim hayatımda da kullanmak isterim.					

APPENDIX 3
INTERVIEW QUESTIONS-ENGLISH VERSION

Question 1: What are the challenges and difficulties of using MyELT?

Question 2: What are the potential benefits of MyELT in terms of language learning/teaching?

Question 3: If you were able to change something on MyELT, what would these be?



APPENDIX 4

INTERVIEW QUESTIONS-TURKISH VERSION

Soru 1: MyELT'yi kullanırken karşılaştığınız zorluklar nelerdir?

Soru 2: MyELT'nin dil öğrenimi/ öğretimi açısından ne gibi faydaları olmuştur?

Soru 3: Şansınız olsaydı MyELT'de neyi değiştirmek isterdiniz?

