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THE EFFECTS OF ONLINE EFL ASSIGNMENTS ON STUDENT SUCCESS: MEHMET AKIF ERSOY UNIVERSITY (MAKU) GOLHISAR VOCATIONAL SCHOOL (GVS)

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Master's Thesis

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T.C.
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ÇEVRİMİÇİ İNGİLİZCE ÖDEVLERİNİN ÖĞRENCİ BAŞARISI ÜZERİNE ETKİSİ: MEHMET AKİF ERSOY ÜNİVERSİTESİ (MAKÜ) GÖLHİSAR MESLEK YÜKSEKOKULU (GMYO)

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The Effects of Online EFL Assignments on Student Success: Mehmet Akif Ersoy University (MAKU) Gölhisar Vocational School (GVS)
(Master's Thesis)

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ABSTRACT

Giving homework is a common practice at all levels of education, yet its impact as a pedagogical tool on the learning process is still a matter of debate. The past decade has seen the rapid development of web-based tools created for educational purposes. In parallel with these developments, researchers and educators have begun to show an increased interest in online homework systems in recent years in order to evaluate learning and to overcome the drawbacks of pen-and-paper homework. Many of the problems regarding traditional homework practices are experienced in university vocational schools in Turkey as well. This study aims to investigate the effects of online English as a Foreign Language (EFL) assignments on student success, and to identify students' views on online assignments in a university vocational school context. Participants of this experimental study were 49 first-grade students studying at Burdur Mehmet Akif Ersoy University (MAKU) Gölhisar Vocational School (GVS). Of these students, 28 constituted the experimental group and 21 constituted the control group. The study was conducted in the spring term of the 2016-2017 academic year for a 12-week period. At the beginning of the study, a pre-test was applied to both groups. Next, five weekly assignments were given for the experimental group via Edmodo and for the control group as pen-and-paper homework. During the assignment process, semi-structured interviews were held with the participants in the experimental group about the online assignments they did. In the final week, the same pre-test applied at the beginning of the study was applied to both groups as a post-test. The effect of the assignments on student success was determined by comparing the two groups' pre-test and post-test results using quantitative methods and the attitudes of the students towards online assignments were determined by analysing the interviews held with the participants in the experimental group using qualitative methods. The findings revealed that assignments whether online or pen-and-paper increased students' success significantly. Moreover, the success improvement of the students who did online assignments was about double that of the students who were responsible for doing pen-and-paper assignments. The study also revealed that students usually have positive views on online assignments. The study concluded with suggestions that EFL teachers should give assignments in university vocational schools and that these assignments should be given as online since they are more instructive, motivating and enjoyable to do for students, as well as, more practical in terms of submission, checking, and grading.

Key Words: Computer-assisted Language Learning, Edmodo, Online Assignments, Pen-and-paper Assignments
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Supervisor: Assoc. Prof. Dr. Mustafa Şevik

Çevrimiçi İngilizce Ödevlerinin Öğrenci Başarısı Üzerine Etkisi: Mehmet Akif Ersoy Üniversitesi (MAKÜ) Gölhisar Meslek Yüksekokulu (GMYO)
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ÖZ

Ödev verme, eğitimin tüm seviyelerinde yaygın olan bir uygulamadır, ancak pedagojik bir araç olarak öğrenme süreci üzerindeki etkisi hala tartışma konusudur. Geçtiğimiz on yılda, eğitim amaçlı oluşturulan web tabanlı araçların hızlı bir gelişimi görülmüştür. Bu gelişmelere paralel olarak, araştırmacılar ve eğitimciler, öğrenmeyi değerlendirmek ve geleneksel ev ödevlerinde yaşanan sıkıntıları gidermek amacıyla son yıllarda çevrimiçi ödev sistemlerine giderek artan bir ilgi göstermeye başlamışlardır. Geleneksel ev ödevleriyle ilgili problemlerin birçoğu Türkiye'deki meslek yüksek okullarında da yaşanmaktadır. Bu çalışma, bir meslek yüksekokulu bağlamında, çevrimiçi İngilizce ödevlerinin öğrenci başarısı üzerindeki etkisini araştırmayı ve öğrencilerin çevrimiçi ödevler hakkındaki görüşlerini incelemeyi amaçlamaktadır. Bu deneysel çalışmanın katılımcıları, Burdur Mehmet Akif Ersoy Üniversitesi (MAKÜ) Gölhisar Meslek Yüksekokulu'nda (GMYO) okuyan toplam 49 birinci sınıf öğrencisidir. Bu öğrencilerden 28'i deney grubunu; 21'i ise kontrol grubunu oluşturmuştur. Çalışma 2016-2017 eğitim-öğretim yılı bahar döneminde 12 haftalık bir sürede gerçekleştirilmiştir. Çalışmanın başında her iki gruba da bir ön test uygulanmıştır. Daha sonra, deney grubuna Edmodo üzerinden ve kontrol grubuna ise geleneksel olarak (kâğıt-kalem kullanılarak yapılan ödev) beş adet haftalık ödevler verildi. Ödevlerin verilme sürecinde, deney grubundaki öğrencilerle yaptıkları çevrimiçi ödevler (Edmodo) hakkında yarı yapılandırılmış görüşmeler yapılmıştır. Son haftada, çalışmanın başında uygulanan ön test, her iki gruba da son test olarak uygulanmıştır. Ödevlerin öğrenci başarısı üzerindeki etkisi, her iki grubun ön test ve son test sonuçları nicel analiz yöntemiyle karşılaştırılarak belirlenmiştir ve öğrencilerin çevrimiçi ödevlere yönelik tutumları ise deney grubundaki öğrencilerle yapılan görüşmelerin nitel analiz yöntemi ile analiz edilmesiyle belirlenmiştir. Bulgular, ödevlerin ister çevrimiçi ister geleneksel olsun, öğrencilerin başarılarını önemli ölçüde arttırdığını ortaya koymuştur. Bununla birlikte, çevrimiçi ödevleri yapan öğrencilerin başarı artış oranı, geleneksel ödevleri yapan öğrencilerinkine göre iki katı civarında olmuştur. Çalışma ayrıca öğrencilerin çevrimiçi ödevler hakkında genellikle olumlu görüşlere sahip olduklarını ortaya koymuştur. Çalışma sonucunda, İngilizce öğretmenlerinin meslek yüksekokullarında ödev vermeleri gerektiği ve bu ödevlerin; teslimi, kontrolü ve ödevlere not vermenin daha pratik olmasının yanı sıra, öğrenciler için daha fazla öğretici, motive edici ve eğlenceli olmasından dolayı, çevrimiçi olarak verilmesi gerektiği önerilmektedir.

Anahtar Kelimeler: Bilgisayar Destekli Dil Öğrenimi, Çevrimiçi Ödevler, Edmodo, Geleneksel Ödevler
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LIST OF ABBREVIATIONS

AS1: Assignment 1

AS2: Assignment 2

AS3: Assignment 3

AS4: Assignment 4

AS5: Assignment 5

CALL: Computer-assisted Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

ESNSs: Educational Social Networking Sites

GMYO: Gölhisar Meslek Yüksekokulu

GVS: Gölhisar Vocational School

ICT: Information and Communication Technologies

MAKU: Mehmet Akif Ersoy University

MAKÜ: Mehmet Akif Ersoy Üniversitesi

MoNE: Ministry of National Education

P1…P28: Participant 1 … Participant 28

SNSs: Social Networking Sites

TELL: Technology-enhanced Language Learning

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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the statement of the problem, the purpose and significance of the study, assumptions, limitations as well as the definitions of the key concepts.

1.1. Background of the Study

Homework, as an educational tool, is widely used at educational settings in Turkey and there have been many studies conducted in the Turkish context regarding homework (i.e. Calp, 2011; Çeliköz & Selimoğlu, 2017; Demirel, 1989; Deveci & Önder, 2013; Ektem & Yıldız, 2017; Gürlevik, 2006; İleri, 2013; Kapıkıran & Kıran, 1999; Özer & Öcal, 2012, 2013; Özdemir, 2015; Tertemiz, 1991; V. Kaya & Kaya, 2018). These studies mostly focused on the assignments given in primary schools or secondary schools mainly about the opinions of educators and learners about assignments in general or in the school subjects such as Maths, Science and Technology and Social Sciences except for English (i.e. Çeliköz & Selimoğlu, 2017; Deveci & Önder, 2013; Tertemiz, 1991; V. Kaya & Kaya, 2018). However, so far, very little attention has been paid to EFL assignments (Amiryousefi, 2016; Ektem & Yıldız, 2017). It is unclear to what extend EFL assignments affect learners' achievements or how EFL assignments are perceived by teachers and students. The study presented in this thesis will shed new light on the effects of (online) EFL assignments on language achievement and learners' perceptions about them in a Turkish university vocational school context.

A much-debated question in EFL contexts is why some learners do homework while others do not and how some students succeed even if they allocate no or less time for homework (Harmer, 1998). Traditionally, English language teachers seem to have the belief that bright students are the ones who always care about and do their homework. According to İleri (2013), students think that homework is meaningless,

unnecessary, boring and difficult to do. Paudel (2012) argued that students do not like doing EFL assignments when their teachers ignore checking them. In the same vein, Rosário et al. (2015) suggested that EFL teachers, in most cases, only check whether students did their homework or not. They do not check the correctness of the answers on students' homework papers. When a teacher checks only homework completion and ignores giving feedback and grading, it is highly possible that students will not do their homework, or copy the answers from their peers.

The applications regarding homework in Turkey differed on the approaches, policies, and methods which affect the education environment. To the best of the researcher's knowledge, no homework policies have been enacted by the Council of Higher Education (YÖK) in Turkey. It is clearly seen that the Ministry of National Education (MoNE), which represents the central administration of education institutions in our country except for the ones in higher education, has been in an indecisive position in the homework policies.

To illustrate this point, according to the circular (no.4778, date.9.11.1989) that MoNE, Head Council of Education and Morality, issued in 1989 (MoNE Head Council of Education and Morality, 1989), no homework should be given in the first three years of primary school education and the time spent on the assignments given for the fourth and fifth graders should not exceed one hour.

Additionally, in secondary and high schools, homework should lead students to think, research and produce new things. On the other hand, the Department of Research and Development of Education, MoNE (2011) conducted a comprehensive study, in which 210.000 classroom teachers working in primary schools, 2.597.055 fourth and fifth-grade students and their parents participated, in 2011. The study revealed that primary school teachers usually give homework and the ones teaching first-graders give more homework than the other classroom teachers.

In recent years, MoNE has adopted the policy of removing homework gradually in education in Turkey. One of the first changes to the homework practices was the abolition of performance assignments in 2014 (Milliyet, 2018). The reason for this was that parents were more likely to do these assignments. The next sanctions were related to the absence of homework during the semester holidays. The then minister of Turkish National Education initiated a further discussion about homework at the

very beginning of 2016 and said "No homework will be given to students for the semester break to enable them to rest and to start the new term in good health and also to let them allocate time for their interests" (CNN TÜRK, 2016, para.1).

A circular (no.5258235, date.21.05.2015) about that issue was sent to all the provincial education directorates in Turkey (MoNE Directorate General of Basic Education, 2016). Surprisingly, this announcement was related to the students in all levels of education. That is, it was valid for the ones in primary schools, lower-secondary schools, and upper-secondary schools. A similar policy telling that students would not be given homework during the semester break was carried out by MoNE for the 2017-2018 schooling year as well (MoNE, 2018) and a circular (no.10230228, date.12.01.2017) was sent to the educational institutions. The debate on homework has reached a peak with the press statement of the Minister of National Education at the end of the 2017-2018 academic year. He said:

> "From now on, no teacher will give homework to students. We would like our students to focus more on the course and learn the subject in the lesson. We believe that our children will revise what they have learned at school when they go home, and they will reinforce what they have learned. … In the forthcoming period, we will provide our children with an education system suitable for the era and life. No homework will be given to our students by the next school year" (HABER TÜRK, 2018, para.3).

This radical decision about homework has led to a serious debate in the educational environment. While it is supported by some educators who claim that students should devote more time to the cultural and art activities suitable for their abilities and interests in their spare time, some argued that homework should be given, even if just a bit, considering students' levels to ensure that students could assimilate what they listen to during the school day and develop their sense of responsibility (Milliyet, 2018).

Taken together, it is now well established that giving homework is a controversial and much-disputed subject as well as a common practice within the field of education in Turkey. However, the greater part of the literature on homework has emphasized the importance of reinforcing and practising what students learn in class for school success and permanent learning (i.e. Ektem & Yıldız, 2017; Gürlevik, 2006; Karatepe, 2003; Özer & Öcal, 2012, 2013; Paudel, 2012). There is, therefore, a definite need for clarifying what educators should do to promote doing homework, which is often ignored by many learners, if it is a highly significant factor for

learning. Moreover, the students should be encouraged to practice the foreign language (English) and do their homework by adopting new techniques in language teaching and using brand new opportunities that the Internet and technology provide them.

In recent years, technological developments have also affected traditional methods and techniques in education (Yıldırım, Erdoğan & Çiğdem, 2017). Within this process, several software packages were developed to create web-based instructional systems for the education environment (Serhan, 2014) and consequently, distance education tools such as online content sharing, online testing, and online assignment have started to be used instead of traditional methods by many educators in order to minimize current problems encountered in the teaching process. What is more, these facilities mostly encourage instructors to make use of web-based tools in order to enrich course content, motivate their learners, improve communication, as well as to decrease their workload. Previous research has shown that especially almost for two decades, many teachers, researchers and/or experts prefer using online assignments rather than pen-and-paper assignments with the evolution of web-based technologies. Aplia, Web Assign, WebVista, Cengage, MyEconLab, MyMathLab, LON-CAPA, MySQL, Blackboard, MOODLE, WhatsApp and Edmodo are among the most popular online homework tools in the net. And it is thought that these platforms have many potential benefits both for learners and educators.

The early examples of using web-based assignments in the Turkish context emerged at the beginning of 2000s (i.e. Demirci, 2007; Arıkan & Altun; 2007; Altun, 2008) and it is seen that the researchers in Turkey commenced making use of online assignment tools such as MySQL, Google Drive, and MOODLE in education in the courses such as Physics, Science, and Social Sciences. Similarly, over the last six years, the popularity of Educational Social Network Sites (ESNSs) (i.e. Edmodo) allowed researchers to investigate their availability in education (i.e. Türkmen, 2012; Alemdağ, 2013; Sırakaya, 2014). In recent years, there has been an increasing amount of literature on Edmodo which has been examined as a social learning tool (i.e. Ekmekçi, 2016; Hamutoğlu & Kıyıcı, 2017; Kara, 2016; Kazez & Bahçeci, 2016; Manowong, 2016; Özdemir & Erdemci, 2014; Sırakaya, 2014; Thongmak, 2013; Uzun, 2015; Yagci, 2015). However, there has been limited research

conducted in Turkish university vocational school contexts. Therefore, Edmodo was chosen as the instrument for giving online assignments with the intention of investigating the effectiveness and practicality of using a user-friendly web-based application in a university vocational school's EFL classroom, for the purposes of this thesis.

1.2. The Statement of the Problem

I think it is possible to argue that, as a seventeen-year EFL instructor, lack of motivation and academic failure are among the main problems for university vocational school students in English courses in Turkey. Similarly, the students in Burdur Mehmet Akif Ersoy University (MAKU) Gölhisar Vocational School (GVS) have also insufficient motivation and they are not successful enough in English courses even though they are very much aware of the role of English as a lingua franca and they believe that English will provide new opportunities in the future. (Şevik, Yalçın & Bostancıoğlu, 2017).

The researcher of this thesis usually gives homework in EFL classrooms of GVS for the aim of enabling students to reinforce and practice what they learn in class and increase the amount of target language exposure. The assignments are given as pen-and-paper from the workbook consisting of additional exercises which enable learners to practise the target language. However, the students usually forget to do/bring or they do not complete/do their homework as a result of their motivation lack. As a matter of fact, the researcher of this thesis has a lot of classes to teach and workload at school. As it is stressed in several studies, checking, grading and giving feedback about assignments affect students' success and performance positively (Dere, Yücel & Yalçınalp, 2016; Dufresne, Mestre, Hart & Rath, 2002; Kazez & Bahçeci, 2016; Rosário et al., 2015). Thus, it is almost impossible for the researcher to check and grade homework or give feedback for each student. Therefore, he plans to give online assignments and use the Edmodo platform in order to provide immediate feedback and instant grading for these assignments.

The main objective of the researcher of this thesis is to overcome the current shortcomings of traditional homework practices, encourage students to do the given assignments, increase the exposure in the target language and finally to increase their

motivation level by integrating an online assignment tool (Edmodo) into the EFL classrooms in GVS.

1.3. The Purpose of the Study

This study aims to investigate the effects of online EFL assignments on student success, and to identify students' views on online assignments in a university vocational school context.

1.4. The Significance of the Study

Most of the studies to date have mainly focused on assignments in subjects such as maths, chemistry, and physics. Therefore, very little attention has been paid to EFL assignments in the literature. However, in recent years, we have witnessed to an increased demand on using online platforms (i.e. Edmodo) in ELT for supplementing the education given at schools. But what is not yet clear is the real impact of online assignments on student success in EFL contexts. Among the many studies about online assignments and Edmodo in Turkey, very few studies focus on university vocational school contexts, especially about Edmodo and online assignments.

The significance of the present study derives from its methodological design in that it uses a mixed methods research design and thus differs from most of the previous research on Edmodo. Using both quantitative and qualitative data in a study maximizes the validity of the research and increases the generalizability of the results (Dörnyei, 2007). Furthermore, the present study is significant in filling a gap in the literature by investigating the effects of online EFL assignments on university vocational school students' success and determining learners' views on these assignments.

1.5. Assumptions

The assumptions regarding this study are as follows:

1. As the main assumption of this study, giving homework will have an effect on students' success in a university vocational school context.

2. The selection technique of the participants (purposive sampling) was assumed to be in line with the purposes of the study.

3. The assignments prepared for the experimentation will provide appropriate results.

4. It is assumed that online assignments will be more practical and motivating. Thus, the participants in the experimental group will most probably have higher rates of homework submission.

5. Some of the participants of this study will likely have external assistance while doing their assignments despite the letter of declaration.

6. The participants will mostly try to do their best in the pre-post-tests.

1.6. Limitations

There have been some limitations of this study. First, the reader should bear in mind that this study is limited to 49 university vocational school students. If the experimentation could have been applied to other levels of education or a much larger group, the results of the study could differ.

Furthermore, the participants in this study are chosen from the Department of Computer Programming and they have high levels of computer literacy and familiarity. This situation may have positively affected their views about online assignments.

Contrary to their familiarity with computers, most of them do not have enough study habits and they are often not good at English because of their insufficient language education background. This case may have negatively affected their homework performance (turnout and success rates) in the experimentation.

In addition, the findings in this study are restricted to using the Edmodo platform as an online assignment type. Thus, other online assignment platforms are not used as instruments in this study.

Moreover, while designing the online assignment exercises of the current experimentation, the quiz module of Edmodo was used in order to offer variety in homework exercises since the Edmodo platform has a lack of flexibility. That is,

when the students start to do any part of the delivered assignment, they are required to finish and send each part of the assignment in a limited time (countdown system) and the students are not allowed to change the answers after they sent that part of the assignment. Hence, this may have negatively affected the assignment success rates.

Even though each participant signed a letter of declaration (see Appendix 1) telling that they would do the assignments individually, it may have been the case that they have got help from other members in the class.

Finally, the submission of the assignments is a component in the calculation of the students' final course grades. In other words, the participants were told that six extra points would be added to their final exam score for each assignment they did and submitted during the experimentation. Therefore, this may have affected the assignment turnout rates positively.

1.7. Definitions of Key Concepts

Assignment: An assignment or a homework assignment is defined as "a set of tasks assigned to students by their teachers to be completed outside the class" (Homework, 2019). Homework assignments may consist of additional reading or writing exercises to be completed, information to be reviewed before a test or a course or other skills to be practiced. Homework is one of the most important components of education and it is thought by many experts or educators to be essential to learning (Bonham, Deardorff & Beichner, 2003).

Computer-assisted Language Learning (CALL): It is a term referring to the approach to language education in which computers are used by learners and educators in order to develop different language skills (Gündüz, 2005). CALL is seen as the first phase of technology use in second language teaching (1960s) and it has developed according to the adopted pedagogical approach.

Edmodo: It is a popular ESNS that teachers, students and parents use for educational purposes (Edmodo, 2018). Edmodo was designed mainly for the purpose of reducing teachers' workload (i.e. giving/grading homework, making/grading quizzes/exams) and keeping in touch with their students.

ESNSs: These are the web sites which are functionally similar to Social Networking Sites (SNSs), but used for educational purposes such as giving/submitting homework, making quizzes and evaluating learning (Durak, Çankaya & Yünkül, 2014).

Online assignments: They refer to the assignments given, submitted and graded via web-based instructional systems (Serhan, 2014) such as Web Assign, Blackboard, MOODLE, Edmodo and the like which are created for the education environment. This type of assignment is mainly preferred in crowded classes to save time (Weimer, 2013) and seen as a possible alternative to the traditional pen-and-paper based approach since it provides immediate feedback, facilitates learner-centred environment and reduces the cost of pen-and-paper assignments (Serhan, 2014).

Pen-and-paper assignments: This term refers to the traditional paper-based homework assignments which include written exercises such as those provided in a workbook, or more extended texts such as compositions or diaries (Thornbury, 2006). The type of feedback is the most significant pedagogical difference between pen-and-paper assignments and online assignments (Bonham et al., 2003).

SNSs: They are the products of Web 2.0 technologies and refer to the web-based systems such as Facebook, Twitter, Instagram, etc. designed for building communities that enable their members to communicate and collaborate with each other (Balcıkanlı, 2010, as cited in Durak et al., 2014).

Technology-enhanced Language Learning (TELL): It is a broader term compared to CALL and deals with the impact of technological developments on language learning (Kranthi, 2017). Technology-enhanced language learning uses computer technology, including hardware, software, and the internet to enhance the teaching and learning of languages.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature on Edmodo; the definition of Edmodo, a brief history of Edmodo, the advantages of Edmodo and how to use Edmodo, and assignments; the definition of assignment, research on the effects of assignments on learning and types of assignment, and finally, previous studies regarding pen-and-paper assignments, online assignments and the studies on Edmodo.

2.1. Edmodo

2.1.1. Computer-assisted Language Learning (CALL), Technology-enhanced Language Learning (TELL), Social Networking Sites (SNSs), Educational Social Networking Sites (ESNSs) and Edmodo. The second half of the 20th century has seen the rapid development of educational technologies. It was the late 1950s that computers started to be used in schools. At the end of the 20th century, computers have become very important and widely used tools in education with the use of computer-mediated communication and the Internet (Gündüz, 2005).

The use of computer technology in the field of foreign language teaching was first seen in the 1960s on mainframe computers (Blake, 2008) although computers have been used since the first half of the 20th century (Gündüz, 2005). Within this period, computers assisted the learning process and the term CALL started to be used (as cited in Čancinov, 2015).

CALL is the first phase of technology use in second language teaching and it is briefly defined, in Levy's (1997) book, as "the study of applications of the computer in language teaching and learning" (p. 1). A broad and clear definition of CALL is "an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be

learned, usually including a substantial interactive element" (Computer-assisted Language Learning, 2018, para.1).

The history of CALL consists of three stages: structural CALL, communicative CALL and integrative CALL (Warschauer & Healey, 1998, as cited in Gündüz, 2005; Computer-assisted Language Learning, 2018). A certain pedagogical approach was adopted in each stage and computers were used for foreign language education for more than three decades. The structural CALL, as the first stage, was based on the behaviourist approach in which learning a language referred to memorization of language items and phrases. Grammar translation and audio-lingual methods were dominant in this period. Since repeated exposure was thought to be beneficial or necessary, a computer was an ideal tool for this way of learning. Communicative CALL, as the second stage, was affected by the communicative approach in which the focus was on the use of language rather than the analysis of the language. Moreover, in this period, in which communicative CALL was popular, personal computers enabled students to work individually in a more effective way at school. Then, experts began to criticize the communicative CALL and it was replaced by integrative CALL which was the final stage. Many educators were influenced by new theories and socio-cognitive views and they were encouraged to use more social and learner-centred methods in language education. These views were based on task-based, project-based and content-based approaches in which the emphasis was on the use of language in authentic social contexts. Another concern was integrating the skills in language learning. Therefore, with the development of multimedia technology and computer-mediated communication, foreign language education was extended beyond the classroom.

Warschauer (2004) summarized the history of CALL as it is seen in Table 1. Čancinov (2015) added the TELL column in order to clarify the development and phases of CALL and the shift from CALL to TELL.

Table 1.

"From CALL to TELL" (Čancinov, 2015, p. 38)

Approach	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL	TELL
Technology	Mainframe	PCs	Multimedia and Internet	Mobile devices, tablets, multiplayer games, virtual worlds
English-Teaching Paradigm	Grammar translation and audiolingual	Communicate language teaching	Content-Based, ESP / EAP	Communication, interaction
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)	Structural, cognitive, socio-cognitive, adaptable
Principal Use of Technology	Drill and practice	Communicative exercises	Authentic discourse	Normalized
Principal Objective	Accuracy	Fluency	Agency	Autonomy within community
View of Learning	Behaviourism	Constructivism	Social constructivism	Connectivism
Role of Technology	Tutor	Tutee	Mediational tool	Environment, resource

Čancinov, R. (2015). English matters VI (a collection of papers). In Z. Straková (ed.) *Technology enhanced learning* (pp. 33-47). Prešov: Prešovská univerzita v Prešove.

The term TELL first started to be used around the early 1990s (Čancinov, 2015) and a transition was seen from Computer-assisted Language Learning to Technology-enhanced Language Learning. Kranthi (2017) explains this transition process and states the difference between CALL and TELL as follows:

> "The distinction between CALL and Technology Enhanced Language Learning (TELL) is that the computer simultaneously becomes less visible yet more ubiquitous. The change in emphasis from computer to technology places direct importance on the media of communication made possible by the computer, which itself often remains unseen, rather than on the computer itself. Whereas in CALL, the computer assisted learning, and in TELL, the computer supports learning. This third phase of technology use in second- and foreign-language teaching is characterized by the use of multimedia and the Internet" (Kranthi, 2017, p. 30).

According to Warschauer (2004), technological changes affected CALL significantly. He suggests that technological developments caused new processes and outcomes in teaching and learning. He summarized this issue as ten developments in Information and Communication Technologies (ICTs), which have an impact on the field of CALL:

1. from phone-based to wireless communication

2. from dial-up Internet connections to permanent, direct online connections

3. from the use of personal computers to the use of portable computing and online devices

4. from narrowband (referring to the speed at which information passes over communication lines) to broadband

5. from expensive personal computing systems to widely affordable computers and other hardware

6. from being an exclusive form of communication and information on the Internet to becoming a mass form of communication accessible to most of the world

7. from text-based information and communication to audio-visual forms of information and communication

8. from the use of English as the main online language to multilingual Internet use

9. from "non-native" to "native" users of information technology (referring to the comfort and skill in using computers rather than language use)

10. movement of CALL from the language laboratory to the classroom.

It has been conclusively shown that ICT tools (i.e. computing devices such as PCs, laptops, smartphones, and etc.) have always led to pedagogical changes in education. Moreover, the ICT technology has been helpful for creating an authentic, motivating, and student-centred learning environment (Elliot, 2009, as cited in Manowong, 2016) when they are used appropriately in education. All the facilities in ICT enabled educators to look broader than the classroom itself since technology can create new social contexts which shape how learning occurs (Warschauer, 2004).

Today's adult learners spend a great part of their lives for surfing on the Internet and using SNSs such as Facebook and Twitter (Manowong, 2016; Türkmen, 2012). These SNSs, which are tools of Web 2.0 technologies, ensure that their members are able to build communities and have opportunities to communicate and collaborate with each other (Balcıkanlı, 2010, as cited in Durak et al., 2014). Similarly, Shier (2005) asserts that these sites are often used by students today in order to make new

friends, build communities and communicate with each other (as cited in Durak et al., 2014).

The popularity of these sites aroused educators' attention and the focus of the investigations was on how they could be used as teaching and learning tools (Schwartz, 2009, as cited in Durak et al., 2014). Now, there are many Educational Social Networking (ESN) tools such as Edmodo, Beyazpano, Edcanvas, Edublogs, Glogster, SchoolTube, Edshelf, Thinkbinder, Busuu, Wikispaces, and Schoology which give educators opportunities to do in-class and out-class activities for their students in order to supplement their teaching process and increase motivation. For instance, Edmodo, which will be explained in the following sections in details, is one of these ESNSs created by educators for educational purposes. This platform was designed for teachers, students and also parents. It is seen as a social learning tool which provides a simple way for teachers and students in a virtual and learner-centred class to connect and collaborate and for parents to be included in the education process. Edmodo is now a worldwide platform used for different ages and levels of education (Doğan, Demir, Bal & Ülkü, 2017).

To sum up, considering the process from CALL to TELL, it is obviously seen that the use of technology in foreign language teaching is not a recent phenomenon and technological changes have long and increasingly been determining the teaching methods and techniques that foreign language teachers use. In parallel with these methodological changes, the last two decades have seen a growing trend towards the use of SNSs and ESNs, which are the results of the new technology of the second millennium, in education. Finally, when the literature is reviewed, it is clearly seen that educators of this digital era do not hesitate to use these educational platforms as a teaching aid in their courses.

2.1.2. The definition of Edmodo. Even though we come across to a few definitions of Edmodo in the literature, three definitions in particular give us a better understanding. First, Edmodo is "a web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades, and school notices. It is like Facebook but in a safe and controlled environment appropriate for school" (Educational Technology and Mobile Learning,

Para.1). Second, Kongchan (2012) describes Edmodo as a modestly designed platform, similar to Facebook but intended for educational purposes, which enables teachers, students and even parents to extend the teaching and learning process. And third, Edmodo, in the official website, is metaphorically defined as: "… a learning-first network that puts your classroom in the cloud and powers communications for your entire district" (What's New on Edmodo, 2018).

2.1.3. A brief history of Edmodo. Edmodo was founded by Nic Borg, Jeff O'Hara, and Crystal Hutter in Chicago, Illinois, in 2008 with the intention of connecting all students with the people and resources (About Edmodo, 2018). This social learning network also aims to bridge the gap between the lifestyles of students and the way they learn in school. It is based in San Mateo, California and today it has 87.743.748 members all around the world. Edmodo is used in 190 different countries, 7.400 districts, and 400.000 schools all over the world.

Edmodo has included Turkish language support since 2013 (Polat, 2016). Just after the local language support has been provided in the platform, a considerable amount of literature has been published on Edmodo in Turkey especially over the last six years. These studies are mainly concerned with the practicality of Edmodo as an educational social learning tool and with its users' opinions and attitudes towards it.

2.1.4. The advantages of Edmodo. Edmodo is a popular educational social network tool around the world and it provides many educational benefits for teachers, students, and also parents. The most pertinent advantages of Edmodo can be listed as follows:

- It is free of charge for all users of it. This seems to be the most alluring feature of Edmodo and unignorable fact especially for teachers and parents because many online homework systems require each student to pay for access besides the cost of a textbook and/or other material (Doorn, Janssen & O'Brien, 2010).

- Edmodo provides a secure online environment for its users (Alemdağ, 2013; Dere et al., 2016; Kongchan, 2012). SNSs, in general, have many security risks for their users such as copying of personal data and cyber-attacks. These sites are

not created for educational purposes (Manowong, 2016) and they include many advertisements and inappropriate content and abuse of the Internet (Alemdağ, 2013). Edmodo, as an ESNS, is beyond security risks and its primary concern is providing pedagogical benefits for its members.

- Edmodo provides multi-language support (About Edmodo, 2018). None of ESNSs provides Turkish language support except for Busuu and Edmodo. Edmodo has had the Turkish language support since 2013 (Polat, 2016). Thus, even though some researchers claim that the Turkish language support of Edmodo is insufficient (Ekici, 2017; Kazez & Bahçeci, 2016; Sırakaya, 2014), the users of Edmodo whose native language is Turkish will unlikely have problems with using the Edmodo website in general.

- The main reason why Edmodo was designed is to help teachers to reduce their workload and to make it easier for them to keep in touch with their class and students. (Edmodo, 2018).

- Edmodo has an unlimited storage. Therefore, teachers have the chance to create many virtual groups/classes, share course contents and links, create polls for students to vote online, assign a lot of homework, prepare many quizzes and manage/monitor their students' progress. Teachers can organize the files they uploaded in the library and share them with certain groups.

- Edmodo enables the teachers all over the world to collaborate (Alemdağ, 2013). They are able to share their ideas and resources regarding educational issues.

- Edmodo improves the communication between teachers and students (Balasubramanian, Jaykumar & Fukey, 2014; Dere et al., 2016; Durak, 2017; Ekici, 2017; Kara, 2016; Kazez & Bahçeci, 2016; Kılıçkaya, 2012; Özkan, 2017; Sırakaya, 2014; Thongmak, 2013; Torun & Dargut, 2015). Teachers can make announcements, instant notifications and alerts. Besides, learners are able to share their ideas easily via Edmodo when they are reluctant to participate in the classroom (as cited in Hamutoğlu & Kıyıcı, 2017; Rogers, 2011). Bright (2013) claims that Edmodo increases the communication between not only teachers and students but also teachers and parents. In short, Edmodo provides active participation of students and supports the face-to-face learning environment.

- Edmodo is a user-friendly and practical platform (Alemdağ, 2013; Balasubramanian et al., 2014; Dere et al., 2016; Doğan et al., 2017; Ekmekçi, 2016; Hamutoğlu & Kıyıcı, 2017; Kara, 2016; Kazez & Bahçeci, 2016; Kongchan, 2012; Manowong, 2016; Özkan, 2017; Polat, 2016; Sırakaya, 2014). Edmodo is accessible via both a web browser and a free smartphone application (iOS and Android) (Manowong, 2016). Thus, its usefulness is not limited to only in-class, teacher-directed learning environment. That is, Edmodo ensures that teachers, students, and parents are able to access the platform anytime and anywhere from any computer or device with an Internet connection.

- Edmodo is enjoyable (Alemdağ, 2013; Balasubramanian et al., 2014; Dere et al., 2016; Kara, 2016; Kongchan, 2012; Polat, 2016). Both teachers and students like using this online tool (Dere et al., 2016; Kongchan, 2012).

- Edmodo is motivating (Alemdağ, 2013; Dere et al., 2016; Doğan et al., 2017; Durak, 2017; Ekmekçi, 2016; Hamutoğlu & Kıyıcı, 2017; Manowong, 2016; Özkan, 2017; Türkmen, 2012; Uzun, 2015) and it eases engagement of students cognitively (Hamutoğlu & Kıyıcı, 2017; Purnawarman, Susilawati, & Sundayana, 2016). Teachers can reward and praise their students with rosettes such as "Hard Worker", "Perfect Attendance", "Star Performer" and "Student of the Month" in Edmodo because of their positive behaviours or achievements (Edmodo, 2018).

- Edmodo is instructive. Students are able to practise at night what they are taught during the day in Edmodo (Teach More Learn More, 2018). In parallel with this point, some researchers argued that Edmodo is also helpful for increasing learners' academic success (Sırakaya, 2014; Kazez & Bahçeci, 2016; Polat, 2016).

- Edmodo is beneficial to foreign language learning skills. Qalaja (2015) suggested that students improved their EFL writing skills after they started to use Edmodo and they had positive attitudes towards writing after treatment. Similarly, Yagci (2015) claimed that Edmodo developed learners' reading and listening skills in EFL classrooms.

2.1.5. How to use Edmodo. Edmodo is available at www.edmodo.com (see Figure 1. for the home page of Edmodo) and it is accessible for teachers, students, and parents whenever and wherever they wish. It is a platform that can be used in education in two ways: A course can be fully conducted through Edmodo as online or a course can be supported by using supplementary activities via Edmodo (Durak et al., 2014). The course process, in either case, which starts with the creation of a group by teachers through the system, gets ready to be used after students enter the given code by their teachers into the system.
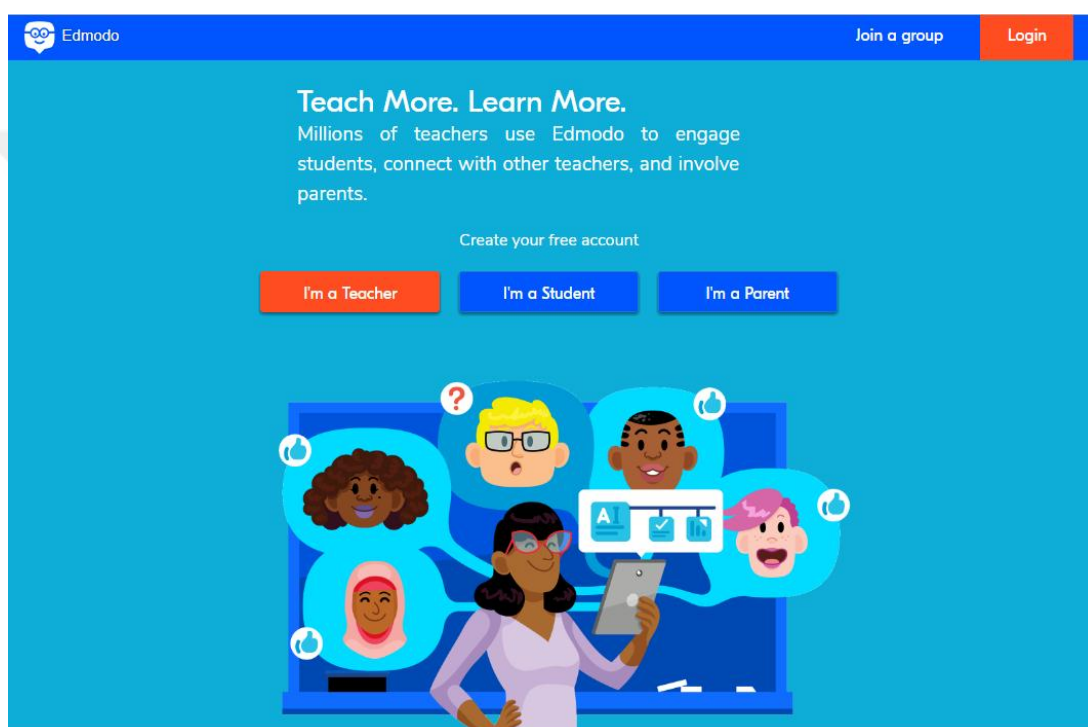
Figure 1. Screenshot of the Edmodo home page

When you surf Edmodo, it seems to be a practical and well-designed social learning network. Creating a free account in Edmodo takes two or three minutes to be ready to use it if you have an e-mail address, either you are a teacher or a student. After teachers create their own student group or groups in Edmodo, students are required to identify a username or an e-mail address with a password in order to sign up the platform which is free. While signing up the platform, they are also required to use the group code that will be given by their teachers in order to access and join the group. No external participants are allowed to join the group unless they get the given code.

In addition, Edmodo enables students to create their own profiles, upload their photos and send messages. (Türkmen, 2012). There are two types of messaging for teachers, students and parents in Edmodo: one-to-one and group messaging (What's New on Edmodo, 2018). Students can send individual or group messages, share their ideas or ask questions to their friends in the group or to their teacher regarding their assignments, lessons, quizzes and so on via Edmodo. Students can only communicate with the whole class or with the teacher. In other words, private messages between two students are not allowed. Teachers can delete posts. Parental access to their children's posts and to the teacher is an optional feature (Educatorstechnology, 2013).

If teachers intend to give an assignment to students, they can create their own assignments or they can attach a file (i.e. a PDF file) to the platform. While loading assignments, teachers can describe an assignment so that students will be able to understand what they are going to do with that file or paper or share a link, write a note to help them with their assignments (see Figure 2.). In addition, teachers can identify an assignment due. After students finish their work, they send the drafts back to their teachers and teachers get them and have the chance to grade in Edmodo.
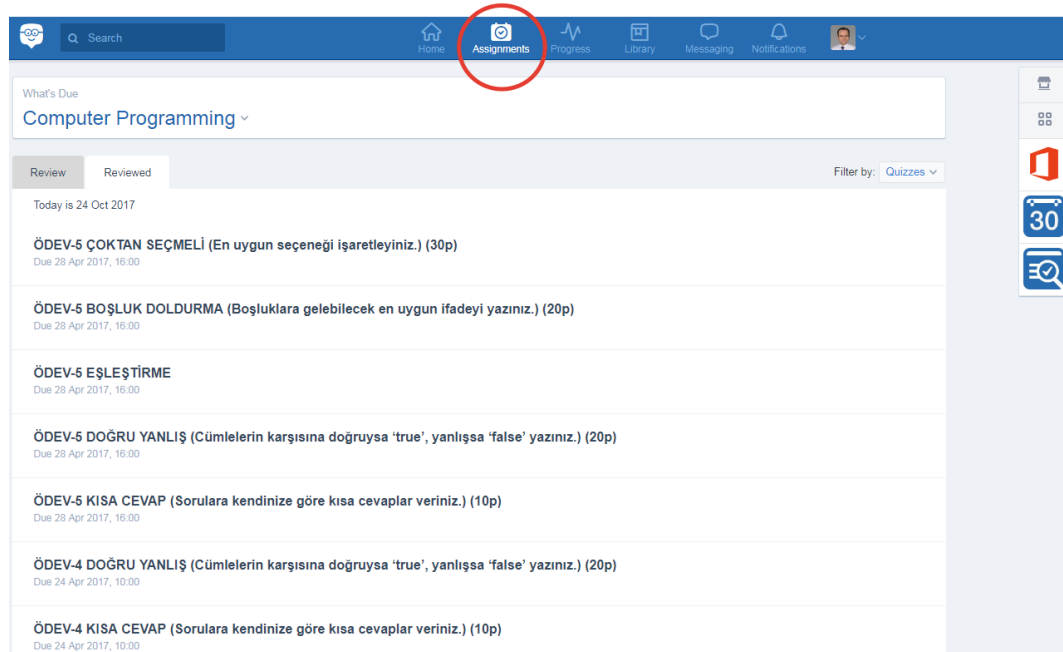
Figure 2. Screenshot of the Edmodo assignment design

It is also possible to prepare and attach quizzes in order to see learning progress of learners (Edmodo assignments, 2011). A quiz can be created in different forms such as multiple-choice, true/false, matching, fill in the blank and short answer (see Appendix 2). Furthermore, it is possible to determine the point for each question and set a time limit for that part of an assignment in the quiz module.

2.2. Assignments

2.2.1. The definition of assignment. First of all, it is necessary to state that the terms assignment and homework are used interchangeably throughout this thesis. Several definitions of homework/assignment have been proposed in the literature. In broad terms, assignments are written or oral works that are delivered by a teacher and done by students out of class (Güneş, 2014). These works are called homework assignments in primary school level and known as activities, projects, exploratory and performance homework in the later years of education. In the homework circular that MoNE published in the Official Journal in 1989, an assignment was defined as "a text, a tool and the like that a student will create by himself/herself or within a group for the purposes stated in this regulation" (1989, p. 1). According to Cooper (1989, p. 2), homework can be similarly defined as follows: "any task assigned by school teachers intended for students to carry out during non-school hours". With a different point of view, according to Foyle and Bailey (1986), homework is a bridge between school and family, and it is up to school-student-parent cooperation to provide the desired benefits. Karatepe (2003) defines assignments as the activities given by teachers for the purpose of sometimes preparing for lessons, but mostly for reinforcing, expanding and complementing the topics learned in class. Similarly, for Thornbury (2006, p. 96), homework means "… the out-of-class work learners do between lessons, and is an important way of reinforcing learning".

2.2.2. Research on the effects of assignments on learning. Homework, as an instructional tool, has always been a significant part of school education (Torun & Güler, 2015) and teachers, students, and parents mostly agreed that homework is necessary for education (as cited in Gürlevik, 2006). Doing homework is believed to

be a helpful practice for getting high levels of proficiency in education (Thornbury, 2006). A much-debated question is; to what extent homework enhances student achievement and provides permanent learning?

When we examine the literature, results from earlier studies demonstrate a strong and consistent association between doing homework and academic success and positive effects of homework were discussed on these studies (Cooper, Robinson & Patall, 2006; Çelik & Aktürk, 2009; Demirel, 1989; Dufresne et al., 2002; as cited in Hill, Spencer, Alston & Filtzgerald, 1986; İleri, 2013; Richards-Babb & Jackson, 2011; Tertemiz, 1991). For instance, Cooper et al. (2006) examined nearly 120 studies about homework. Within these researches, 20 studies were related to homework's effects on achievement. 14 of 20 studies showed that students who do homework are more successful at school than those who do not. Cooper et al. (2006) found 50 studies which examined the correlation between the amounts of time students spent on homework with their academic success. 43 of 50 studies showed that students who spend more time on homework are very successful at school. Carbone (as cited in Hill et al., 1986) states that there is a positive correlation between assignment and student success and giving assignment is one of the cheap ways of increasing student achievement. In addition, there have been many studies which claim that homework affects students' learning, sense of responsibility, study habits, as well as, motivation and attitudes towards school positively (e.g., Babadoğan, 1990; Cooper, 1989; Çelik & Aktürk, 2009; Dufresne et al., 2002; as cited in Gürlevik, 2006; İleri, 2013; Richards-Babb & Jackson, 2011; V. Kaya & Kaya, 2018). Moreover, it is now well established from a variety of studies, that learners should do their homework that is given by their teachers for reinforcing what they learn at school (Baltaoğlu, Sucuoğlu & Öztürk, 2017; Duru & Çöğmen, 2017; Gürlevik, 2006; Karatepe, 2003; Özer & Öcal, 2012, 2013) and learning permanently (as cited in Gürlevik, 2006; Özer & Öcal, 2012; Wallinger, 2000). It was also thought that homework is beneficial when it is checked or graded and when a teacher gives individual feedback for each homework (Doorn et al., 2010; Dufresne et al., 2002; Tertemiz; 1991; as cited in Wallinger, 2000).

It is commonly thought that homework is an important component in the English language teaching as well, and plays a key role in reinforcing and consolidating what

students were taught at school and improving their skills (Amiryousefi, 2016; Ektem & Yıldız, 2017; Paudel, 2012). It is also claimed that EFL assignments are helpful for improving learners' vocabulary, grammar, and reading skills (İleri, 2013). EFL assignments are also helpful for ensuring and promoting students to work harder, using the taught materials in meaningful contexts, preparing for their exams, realising their weakness and strengths, enabling them to understand the target language better as well as increasing academic success (Amiryousefi, 2016; Demirel, 1989; İleri, 2013). The assignments given in foreign language education are effective on student performance if teachers focus on checking not only homework completion but also the accuracy of student answers on homework papers and give individual feedback (Paudel, 2012; Rosário et al., 2015) although most of them do not (Wallinger, 2000). Paudel (2012) states that EFL learners dislike doing assignments unless their teachers check them. According to Rosário et al. (2015) grading homework and student academic performance were correlated. İleri (2013) suggests that EFL assignments are beneficial to students unless they take learners' too much time, they are unnecessary, boring and difficult to do. With a different point of view, Chang, Wall, Tare, Golonka, and Vatz (2014) claim that, due to the characteristics of language learning such as unconscious and implicitly learning, and social and interactional requirements, homework does not produce an effect on foreign language achievement in the same way that occurs in other courses such as Algebra, Chemistry, Mathematics and the like.

On the other hand, in addition to the positive effects of assignments, they may have a negative effect on learning process. Cooper (1989) mentioned about these possible drawbacks as in the following: 1-Homework limits learners' social life. 2-Too much homework causes boredom. 3-Parental intervention may confuse learners if suitable instructional techniques are not used. 4-Homework can lead learners to cheat or copy others' papers. 5-Poor children may not do homework since they have to work after school. Homework is also thought to be a waste of time and energy and that it affects students' learning and health negatively (as cited in Amiryousefi, 2016). According to the results of a recent survey conducted in a high school in England, homework is considered by more than half of the students as a primary source of stress (Silvester, 2017). They also stated that demands of homework caused insomnia and other health problems, as well as less time for friends, family, and social activities.

According to a number of studies, the role of assignments in student achievement and motivation remains unclear (Cooper, Lindsay, Nye & Greathouse, 1998; as cited in Güneş, 2014; Kapıkıran & Kıran, 1999; Özdemir, 2015). To illustrate this case, Kapıkıran and Kıran (1999) found that there was no significant difference between the success improvements of the students who did their homework and those of the ones who did not. Kohn (as cited in Scholastic, n.d.) claims that the existing literature on homework fails to demonstrate that doing homework is helpful for building character or improving study skills of students at any level. He also states that very little is known about the relationship between homework and student success in high school.

The homework debate differs at the primary and elementary/secondary school level. According to Kohn (as cited in Scholastic, n.d.), homework does not make sense in primary school and it does not improve learning. Besides, doing more homework does not mean getting higher scores in elementary school. Similarly, Cooper et al. (1998) claimed that there is no relationship between the time spend for doing homework and academic success in primary school level. It was also stated that this relationship is weak in secondary school but closer in high school. Kapıkıran and Kıran (1999) suggested that less homework should be given in the first three years of primary school education. Hattie (as cited in Silvester, 2017) found that homework in primary schools has a negligible effect on a student's overall learning, however, it makes a bigger difference in secondary schools. He meant that secondary school students are often given tasks that reinforce the skills learned in the classroom, whereas primary school students may be asked to complete separate assignments. He told the BBC in 2014: "The worst thing you can do with homework is give kids projects; the best thing you can do is reinforce something you've already learned".

In the same vein, some researchers argued that EFL assignments do not have a lot of benefits in primary education, either. They start to provide benefit only in the sixth grade (as cited in Büchel, 2016). Büchel (2016) argues that it is not the time spent on homework that matters in foreign language education in primary schools, but rather the types of homework assignments. She asserted that foreign language teachers should mostly give assignments that make learning more meaningful in primary schools rather than traditional practice activities. In addition, according to Büchel,

homework should be purposeful, learning-oriented, well-planned, contextualized, and enjoyable in primary education and teachers should offer different options to their students while assigning them. Similarly, in another study conducted by Wallinger (as cited in Wallinger, 2000) in 1997 regarding foreign language (French) homework, it is stressed that young learners who are beginner foreign language students should be given short assignments just to practice what they learn in class that day since they do not have the skills or the self-discipline to do long assignments. The students at the intermediate level may be asked to do assignments requiring more creative use of target language and advanced foreign language learners are given more sophisticated assignments which enable them to use and practice their skills in many different ways.

To sum up, the clash of ideas between the ones who support the need for homework and those who claim that students should spend more time with their families and friends for developing relationships is still a matter of debate. Yet, it can be concluded that when teachers consider learners' ages, levels, and needs and choose the right type of assignment, homework can be effective for students' learning and achievements in schooling process (Yapıcı, 1995, as cited in Gürlevik, 2006) and foreign language teachers mostly believe that every student should add some more practices to his/her own schooling experiences in order to provide a permanent learning background especially if he/she is learning a foreign language (Ektem & Yıldız, 2017; Wallinger, 2000). Moreover, using technology may promote learning both in class and out of class and it could be a highly motivating factor for learners. Thus, English teachers should not only design homework based on their students' needs and interests but also try to provide modern opportunities such as online resources, language laboratories, and self-access centres (Amiryousefi, 2016). Considering the positive effects of technology use on learner motivation (Kumar, 2014), it is not hard to say that a motivated and enthusiastic student possibly might facilitate an English language teacher's work and might raise his/her own academic success.

2.2.3. Types of assignments. In the most general sense, assignments could be categorized as oral or written works as well as individual or group works (Karatepe,

2003). According to Karatepe (2003), there are also three main types of assignments in education in general. The first one is homework assignments which are designed to ensure that students learn the information they are supposed to learn during school hours, to check the success rates in applying the new conditions, and to compel them to self-study what they did not learn through lessons. Second is in-class assignments which are given in order to practise and deepen knowledge about the information to be acquired. It is possible to call them exercises done under the guidance of a teacher in class hours. The third one refers to learning by self-study plan. It is a kind of homework for students to learn on their own according to a plan arranged in class or prepared by the teacher and given to the students. For example, before a teacher starts teaching a unit, he/she needs to identify the questions which will be given to students as a research assignment. This type of an assignment which is given before the unit preparation should also arouse students' interest and curiosity. Because such assignments are important for active learning. However, it is also thought that when research assignments are given individually, they prevent students from socialising (Çeliköz & Selimoğlu, 2017; Kapıkıran & Kıran, 1999).

According to Güneş (2014); the aim, type, and content of an assignment depend on the methodological approach that is chosen by a teacher. These approaches are traditional, behavioural, cognitive, and constructivist approaches. The main aim of the traditional approach is information transfer. Information is given to students directly in written or verbally. In addition, information is provided in stages to facilitate the learning. Repetition is obligatory in this approach. It is necessary to repeat an information, to store or remember the event as it is. Within the traditional approach, exercises, repetitions, and oral reading assignments are usually given as homework with the purpose of repeating and memorizing given information. The main purpose of the behaviourist approach is behaviour change. Positive behaviours are reinforced in order to make habit formation. The assignments given in this approach involve practise and repetition of the knowledge and behaviours taught in the class. The main aim of the cognitive approach is schema building. The loaded and sophisticated schemata in learner's mind provide an easier analysis of the learnt information. This approach includes assignments involving observations, experiments, and studies for new discoveries. The main purpose of the constructivist

approach is learning to learn. Assignments are based on activities, projects, research, and explorations.

On the basis of foreign language teaching, assignments given by a language teacher could be related to skills such as reading, listening, watching, speaking, and writing at different levels and different contexts. In addition; essays, reports, short-answer questions or oral presentations are also seen as different formats of assignments in foreign language learning. However, it is seen that foreign language teachers mostly give homework based on improving learners' grammar, vocabulary, reading, and writing skills and listening and speaking skills seem almost neglected (Ektem & Yıldız, 2017; Paudel, 2012; as cited in Wallinger, 2000) due to lack of materials (Ektem & Yıldız, 2017).

When the concepts and terms used for the types of assignments in the literature are examined, it is obviously noticed that homework classification types proposed by researchers are mostly based on the content of homework and the method used or the approach adopted by teacher. While categorizing the EFL assignment types in the current thesis, the main concern was, rather than the content, the way of homework delivery, submission, grading and giving feedback and the way students do it; therefore, assignments are categorized as online assignments and pen-and-paper assignments within this thesis.

The term pen-and-paper assignment refers to the traditional homework assignments given by a teacher such as additional and complementary exercises in coursebooks, practice exercises written in supplementary resources such as workbooks, booklets, resource packs, test books, worksheets, and copies. In this thesis, worksheets were prepared by the researcher in order to give pen-and-paper assignments for the control group students.

Moreover, pen-and-paper homework which has been the subject of many classical studies on homework was referred to as "paper-based homework" (Bonham, Beichner & Deardorff, 2001, 2003; Bridge & Appleyard, 2008; Demirci, 2007; Gök, 2013; Ratniyom, Boonphadung, & Unnanantn, 2016; Richards-Babb & Jackson, 2011), "pen-and-paper homework" (Demirci, 2010; Serhan, 2014), "paper-and-pencil homework" (Dufresne et al., 2002; Kurnaz & Mohanned, 2017; Serhan, 2014),

"human-graded homework" (Bonham et al., 2001), and "traditional homework" (Doorn et al., 2010; Mendicino, Razzaq & Heffernan, 2009) in the literature.

Online assignments which were analysed and examined as the second type of EFL homework in this study have arisen as a result of the developments in web-based instructional systems created for the education environment (Serhan, 2014). These Internet-based tools have started to be used at the beginning of the 2000s for the purpose of overcoming the drawbacks and shortcomings of traditional pen-and-paper assignments and benefitting from the advantages of web-based technologies. In this thesis, Edmodo was used as an online assignment tool and the assignments were given for the students in the experimental group via this web-based platform.

When previous research is analysed, the term online assignment was referred to as "web-based homework" (Bonham et al., 2001, 2003; Demirci, 2007, 2010; Dufresne et al., 2002; Gök, 2013; Kurnaz & Mohanned, 2017; Serhan, 2014), "online homework" (Altun, 2008; Arıkan & Altun, 2007; Doorn et al., 2010; Ratniyom et al., 2016; Richards-Babb & Jackson, 2011; Serhan, 2014), "online graded homework" (Emerson & Mencken, 2011), "computer-graded homework" (Bonham et al., 2001), "computer-supported homework" (Mendicino et al., 2009), "web-based assignment" (Yıldırım et al., 2017), and "electronic assignment" (Bridge & Appleyard, 2008) in the literature.

Regardless of which classification is taken into consideration, it is important that what students are assigned should serve the purpose of given homework, be meaningful and appropriate for students' level and arouse their interests (Çeliköz & Selimoğlu, 2017). Furthermore, regardless of type or content of any assignment, today there are a lot of teachers preferring online platforms in order to give assignments. These web-based tools are used as an alternative application instead of traditional homework practices in educational settings in order to minimize possible drawbacks and shortcomings of paper-based assigning process as well as assist and enhance learning.

2.3. Previous Studies

In this section, the results of the previous studies related to pen-and-paper assignments, online assignments, and Edmodo were discussed chronologically. In each part, the studies conducted abroad and Turkish contexts were given respectively. As a matter of fact, the researcher tried to include the most cited and well-known studies in the literature in both contexts.

2.3.1. Previous studies on pen-and-paper assignments. Wallinger's (2000) paper, a well-known abroad study that is often cited in research on homework, aimed to examine the role of homework in foreign language (French) education. A total of 49 foreign language teachers teaching French 1 to 9 graders in different state high schools in Virginia, the USA, participated in the survey by completing questionnaires and attending interviews. First, it was concluded that teachers strongly agreed that homework is necessary for foreign language education. Next, most of the teachers stated that they give homework to practice what is learnt in class and that they usually expect their students to spend time on homework both in and out of class. In addition, teachers mostly checked homework just to find out whether the homework was done or not, however, few teachers stressed that they focused on the correctness of the answers on students' homework papers.

Çelik and Aktürk (2009) examined the effect of increasing the interaction between much and less successful students on their success. The participants of the study were 12 fourth grade primary school students in Riyadh International Turkish School. Of 12 students, six of them were quite successful in their courses in general and remaining six were conversely less successful. The teacher of these students rearranged the seating positions in the class and each successful student started to sit together with a less successful student. After the implementation, the study revealed that there was a statistically significant decrease in the amount of homework that less successful students did not. This situation also indicated that less successful students increased their academic success (exam scores) after starting to do homework. Moreover, there was not a decrease in the homework rates of successful students after sitting together with their unsuccessful peers and they also did not decrease their academic success.

One study by Paudel (2012) examined homework dealing situation of English language teaching at grade eight. 120 students of grade eight, 30 students from four government-aided schools of in Dadeldhura district (Nepal) and their teachers participated in this descriptive study. Several close-ended questions were asked to both students and teachers about EFL assignments. The data obtained from the questionnaires revealed that a great majority of the students stated that they like doing homework when their teachers check it. Moreover, more than half of the students stressed that they always do their homework since they feel they it is helpful for practicing learnt language items. In addition, the majority of them agreed that they have difficulties in doing EFL assignments if they do not know word meaning and grammar. Most of the students stated that they do not have external assistance while doing their assignments at home, but they were encouraged to do by their guardians. Additionally, the majority of them agreed that they dislike doing EFL assignments (especially when they are from out of the textbook) and that they do them since they feel that they have to do. They also said that they do not spend more than one hour for their EFL assignments and that they expect their teachers to check their homework daily. As for the teachers, the study showed that it is often necessary to correct students' written homework papers to let them know and correct their mistakes. In addition, it was seen that the teachers give the same type of homework to all students and that the teachers never give homework in pairs or groups and speaking assignments are always neglected.

Rosário et al. (2015) analyzed whether the relationship between academic performance and homework follow-up practices depended on the type of homework feedback used in class. The effects of five types of homework follow-up practices (1-checking homework completion; 2-answering questions about homework; 3-checking homework orally; 4-checking homework on the board; and 5-collecting and grading homework) used in class by 26 EFL teachers were analyzed using a randomized-group design. A quasi-experimental design was used in the study which was conducted in an authentic learning environment. These 26 teachers who were the participants of the study were teaching English to sixth-graders at six different state schools in Portugal. The study showed that the five types of homework feedback were associated with student academic performance. It was found that the effect differences among the types of EFL teachers' homework feedback on students'

performance were statistically significant. For example, the first two feedback types (checking homework completion; answering questions about homework) did not increase students' performance significantly and did not provide feedback to students. On the contrary, the last three types of homework feedback affected students' performances significantly. However, there were no significant differences among these three types of homework feedback at students' post-test performance. In other words, the study revealed that when teachers check homework orally or on the board and grade students' homework papers, this affects their learning process and academic performance positively.

In another study Amiryousefi (2016) aimed to give a voice to both EFL teachers and learners in Iran with regard to English homework. To this end, first, a semi-structured interview was held with 8 EFL teachers and 19 EFL learners. Next, based on their responses to the interview questions and a comprehensive review of the literature, a questionnaire was developed to investigate EFL learners' and teachers' perspectives on following aspects of English homework: 1-the benefits of homework for EFL learners; 2-the impact of homework on different English skills and sub-skills; 3-homework and parents' monitoring; 4-satisfaction with English homework and the way it is treated; 5-time spent on homework; 6-homework time; and 7-the preferred English homework assignments. Finally, the questionnaire was completed by 283 EFL learners and 46 English teachers from two famous English institutions in Iran. According to the results of the interviews and the questionnaire, the participants usually believed that EFL assignments enable language learners to improve their English learning since they are helpful for understanding their English lessons better, reviewing what they learnt in the class, using the taught materials in meaningful contexts, preparing for their exams, improving their vocabulary, grammar, reading and writing skills, realising their weakness and strengths, and being more accurate. On the other hand, the results also showed that the current EFL assignments are so mechanical and they cannot improve EFL learners' speaking, listening, and pronunciation; cannot make EFL learners self-regulated; cannot help parents monitor their children's English learning, and are not very satisfactory in terms of the types of the assignments given. In addition, the majority of EFL learners usually finish their homework in a hurry just before class begins; others do not spend the time that their teachers require them to spend on doing homework. Thus, English teachers should

design homework based on their students' needs and interests as well as resort to employing modern opportunities such as online resources and self-access centres.

Considering the studies conducted in the Turkish context regarding assignments, Demirel (1989) conducted a preliminary work on Turkish EFL context. The study aimed to find out the effect of the exercises which are given as homework in the fifth-grade students' achievement on foreign language teaching. A total of 56 students participated in this experimental study. This research was done on two groups of students. One group was chosen as the experimental group that was supposed to do the exercises given as homework. The other group was chosen as the control group. The homework process was not implemented in the control group. First, the results of the post-test showed that the group that was given exercises as homework was more successful than the group that was not given any exercises as homework. This means that the exercises given as homework were influential on the students' foreign language teaching achievement. Next, the data to prove the effectiveness of the exercises given as homework on the average achievement of the students' cognitive level was not found. In addition, the average achievement score which is related with the behaviours on the comprehensive level in the group that was given exercises as homework was found to be higher than the average achievement score of the group that was not given any exercises as homework. And this means that the exercises given as homework were effective on the students' comprehensive level achievement which contains a higher cognitive process.

Tertemiz (1991) aimed to examine the effects of assignments given in Maths course on student success. The study was conducted with fifth graders in a private primary school in Ankara. Three different groups of students (Group A, B, and C) were chosen for this experimental study. Group A was given homework and teacher gave feedback about students' homework papers. Group B was only given homework. Group C was never given homework. After the experimentation, it was understood that the groups (A and B) which were given homework were more successful than the group (C) which was given no homework. In addition, learning was more permanent in the group (A) that was given feedback about homework. Next, permanent learning was much more in the group (B) that was only given homework

compared to the group (C) with no homework. Finally, there was no significant difference between the three groups' the forgetting rates.

In a master's thesis conducted by Yapıcı, (1995, as cited in Gürlevik, 2006), it was aimed to investigate the opinions of teachers, students and parents about the assignments given for the fourth and fifth graders enrolled in the state primary schools in Bolu, Düzce and to make some proposals. 40 teachers, 400 students and 364 parents participated in the study in 1993-1994 academic year. First, teachers, students, and parents believed that homework is necessary for education. Besides, teachers agreed that they explain the purpose of assignments, that they make a preliminary preparation before giving homework, that the assignments are appropriate to the age, interest, and level of students, teachers explain to students how to do their homework, that research and group assignments are given for students, that individual differences are taken into consideration, that they give homework for weekends, holidays and semester breaks although it is educationally objectionable and that they check, grade assignments and give feedback to students. Moreover, it was seen that students used different resources while they are doing these assignments. It was also concluded that giving homework is one of the most important techniques which provides permanent learning in teaching.

Kapıkıran and Kıran (1999) aimed to determine the effects of homework on primary school (third grade) students' academic success. Three different groups of students (41 students in total) were chosen for this experimentation. The first group was given no homework. The second group was given little homework. The third group was given a lot of homework. The results showed that all of the groups increased their success after the experimentation. However, there was not a significant difference between these three groups' mean scores in post-tests. It was suggested in the study that homework should be appropriate for students' ages and levels and less homework should be given in the first three years of primary school education.

Calp (2011) aimed to determine the perceptions and experiences of 311 fifth-grade elementary school students related to homework and doing homework. The participants of this case study were selected from Eryaman district, Etimesgut, Ankara. Less than half of the students reported that they complete all their homework. Almost half of the students stated that they always need help while doing

homework. One-fourth of the students agreed that they always do their homework on the last day. The students reported 12 reasons for not doing the homework and forgetting is the most mentioned one among these reasons.

Özer and Öcal (2012) aimed to determine attitudes of 4th and 5th-grade students towards homework. This descriptive study in which 125 randomly chosen primary school students participated revealed that students like doing homework. They stated that they care about homework and they agreed that assignments are necessary and beneficial to their education. It was also suggested that students who devote less than two hours for homework have more positive attitudes compared to the ones who spend more time on homework. In addition, teachers mostly give assignments related to reading comprehension and speaking/telling skills and doing research and experiments. Additionally, students stated that assignments are helpful for reinforcing and practicing what they learn at school, providing permanent learning and learning new things. Finally, they agreed that they improved their sense of responsibility and study habits thanks to homework.

The study by İleri (2013) offers probably the most comprehensive analysis of EFL assignments at the level of undergraduate education in the Turkish context. She aimed to investigate TOBB ETU Preparatory School students' attitudes towards EFL assignments and to examine if there is a significant relationship between homework completion and exam success. The researcher also aimed to examine the instructors' views on assignments in order to make a comparison with students' ideas. To this end, two questionnaires were used in the study. One of them was conducted with 286 students enrolled in TOBB ETU in the 2011-2012 academic year and the other was conducted with 23 instructors teaching English in the same institution. The study revealed that homework completion increases student success. Considering the relationship between their attitudes towards homework and their academic success, it was seen that the students who were academically successful had poor attitudes towards homework while the students who had low academic success had better attitudes. Moreover, although homework had a significant effect on students' exam results, it was not much influential on their TOEFL ITP exam scores. Additionally, the findings in two questionnaires showed that both students and instructors usually had similar thoughts about homework. For example, they agreed that the assignments

given for improving students' vocabulary and grammar knowledge and reading skills are the most beneficial assignment types. They also thought that the accuracy of the assignments is checked. In addition, both groups stated that the assignments given via computers are not useful. Unlike the instructors, more than half of the students described the term homework as "long", "nonsense", "unnecessary", "boring", and "hard". The study concludes with the suggestions that teachers should frequently give homework which does not require spending a lot of time on it because it was seen that giving too much homework does not increase students' success.

Özer and Öcal (2013), in another descriptive research, aimed to determine the practices, strategies, and opinions of classroom teachers for homework. A total of 100 classroom teachers chosen from 11 primary schools in Adana participated in the study. Regarding the teachers' practices and strategies about homework, the study revealed that they give homework considering students' ages, levels, interests, and needs. Teachers also said that they provide diversity in assignments instead of giving the same kind of assignments. Additionally, teachers stressed that they inform parents about assignments and they usually check the assignments. As for the teachers' opinions about homework, they agreed that teachers should give homework since assignments are helpful for reinforcing what students learn in class and promoting students to research. They also agreed that students do not do their assignments according to the purpose of given homework. Finally, they stated that it takes much time to check assignments.

Deveci and Önder (2013) aimed to develop three scales (function subscale, attitude subscale, and behaviour subscale) for determining the opinions of students, teachers and parents regarding homework assignments given in Science and Technology courses. The study was conducted with 55 middle school science teachers, 1584 seventh and eighth-grade students, and 764 parents in the 2010-2011 academic year. As a result of the study; three different scales were developed to determine the opinions of teachers, students and parents about the assignments given in Science lessons with the aspects of function, attitude, and behaviour. It was also stressed that previous studies in which scales were developed in order to determine the views on homework given in Science courses focused on the aspect of attitudes. That is, behavioural and functional aspects of homework applications were neglected. In this

sense, this study differs from other studies with focusing on behavioural and functional aspects.

In another study, Özdemir (2015) examined the relationship between time devoted to homework and school burnout. 208 secondary school students enrolled in two different state schools of Aydın, participated in this descriptive study in the 2014-2015 academic year. The results showed that there is a significant positive relationship between time devoted to homework and school burnout. That is, the more time students spend on homework, the more they lose their academic motivation. Therefore, it was recommended that teachers should focus on students' homework load in order to prevent or reduce school burnout.

A qualitative study by Çeliköz and Selimoğlu (2017) conducted with six middle-school students enrolled in seventh grade class of a middle school in İstanbul in 2014-2015 academic year aimed to investigate the attitudes of the 7th graders towards research assignments in Social Studies course. The semi-structured interviews held with the students revealed that students agree that research assignments in Social Studies course fail to socialise students since they do them individually. In addition, they thought that their teachers do not usually take care of given assignments and they do not get feedback from their teachers. Additionally, they stated that they had external assistance from their teachers and family members and use some resources such as the Internet and books while doing their assignments. They recommend that group activities/assignments, videos and knowledge contests could be alternatively used instead of giving research assignments in Social Studies. As a result, when assignments are not controlled and neglected and if students are not given feedback, it was understood that assignments negatively affect students' personal and academic developments and motivation. It was also observed that using different resources in assignments enable students to increase their motivation and achievement.

In a recent case study, which was conducted in Turkish EFL context, Ektem and Yıldız (2017) examined the role of EFL assignments according to teacher opinions and determined teachers' opinions and suggestions about the assignments given in foreign language teaching. The participants of this qualitative study were 50 English teachers working in the secondary education institutions in Konya in the 2016-2017

school year. The study revealed that almost all of the English language teachers participated in the semi-structured interviews stated that they give homework. They agreed that an assignment should reinforce and contain the topics what students learn at school. In addition, English teachers tend to give homework related to grammar items, reading and writing skills, and vocabulary mostly due to lack of materials and the current testing system in Turkey. The study also revealed that teachers usually face problems such as not doing given homework, copying from others or the net, doing homework negligently and lack of motivation. Moreover, a great majority of the teachers agreed that it is necessary to give homework since it provides permanence in learning and improves vocabulary and reading and writing skills. As for the teachers' suggestions regarding giving homework, most of them stressed that assignments should be appropriate for students' level and arouse their interest.

The main purpose of V. Kaya and Kaya's (2018) paper, one of the most recent studies in Turkey regarding homework, was primarily to determine whether there is a significant difference between homework frequency, spent time on homework and secondary school 8th-graders' achievement in Science course and secondarily to determine whether there is a significant difference between participation of the extra lessons, spent time on extra lessons and students' achievement in Science courses. A total of 6079 secondary school students participated in this descriptive study in 2015. The results of this quantitative study showed that there is a positive and a meaningful relationship between homework and science achievement. The results also showed that there is a significant difference between homework frequency, spent time on homework, participation status of the extra lessons, spent time on extra lessons and students' Science achievement. In other words, when homework is short (30-60 minutes) but to the point, and given at certain intervals (every couple of weeks), it affects student success positively; extra regular courses are highly effective on students' achievement. Moreover, making use of computers out of school and home for homework does not significantly increase students' success in Science course. Additionally, if students are required to use the Internet while doing their homework, teachers should encourage students to use scientific sources in the net.

In conclusion, giving homework is a common practise at all levels of education, yet its impact as a pedagogical tool on the learning process is still a matter of debate.

When the literature examined, it is seen that there is mostly a positive correlation between homework and academic success. In parallel, many studies indicate that it usually affects students' motivation, attitudes towards school, sense of responsibility and study habits positively. In the same vein, homework is helpful for reinforcing what students learn at school. Most of the debate focuses on the assignments given at the primary level and there are many studies suggesting that homework should be given in a controlled manner in primary education. Consequently, it is possible to say that homework can benefit for students' learning process when teachers consider their ages, levels, and needs, choose the right type of assignment, grade and give individual feedback.

2.3.2. Previous studies on online assignments. It is well understood that abroad based studies regarding online homework emerged at the very beginning of the second millennium. Bonham et al. (2001), aimed to compare the effects of computer-graded homework and human-graded homework on student success in the courses of Calculus (110 students) and Algebra (60 students) separately. These courses were taught by different teachers. The study revealed that the difference between students' scores in their tests in both groups in two courses was not significantly different. That is, all the participants in the study got similar scores in their tests after doing their homework. However, in the Calculus course, considering the assignment scores, the students who did web-based homework performed better than those doing student-written work (88% versus 72%). This significant difference was not seen in the Algebra course (63% versus 62%). In addition, it was reported that students in the web sections spent more time on homework than those in the paper sections. Moreover, the Calculus web students stated that they would like to continue to use the web-based homework system, while less than half of their colleagues in the paper section preferred to continue submitting their homework on paper. Finally, it was concluded that the type of the assignment makes little difference to student performance.

Considering a longitudinal study (one well-known early study and often cited in literature), conducted at the University of Massachusetts at Amherst, the USA, which compares the effect of web-based homework (WBH) and paper-and-pencil

homework (PPH) on university students' academic success in four service courses (Algebra-based and Calculus-based courses), both types of homework have similar impacts on their test results (Dufresne et al., 2002). That is, the students got similar scores in both groups in their exams. Furthermore, students usually got high scores if they did their homework well. Surprisingly, WBH takes more time compared to PPH. Moreover, when teachers check, grade and write feedback on homework, it also affects students' exam results.

Bridge and Appleyard (2008), senior lecturers at Sheffield Hallam University, UK, aimed to focus on student perceptions regarding the online assignment submission and feedback process in Physics course. A total of 47 first-year undergraduate students living remote to their university participated in the study. They were required to submit an essay-style assignment as online using the Virtual Learning Environment (VLE) Blackboard platform which is designed for web-based homework. Before the implementation of the study, they had had some experience of postage of paper-based assignments. Questionnaires used as the main instruments in the study revealed that 88% of the students believed that submitting the assignment as online is time-saving. Next, many of them agreed that electronic submission is more affordable compared to the traditional system of posting assignment papers. In addition, more than half of the students (53%) preferred the electronic submission. However, almost half of the students (43%) were unsure as to whether their assignments were safely received or not because of their distrust of online sending system. In parallel to the submission process, a great majority of the students (93%) agreed that their feedback was received faster when it was sent electronically. Additionally, they stated that they could access and print out their feedback whenever they want and that there is less possibility of losing their feedback in the online feedback process. Finally, it was suggested that online assignments could be used in Higher Education institutions which are far from students' home.

Doorn et al. (2010) from the University of Minnesota Duluth, Minnesota, the USA, examined students' attitudes and practices related to online homework considering the course outcomes. The participants of this quantitative study were 687 students from fourteen sections of seven economics courses offered by the Department of Economics in the Labovitz School of Business and Economics at the University of

Minnesota Duluth. The instructors in each of these sections used online systems such as Aplia, WebVista, Cengage, and MyEconLab to deliver homework. The students participated in the study were asked questions regarding perceptions of homework in general, of traditional paper homework versus online homework, and of online homework specifically. It was concluded that graded homework is useful in learning the material. When asked to compare both types of homework, they mostly said that they like online homework and online homework is at least as effective as traditional homework. Next, students mostly agreed that online homework worked well and online homework was helpful for understanding the material and preparing for exams. In addition, many of them stated that the immediate feedback was also helpful and they would recommend online homework to others. To sum up, students had a positive attitude towards the use of online homework in general, with little variance across the particular platforms being used.

Richards-Babb and Jackson (2011) aimed to determine whether online assignments enhance the success of male and female students to different degrees. They also aimed to investigate whether students' attitudes toward online homework use differ between males and females. The study revealed that replacing quizzes by online homework assignments significantly improved general chemistry success rates for both female and male students. However, the increase in the male students' success rate was double that of female students and online homework use decreased the female-male achievement gap to a non-significant level. Finally, although attitudes toward online homework use were generally positive, females had more positive views of the online homework than males. For example, females were in significantly better agreement than males with statements indicating completion of all of the online homework assignments and recommending the online homework for future classes. Whereas males agreed more with negative statements of being less apt to take a course with online homework, viewing the online homework as a waste of time, and believing that online homework did not further their understanding of chemistry concepts.

Emerson and Mencken (2011) investigated the effect of online graded homework on student achievement (Test of Understanding in College Economics-TUCE, final course grades, and performance on the departmental final exam) in the course of

Economics at the undergraduate level. The Aplia online system was used for assigning students in this quasi-experimental study. 76 students at Baylor University were chosen as the experimental group and 72 were chosen as the control group. The study revealed that the spent time on completing the assignments in the two groups was not significantly different. Additionally, the students in the two groups were almost in the same agreement level with the contribution of the assignments to their understanding of the course. It was concluded that the students who did online automated graded homework were more successful in their final course exam and departmental final exam. However, regarding mean the success scores on the TUCE, the study revealed that the treatment did not significantly affected their achievements.

Weimer (2013) claims that online assignments are alluring for both teachers and students. In particular, if a teacher has crowded classes, online assignments are invaluable for that teacher. In addition, students have the chance to get feedback more quickly for their work in online platforms.

In a similar study, Gök (2013) aimed to investigate the effects of web-based and paper-based homework on students' achievements. A total of 564 students enrolled in the departments of Science and Engineering in a public university in the United States participated in the study. Within this experimental study, experimental group students were given online assignments via LON-CAPA (The Learning Online Network with a Computer-Assisted Personalized Approach) homework system and the students in the control group did the same assignments as paper-and-pencil homework. The researcher compared two groups' homework and exam (mid-term and final) results quantitatively. At the end of the experimentation, it was seen that the students who did their homework as online got higher homework scores compared to the paper-based group. However, both groups had similar performance in their exams. In other words, the difference between the two groups' exam success rates was not statistically significant.

Serhan (2014) examined a number of studies to introduce and discuss two main online homework systems, Web Assign and MyMathLab, for mathematics courses. He concluded that web-based assignments are more beneficial than traditional homework types and that learners usually have positive views on online homework

platforms. He also reported that he had used those web-based tools for Mathematics, Calculus and Algebra courses. He stated that students enjoy doing homework online and that they find them practical since they can use them whenever and wherever they want and these tools enable them to change their answers and to see the answers just after submitting their work. In addition, it was stressed that students feel more motivated and enthusiastic while doing those platforms. As a result, it was concluded that students can learn and succeed more in mathematics if they have problem-free usage.

Ratniyom et al. (2016) investigated the use of the online homework affecting the performance of 76 first year pre-service science teachers in the introductory organic chemistry course. Within the scope of the study, the online homework was created using a web-based Google Form to examine the effects of online homework on students' performance. After the experimentation, a significant improvement was seen in students' learning achievements due to the online homework treatment. The study revealed that pre-service teachers learned more when they repeated online homework multiple times. In addition, the mean online homework score showed a correlation with their pre-test score. This means that if the students got low scores in the pre-test, they also got low scores on the online homework. On the other hand, the mean homework score was significantly correlated with the normalized gain and their post-test scores. This means that students who obtained a high score on the online homework practice also obtained high performance on the introductory organic chemistry test.

Plana et al. (as cited in Jeremy & Daniel, 2016) conducted a study of 95 Catalonian university students studying English as a Foreign Language. The participants of the study were given three reading activities with comprehension questions each week through the WhatsApp mobile application. This application enabled students to receive instant feedback which helped them to keep their motivation. The research revealed that students had more positive attitudes towards reading in English and that their confidence increased when they use the application continuingly.

In a recent study, Kurnaz and Mohanned (2017) aimed to create a new web-based homework monitoring and evaluation system, TPS (Teacher, Parents, Student), for Iraq schools using MySQL as database and Bootstrap as a framework. TPS includes

three modules in total: teacher, students, and parents. It was suggested that this online assignment system (TPS) has a few advantages for teachers, students, and parents as well. First, this homework system in which teachers can create their exams and homework decreased teachers' workload. Next, it is helpful for increasing students' success in exams. In addition, both teachers and students can start a conversation via this platform. Moreover, parents can receive reports about their children's performance. Finally, it was stressed that TPS is beneficial for all users in education and it can be used in all courses.

Demirci (2007), in a preliminary work on Turkish context, aimed to determine students' perceptions towards web-based versus paper-based homework and seek if any differences exist between students' homework performance scores and physics grade average scores. The participants for this study were a total of 103 university students enrolled in Computer Education department taking General Physics-1 course offered at Balıkesir University, Necatibey Faculty of Education during the fall semester of 2005. A 21-item perception of online vs. paper-based homework survey was administered to the students. Of 103 students, 56 had completed web-based homework preference survey questionnaire and 47 had completed paper-based homework preference survey questionnaire via online. One group is received their homework via online quiz system where it was graded by computer. The other group did homework exercises on paper with working as four or five groups of students. According to the findings of the study, there was not a statistically significant difference between two groups' physics grade average scores; however, there was a statistically significant difference in homework performance (average) scores. Finally, students' perception of web-based homework testing was positive.

Arıkan and Altun (2007) examined preschool and primary level student teachers' reasons for using online homework sites, attitudes towards them and their suggestions for the effective use of such applications. Participants of the study were 219 primary and preschool student teachers at Ege University, Faculty of Education during the 2006-2007 academic year spring term. For the data collection "Homework Site Evaluation Scale" was developed by the researchers. First of all, the study revealed that the participants used 13 different online homework sites with the Turkish content and they were mostly used for science education and social science

studies. Attitudes towards online homework sites were found at the medium level. No significant differences were found between primary and pre-school students' attitudes towards online homework sites. More than half of the participants indicated that the reasons for using online homework sites are: saving time, lack of resources, links in some websites, suggestions by friends, increase in the number of online homework sites and the increase in the quantity of homework assigned by teachers. Also, more than half of the student teachers stated that online homework sites in Turkey should guide students rather than offering them ready presentations, works; teachers should ask for works that require more creative activities in order to prevent or reduce the use of online homework sites. In addition, increasing the quality and quantity of the library resources, evaluation of the content of these websites by subject teachers/experts and monitoring the way such sites are used are the main suggestions made by the student teachers.

Altun (2008) aimed to examine primary school students' (6th, 7th and 8th graders) attitudes towards Online Homework Sites (OHS) and reveal the variables affecting their attitudes towards these sites. A total of 737 students in Aegean region of Turkey participated in the study in which a general survey design was used. They used 14 different OHS which were not mostly free of charge. The study showed that a great majority of the students used the OHS and these students had positive attitudes towards OHS. Gender, school, grade, age, computer use proficiency and frequency, Internet use frequency, and education levels of parents appeared to have a statistically significant effect on the attitudes towards OHS. For example, boys tend to use OHS more effectively and practically than girls, however, girls are more careful in terms of ethical issues. Additionally, facts such as computer ownership, proficiency level in computer and the Internet use and highly educated parents affect students' attitudes towards OHS positively. As for the reasons for using OHS, they mostly stated that doing homework via OHS is time-saving. In addition, more than half of them agreed that OHS are enjoyable. Moreover, they stated that the facts such as the popularity of the OHS, the difficulty of finding books in libraries, teachers' and parents' suggestions, assignment loading, insufficient information resources, navigations from other sites were among the reasons for using OHS.

Demirci (2010) aimed to compare the effect of web-based homework and pen-and-paper homework on university students' physics achievement as measured by exam and homework performance. Two identical groups of students enrolled in the Computer Education Department was chosen as treatment and control group for this study in which quasi-experimental research design was adopted. MySQL database system was used for giving online assignments. Online homework was done individually while pen-and-paper based homework was done in groups. Then, both groups' homework performance and achievements were compared by homework assignments and standardized test scores. The study revealed that there was not any significant difference in standardized test score results. However, the pen-and-paper group got higher scores on homework performance, but lower on the normalized gain score than the web-based homework group in the fall semester. Then, there was a reverse situation in the spring semester.

In another similar study, Özdemir and Erdemci (2014) aimed to examine vocational school students' opinions towards collecting assignments via cloud computing technology. 122 vocational school students from three different departments (Computer Programming, Chemistry Technology and Food Technology) of Siirt Vocational School, Siirt University, participated in this descriptive study in the 2013-2014 academic year. Google Drive was used for collecting online assignments. The data obtained from the questionnaire revealed that the students did not usually have negative views on uploading assignments via Google Drive. This finding varied by gender and department. It was foreseen that their positive views could increase if they use cloud computing technology more than ever. It was also concluded that the problems related to delivering, collecting and archiving assignments could be minimized using cloud computing through the sites that provide e-mail services.

In a recent study, Yıldırım et al. (2017) investigated the usability of web-based assignment system implemented in a vocational college for a Computer Literacy Course and Computer Programming Course. The participants were 204 post-secondary students enrolling at a vocational college (military college) during the 2015-2016 academic year. In this mixed-design research, quantitative data was collected online from the System Usability Scale (SUS) and qualitative data was gathered from students' responses to open-ended questions. MOODLE was used as a

web-based assignment tool. According to the results, the web-based assignment system was found to be useful in terms of usability criteria. However, no significant mean difference was detected between the SUS scores of first and second-year students, which meant that the subject in which web-based assignment system was used did not affect overall SUS score of web-based assignment system. With regard to the analysis of the relationship between SUS scores and students' grades, a linear correlation was found. Moreover, the interviews revealed that the students enjoyed the system and getting feedback via the online system was motivating for them. The students also stated that they had some difficulties due to the absence of enough time and access to computers. The results also showed that web-based assignments could be effectively used, but the ease of students' access to computers and the Internet should be considered. It was suggested in the study that instructors should give encouraging and motivating messages in their feedback in online assignment tools.

To sum up, the past decade has seen the rapid development of web-based tools created for educational purposes and when the literature is examined, it is obviously seen that researchers and educators have shown an increased interest in online homework systems. Thus, there has been a dramatic increase in the number of studies comparing the effects of online assignments and pen-and-paper assignments on students' achievements or investigating the attitudes of educators and learners towards online assignments. Additionally, these studies mainly focus on the use of web-based assignments in the courses such as Calculus, Algebra, Chemistry, Mathematics, and Economics.

2.3.3. Previous studies on Edmodo. The first serious discussions and analyses of Edmodo emerged in the early 2010s. Holland and Muilenburg (2011) were one of the first to examine the use of Edmodo in education. They aimed, in their study, to discuss the effectiveness of Edmodo discussion boards on student engagement in the classroom. Public high school students from a 10th grade English class participated in web-based discussion groups created by using the 'Small Groups' function on Edmodo. The study employed the use of reciprocal teaching, a reading framework consisting of four meaning-making strategies: predicting, summarizing predictions, asking questions about what will be read, and clarifying

what has been read. After participating in the reading groups, comments were read and analysed by the teacher and researcher. When first introduced to Edmodo.com, the students easily accustomed to using the site due to its similarity to Facebook. In addition, it was seen that the students could easily respond to one another's work and they were aware of the fact that they had to talk to each other, not to the teacher. Additionally, the study revealed that the teacher could easily see which students understood the story due to the fact that student responses could be monitored very carefully. Finally, it was suggested that the use of reciprocal teaching strategies for online discussion (Edmodo) in the classroom could be used for future study in English and other areas.

One well-known early study about Edmodo was Kongchan's (2012) research. This study aimed primarily to investigate how a non-digital-native teacher can make use of Edmodo to set up and run an online classroom community for her students and to run a workshop on Edmodo for other teachers and secondarily to examine the teacher's, students' and other teachers' perceptions towards Edmodo. The participants of this study were a teacher of English, 81 freshmen at King Mongkut's University of Technology Thonburi, and 17 teachers of the Royal Thai Air Force Language Centre, Thailand. The study revealed that Edmodo was used by the teacher mostly for receiving homework, checking and giving feedback and it was perceived as a simple and user-friendly platform. The study also revealed that students liked and enjoyed using Edmodo features such as doing quizzes, submitting homework and getting feedback from the teacher. The students suggested that there should be individual messaging in Edmodo. The students also suggested using Edmodo in other English courses adding more quizzes in order to practice English outside the class. Finally, it was stressed that teachers liked all functions of Edmodo.

Thongmak's (2013) paper, in which quantitative data gathered from a questionnaire was analysed, was another well-known early study that is often cited in research on Edmodo. According to the findings of this study in which 182 participants were used, respondents' answers for the questionnaire revealed that Edmodo is mostly used for turning in assignments and they mostly used their personal notebooks while using Edmodo. In addition, Edmodo is so useful with its features such as giving

assignments, grading, sharing ideas, giving feedback and it also provides a direct communication between teachers and students.

Balasubramanian et al. (2014) aimed to investigate the student preference on use of Edmodo for resources, activities, support, and evaluation as their learning platform. 285 students who studied in diploma, degree, and masters at a private university in Malaysia were selected as the participants of this study in which quantitative method was used. According to the findings of the questionnaire used as the instrument of the study, regarding the student preference on the use of Edmodo for resource sharing, students agreed that it was quick and easy for them to use resource sharing features of Edmodo and they liked to share folder option and preview of the file option since it is easy to access and check quickly. With reference to the student preference on use of Edmodo towards activity, they strongly agreed that they liked to use Edmodo for asking questions about posted information to the lecturers, for the discussion forum with the lecturers and students mostly preferred to use Edmodo for online quizzes because the answers were given immediately after completion. As for the student preference on use of Edmodo towards support, students strongly agreed that they could communicate with their lecturers and peers easily. Regarding the student preference on use of Edmodo towards evaluation, students strongly agreed that they liked Edmodo for submitting assignments because lecturers quickly gave feedback. Lastly, it was concluded that most of the students and also teachers agreed that Edmodo is very user-friendly and it may widen the scope of responsible learning environment out of class if it is implemented by educators as a learning platform.

Qalaja (2015) aimed to explore the effect of using Edmodo on developing writing skills and students' attitudes towards writing in her master's thesis which was an experimental study. The participants of this quantitative study were 50 female seventh-grade students enrolled in state schools in West Gaza. The study revealed that students who used Edmodo had a better performance in their writing skills than the ones who used the traditional method. In addition, the participants' attitudes towards writing after the implementation of Edmodo changed positively. Finally, they recommended that it is necessary to use Edmodo in teaching English writing to attain better results in students' English writing skills and to develop their attitudes towards English.

A study conducted by Yagci (2015) in Erbil, Iraq, includes the use of Edmodo related to reading skills. The researcher gave his participants extra reading materials on the Facebook group and Edmodo simultaneously. In addition, some links of related videos were shared on Edmodo. Before lessons, students were reading and watching the given materials. In addition, students took some quizzes through Edmodo in class time. Yagci suggests that using Edmodo is an encouraging and motivating tool for students to have reading classes. In conclusion, Edmodo developed learners' reading and listening skills, as well as grammar structures.

Manowong (2016) aimed to explore undergraduate students' opinions about Edmodo as a supplementary tool in an EFL classroom. 94 students in a Thai university enrolling in English for science and technology participated in the study in total. The researcher used both quantitative (a close-ended survey questionnaire) and qualitative methods (open-ended questions in an interview). The results of the study revealed that the participants had positive perceptions toward using Edmodo. The questionnaire used in the study revealed that they agreed that Edmodo is a beneficial educational tool and it engaged them in learning. They thought that Edmodo was also helpful for enhancing learning, collaboration and interaction. Some students stated that, as a drawback of Edmodo, this application could sometimes be time-consuming and difficult to use for some learners. They also stressed some other disadvantages of using such kind of web-based applications such as plagiarism, copying of other works and/or poor Internet connection. The participants of the study also agreed that online applications such as assignments, quizzes, and other online tasks given by the teacher via Edmodo were useful for improving their learning and comprehension about the course as well. In addition, they agreed that Edmodo improved the ways they accessed the course content and provided materials. The qualitative data of the study revealed that Edmodo was thought to be a user-friendly, motivating, interesting, favourable, and effective supplementary learning tool in an EFL classroom. Based on this finding, they used some key words for Edmodo such as "easy", "accessible" and "convenient". On the other hand, some students were confused and unfamiliar with using Edmodo application due to the fact that they had a lack of confidence with new technologies and they needed more training.

As for the studies conducted in the Turkish contexts, Türkmen (2012) was one of the first to examine Edmodo as a learner-oriented social learning network in the light of research. She aimed to determine whether using a social networking site (Edmodo) could increase students' motivation for learning English and how Edmodo could help learners when it is combined with the curriculum. A total of 87 preparatory school students participated in the study and they used Edmodo in their English classes. After eight weeks of application, their motivational levels were assessed via survey. The students agreed that they feel more motivated and encouraged to learn English when they used Edmodo in their courses. Additionally, they stated that they liked Edmodo and found it enjoyable since it resembles Facebook. They also reported that the Edmodo was a perfect platform to do the given assignments. The researcher stated that Edmodo encouraged her to act as "a guide" or "a moderator" rather than "an ultimate leader". In other words, the study revealed that Edmodo provided a student-centred environment for EFL learners. In short, the study showed that Edmodo could be used in English classes and it is helpful for increasing preparatory students' participation and motivation for learning English.

Alemdağ (2013) aimed to investigate the views of both students and teachers who used Edmodo and to find the answer to the question "Why Edmodo?" by making the literature review. According to the findings of her paper which is based on the content analysis method, it was concluded that Edmodo is a widespread social learning environment since it is easy to use, enjoyable and motivating, a safe environment which is used for only educational purposes, it improves the communication between teachers and students and enables the teachers all over the world to collaborate.

In a descriptive research, Sırakaya (2014) investigated both positive and negative views and suggestions of 43 second-grade teacher candidates enrolled in the department of Computer and Instructional Technologies, Faculty of Education, Ahi Evran University, Kırşehir, in the 2014-2015 academic year about Edmodo. A questionnaire, structured interviews and Edmodo website were the instruments of this qualitative study. The findings of the questionnaire used in this paper revealed that the assignments given via Edmodo helped the participants to understand the issues in their courses well and the use of Edmodo increased their success. Next, they

mostly agreed that Edmodo is similar to Facebook. They also thought that they will use Edmodo when they become teachers in the future. Regarding the positive views of the participants on Edmodo, they thought that Edmodo is easy to use and understandable. Moreover, they agreed that Edmodo is helpful for getting the course contents, interacting with the course teacher and for the announcements and cooperative activities. As for the negative views, the participants thought that the interface of Edmodo is not totally Turkish, they sometimes had technical problems and Edmodo does not include private messaging. Finally, they suggested that private messaging between individuals could be added to the platform and Edmodo interface could be totally translated to Turkish.

Another study related to Edmodo was conducted by Uzun (2015) in Mersin, Turkey. The main purpose of the study was to investigate what higher education students' attitudes towards Edmodo are and to determine its accomplishments. A total of 52 students, from Mersin University Faculty of Education, who take the "Introduction to Computer" course participated in this research in the 2013-2014 fall semester. This qualitative study concluded that students have positive attitudes towards Edmodo and according to students, it is a valuable tool to improve their learning opportunities. Additionally, the students agreed that Edmodo provides active participation and communication and it supports the face-to-face learning environment as well. Some of the participants stated that Edmodo is time-consuming and difficult to use. The researcher commented that the negative views of these students could be related to their low computer competency level, limited Internet access at home or dormitories, and limited computer ownership of the students.

Torun and Dargut (2015) aimed to determine the benefits of Edmodo mobile application support in the flipped class model in their paper in which content analysis method was adopted. It was concluded that Edmodo could be suitable for the flipped class model and it can be motivating for students. Next, it was stated that the fact that Edmodo looks similar to the interface of Facebook would enable students to adapt to use it. It was also stressed that both desktop and the mobile application of Edmodo is useful for in-class and out-of-class activities. In addition, the features of Edmodo such as social networking (student-student, student-teacher interaction), content management system (sharing course content) and professional learning environment

have an important role in out-of-class activities of the flipped class model. Finally, the fact that mobile application of Edmodo enables learners to receive instant notifications and alerts improves the interaction between student and teacher.

Dere et al. (2016) investigated 182 private primary school students' opinions on Edmodo in their study in which a mixed methods research design was adopted. The results of the study, in general, showed that Edmodo affected the students' learning positively although they had negative attitudes towards Edmodo's some features. According to the study, the participants were able to sign up and use Edmodo easily and they enjoyed sending assignments, having quizzes, answering survey questions, receiving quick feedback from the teacher and communicating with their friends and the teacher via Edmodo. In addition, Edmodo was thought to be a safe platform and students liked to access the files and documents whenever they want and wherever they are. Also, more than half of the students preferred to have online quizzes rather than traditional quizzes. They thought that the Edmodo application made learning enjoyable and increased their learning, motivation, and responsibility. They mostly agreed that they could communicate with their teacher easily via Edmodo. On the contrary, they thought that Edmodo is partly helpful for facilitating their communication with their peers.

The main objective of another qualitative study conducted by Ekmekçi (2016) with 62 prep-school students in a state university was to introduce the implementation of various assessment applications through Edmodo and offer some suggestions. Similarly, the results indicated that most of the students found Edmodo to be funny, motivating, user-friendly, and practical. They also stated that Edmodo reduced their test anxiety largely and they would prefer to be assessed through Edmodo rather than traditional assessment techniques like pen-and-paper tests.

One study by Polat (2016) examined 61 pre-service teachers' views thoroughly on the usage of Edmodo and the practicality of educational social media platforms in education. According to the findings of this study in which a mixed methods research design was used, participants thought that Edmodo is practical to use. Moreover, they agreed that Edmodo is helpful for sharing resources and materials. They also expressed that they used Edmodo in order to be informed about the announcements related to courses and assignments. Most of the participants agreed that Edmodo is enjoyable and it is helpful for increasing their academic success. Finally, the majority

of them thought that educational social media platforms are time and space saving. They agreed that these platforms are new learning environments in education.

Kazez and Bahçeci (2016) examined the opinions of 38 second-grade university students enrolled in the Department of Computer Education and Instructional Technology, in Fırat University, about the usage of Edmodo in the scope of Graphic and Design course in the 2014-2015 academic year. The study in which both qualitative and quantitative methods were used concluded that Edmodo is an easy and practical application. The participants stated that Edmodo has a simple interface and it enables users from other departments to use it easily even though its Turkish language support is insufficient. In addition, the participants are indecisive on the effectiveness of mobile application of Edmodo. The participants agreed that they preferred doing the assignments as online rather than doing them traditionally and they also agreed that using Edmodo does not decrease classroom interaction of the students. On the contrary, they thought that it increases students' communication with the lecturer and that it is helpful for using Edmodo in the class. They stated that Edmodo allows them to follow the course content, to do and submit the given assignments even they do not attend the courses. Moreover, the participants of the study thought that their academic success increased after they started to use the Edmodo application. Finally, they stated that using Edmodo in classes helped them to feel responsible for doing assignments and that instant grading and lecturers' feedbacks motivated and helped them to prepare the assignments better.

Kara (2016), in her paper, tried to answer two questions which teachers seek answers about Edmodo: "How to use Edmodo to change their traditional classrooms into blended learning situations?" and "Why Edmodo?" and analysed the answers in the light of research. It was concluded that Edmodo is designed for educational purposes such as giving assignments, creating quizzes, storing course materials, organizing the class schedule, and integrating multimedia applications and it is a useful platform both for students and teachers. She noted that students think that it is easy to use, it provides a safe environment and improves student-teacher, student-student interaction. Next, she also stated that students like using Edmodo and they favour it. Finally, she suggested that teachers can prefer Edmodo in order to transform their traditional classroom into blended learning situations.

A recent case study conducted by Özkan (2017) which aimed to examine the experiences of nine instructors from six different state universities in Turkey who used Edmodo as an Educational Social Network Tool in their lessons showed that instructors preferred to use the features of Edmodo such as giving assignments, making quizzes, data sharing and giving rosette since they are functional, they do not require much effort and facilitate communication and the teaching process. In addition, the instructors preferred to give assignments through Edmodo in order to check them easily, to increase learners' responsibilities and keep their interests to the lessons alive. Moreover, it was concluded from this study that the feature of Social Network of Edmodo increased the communication and interaction, and learners' awareness and interests to the lessons.

Hamutoğlu and Kıyıcı (2017) aimed to examine the views of 37 freshmen students in the Faculty of Education regarding the use of Edmodo, in the scope of the New Literacies course, in their study that followed qualitative content analysis research design. The structured interviews held with the participants indicated that Edmodo is a beneficial and good educational network and it increases the motivation to the course. It also affects the course positively in terms of literacy skills. Additionally, it is easy and practical to access course content with Edmodo though it has some limitations in usage in the scope of a course.

In another recent descriptive study investigating the views of 34 undergraduate students in Electrical-Electronics Engineering Department, Technology Faculty, Marmara University, Turkey, about Edmodo, Doğan et al. (2017) reported that students have positive attitudes towards Edmodo and they agreed that Edmodo is practical to use. The questionnaire made in the study and the semi-structured interviews held with eight students revealed that they would like to use Edmodo for other courses as well. According to the participants, Edmodo is helpful especially for the courses which require to do and submit a lot of homework. Furthermore, they agreed that Edmodo is helpful for increasing their responsibilities to learn and having a positive effect on their motivation and learning.

Durak (2017), in his study carried out with the mixed method, aimed primarily to examine 50 academics' use of technology and social networks, secondarily to determine the views of 12 of those academics who used Edmodo in their classes. The data gathered from an online questionnaire and online semi-structured interviews

revealed that Edmodo differed from SNSs because it did not have any unnecessary features such as advertisements and time-wasting applications, and it was used totally for educational purposes such as sharing documents, making quizzes, giving assignments and so on. Moreover, the participants found Edmodo successful in terms of controlling students' works, drawing their attention to the course and interacting with their students. Lastly, the participants agreed that they would use Edmodo as a supplementary tool for their courses in the future.

Another study by Kuzgun and Özdinç (2017) aimed to examine the usability of Edmodo and propose solutions for usability problems of Edmodo. The participants of the study in which both quantitative and qualitative data was collected consisted of six students studying in Computer and Instructional Technologies Education Department of Afyon Kocatepe University in the 2016-2017 academic year and having at least one-year Edmodo using experience. Contrary to previously published studies, Kuzgun and Özdinç (2017) suggested that Edmodo is partly practical and the participants had some difficulties in using the platform.

Ekici's (2017) case study aimed to find out 58 primary pre-service teachers' opinions about the effects of Edmodo on their learning to teach science by creating a virtual classroom in Edmodo. The researcher evaluated the findings of the study gathered from a questionnaire under two main themes: the effects of Edmodo on pre-service teachers and the availability of Edmodo in teacher education. The participants stated that Edmodo affected their pedagogical knowledge positively and the participants who had insufficient skills in the use of technology stressed that Edmodo affected their ability to use technology in a positive way. Moreover, most of them agreed that Edmodo improved the skills of collaboration and communication between students. As for the availability of Edmodo, the participants stated that Edmodo had some limitations such as the need for the Internet access, the lack of Turkish language support and some failures in starting and using Edmodo and in the mobile application. Nevertheless, they agreed that using Edmodo mobile application is more practical than using the website via a computer. Finally, it was suggested that colleagues from different countries in teacher education programmes could participate in the Edmodo platform by creating virtual classrooms in order to become aware of different experiences and education systems all around the world.

CHAPTER III

METHODOLOGY

This chapter includes six main sections: research design, research questions, participants, procedure, data collection instruments, and data analysis. These titles will be described in detail respectively.

3.1. Research Design

This study aims to investigate the effects of online EFL assignments on student success, and to identify students' views on online assignments in a university vocational school context. With this purpose in mind, an embedded mixed methods research design (Creswell, 2014) was adopted in this study.

3.1.1. The definition of mixed methods research.
First of all, it will be helpful to make it clear that many different terms have been used for mixed methods research in the literature, such as integrating, synthesis, interrelating quantitative and qualitative data, multitrait-multimethod research, methodological triangulation, mixed model studies, mixed-methodology, and mixed methods research (Creswell, 2014; Dörnyei, 2007). However, there is a tendency to use the term mixed methods research as it is observed in recent writings (Bryman, 2006, Tashakkori & Teddlie, 2010, as cited in Creswell, 2014; Dörnyei, 2007); therefore, the most popular term mixed methods research is used in the current thesis.

Although mixed methods research is thought to be a relatively new concept within the other research types (Creswell, 2014; Dörnyei, 2007), a variety of definitions of the term mixed methods have been suggested. This study will use the definition first suggested by Dörnyei (2007, p. 44) who saw it as "some sort of a combination of qualitative and quantitative methods within a single research project". Similarly, Johnson, Onwuegbuzie and Turner (2007) offered a more comprehensive definition:

"Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (p. 123).

In short, mixed methods research is an umbrella term referring to a single study based on both quantitative data (i.e. obtained from a questionnaire) and qualitative data (i.e. obtained from an interview) That is, it includes both numerical data analysed by statistical methods and non-numerical data analysed by non-statistical methods (Dörnyei, 2007). For example, for the quantitative phase of mixed methods research, a questionnaire is used and analysed by SPSS statistically, which refers to a statistical software program; next, for the qualitative phase, interviews are held with the participants and the transcribed recordings are analysed by qualitative content analysis. Finally, this quantitative and qualitative data are integrated into a mixed methods research design by combining them at the data collection or at the data analysis level in order to investigate the same research problem.

3.1.2. The history of mixed methods research. Collecting different types of data was first seen in the earliest social science research at the beginning of 20th century (Dörnyei, 2007). However, the first debates on mixing methodologies took place in the second half of the 20th century and 1970s were the turning point of combining quantitative and qualitative research methods. This period was based on the introduction of the concept of triangulation into the social sciences. This term was originally used in naval navigation and land surveying, and referring to "a method for determining the yet unknown position of a certain spatial point through measurement operations from two known points" (Erzberger & Kelle, 2003, as cited in Dörnyei, 2007, p. 43). However, in social sciences research, the term triangulation was used for combining different data sources to study the same social event. Within this process, many researchers supported that methodological triangulation and suggested some benefits of mixing methods. They argued that mixing methods is helpful for decreasing the weakness of individual methods and increasing the validity of the research. In the 1990s, mixed methods researchers were encouraged to use mixed methods in their studies with the influence of the philosophy of pragmatism. Pragmatism refers to "a philosophical movement that includes those who claim that

an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected" (McDermid, n.d., para. 1). In fact, the mixed methods research gained its original identity in the 1990s. Finally, it has become a valid research method type in the social sciences after Tashakkori and Teddlie published two seminal works in 1998 and 2003.

3.1.3. Types and procedures of mixed methods research. Although there have been different approaches, in the literature, regarding the typological classification of a mixed method (Bryman, 2006; Creswell, 2014; Dörnyei, 2007; Greene, Caracelli & Graham, 1989), this thesis focuses on the classification Creswell (2014) did. According to Creswell (2014), there are several types of mixed method such as convergent parallel mixed method, explanatory sequential mixed method, exploratory sequential mixed method, transformative mixed method, embedded mixed method, and multiphase mixed method. The procedures of each mixed methods design are discussed in details in the following paragraphs.

In convergent parallel mixed methods design, first, both quantitative and qualitative data is collected and analysed separately. Next, the results are compared in order to see whether the findings parallel with each other or not. Although different types of information are obtained from qualitative and quantitative data, it is necessary, in this approach, that the results of both types of data should support each other at the end of the research.

Explanatory sequential mixed method includes two phases. In the first phase, quantitative data is collected and results are analysed. In the second phase, the results are used to plan the second (qualitative) phase. Therefore, the quantitative results will be helpful in determining the participant types for the qualitative phase and also the question types which will be asked to the participants.

The procedure in the exploratory sequential mixed method is the exact opposite of that in the explanatory sequential mixed method. That is, it starts with a qualitative phase first followed by a quantitative phase. In this type of mixed method, the researcher uses the findings of qualitative data for the quantitative phase.

Another strategy type in mixing methods is transformative mixed methods. It includes the elements of the convergent, explanatory sequential, or exploratory sequential mixed methods. The researcher of this method aims to help a marginalized group in the society within a social justice theory.

Multiphase mixed methods design is popular in the evaluation or program implementation fields. The researcher of this method focuses on a common objective and conducts several mixed methods projects for this purpose. In other words, it benefits from sometimes convergent or sequential methods, sometimes only quantitative or qualitative methods in a longitudinal study.

The present study benefited from the embedded mixed method. Creswell (2014) describes this method in details as in the following:

> "The embedded mixed methods design nests one or more forms of data (quantitative or qualitative or both) within a larger design (e.g., a narrative study, an ethnography, an experiment). For example, within an experiment, the researcher can collect qualitative data and collect it during the experiment (convergent) or before the experiment begins (sequentially) or after the experiment ends (sequentially)" (Creswell, p. 227, 2014).

He gives another explanation in the same work in order to clarify what happens in an embedded mixed method design as follows: "In an embedded experimental design, the qualitative data may be collected independently of the experiment and used to support or augment the larger design, the experiment" (Creswell, p. 230, 2014). In this study, while the quantitative data were being collected, the qualitative data was also being gathered at the same time in order to support the experiment. In other words, while the researcher of this study was analysing the pre-post test results, the turnout and success rates of the assignments of the two groups in the experiment, he was also exploring the opinions of the participants in the experimental group during that time.

The main reason for making use of a mixed method is that using together quantitative and qualitative approaches have a positive impact on minimising the disadvantages of using single methods and maximizing the validity of the research, as well as, increasing the generalizability of the results (Dörnyei, 2007). In this study, while pre-post test results and assignment success and turnout rates on student basis provided quantitative data, the semi-structured interviews provided qualitative data.

There are a few reasons for choosing the embedded mixed methods design in the current thesis. Creswell (2014) quoted as "understanding experimental results by incorporating perspectives of individuals" (p. 231) as the reason for choosing an embedded mixed method design. That is the primary reason why an embedded experimental design was adopted in the present study in which the effects of online assignments on student success were investigated experimentally and the participants opinions about online assignments were examined. Another reason why the researcher preferred this method in the current study is that the embedded mixed method is a popular approach when a program is investigated in an applied setting (i.e., in a school) and when there is a time limitation for the research (Creswell, 2014). In this study, the researcher investigated primarily the effects of online homework given via Edmodo platform on student success and secondarily how this platform was perceived by students in a university vocational school context. Moreover, a total of 12 weeks, which indicates the entire academic duration (except for the exam weeks) allowed by the institution in spring term, were allocated for the experimentation process. Therefore, the researcher held the interviews during the experimentation due to insufficient time.

3.1.4. The advantages and disadvantages of mixed methods research. The fact that mixing methods has increasingly been popular in the last two decades has brought some arguments about the pros and cons of these multimethod research types (Dörnyei, 2007).

To illustrate the advantages of the mixed method, Bryman (2006) argues that mixing methods provides plenty of valuable data that the researcher would not expect at the beginning of a research study and frequently offers a wider understanding and insight into the examined issue. This claim seems to be the basis of the rationale behind most researchers' theory of mixing methods. Considering the other positive aspects of mixed methods research, Dörnyei (2007) summarized the advantages of the mixed methods as the following:

- Using a mixed-method design is influential on minimising the disadvantages of using single methods. That is, the positive aspects of a method can be used to

reduce the cons of the other method. Thus, mixed methods studies can be more beneficial than single method studies.

- Mixed methods research is appropriate for multi-level analysis of complex issues by combining quantitatively obtained numerical data with specific details from the qualitative data.

- Mixed methods are helpful in strengthening the validity of research and increasing the generalizability of the results since a researcher benefits from both type of data. It is thought that improving the validity of research plays a crucial role in the notion of triangulation which is the basis of mixing methods.

- The main findings of a mixed methods research are usually acceptable for a larger audience compared to a monomethod study.

Furthermore, Onwuegbuzie and Leech (2005) claim that monomethod research is the biggest threat to the advancement of the social sciences and Dörnyei (2007), in a parallel way, argues that there is now convincing evidence in the literature that integrating different kinds of data provides positive effects on the studies conducted in social sciences.

On the other hand, using both types of methodology might have some shortcomings and drawbacks. Dörnyei (2007) suggests that a researcher should be skilled enough at implementing a mixed design due to the fact that it requires both much effort and the competent dealing with both quantitative and qualitative data. He claims that this is a potential danger since researchers mostly have insufficient methodological knowledge and skills. In addition, mixed methods offer richer analysis of complex issues and this potential depends on the collaborative work of researchers with different research skills. Finally, in some publications which have a piecemeal publication policy, the authors might prefer publishing the results of each phase (quantitative and qualitative) of a mixed methods research separately.

3.1.5. The design of the study.
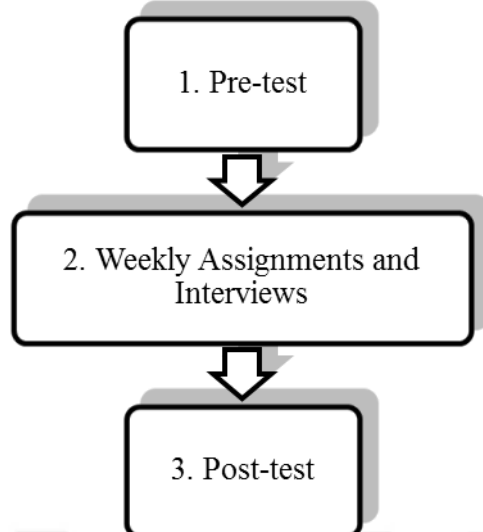
Figure 3. Design of the study

This study aimed first to investigate the effects of online assignments (Edmodo) on student success on a university vocational school context and next to determine students' views on this online assignment tool. For this purpose, two academically identical classes were selected by means of purposive sampling and grouped as experimental and control groups. Before the implementation of the study, these two groups had a pre-test in class time. After the researcher created a group in Edmodo for the experimental group students and added them on this group, they could log in the platform with a free password given by the researcher. In the total duration of the experimentation, the experimental group was supposed to do five online assignments, which were attached in Edmodo online platform, in total and control group was supposed to do five pen-and-paper assignments, which were given as handouts (see Appendix 3). While giving online assignments, quiz module of Edmodo was used in order to create variety in assignments. The participants in each group were given the same homework and they had a one-week duration for submission of homework. These assignments were composed of multiple-choice, true/false, matching, fill in the blanks and short answer questions containing vocabulary, grammar, and reading comprehension parts related to the topics studied in class time and the deadline was weekly. The experimentation lasted 12 weeks in total. In week 12, all the participants took a post-test, which included the same questions in pre-test. Starting from week four, which was the deadline for the first

assignment, the researcher started to carry out the interviews with three participants from the experimental group each week after the lesson hours. In week 12, which was the final week of the experiment, the remaining four participants were interviewed. Dörnyei (2007) stresses the benefits of the interviews used in an experimental study as in the following:

> "In fact, because experiments involve featured process elements (i.e. the development of the participants as a result of the treatment), including a qualitative phase to explore the nature of such processes is a natural and potentially highly fruitful design that can greatly enhance the study's internal validity" (p. 173).

3.2. Research Questions

This research seeks to address the following questions:

1. How do online assignments affect student success in English courses in university vocational schools?
2. What are students' views about online assignments?

3.3. Participants

All the participants in this study were enrolled in the Department of Computer Programming in GVS in Burdur MAKU in the 2016-2017 academic year in Gölhisar, Burdur. They were all first-grade university vocational school students studying in day-time-education and taking the compulsory English I-II course. Thus, an A1 level coursebook (English Break A1) was chosen for university vocational school first-grade students. In addition, they were from different cities of Turkey. This means that they had different cultural and socio-economic background.

The purposeful sampling strategy, as one of the ways of sampling procedure, was used to select the participants of this study. "The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses" (Etikan, Musa and Alkassim, 2016, p. 2). Therefore, the reason for choosing participants from the Department of Computer Programming is that all of them have high levels of computer literacy and familiarity. According to Lewis (2009, as cited in Čancinov, 2015), computer literacy refers to the skills such as understanding of how computers work, manipulating a mouse, printing a

document, and searching the net and it is one of the core literacies which must be considered for a classroom.

It was planned that 54 university vocational school students would voluntarily participate in the current study. Of all 54 participants; 29 were students of class A chosen as the experimental group, 25 were students of class B chosen as the control group. However, one student from the experimental group and two students from the control group dropped out at the very beginning of the term. The participants of this study were aged between 18-22; 36 were males and 15 were females. The experimental group was aged between 18-22; 20 were males and eight were females and the control group were aged between 18-21; 16 were males and seven were females. All the participants in the study spoke Turkish as their mother tongue and none of them had a foreign language education background except English.

3.4. Procedure

The English language teacher of these two classes conducted this research process as the researcher of this study at the beginning of the spring term of the 2016-2017 academic year. In this experimental study, the string of process started by taking a pre-test, completing weekly assignments, carrying out interviews and taking a post-test to measure their progress (See Figure 3). The pre-test was prepared in semester holiday before the beginning of spring term by the researcher. The implementation of the study took 12 weeks in total.

3.4.1. Week 1. This study was carried out in accordance with the permission process in MAKU, with written letter of declaration from all participants. Therefore, prior to commencing the present study, the usual permission procedures that were required to follow for doing this research were implemented (see Appendix 4). Then, in the first week of the study, in terms of ethical considerations, all the participants in two groups were informed about the purpose of the study and they received an explanation of the experimentation process. Next, they answered the pre-test questions. 60 minutes were allocated for the implementation of the pre-test. However, two participants from the control group did not take the pre-test. Thus,

these two participants were excluded from the overall evaluation of the experimentation.

3.4.2. Week 2. In the second week, within unit 7 in the coursebook, topics such as food and drinks, countable and uncountable nouns, some/any, how much/how many, shops, prepositions (at, on, from) and ordering food were taught to both groups.

3.4.3. Week 3. In the lessons of the third week, the researcher continued to teach unit 7. Before the lesson, the researcher created a group called Computer Programming in Edmodo. At the end of the lesson, the experimental group was informed about Edmodo in details and creating an Edmodo account was demonstrated. For this purpose, a computer lab in which it has an Internet connection and a projector was used in order to demonstrate participants in practice how-to sign-up Edmodo, do and send their assignments to the researcher. Each participant from the experimental group signed up the platform using the group code given by the teacher. The process of signing up and informing about how to use Edmodo was implemented under the guidance of the researcher in this lesson. Next, both groups signed the letter of declaration which means that they voluntarily participate in the current study and they promise that they will do all their assignments on their own. Finally, the experimental group was given 1st online assignment and the control group was given 1st pen-and-paper assignment. Both group's assignments which are related to the topics taught in all units were the same.

3.4.4. Week 4. In the fourth week, before the lesson the researcher checked the 1st assignments of both groups and calculated turnout and success rates. While calculating assignment success rates, each assignment was evaluated on a scale of 100 points. In two groups, an assignment was accepted by the researcher even only one part of it was done and sent or brought to him. Then, he gave feedback about the results at the very beginning of the lesson shortly. Later, he started to teach unit 8 containing the topics such as telling the time, sentence connectors (after/before/then),

prepositions of time (in/on/at) and question words (what/who/where/how). After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.5. Week 5. The researcher continued to teach unit 8 in the fifth week. At the end of the lesson, the experimental group was given their 2nd online assignment and the control group was given their 2nd pen-and-paper assignment. After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.6. Week 6. In week six, before the lesson the researcher checked the 2nd assignments of both groups and calculated the turnout and success rates. Then, he gave feedback about the results at the very beginning of the lesson shortly. Later, he started to teach unit 9 containing the topics such as simple present tense, too/either, but/and, what time…? After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.7. Week 7. The researcher continued to teach unit 9 in the seventh week. At the end of the lesson, the experimental group was given their 3rd online assignment and the control group will be given their 3rd pen-and-paper assignment. After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.8. Week 8. In the eighth week, before the lesson the researcher checked the 3rd assignments of both groups and calculated the turnout and success rates. Then, he gave feedback about the results at the very beginning of the lesson shortly. Later, he started to teach unit 10 containing the topics such as nouns (free time activities), verbs with gerunds (like/love/enjoy/hate), how often…? adverbs of frequency and can/can't. After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.9. Week 9. The researcher continued to teach unit 10 in the ninth week. At the end of the lesson, the experimental group was given their 4th online assignment and the control group was given their 4th pen-and-paper assignment. As an exceptional case, both groups' students are supposed to do their 4th assignments in three days because of the academic calendar. After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.10. Week 10. In week 10, before the lesson the researcher checked the 4th assignments of both groups and calculated the turnout and success rates. Then, he gave feedback about the results at the very beginning of the lesson shortly. Later, he started to teach unit 11 containing the topics such as present continuous tense, nouns (clothing & accessories), nouns (seasons), and adjectives (weather). After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.11. Week 11. The researcher continued to teach unit 11 in the eleventh week. At the end of the lesson, the experimental group was given their 5th online assignment and the control group was given their 5th pen-and-paper assignment. After the lesson, the interviews with three of the participants from the experimental group were held.

3.4.12. Week 12. In the final week of the experimentation, before the lesson the researcher checked the 5th assignments of both groups and calculated the turnout and success rates. Then, he gave feedback about the results at the very beginning of the lesson shortly. Later, the participants answered the post-test questions. 60 minutes were allocated for the implementation of the post-test. After the post-test, the interviews with the rest of the participants, four students, from the experimental group were held.

3.5. Data Collection Instruments

Before the implementation of the study, a pre-test, composed of 50 multiple choice questions containing vocabulary, grammar, and reading comprehension parts was

prepared by the instructor (see Appendix 5). The instructions were given in Turkish so that the participants could easily understand what they are going to in each question/part of the test. Each question in the pre-test offered four possible answers with only one correct answer-except reading comprehension part with three possible answers (True/False/Not Mentioned). The students were given two points for each correct answer in the evaluation phase of the pre-test. The questions were related to the topics presented in units 7, 8, 9, 10 and 11 in the English coursebook English Break A1 (Bektaş & Tekir, 2011; the coursebook chosen by the administration to be used in English classes). All these five units were taught each group on the same day in English class time, which consisted of two 45-minute sessions each week, at the beginning of spring term of the 2016-2017 academic year keeping everything as similar as possible with the exception of the assignment method employed.

The book Question Bank A1 (Bektaş, Tekir & Kenter, 2012) which was prepared for practice and revision of the topics in the course syllabus and chosen as a supplementary resource for this lesson was the source for preparing assignments with the addition of some questions/exercises prepared by the instructor. Whereas the control group was given traditional pen-and-paper assignments, the Edmodo application was chosen for giving the treatment group online assignments via the net in the experimentation.

The pre-test was also used as a post-test at the end of the study in order to compare the two groups' scores in the pre-test separately. Moreover, it would likely be clearer that whether online assignments or pen-and-paper assignments affect learners' success or both types would probably be influential in their post-test results.

During the experimentation, a 5-question semi-structured interview was held in Turkish with each participant in the experimental group. Dörnyei (2007) states where the semi-structured interviews will be used as follows:

> "The semi-structured interview is suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story" (Dörnyei, 2007, p. 136).

Weekly interview questions were as follows:

1. Was Edmodo practical to use and how would you compare with pen-and-paper assignments?

2. Do you feel that Edmodo assignments are helpful in learning English?

3. Do you feel that Edmodo assignments are helpful in improving your study habits?

4. Did you have any external assistance while doing Edmodo assignments?

5. Do you have any suggestions about Edmodo?

The researcher of this thesis has had sufficient knowledge about the Edmodo platform and the ability to use it; therefore, he is able to ask detailed and broad questions about this online assignment tool. The duration of each interview was about five minutes and the interviews were recorded using a voice recorder program on a mobile phone.

3.6. Data Analysis

This study benefited from an embedded mixed methods research which involves both quantitative and qualitative data. For the quantitative phase of the study, first, the pre-test and post-test scores of both groups were entered to the data analysis programme called IBM SPSS Statistics 25 and analysed via it. Then, Independent-samples T-Test was applied to compare two groups' pre-post-test mean scores and to rate the significance level of these scores and Paired-samples T-Test was applied to compare each group's pre-post-test mean scores separately and to rate the significance level of these scores. According to Dörnyei, (2007), Independent-samples T-Tests are appropriate research methods for the research designs in which two different groups' results are compared (for instance, Class A and Class B) and Paired-samples T-Tests are used for the research designs in which different findings gathered from the same group are compared in order to test if there is a statistically significant difference between two sets of scores. Next, the two groups' pre-post-test mean scores were gathered separately in tables and graphics were created using Microsoft Excel 2016 in order to compare and analyse collected data. In addition, the

assignment turnout and success rates of both groups were given in graphics comparatively.

As for the qualitative phase of the study, the recorded data in the interviews that might provide opportunities to collect a detailed and wide range of information on the issue was transcribed. All these transcriptions were translated into English (See Appendix 6). Prior to analysing the interview data, the responses to the interview questions were classified (see Appendix 7). In this stage, the objective was to find any specific examples of university vocational school students' perspectives on online assignments in their answers to the interview questions. Furthermore, the names of the participants were not used because of ethical considerations. Therefore, the participants were coded from 1 to 28. Next, the results of each question in the interviews were interpreted by means of sample quotations.

Finally, in conclusion, discussion, and recommendations of this study, overall results were discussed in the light of other sample studies, some pedagogical implications were examined based on the findings of the current study and some suggestions were given by the researcher for further research.

CHAPTER IV

FINDINGS

This chapter presents the findings of the current study which aims to investigate the effects of online EFL assignments on student success, and to identify students' views on online assignments in a university vocational school context. In accordance with this respect, in the first part of this chapter, the results of the pre-test and post-test will be examined and analysed. This will be done in four stages; firstly, the results of pre-test; secondly, the results of post-test; thirdly, the test results of the experimental group; and finally, the test results of the control group will be compared and presented. This procedure will follow in the second part of this chapter which is devoted to the analysis of the assignments in terms of turnout and success rates. Finally, in the third part of this chapter, student interviews with the experimental group will be analysed and some inferences will be made by giving sample quotations from the interviews.

4.1. The Analysis of the Pre-Post-Test Results

In this section, quantitative data gathered from the pre-post-tests of the experimental and control group will be presented in tables and figures.

4.1.1. The pre-test results of the experimental and control group. Table 2 and Figure 4 present the differences between the pre-test results of both groups. When Table 2 is analysed, it is found out that there is statistically no significant difference between the experimental and control group pre-test mean scores (p=.313). That is, it can be further concluded that both groups had the same level of target language knowledge at the beginning of the study.

Table 2.

Comparison of Pre-test Results of the Experimental and Control Group

Group	N	Mean	Sd	t	p
Experimental group	28	44.21	14.801	1.020	.313
Control group	21	48.95	17.693		
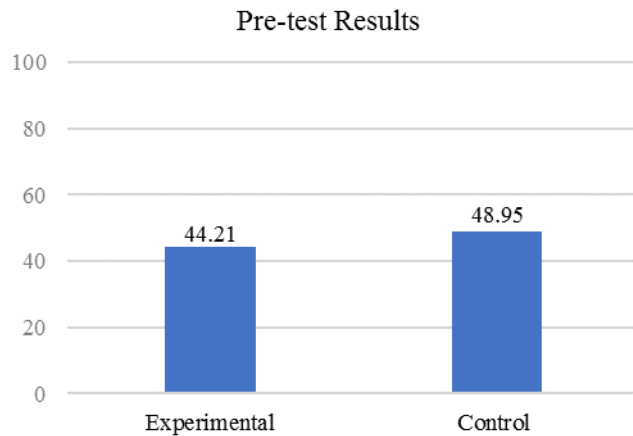
Figure 4. Comparison of pre-test results of the experimental and control group

4.1.2. The post-test results of the experimental and control group. Table 3 and Figure 5 present the post-test results of both groups. The results reveal that both groups increased their test scores compared to the pre-test scores. However, there is statistically no significant difference between the experimental and control group post-test mean scores if the p-value of the two groups' tests in Table 3 is taken into consideration (p=.680).

Table 3.

Comparison of Post-test Results of the Experimental and Control Group

Group	N	Mean	Sd	t	p
Experimental group	28	59.07	16.649	-.415	.680
Control group	21	57.05	17.177		
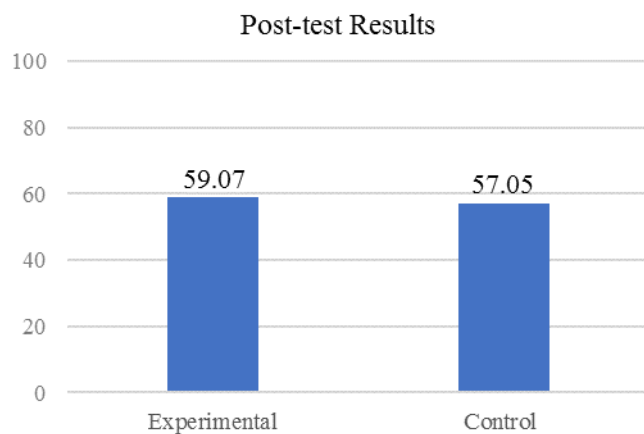
Figure 5. Comparison of post-test results of the experimental and control group

4.1.3. The pre-post-test results of the experimental group. The items as shown in Table 4 and Figure 6 provide the pre-post-test results of the experimental group. The results reveal that the experimental group increased their scores in post-test. As it is clearly seen in Figure 6, while the mean score of the experimental group was 44.2 in the pre-test, it rose to 59 in the post-test after the experimentation. This high performance of the experimental group can be stated as statistically significant if the p-value of the two tests in Table 4 is considered (p=0.000). A detailed account of the pre-post-test results of the experimental group on student basis can be seen in Appendix 8.

Table 4.

Comparison of the Experimental Group's Test Results

Group	Test	N	Mean	Sd	t	p
Experimental	Pre-test	28	44.21	14.801	-6.112	0.000**
	Post-test	28	59.07	16.649		

**: <0.001
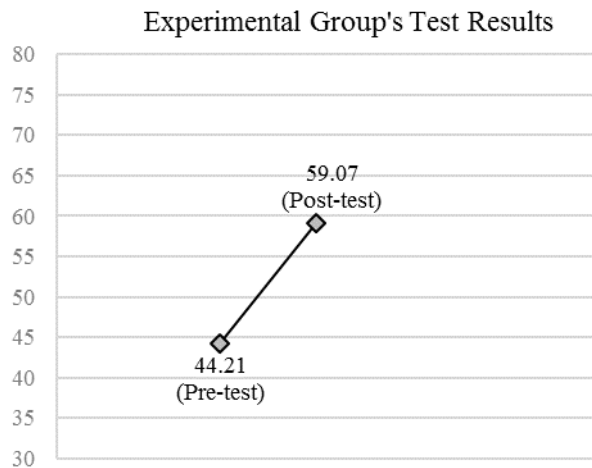
Figure 6. Comparison of the experimental group's test results

4.1.4. The pre-post-test results of the control group. The items as shown in Table 5 and Figure 7 provide the pre-post-test results of the control group. When Table 5 is analysed, there is a statistically significant difference between the pre-test and post-test mean scores of the control group (p=.021). As it is clearly seen in Figure 7, while the mean score of the control group was 48.9 in the pre-test, it rose to 57 in the post-test after the experimentation. This shows that there has been a marked increase in the post-test mean score. A detailed account of the pre-post-test results of the control group on student basis can be seen in Appendix 9.

Table 5.

Comparison of the Control Group's Test Results

Group	Test	N	Mean	Sd	t	p
Control	Pre-test	21	48.95	17.693	-2.507	0.021*
	Post-test	21	57.05	17.177		

*: <0.05
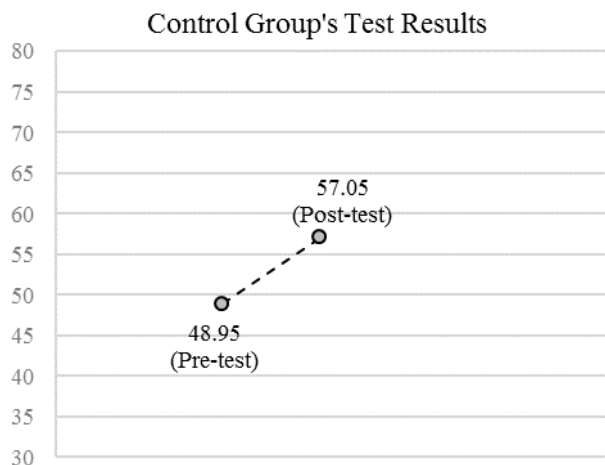
Figure 7. Comparison of the control group's test results

Table 6 and Figure 8 present a comparison of both groups' test results and show the difference throughout the study. The results illustrate that the post-test score of the control group improved by 8.1 points and that the post-test score of the experimental group improved by 14.8 points. In other words, the mean success improvement of the experimental group students was about twice as much as that of the students in the control group (33.61% versus 16.54%).

Table 6.

Comparison of Both Groups' Test Results

Group	N	Pre-test (mean)	Post-test (mean)	Mean Difference	Mean Success Improvement (%)
Experimental	28	44.21	59.07	14.86	33.61
Control	21	48.95	57.05	8.10	16.54
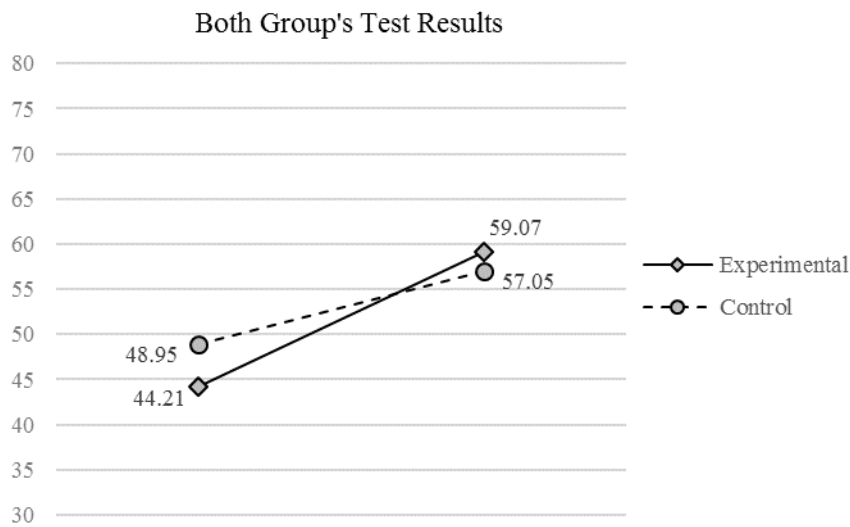
Figure 8. Comparison of both groups' test results

Figure 8 demonstrates that both types of assignments affected the performance of the students in two groups positively and they increased their success in the post-test. What is striking is the higher rate of the post-test result of the experimental group (59 versus 57) although their mean score in the pre-test is lower than the control group (44 versus 48). On the basis of this finding, we may speculate that online assignments are more effective than pen-and-paper assignments on student success.

4.2. The Analysis of the Assignments

In this section, quantitative data obtained from the assignment turnout and success rates of both groups will be presented in figures.

4.2.1. Assignment turnout rates.

4.2.1.1. An analysis of turnout rates on assignment basis. The items as shown in percentages in Figure 9 provide the turnout rates of the experimental and control group on assignment basis. The results show that the two groups have high turnout rates for all assignments. However, what stands out in Figure 9 is that the homework submission percentage of the experimental group is higher than the control group except for Assignment 4 (AS4).
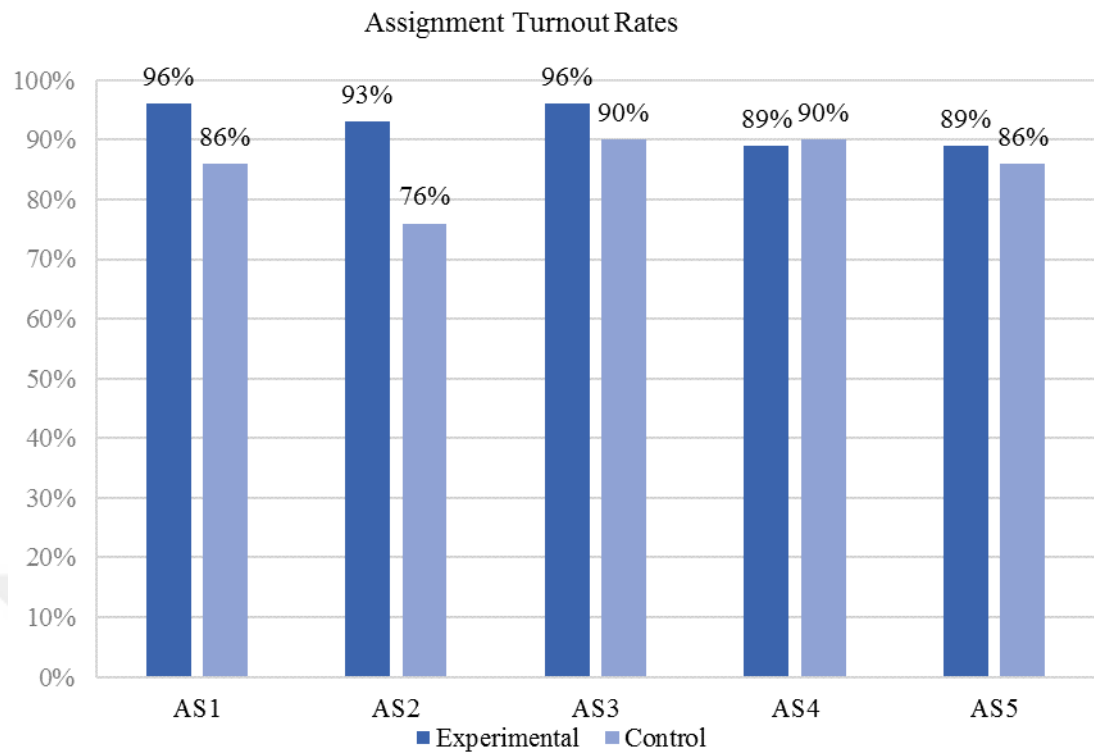
Figure 9. Assignment turnout rates of the experimental and control group

4.2.1.2. An analysis of assignment turnout mean scores. Figure 10 presents the mean scores of both groups' assignment turnout rates in percentages. As shown in Figure 10, both groups sent or brought their assignments in due time (93% & 86%) and the experimental group has a 7% higher turnout rate than the control group.
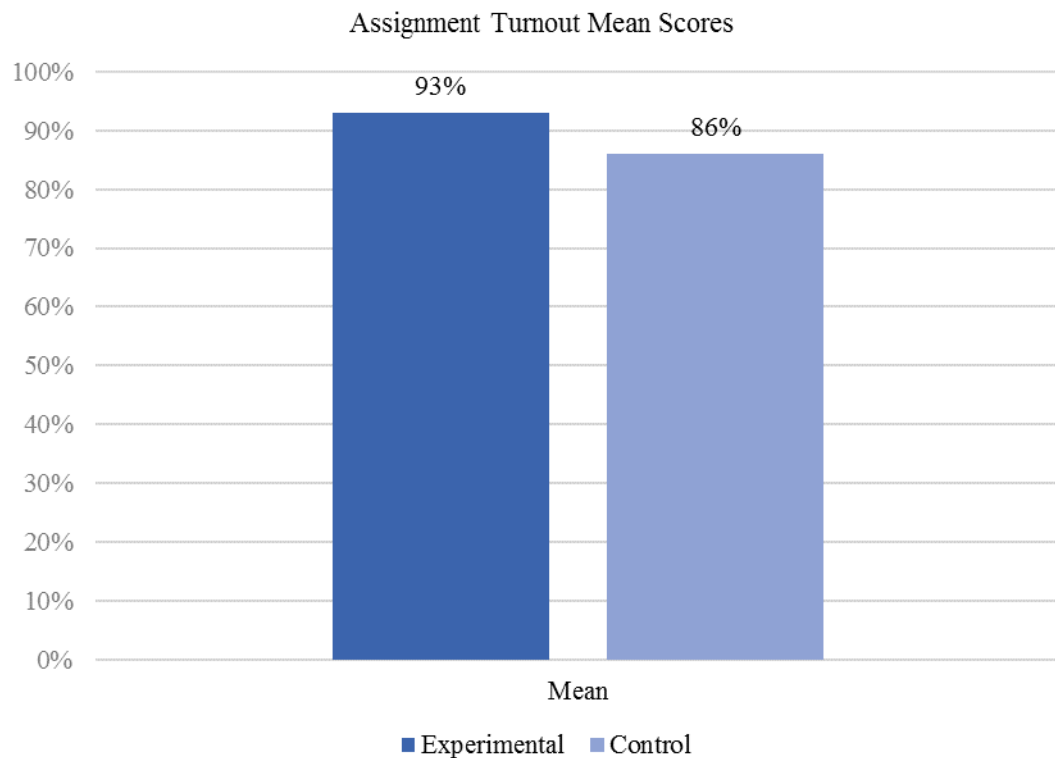
Figure 10. Mean scores of both groups' assignment turnout rates

4.2.2. Assignment success rates.

4.2.2.1. An analysis of success rates on assignment basis. Figure 11 presents the success rates of the experimental and control group on assignment basis. First, the figure shows that the success rate of the control group is higher than the experimental group except for AS3. Second, the figure reveals that there is a fluctuation in the success rates of the control group (AS1 69.22; AS2 60.50; AS3 58.95; AS4 71.79; AS5 65.89) although the experimental group students had a steady performance in all assignments (AS1 56.96; AS2 56.65; AS3 63.33; AS4 59.08; AS5 55.44).

Assignment Success Rates
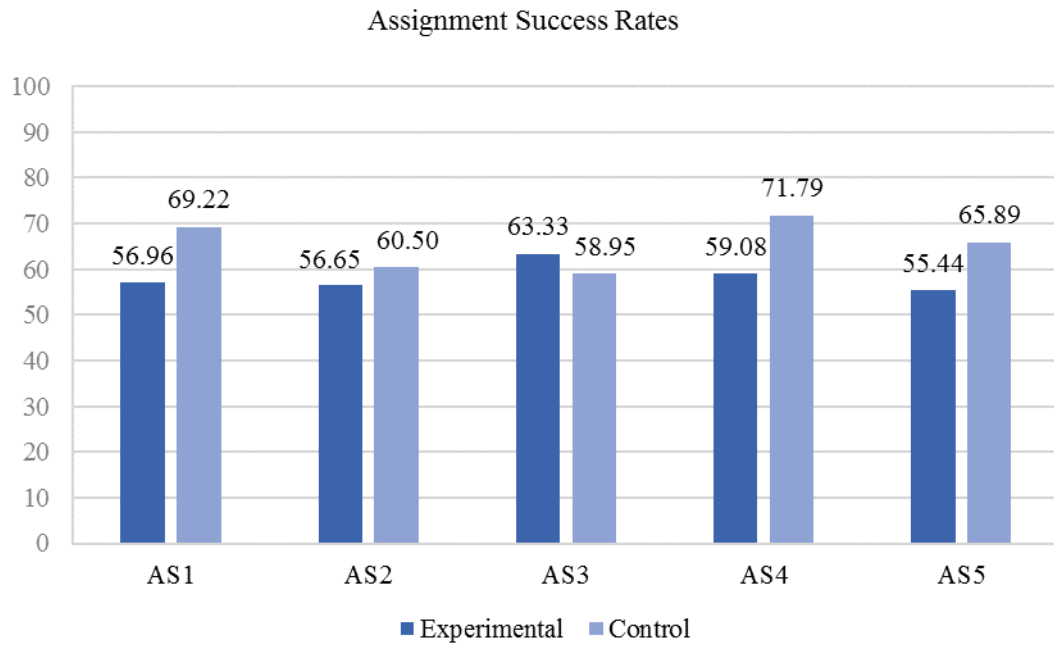
Figure 11. Assignment success rates of the experimental and control group

4.2.2.2. An analysis of assignment success mean scores. Figure 12 displays the mean scores of both groups' assignment success rates. Looking at Figure 12, it can be found out that the control group students had a higher performance in assignments in general contrary to their lower turnout rates shown in Figure 10. That is, the control group students answered the questions in pen-and-paper assignments more correctly than the experimental group students who were responsible for answering online assignment questions in Edmodo. A detailed account of the turnout and success rates of the two groups on a student basis can be seen in Appendix 10 and 11.

Assignment Success Mean Scores
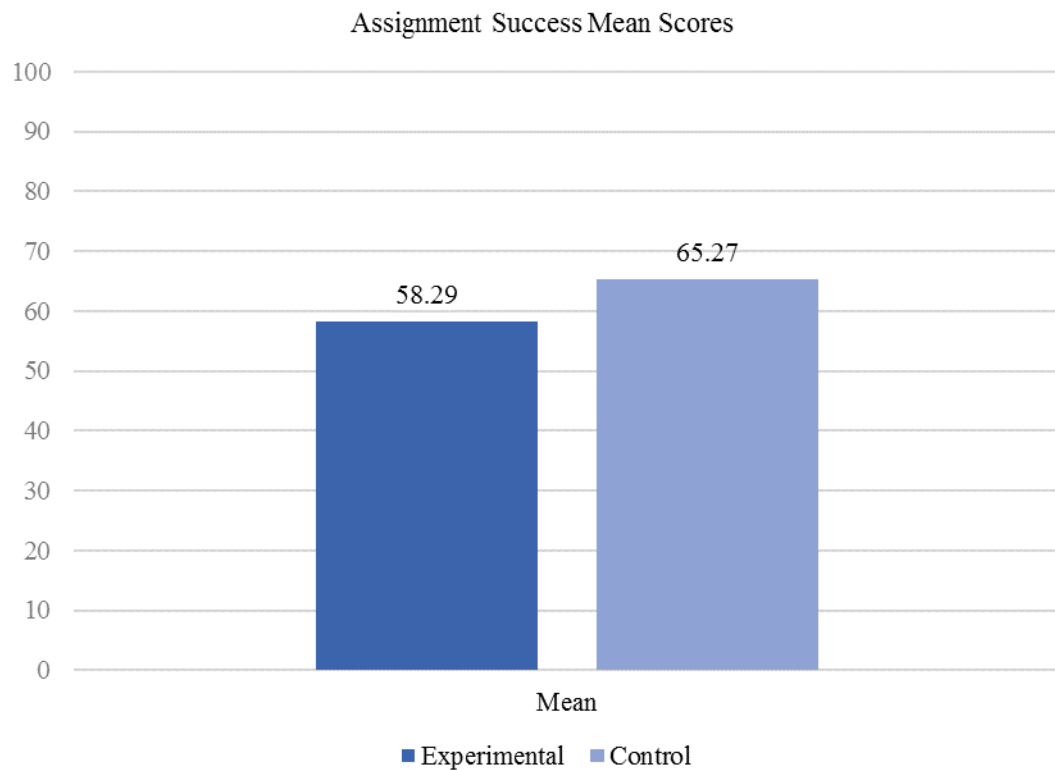
Figure 12. Mean scores of both groups' assignment success rates

4.3. The Analysis of Student Interviews with the Experimental Group

In this section, qualitative data gathered from the participant interviews in the experimental group will be presented by means of sample quotations. The presentation will follow the same order as the questions that were asked during the interviews.

4.3.1. Question 1: Was Edmodo practical to use and how would you compare with pen-and-paper assignments? The first question of the interview aimed firstly to find out the participants' views about the practicality of Edmodo and secondly to compare their overall impression of online assignments versus pen-and-paper assignments. The overall response to the first part of this question was very positive. That is, the interviewees' answers revealed that Edmodo was practical to use.

Moreover, a great majority of the interviewees was well aware of the fact that online assignments are easier to do since they are computer-based and that they study in the department of Computer Programming.

For example, participant 15 (P15) said:

"It was practical. It was really easy to use. It was easy to learn the usage and to adapt quickly."

Another interviewee (P18) told that:

"Edmodo is more practical. For example, when you give homework from the coursebook, it is so boring. But, when it's via a computer, it becomes enjoyable."

In response to the second part of Question 1, according to the interviewees, online assignments are more enjoyable, instructive, motivating and easier to do compared to pen-and-paper assignments although a few of them mentioned some disadvantages.

First, most of the participants think that online assignments are more enjoyable to do.

For example, P4 stated that:

"Since Edmodo is enjoyable, ... learning becomes permanent."

One interviewee (P9) stated that:

"It was easy and practical, sir. It makes us busy and ..., Moreover, Edmodo is enjoyable."

In parallel line with the statements above, P8, 11 and 16 also stated that they learn more in Edmodo and what they learn in Edmodo becomes permanent in the mind since they have the opportunity to search in the net. In fact, when we analyse the performances of P4, 8, 11, and 16 in the pre-post-tests (see Appendix 8), it is possible to say that their improvements in the post-test match with their thoughts about online assignments.

Talking about this issue P20 commented:

> *"Edmodo is more enjoyable. I started to get interested in English."*

P7, 20, 22 and 25 uttered that they are not enthusiastic about doing pen-and-paper assignments and they are eager to do online assignments.

For example, P7 said:

> *"I think we are enthusiastic about online assignments. They are easier and more enjoyable to do. We have difficulty in pen-and-paper assignments."*

Next, P18 said that pen-and-paper assignments are so boring and P3, 7 and 12 found pen-and-paper assignments more difficult to do. Furthermore, P6 and P27 thought that they usually forget doing pen-and-paper assignments. In addition, P23 stated that it is possible to be confused in pen-and-paper assignments.

In one case, an interviewee (P11) stated that Edmodo and Facebook are alike.

He said that:

> *"First, Edmodo is very practical to use. It's already a social media tool similar to Facebook."*

On the other hand, some of the interviewees thought that there are a few disadvantages of online assignments as well.

For instance, P3 said that:

> *"Moreover, if your mobile phone doesn't have enough charge, you may have more problems."*

In addition, P9 said:

> *"It makes us busy and since it's online and we may have connection problems, we try to do and finish the assignments immediately."*

Moreover, P14 stated that:

> *"If I didn't have any problems with the Internet connection, I could do better."*

These three comments above illustrate that while doing online assignments there may be some technical problems such as discharging of device batteries and disconnecting to the net. Finally, P25 stressed another disadvantage of online assignments that computer may strain the eyes.

4.3.2. Question 2: Do you feel that Edmodo assignments are helpful in learning English? In the second question of the interview, the interviewees were asked to indicate whether online assignments are helpful in learning English or not. When the interviewees' answers for this question are analysed, it is possible to say that online assignments are beneficial to learning English and participants usually stated that online assignments were helpful especially for improving their vocabulary since they were allowed to search and learn in the net.

For example, P2 said:

"Yes, they're helpful. Because, when there is an unknown thing, I check it from the net and it sticks in the mind."

P8 stated that:

"Since I do the assignments via a computer, it is possible to search and find unknown things. Then, it becomes permanent in the mind."

P11 pointed out that:

"They're online and they drive people to search and learn."

P25 uttered that:

"Because, if they are from the book, we don't have an itch to do them. But, when they're in computer, we have a chance to connect to the net. When we open Google Translate, we translate them."

When we analyse the statements of P2, 8, 11 and 25, it's possible to say that since online assignments are online, they participants are able to check the things that they do not know or that they are not sure about on the Internet. As P2, 8, and 11 mentioned above, they permanently learn what they checked or searched in the net.

Moreover, a great majority of the interviewees, as P25 said above, used *Google Translate* for translating unknown words. However, what P23 said contradicts with others' thoughts:

> *"Of course, Edmodo is so logical for learning English. It is an easy way. It is nonsense if you use Google Translate."*

Another interviewee, P8, commented:

> *"Although my English is good, I've learnt a lot of things."*

The utterance of P8 shows that online assignments are helpful in learning English even for the ones who are already good at English.

Furthermore, P6, 20, 21 and 27 stressed that online assignments are helpful especially in improving vocabulary in English. Finally, according to P13, 14 and 26, online assignments are partly helpful. They thought that learning English is not just to do homework.

4.3.3. Question 3: Do you feel that Edmodo assignments are helpful in improving your study habits? In the third question of the interview, the participants were asked to indicate whether online assignments are helpful in improving their study habits or not. The interviewees' answers for this question revealed that online assignments are helpful in improving their study habits and the participants usually agreed that online assignments enable especially less hardworking students to study and motivate them.

P4, 7, 8, 11, 14, 15, 16, 17, 22 and 27 stated that online assignments may help to develop study habits for those who never study. On the other hand, P18 and P19 thought that these assignments are not much helpful in improving study habits and they said that a student who never studies does not do the assignments, either.

In addition, P1, 11, 15, 17, 27 and 28 admitted that they do not usually study and do not do pen-and-paper assignments, but Edmodo promotes them to study and do their assignments.

Moreover, P3, 5, 6, 9, 11, 15, 17, 20, 23 and 25 felt that they have to do online assignments.

For example, P3 commented:

"*Since we learn new things and new knowledge, we do it better. ... we have the ambition to do the assignments as we compete with our friends.*"

Another interviewee (P9) said:

"*We try to do and finish the assignments immediately. But, if it were a pen-and-paper assignment, I would think that I could do it last day or in the last hour. I feel in a hurry in Edmodo and try to do it on the same day on which the assignment is given.*"

P17 stated that:

"*You generally give homework from the coursebook. To tell the truth, I don't do them. But, in Edmodo, ... there's a deadline. ... as we do the assignment, you grade us for our answers. This affects us.*"

The statements of P17, 3 and 7 indicate that the factors of the deadline, countdown system and instant grading in online assignments are so effective on students that they feel that they have to do and finish their assignments immediately and competitively.

Finally, P10 and P21 thought that online assignments are also helpful for their exams. Commenting on the effects of online assignments on exams, for example, P10 said:

"*When I do these assignments or study lesson, I don't have difficulty in exams. I can remember the words and their meanings.*"

4.3.4. Question 4: Did you have any external assistance while doing Edmodo assignments? The fourth question of the interview aimed to find out

whether the participants had an external assistance while doing the assignments or not. On the basis of the interviewees' answers for this question, it can be said that most of the them did not get any help from other people while doing their assignments except the Internet, Google Translate, and dictionaries.

In addition, one-third of the participants (P1, 3, 4, 7, 13, 19, 21, 24 and 25) stressed that they never had an external assistance while doing assignments even the net and that they did them all on their own.

For example, P3 said:

"No, I didn't. Because we promised you."

P7 pointed out that:

"No, never. I never get help since I promised you."

The utterances of P3 and P7 and the fact that most of them did their all assignments without any help show that the letter of declaration they had signed at the very beginning of the experimentation worked on these participants. Unlike these interviewees, only P2, 6, 14, 17 and 27 admitted that they occasionally got help from their friends just for some parts of their assignments that they did not understand or just for the words that they did not know or they were not sure about.

For example, P6 stated that:

"No, but I got help from my friend only in the first assignments. Because I didn't understand it."

One individual (P14) stated that:

"I did once. In the second assignment. … Well, from my roommate. His English is good."

And another (P17) commented:

"There were just some sentences or a few things that I didn't know. I got help from my friend just for them."

Finally, P27 said:

"I'm asking my friends about unknown words."

4.3.5. Question 5: Do you have any suggestions about Edmodo? In the final question of the interview, participants were asked whether they have any suggestions about Edmodo or not. The interviewees' answers for this question indicated that Edmodo is a well-designed, helpful and enjoyable platform and it is practical to use. However, there were a few suggestions about Edmodo and some parts in Edmodo assignments.

First, over half of those interviewed stressed that it would be better and easier for them to do if the words were given in fill in the blank part.

For example, P6 said:

"It will be better if you give the words in fill in the blank part. For example, you can give 10 words for the five blanks and we choose the correct ones."

It can be said that the reason for the fact that they had difficulty in filling a missing word in a sentence might be due to their insufficient vocabulary knowledge or low level of English because of their inadequate English language education background.

In addition, P13 and P22 stated that Edmodo application has some limitations about its interface. The suggestion of P13 was regarding the page design of Edmodo. He commented:

"I'm in trouble in matching part. It could be shorter, in terms of the size of the page. It would be easier if it was on one page. It's difficult to match using the mouse because it exceeds one page."

P22 had a problem with the mobile application of Edmodo and said:

"Its mobile application isn't good. For example, it doesn't open the questions and so on."

In one case, P4 suggested a remarkable proposal. She pointed out that:

"Maybe Edmodo can also be used in primary schools at the beginning of education.
It may be good for children's learning."

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Within this chapter, the findings presented in Chapter 4 will be discussed in the light of relevant literature review and conclusions will be drawn based on the present study. The chapter will end with pedagogical implications, suggestions for practice, and recommendations.

5.1. Conclusion and Discussion

The purpose of the present study was to investigate the effects of online EFL assignments on student success, and to identify students' views on online assignments in a university vocational school context. In line with this purpose, five different assignments were prepared and given to the experimental and control groups. The assignments were given as online via Edmodo to the experimental group and as pen-and-paper homework to the control group. During the implementation phase, the pre-post-tests were applied to both groups, quantitative data regarding the assignment submission and success rates was obtained from the two groups separately, and 28 interviews were held with the experimental group participants in order to find possible answers to the research questions of this study.

This study provides a methodological and empirical contribution to the field of foreign language education. The literature on EFL assignments does not provide sufficient evidence for the impact of assignments on learning process. However, this study provided a broad investigation of how online EFL assignments affect student success and examined students' views on this online assignment tool (Edmodo), and explored the factors affecting their preferences on using this web-based tool for doing assignments in a university vocational school context.

The overall results of this study showed that online EFL assignments are more practical, more helpful, more instructive, more motivating, and more influential in student success in a university vocational school context in comparison to paper-

based assignments. In addition, the findings of this study usually parallel with the previous research on online assignments.

The quantitative and qualitative results supported the evidence of the relationship between doing homework as online and increasing learners' academic success and motivation. Therefore, it is highly possible to suggest that the university vocational students might get high levels of motivation in foreign language learning and their academic success might significantly be increased through using web-based tools.

5.1.1. How do online assignments affect student success in English courses in university vocational schools? The answer for this research question can be found out by an analysis of the test results of the experimental group compared to the test results of the control group as well as an analysis of the assignments in terms of turnout and success rates.

The most obvious finding to emerge from the analysis of the two groups' pre-post-test results is that both groups significantly increased their success after the experimentation (experimental group: from 44.21 to 59.07; control group: from 48.95 to 57.05). In other words, it can be said that both types of assignments affected the students' success positively. This result supports the findings of the studies as mentioned in Chapter 2 (Cooper et al., 2006; Çelik & Aktürk, 2009; Demirel, 1989; Dufresne et al., 2002; as cited in Hill et al., 1986; İleri, 2013; Richards-Babb & Jackson, 2011; Tertemiz, 1991). This finding also supports the claims that teachers should give homework in order to enable students to reinforce and practise what they learn at school (Baltaoğlu et al., 2017; Duru & Çöğmen 2017; Ektem & Yıldız, 2017; Gürlevik, 2006; Karatepe, 2003; Özer & Öcal, 2012, 2013; Paudel, 2012) and to provide permanent learning (Ektem & Yıldız, 2017; as cited in Gürlevik, 2006; Özer & Öcal, 2012; Wallinger, 2000).

In addition, both groups had similar scores in their post-tests in the current study (experimental group: 59.07; control group: 57.05). This finding parallels with what Bonham et al. (2001), Dufresne et al. (2002), and Demirci (2007) suggested while comparing the test/exam scores of the web-based and paper-based groups after the treatment they did in their studies.

However, the mean success improvement in the post-test taken by the participants who did online assignments was about double that of the students who were responsible for doing pen-and-paper-assignments (33.61% versus 16.55%). After a comparison of this result, it can be said that online homework is more effective in increasing students' achievements compared to the traditional paper-based homework as it was seen in similar studies (Emerson & Mencken, 2011; Ratniyom et al., 2016; Richards-Babb & Jackson, 2011). Moreover, this finding is also in agreement with the study of Sırakaya (2014), Polat (2016), and Kazez and Bahçeci (2016) who suggested that using Edmodo increases student success.

In contrary to previous studies, which encourage educators and learners to use online platforms for doing homework, V. Kaya and Kaya (2018) demonstrated that using computers at non-school hours and out of home does not significantly increase students' success in Science courses. Similarly, the outcome which proves the efficiency of online assignments in the current study is contrary to that of Gök (2013) who found that both types of homework had a similar effect on university students' exam scores in Physics course.

Considering the assignment turnout rates of the two groups, it is clearly seen that both groups usually had high rates of submission (See Figure 9 for the assignment turnout rates of the experimental and control group) while the experimental group out rated the control group (93% versus 86%) in the mean scores (See Figure 10 for the mean scores of both groups' assignment turnout rates). This may mean that students were mostly well aware of their responsibilities. It is, therefore, encouraging to compare this finding with those found by V. Kaya and Kaya (2018) who suggested that homework develops learners' sense of learning responsibility and those claimed by Kazez and Bahçeci (2016), Doğan et al. (2017), and Özkan (2017) who stressed that the Edmodo platform helps learners to feel more responsible for learning and doing assignments. In addition, it is also obvious that the experimental group had a 7% more homework submission rate than the control group. There can be several possible explanations for this result. First, it may have been the case that the students in the control group may have sometimes lost, forgotten to do their pen-and-paper assignments or forgotten to bring them to the class in due time. However, the students who are responsible for doing online assignments have several options to do

their homework such as using their personal notebook computers or desktop computers, mobile phones, school computers in laboratories, Internet cafés and other devices with an Internet connection. In other words, they have various stimulus during the assignment submission process. Second, the main reason for the difference between the two groups' mean turnout rates could be related to the assignment due system in Edmodo which was already mentioned in the literature review. That is, whenever students start to do any part of their assignment in Edmodo, the countdown begins for that part. Therefore, this condition may have driven them to finish and send their assignments on time. Finally, we may speculate that the students in the experimental group were more hardworking than the ones in the control group.

As for the assignment success rates of the two groups, it is clearly noticed that the participants of the control group had a better performance in homework grades in opposition to their lower turnout rates compared to the experimental group. This may mean that the control group students are more successful than the ones in the experimental group. Although this finding is consistent with the study of Demirci (2007) who compared university students' homework performance in Physics course based on web-based and paper-based assignments, surprisingly, it differs from Gök's (2013) paper in which a similar implementation was done for Physics course for university students. Additionally, this result contradicts with what Bonham et al. (2001) stated while comparing the mean scores of computer-graded homework and human graded homework for Calculus course. Moreover, the control group's higher performance in assignments does not actually match with their mean score in the post-test (65.27 versus 57.05) although the experimental group's does (58.29 versus 59.07). It may have been the case that the students in the control group may have got help from their classmates or copied their friends' answers while doing their pen-and-paper assignments. Because the possibility of having an external assistance or copying others' homework papers in pen-paper-assignments seems to be higher compared to online assignments which have to be done using a computer, a mobile phone or any other devices with an Internet connection. Besides, it is also seen that the control group's assignment success rates fluctuate within assignments. This fluctuation might be related to the simplicity or difficulty of the topics or the questions in the assignments for students.

In addition, when the individual performances in assignments (See Appendix 10 and 11), namely success mean scores, compared with their post-test scores (See Appendix 8 and 9), it is possible to say that most of the students who did online assignments and more than half of the students who submitted their work on paper in the traditional manner got similar scores. That is, students in both groups usually got high scores in the post-test if they did their assignments well. This view is supported by Dufresne et al. (2002) and Ratniyom et al. (2016) who analysed the effects of online assignments.

To sum up, the findings of this study suggest that online EFL assignments are more effective than pen-and-paper assignments in improving student success in university vocational schools.

5.1.2. What are students' views about online assignments? This questioned aimed to find out university vocational school students' views about online assignments compared to pen-and-paper assignments. The answer for this research question can be found out by an analysis of 28 interviews carried out with the experimental group students.

First of all, when the transcriptions of the interviews are analysed, the overall responses regarding to Edmodo was very positive. In other words, the participants mostly agreed that online assignments are practical, encouraging, motivating and enjoyable. This finding is consistent with those of Holland and Muilenburg (2011), Türkmen (2012), Kongchan (2012), Alemdağ (2013), Thongmak (2013), Sırakaya (2014), Balasubramanian et al. (2014), Yagci (2015), Uzun (2015), Qalaja (2015), Polat (2016), Ekmekçi (2016), Kazez and Bahçeci (2016), Kara (2016), Dere et al. (2016), Manowong (2016), Hamutoğlu and Kıyıcı (2017), Durak (2017), Doğan et al. (2017), and Özkan (2017) who used the Edmodo platform in their studies and those of Bonham et al., (2001), Demirci (2007, 2010), Arıkan and Altun (2007), Altun (2008), Bridge and Appleyard (2005, 2008), Doorn et al. (2010), Richards-Babb and Jackson (2011), Weimer (2013), Serhan (2014), Özdemir and Erdemci (2014), and Yıldırım et al. (2017) who used other web-based systems in their studies. The reason for the students' agreement on the practicality of Edmodo in the current study could be related to the fact that the participants were students in the

Department of Computer Programming and as a consequence, they had high levels of computer literacy and familiarity. Moreover, it can be said that they are accustomed to using other SNSs, i.e. Facebook, thus they did not have any difficulty to use Edmodo as an educational social network site.

Furthermore, the interviewees mostly agreed that online assignments were more enjoyable than pen-paper-assignments and they learnt more in the net and felt enthusiastic about doing online assignments. Serhan (2014), Dere et al. (2016), and Ratniyom et al. (2016) also stated that students agreed that web-based assignment systems contributed more to the learning process. The participants' preference on online assignments in the current study parallels with the findings of Balasubramanian et al.'s (2014) and Kazez and Bahçeci's (2016) studies and what Dere et. al. (2016) suggested about online quizzes.

One participant said that doing pen-and-paper assignments are boring and three participants agreed that it is more difficult to do pen-and-paper assignments. There are similarities between the attitudes towards pen-and-paper assignments expressed by those participants in this study and those described by İleri (2013) in a comprehensive study conducted in university prep class context for EFL students.

Furthermore, two participants thought that they usually forget doing pen-and-paper assignments. This finding reflects that forgetting is the primary reason for not doing homework (Calp, 2011).

On the other hand, the interviews held with the participants showed that there have been some limitations of Edmodo application. The participants of the current study were well aware of the fact that while doing online assignments in Edmodo, there may be some technical problems such as running out of batteries and disconnecting to the net as the disadvantages of online assignments. This finding, as a limitation of the online assignments application, is in parallel line with the results of Manowong's (2016), Ekici's (2017), and Yıldırım et al.'s (2017) studies. Another limitation is regarding the interface of Edmodo mobile application. This finding is consistent with the claims of Ekici (2017) and Hamutoğlu and Kıyıcı (2017) who investigated the opinions of the Edmodo users about that platform.

In reviewing the literature, it was seen that learners and educators agree that the EFL assignments which contain vocabulary, grammar and reading skills are so helpful for

learning the English language (İleri, 2013). In parallel line, the participants of the current study mostly felt that online assignments are helpful in learning English especially for improving their vocabulary. A great majority of them stated that they mostly used Google Translate for the unknown words or phrases and that they used the net to check the things they do not know or they are not sure about.

Similarly, the participants thought that online assignments are helpful in improving their study habits. Six participants admitted that they do not study regularly and they do not do pen-and-paper assignments, however Edmodo encourages them to study and they do the assignments given via Edmodo. In short, they agreed that online assignments are quite helpful especially for less hardworking students. This finding parallels with the study of Hamutoğlu and Kıyıcı (2017) who examined first-grade university students' views about Edmodo in a similar study. It is also encouraging to compare this finding with that found by Cooper (1989) who claimed that doing homework affects a student's study habits positively. On the other hand, this outcome is contrary to that of İleri (2013) who found that computer-based assignments are not useful.

The interviewees who participated in the current study also stated that the factors such as the deadline, countdown system and instant grading in Edmodo made them feel that they have to do these assignments. Participants' stress on instant grading reflects that the immediate feedback is a useful feature of the Internet-based tools that students may use while doing online assignments (Doorn et al., 2010). This finding also supports that grading EFL assignments affects student performance positively (Rosário et al., 2015). In the same vein, Dufresne et al. (2002), Rosário et al. (2015), Kazez and Bahçeci (2016), and Dere et. al. (2016) in their studies stated that checking, grading and giving feedback about assignments are also effective for students' success and performance.

Additionally, two participants thought that online assignments are also helpful for their exams. This finding parallels with the findings expressed by Dufresne et al. (2002), Doorn et al. (2010), Sırakaya (2014), Ratniyom et al. (2016), Kazez and Bahçeci (2016) and Polat (2016).

Furthermore, a great majority of the participants commented that they did not have any external assistance while doing online assignments except for the sources in the

net, Google Translate and dictionaries, however only five participants openly confessed that they got help from their friends for some parts of the assignments. Besides, some of them stressed that they did not get any help from others since they promised the researcher to do the assignments by themselves at the beginning of the study. However, as it is mentioned in the limitations of the present study, what will always remain unclear about the current research is the answer to the following question: Did the students in two groups do all their assignments on their own or had any external assistance while doing them in spite of the letter of declaration that they had signed at the very beginning of the study? Although this possible case (copying from other students) is discussed as one of the negative effects of homework on students' study habits (Cooper, 1989), it is therefore likely that there is no other way to hinder this uncertainty except relying on the participants' performance and what they said in the interviews. In fact, it should also be noted that the significant increase in the participants' mean success improvement in the post-test confirms their positive comments on online assignments (Edmodo) in the interviews.

Finally, the participants in the experimental group commented that, for the final question of the interviews, Edmodo is already a well-designed, helpful and enjoyable social learning network and that they do not usually have any suggestions about it except the fill in the blank part of the assignments and some problems they had in the interface of the Edmodo application. In one case, an interviewee stated that Edmodo is similar to Facebook. What this participant stressed matches those observed in earlier studies (Holland & Muilenburg, 2011; Kongchan, 2012; as cited in Manowong, 2016; Sırakaya, 2014; Torun & Dargut, 2015; Türkmen, 2012) which found that Edmodo resembles Facebook. Manowong (2016) and Türkmen (2012) suggest that adult learners usually spend most of their time, even in school hours, on engaging Social Networking Sites (SNSs) such as Facebook, Twitter, Instagram, etc. Accordingly, it could benefit the learners in university vocational schools to adopt Facebook-like applications (i.e., Edmodo), which are created for educational purposes, in foreign language education in order to increase their motivation and make English an inseparable part of their daily lives rather than a compulsory course at school.

5.1.3. Implications of the study. In the light of the findings of this research, several pedagogical implications will be made.

5.1.3.1. Homework should be encouraged. When the overall results of this thesis are examined, the use of homework as a strategy in education should be encouraged in higher education since it is clearly seen that giving homework significantly increases student achievement and motivation at the university vocational school context.

5.1.3.2. Online assignments should be used. In addition, based on the findings regarding the assignment turnout and success rates in the previous chapter, it is possible to suggest that assignments should be given as online. Several factors could explain this suggestion. Firstly, the turnout rate of the experimental group was always higher than the control group except in one assignment (AS4) even though the paper-based group outperformed the web-based group in homework performance in the current study. Next, when the interviews held with the focus group are analysed, it seems that online assignments are more instructive, motivating and enjoyable to do for students, as well as, more practical in terms of submission, checking, and grading. Moreover, there is less possibility of having an external assistance or copying other homework papers in the usage of online assignments, which requires individual usage of technological devices, compared to pen-and-paper assignments.

5.1.3.3. Edmodo should be used. Besides, it is possible to suggest, at the end of this study, that Edmodo could also be used in the English courses of the other departments except Computer Programming in university vocational schools since it resembles Facebook which is not a new phenomenon any more in the Internet Age. Therefore, many learners and educators will most probably be able to use this application in education without being in much need of computer and Internet literacy. What is more, the similarity between Edmodo and Facebook will ensure that teachers will have more motivated and enthusiastic learners in their classes and it

will be helpful for engaging students in learning process and creating a student-oriented environment. Additionally, thanks to Turkish language support in Edmodo, teachers and students can easily use Edmodo in other subjects at school as well.

5.1.3.4. Online activities are motivating. Furthermore, Türkmen (2012) and Manowong (2016) suggested that learners can easily be motivated and engaged in the learning process in an EFL classroom thanks to using online activities such as assignments, quizzes, and other online tasks in this educational social networking site. Thus, it is possible to suggest that, when university vocational school students' motivation lack and academic failure are considered, educators in university vocational schools can benefit from the Edmodo application, which brings success and provides a motivating learning atmosphere, both in their classes and outside the classroom effectively for a permanent learning.

5.1.3.5. Edmodo provides many pedagogical benefits. The findings of the present thesis also support the suggestion that language learners should be encouraged to make use of many facilities such as the Internet and social networking which provide students with lots of opportunities for improving their learning as well as a stress-free environment (Amiryousefi, 2016). It can also be suggested that Edmodo is a potential innovative tool for education and it provides many pedagogical benefits.

5.2. Recommendations

The current study aimed to explore the effects of online EFL assignments on student success. However, this study also has several limitations, as mentioned earlier, and future studies on the current topic are therefore recommended. Since the current study tried to explore the effects of online assignments on student success in a university vocational school EFL context, it would be beneficial to widen the scope of this study and to try to investigate the role of Edmodo on other skills, courses and/or fields of language learning. Furthermore, in future research, different online platforms such as MOODLE, Blackboard, Web Assign, etc. could be used.

The assignments in the current study were aimed at improving students' vocabulary, grammar, reading and writing skills. However, listening and speaking skills which are significant for improving learners' communication skills were not included. This also accords with the earlier observations, which showed that these two skills are mainly ignored by educators in foreign language teaching (Ektem & Yıldız, 2017; Paudel, 2012; as cited in Wallinger, 2000). If materials related to these two skills considering learners' levels and interests could be provided or prepared, such assignments may be used as an instrument in future research.

As a final word, it is suggested that the overall findings regarding online assignments (Edmodo) in the current study, in which a mixed methods research design was adopted, could shed light on a better and effective use of web-based systems in foreign language education in Turkey. Moreover, integrating social networking in teaching and learning may provide many pedagogical benefits in educational settings in Turkey. Therefore, for the sake of widespread use of Edmodo in education; educators, syllabus planners, and policymakers in the institutions such as YÖK, MoNE, and Directorate General of Innovation and Educational Technologies (YEĞİTEK), which aims to provide an effective and extensive use of technological opportunities in education throughout the country as well as to enable each student to make use of information technologies (MoNE Directorate General of Innovation and Educational Technologies, 2016), should bear the preliminary findings and the suggestions in this thesis in mind and let the education world in Turkey make the most of technological opportunities in order to assist and enhance language learning.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

GİRİŞ

Bir eğitsel araç olarak ödev, eğitimde yaygın olarak kullanılmaktadır ve ödevle ilgili Türkiye'de birçok araştırma yapılmıştır (i.e. Calp, 2011; Çeliköz & Selimoğlu, 2017; Demirel, 1989; Deveci & Önder, 2013; Ektem & Yıldız, 2017; Gürlevik, 2006; İleri, 2013; Kapıkıran & Kıran, 1999; Özer & Öcal, 2012, 2013; Özdemir, 2015; Tertemiz, 1991; V. Kaya & Kaya, 2018). Bu araştırmalar çoğunlukla, ilkokullarda ve ortaokullardaki İngilizce dışındaki Matematik, Fen ve Teknoloji ve Sosyal Bilgiler derslerinde verilen/yapılan ödevlerle ilgilidir. Bununla birlikte, şu ana kadar, İngilizce ödevlerine çok az yer verilmiştir (Amiryousefi, 2016; Ektem ve Yıldız, 2017) ve İngilizce ödevlerinin öğrencilerin başarılarını ne kadar etkilediği ya da bu ödevlerin öğretmenler ve öğrenciler tarafından nasıl algılandığı açık değildir. Geçtiğimiz on yılda, eğitim amaçlı oluşturulan web tabanlı araçların hızlı bir gelişimi görülmüştür. Bu gelişmelere paralel olarak, araştırmacılar ve eğitimciler, öğrenmeyi değerlendirmek ve geleneksel ev ödevlerinde yaşanan sıkıntıları gidermek amacıyla son yıllarda çevrimiçi ödev sistemlerine giderek artan bir ilgi göstermeye başlamışlardır. Geleneksel ev ödevleriyle ilgili problemlerin birçoğu Türkiye'deki meslek yüksek okullarında da yaşanmaktadır. Bu çalışma, bir meslek yüksekokulu bağlamında, çevrimiçi İngilizce ödevlerinin dil başarısı üzerindeki etkilerine ve öğrencilerin bu ödevler hakkındaki algılarına ışık tutacaktır.

Problem Durumu

Motivasyon eksikliği ve akademik başarısızlık, meslek yüksekokullarındaki İngilizce derslerinde görülen temel problemler arasındadır. Bu bağlamda, MAKÜ-GMYO'daki öğrencilerin de İngilizce derslerindeki motivasyon ve başarı düzeylerinin düşük olduğunu söylemek mümkündür. Bu motivasyon eksikliğinin de sonucu olarak öğrenciler derslerde verilen ödevleri ya yapmıyorlar ya da yapmayı unutuyorlar. Aynı zamanda, araştırmacının/öğretmenin okuldaki ders yükünün fazlalığı ve öğrenci sayısının çokluğundan dolayı çoğu zaman verilen ödevlerle

ilgili geri dönüt verilememektedir. Alanyazındaki bazı çalışmalar, ödev kontrolü, ödeve not verme veya geri dönüt verme gibi faktörlerin öğrencilerin performanslarını olumlu yönde etkilediğini göstermektedir (Dere et. al., 2016; Dufresne et al., 2002; Kazez & Bahçeci, 2016; Rosário et al., 2015). Dolayısıyla, bu çalışmada, öğrencilerin motivasyonunu ve başarısını artırmak amacıyla, her öğrencinin yaptığı ödevle ilgili not verme ve öğrencilere geri dönüt sağlama olanağı sağlayan ve dolayısıyla da öğretmenin iş yükünün azalmasını kolaylaştıran eğitsel sosyal ağ sitesi Edmodo'nun, bir çevrimiçi ödev verme aracı olarak kullanılması planlanmıştır.

Araştırmanın Amacı

Bu çalışma, bir meslek yüksekokulu bağlamında, çevrimiçi İngilizce ödevlerinin öğrenci başarısı üzerindeki etkisini araştırmayı ve öğrencilerin çevrimiçi ödevler hakkındaki görüşlerini incelemeyi amaçlamaktadır.

Alt Problemler

Bahsedilen amaçları gerçekleştirmek amacıyla, bu çalışmanın araştırma problemleri aşağıda belirtilmiştir:

1. Çevrimiçi İngilizce ödevleri, meslek yüksekokullarındaki İngilizce derslerinde öğrenci başarısını nasıl etkilemektedir?

2. Öğrencilerin çevrimiçi İngilizce ödevleri hakkındaki görüşleri nelerdir?

Araştırmanın Önemi

Bugüne kadar yapılan araştırmaların çoğunda, Matematik, Kimya ve Fizik gibi derslerde verilen ödevlere odaklanılmıştır. Bu nedenle, alan yazında İngilizce ödevlerine çok az yer verilmiştir. Bunula birlikte, son yıllarda, okullarda verilen eğitimi tamamlayıcı nitelikte olan çevrimiçi eğitsel sosyal ağ sitelerinin (örneğin, Edmodo) kullanılması konusunda artan bir talep söz konusudur. Ancak henüz net olmayan şey, çevrimiçi İngilizce ödevlerin öğrenci başarısı üzerindeki gerçek etkisidir. Türkiye'de çevrimiçi ödevler ve Edmodo ile ilgili yapılan birçok araştırma bulunmaktadır. Ancak, meslek yüksekokulu bağlamında yürütülen, özellikle Edmodo

ve çevrimiçi ödevlerle ilgili çok az sayıda araştırma vardır. Bu araştırmanın bir diğer önemi, Edmodo ile ilgili önceki araştırmaların çoğundan farklı olarak yöntem olarak karma araştırma deseninin kullanılmış olmasıdır. Ayrıca, bu araştırma çevrimiçi İngilizce ödevlerinin meslek yüksekokulu öğrencilerinin başarısı üzerindeki etkilerini inceleyerek ve öğrencilerin bu ödevlere ilişkin görüşlerini belirleyerek literatürdeki bir boşluğu doldurmada önemli bir yer teşkil edecektir.

YÖNTEM

Araştırmanın Yöntemi

Bu çalışmada, nitel ve nicel veri toplama araçlarının kullanıldığı karma araştırma deseninden yararlanılmıştır. Araştırma deseni olarak nicel verilerle nitel verilerin aynı anda toplanıp analiz edilebildiği eş zamanlı model kullanılmıştır (Creswell, 2014).

Çalışma Grubu

Bu deneysel çalışmanın katılımcıları, Burdur Mehmet Akif Ersoy Üniversitesi (MAKÜ) Gölhisar Meslek Yüksekokulu (GMYO) Bilgisayar Programcılığı Programında okuyan toplam 49 birinci sınıf öğrencisidir. Bu öğrencilerden 28'i deney grubunu; 21'i ise kontrol grubunu oluşturmuştur. Deney grubu 20 erkek ve 8 kız öğrenciden oluşurken, kontrol grubunda ise 14 erkek ve 7 kız öğrenci vardır. Katılımcıların tümü 18-22 yaş aralığındadır.

Veri Toplama Araçları

Çalışma 2016-2017 eğitim-öğretim yılı bahar döneminde 12 haftalık bir sürede gerçekleştirilmiştir. Çalışmanın başında her iki gruba da bir ön test uygulanmıştır. Daha sonra, deney grubuna Edmodo üzerinden ve kontrol grubuna ise geleneksel yöntemle beş hafta boyunca ödev verilmiştir. Ödevlerin verilme sürecinde, deney grubundaki öğrencilerle, Edmodo platformu üzerinden yaptıkları çevrimiçi ödevler hakkında yarı yapılandırılmış görüşmeler yapılmıştır. Mobil ses kayıt programıyla kayıt altına alınan bu görüşmelerde öğrencilere beş adet soru sorulmuştur. Son

haftada, çalışmanın başında uygulanan ön test, her iki gruba da son test olarak uygulanmıştır. Ödevlerin öğrenci başarısı üzerindeki etkisi, her iki grubun ön test ve son test sonuçları nicel analiz yöntemiyle karşılaştırılarak belirlenmiştir. Nicel verilerin analizinde IBM SPSS Statistics 25 programı kullanılmıştır. Öğrencilerin çevrimiçi ödevlere yönelik tutumları ise deney grubundaki öğrencilerle yapılan görüşmelerin nitel analiz yöntemi ile analiz edilmesiyle belirlenmiştir.

BULGULAR

Araştırmanın sonucunda hem deney hem de kontrol grubunun başarı artışında anlamlı bir fark olduğu görülmüştür. Bununla birlikte, çevrimiçi ödevleri yapan öğrencilerin başarı artış oranı, geleneksel ödevleri yapan öğrencilerinkine göre iki katı civarında olmuştur (%33-%16). İki grup arasındaki ödev teslim oranlarında deney grubu daha önde iken (%93-%86), ödev başarı ortalaması baz alındığında, kontrol grubunun daha iyi bir performans sergilediği görülmüştür (65.2-58.2). Araştırma ayrıca katılımcıların çevrimiçi ödevler hakkında genellikle olumlu görüşlere sahip olduklarını ortaya koymuştur ve katılımcılar çevrimiçi ödevlerin geleneksel ödevlere göre daha pratik, daha kolay, daha eğlenceli, daha motive edici ve öğretici olduğunu belirtmişlerdir. Ayrıca, katılımcılar çevrimiçi verilen ödevlerin İngilizce öğrenmede ve ders çalışma alışkanlığı kazanmada faydalı olduğu hususunda hem fikir olmuşlardır.

SONUÇ, TARTIŞMA VE ÖNERİLER

Bu araştırmadan elde edilen sonuçlar, alan yazındaki diğer çalışmalarla benzerlikler göstermektedir. Bu araştırmanın bulguları ister çevrimiçi ister geleneksel olsun, ödevlerin öğrencilerin başarılarını önemli ölçüde arttırdığını ortaya koymuştur ve bu bulgu alan yazında ödevle ilgili yapılan araştırmalarla benzerlik göstermektedir (Cooper et al., 2006; Çelik & Aktürk, 2009; Demirel, 1989; Dufresne et al., 2002; as cited in Hill et al., 1986; İleri, 2013; Richards-Babb & Jackson, 2011; Tertemiz, 1991). Diğer bir bulguya göre, çevrimiçi ödevlerin geleneksel ödevlere göre öğrencilerin başarısını arttırmada daha etkili olduğu görülmüştür ve bu bulgu da alan yazında çevrimiçi ödevlerle geleneksel ödevlerin kıyaslandığı diğer araştırmalarla

benzerlik göstermektedir (Emerson & Mencken, 2011; Ratniyom et al., 2016; Richards-Babb & Jackson, 2011). Bu araştırmada, bir çevrimiçi ödev verme aracı olan Edmodo'nun öğrenci başarısını arttırdığı ortaya çıkmıştır ve bu bulgu da araştırmalarında eğitimde Edmodo kullanımının öğrenci başarısını arttırdığı sonucuna varan Sırakaya (2014), Polat (2016), ve Kazez ve Bahçeci (2016) gibi araştırmacıların bulgularıyla paralellik arz etmektedir. Araştırmanın katılımcılarıyla yapılan görüşmeler sonucunda, çevrimiçi ödevlerin geleneksel ödevlere göre daha pratik, daha eğlenceli ve daha motive edici olduğu ortaya çıkmıştır. Bu bulgu, alan yazındaki Edmodo ile ilgili yapılan araştırmaların (Alemdağ, 2013; Balasubramanian et al., 2014; Dere et al., 2016; Doğan et al., 2017; Durak, 2017; Ekmekçi, 2016; Hamutoğlu & Kıyıcı, 2017; Holland & Muilenburg, 2011; Kara, 2016; Kazez & Bahçeci, 2016; Kongchan, 2012; Manowong, 2016; Özkan, 2017; Polat, 2016; Qalaja, 2015; Sırakaya, 2014; Thongmak, 2013; Türkmen, 2012; Uzun, 2015; Yagci, 2015) ve diğer web tabanlı eğitsel platformların kullanıldığı araştırmaların (Altun, 2008; Arıkan & Altun, 2007; Bridge & Appleyard, 2005, 2008; Bonham et al., 2001; Demirci, 2007, 2010; Doorn et al., 2010; Özdemir & Erdemci, 2014; Richards-Babb & Jackson, 2011; Serhan; 2014; Weimer, 2013; Yıldırım et al., 2017) sonuçlarını destekler niteliktedir. Araştırmanın sonucunda, İngilizce öğretmenlerinin meslek yüksekokullarında ödev vermeleri gerektiği ve bu ödevlerin; teslimi, kontrolü ve ödevlere not vermenin daha pratik olmasının yanı sıra, öğrenciler için daha fazla öğretici, motive edici ve eğlenceli olmasından dolayı, çevrimiçi olarak verilmesi gerektiği önerilmektedir. Buna ek olarak, motivasyon eksikliği ve akademik başarısızlık gibi problemlerin yaşandığı meslek yüksek okullarında, kalıcı öğrenmeyi ve başarıyı sağlayan, motivasyonu artırıcı özelliği olan Edmodo uygulamasının kullanımının teşvik edilmesi gerektiği vurgulanmaktadır.

APPENDICES

APPENDIX-1

Letter of Declaration

T.C.

MEHMET AKİF ERSOY ÜNİVERSİTESİ

GÖLHİSAR MESLEK YÜKSEKOKULU

2016-2017 Bahar döneminde almakta olduğum İngilizce II dersinde yürütülecek olan *Çevrimiçi İngilizce Ödevlerinin Öğrenci Başarısı Üzerine Etkisi* konulu araştırmaya gönüllü olarak katıldığımı ve verilecek olan ödevleri tek başıma yapacağımı beyan ederim.

27.02.2017

Sıra	Öğrenci No	Adı Soyadı	İmza

APPENDIX-2

Sample Online Assignment Questions

Screenshot of a typical multiple-choice question in Edmodo quiz module

Screenshot of a typical true-false question in Edmodo quiz module

Screenshot of a typical matching question in Edmodo quiz module

ÖDEV-1 EŞLEŞTİRME (Cümleleri en uygun kelimeyle eşleştiriniz.) (20p)   23:59:03 left

Question 1   <   >

QUESTIONS   Question total: 20 points

1   Her harfi doğru cevaplarla eşleştirin.

Hint: match choices by rearranging options on the right side or clicking the Save button.   Save

A	26. People can buy vegetables from …	a greengrocer's
B	27. People can buy fish from …	a baker's
C	28. People can buy cakes, cookies and bread from …	a kiosk
D	29. People can buy clothes from …	sea food seller's
E	30. People can send cargos from …	a clothes shop
F	31. People can buy medicine from …	a hairdresser's
G	32. People can buy jewels from …	a jewellery shop
H	33. People can buy food from …	a post office
I	34. People can buy ice cream from …	a chemist's
J	35. People can have their hair cut and done from …	a supermarket

Screenshot of a typical fill in the blanks question in Edmodo quiz module

Screenshot of a typical short answer question in Edmodo quiz module

APPENDIX-3

Sample Pen-and-paper Assignment

A. MULTIPLE CHOICE

En uygun seçeneği işaretleyiniz. (30p)

1. There ___ a lot of milk in the bottle. You can drink it.

   A. is
   B. isn't
   C. are
   D. aren't

2. There ___ any chocolate in the supermarket.
   A. is
   B. isn't
   C. are
   D. aren't

3. A: Can I have ___ tea, please?
B: Yes, of course.

   A. a bar of
   B. a slice of
   C. a piece of
   D. a cup of

4. A: Can I have ___ bread, please?
B: Yes, of course.

   A. a cup of
   B. a bar of
   C. a loaf of
   D. a bowl of

5. A: ___ flour ___ there in the cake?
B: Only 200 gr.

   A. How many/is
   B. How many/are
   C. How much/are
   D. How much/is

6. A: ___ oranges ___ there in the fridge?
B: Only 3.
   A. How many/is
   B. How many/are
   C. How much/is
   D. How much/are

7. A: Are there ___ cheese in the fridge?
B: Yes, there is ___.

   A. any/any
   B. an/any
   C. any/some
   D. a/some

8. Hangisi **sayılabilen** (countable) bir isimdir?
   A. lemonade
   B. sugar
   C. chocolate
   D. strawberry

9. Hangisi **sayılamayan** (uncountable) bir isimdir?
   A. orange
   B. vegetable
   C. flower
   D. butter

10. A: What time does the library open?
B: It opens ___ nine o'clock in the morning.
A: Is it open ___ the weekend?
B: Yes, but only ___ Saturday.
   A. at/at/on
   B. at/from/on
   C. from/on/on
   D. at/at/at

(11-15. soruları Cemil'in yeme içme alışkanlıklarından bahsettiği aşağıdaki metne göre cevaplayınız.)

> I have a healthy lifestyle. I eat a healthy diet. I never eat fast food. I always have breakfast at home. I eat cheese, olives, eggs and tomatoes for breakfast. I sometimes have a toast for breakfast. I drink a glass of milk. I never drink tea or coffee in the morning. I drink tea with lemon after lunch and I prefer green tea in the evening. I never put sugar in my tea. It's important to eat fresh fruit and vegetables everyday. I usually have a salad for lunch. I drink lots of water. Ok, how much water? Eight glasses of water a day is good for us. Before lunch or dinner, I eat some nuts or fruit for a healthy snack. I eat a small piece of chocolate two or three times a week because it's got vitamins in it. For dinner, I have chicken or fish. I don't smoke. Smoking is an unhealthy habit. I go to the gym three times a week.

11. He drinks a glass of tea for breakfast.
    A. True
    B. False
    C. Not mentioned

12. He has his lunch at home.
    A. True
    B. False
    C. Not mentioned

13. He drinks 8 litres of water everyday.
    A. True
    B. False
    C. Not mentioned

14. He brushes his teeth everyday.
    A. True
    B. False
    C. Not mentioned

15. He sometimes does sports.
    A. True
    B. False
    C. Not mentioned

B. TRUE/FALSE

Cümlelerin karşısına doğruysa 'true', yanlışsa 'false' yazınız. (20p)

16. There are a lot of salt in the rice.   ___
17. There are some vegetables in the fridge.   ___
18. There is a piece of chocolate on the table.   ___
19. There is two slices of bread in the kitchen. ___
20. Are there any potato?   ___
21. Is there any milk in the bottle?   ___
22. How many children have you got?   ___
23. How much oils do you add to the salad?   ___
24. The supermarket closes at 22.00 pm.   ___
25. The banks aren't open on the weekend.   ___

C. MATCHING

Cümleleri en uygun kelimeyle eşleştirip tamamlayınız. (20p)

26. People can buy vegetables from …
27. People can buy fish from …
28. People can buy cakes, cookies and bread from …
29. People can buy clothes from …
30. People can send cargos from …
31. People can buy medicine from …
32. People can buy jewels from …
33. People can buy food from …
34. People can buy ice cream from …
35. People can have their hair cut and done from …
    a. a baker's
    b. a hairdresser's
    c. a kiosk
    d. a greengrocer's
    e. a supermarket
    f. a chemist's
    g. a clothes shop
    h. a post office
    i. a sea food seller's
    j. a jewellery shop

26 - …..

27- …..

28- …..

29- …..

30- …..

31- …..

32- …..

33- …..

34- …..

35- …..

D. FILL IN THE BLANKS

Boşluklara gelebilecek uygun ifadeyi/ifadeleri yazınız. (20p)

36. I want to make an omelet, but there aren't any ___ in the fridge.

37. I eat apples, bananas and oranges. Because, I like eating ___.

38. A: ___ ___ elephants are there in the zoo? B: There are only two.

39. She hasn't got ___ money in her wallet.

40. We ___ ___ any friends in this school.

41. ___ there any bread at home?

42. Has Carlos got ___ credit card?

43. ___ ___ some soup on the table.

44. Waiter: What would you like to ___?

Customer: Can I have a cup of coffee, please?

45. Sally: Excuse me, ___ ___ is this dress?

Shop Assistant: That's 70 liras.

E. SHORT ANSWER

Sorulara kendinize göre kısa cevaplar veriniz. (10p)

46. How many students are there in your class?

    …………………………………………………………………….

47. How many girls are there in your class?

    …………………………………………………………………….

48. How many boys are there in your class?

    …………………………………………………………………….

49. How much water do you drink everyday?

    …………………………………………………………………….

50. How much sugar do you put in your tea?

    …………………………………………………………………………

APPENDIX-4

Required Permissions

T.C.

MEHMET AKİF ERSOY ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

BURDUR

Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 1530461009 numaralı öğrencisiyim. 2016-2017 bahar dönemi itibariyle ders dönemini başarıyla tamamlamış olup tez dönemine geçmiş bulunmaktayım. Konusu 'Çevrimiçi İngilizce Ödevlerinin Öğrenci Başarısı Üzerine Etkisi' olan araştırmanın katılımcıları Gölhisar Meslek Yüksekokulu Bilgisayar Teknolojileri Bölümü Bilgisayar Programcılığı Programı normal öğretim 1. Sınıf öğrencileri olarak planlanmıştır. Söz konusu programın 1-A şubesi deney grubu, 1-B şubesi ise kontrol grubu olarak seçilmiştir. Araştırma süresi içerisinde deney grubuna Edmodo platformu üzerinden çevrimiçi olarak, kontrol grubuna da geleneksel olarak İngilizce ödevleri verilecektir. Ayrıca çalışmanın başında ve sonunda her iki gruba ön test ve son test uygulanacaktır. Deney grubundaki öğrencilerle de yaptıkları ödevlerle ilgili bireysel görüşmeler yapılacak ve bu düşüncelerini analiz etmek ve değerlendirmek üzere kayıt altına alınacaktır. Bireysel görüşmelerde öğrencilere sorulacak sorular ekte verilmiştir. Bu araştırma toplamda 12 hafta sürecek olup 2016-2017 eğitim-öğretim yılı bahar döneminde yapılması planlanmaktadır.

Gerekli izni müsaadelerinize arz ederim.

Ahmet YALÇIN
24.02.2017

EK: Bireysel Görüşme Soruları

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Cep: 0505 677 32 64
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UYGUNDUR
24.02.2017
Doç. Dr. Mustafa ŞEVİK
Danışman

BİREYSEL GÖRÜŞME SORULARI:

1. Edmodo'nun kullanımı pratik miydi ve geleneksel ödevlerle nasıl karşılaştırırsınız?
2. Edmodo ödevlerinin İngilizce öğrenmede faydalı olduğunu düşünüyor musunuz?
3. Edmodo ödevlerinin çalışma alışkanlıklarınızı geliştirmede yararlı olduğunu düşünüyor musunuz?
4. Edmodo ödevleri yaparken herhangi bir dış yardım aldınız mı?
5. Edmodo hakkında herhangi bir öneriniz var mı?

Evrak Tarih ve Sayısı: 13/03/2017-E.3162

T.C.
MEHMET AKİF ERSOY ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : 79673485-302.08.01-E.3162   13/03/2017
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Çeşme Mah. 104 Sk. Akasya Sitesi Levent Oral Blok No: 27/2 İç Kapı No: 102
GÖLHİSAR/BURDUR

İlgi   : 10/03/2017 tarihli, 13260 sayılı ve "Bilimsel ve Eğitim Amaçlı" konulu yazı

"Çevrimiçi İngilizce Ödevlerinin Öğrenci Başarısı Üzerine Etkisi" konulu araştırmanızla
ilgili Gölhisar Meslek Yüksekokulu Müdürlüğü'nün ilgi yazısı ekte sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.

Yrd. Doç. Dr. Mustafa KILINÇ
Enstitü Müdürü

BELGENİN ASLI
ELEKTRONİK İMZALIDIR
13.../03/2017

Ferhat TEPE
Bilgisayar işletmeni

Evrak Tarih ve Sayısı: 10/03/2017-E.13260

T.C.
MEHMET AKİF ERSOY ÜNİVERSİTESİ
Gölhisar Meslek Yüksekokulu Müdürlüğü

Sayı : 35037543-302.08.01-E.13260   10/03/2017
Konu : Bilimsel ve Eğitim Amaçlı

MEHMET AKİF ERSOY ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Eğitim Bilimleri Enstitüsü Müdürlüğü

İlgi   : 09/03/2017 tarihli, 12888 sayılı ve "Bilimsel ve Eğitim Amaçlı" konulu yazı

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 1530461009 numaralı öğrencisi Ahmet YALÇIN' ın "Çevrimiçi İngilizce Ödevlerinin Öğrenci Başarısı Üzerine Etkisi" konulu araştırmasını Gölhisar Meslek Yüksekokulu Bilgisayar Teknolojileri Bölümü Bilgisayar Programcılığı Programı öğrencileri ile çalışma yapması uygun görülmüştür.
Bilgilerinizi ve gereğini arz ederim.

Yrd. Doç. Dr. Ersan OKATAN
Müdür

Evrakı Doğrulamak İçin : https://ebys.mehmetakif.edu.tr/enVision/Dogrula/5N3ABM3

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Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Afyalcin0607
Dec 18, 3:16 AM PST

Dear sir or madam,
I have been a user of Edmodo for almost 2 years as an English instructor at a state university in Turkey. Additionally, I have created a few groups for my own English classes and used Edmodo especially for giving assignments and making quizzes. Moreover, I have used Edmodo as an instrument in my MA thesis titled as 'The effects of online EFL assignments on student success". What I would like to know is that how many users of Edmodo exist in Turkey. I would be so glad if you could write me the exact user number if you have already had.
Yours respectfully,
Ahmet Yalçın
English teacher

Emma Wallerstein (Edmodo)
Dec 18, 3:50 AM PST

Hi Ahmet,

Thank you for contacting Edmodo Support. I'll be happy to help you with this today.

At this time, we don't share these user statistics, however, I know that I work with Teachers from Turkish schools frequently. I apologize that I cannot offer more detailed information.

If you have any other questions or if there's anything else I can do to help, please let me know!

Thank you and gracias,
Emma
Edmodo Support Team

Want to see Edmodo in your language? Join the Edmodo Translators group today! Visit this site to create an account and start your Translator application.

Find answers to your Edmodo questions: Help Center | Support Community

APPENDIX-5

Pre-test and Post-test

A. En uygun seçeneği işaretleyiniz.

1. There ………… some eggs in the basket.

A. are   B. is   C. isn't   D. not are

2. ………… there any milk in the fridge?

A. Are   B. Is   C. Aren't   D. Not is

3. They haven't got ………… money.

A. some   B. any   C. a   D. an

4. There is ………… tea in jar.

A. some   B. any   C. a   D. an

5. Aşağıdaki seçeneklerden hangisi **tamamı sayılabilen** (countable) isimlerden oluşmaktadır?

A. money, bread, coffee

B. apple, salt, cake

C. bread, banana, orange

D. olive, potato, tomato

6. *"Buzdolabında bir parça ekmek var."* Cümlesinin İngilizce karşılığı hangi şıkta doğru verilmiştir?

A. There is a loaf of bread in the fridge.

B. There is a slice of bread in the kitchen.

C. There is a slice of bread in the fridge.

D. There is a piece of bread in the fridge.

7. You buy potatoes from a …………..

A. clothes shop

B. florist

C. butcher

D. greengrocer

8. What time is it? ⟶ **10.20**

    A. It's ten past twenty

    B. It's twenty to ten

    C. It's twenty past ten

    D. It's forty to ten

9. What time is it? ⟶ **05.30**

    A. It's five past thirty

    B. It's half past five

    C. It's half to five

    D. It's thirty to five

10.

a. listen	*1. ... teeth*
b. spend	*2. ... the guitar*
c. play	*3. ... to the radio*
d. brush	*4. ... money*

Aşağıdaki seçeneklerden hangisinde **en doğru** eşleşme yapılmıştır?

    A. a-3 b-4 c-2 d-1

    B. a-2 b-4 c-3 d-1

    C. a-3 b-4 c-1 d-2

    D. a-1 b-3 c-2 d-4

11.

a. eat	*1. ... a rest*
b. arrive	*2. ... book*
c. read	*3. ... breakfast*
d. have	*4. ... at school*

Aşağıdaki seçeneklerden hangisinde **en doğru** eşleşme yapılmıştır?

    A. a-2 b-4 c-3 d-1   C. a-1 b-3 c-2 d-4

    B. a-3 b-4 c-2 d-1   D. a-3 b-4 c-1 d-2

12. Selçuk is an accountant. He ………… in a small company.

    A. visits   B. leaves   C. lives   D. works

13. I have a shower. …………, I get dressed and leave for school.

    A. Then   B. Before   C. After   D. When

14. ………… school, Cemil always has breakfast.

    A. Then   B. Before   C. After   D. When

15. We arrived ………… 5 o'clock ………… the morning.

    A. at/in   B. in/at   C. on/at   D. at/on

16. Mary: I eat fruit and drink milk every day. I never smoke and drink cola.

Jack   : …………

    A. You're very unhealthy.

    B. Be careful! Change your lifestyle!

    C. Congratulations! You're very healthy.

    D. You're a shy person.

17. I study Engineering, ………… my friend studies Engineering, ………….

    A. and/either   B. and/too   C. but/too   D. but/either

18. Jerry isn't from New York, ………… his friend isn't from New York,

…………..

    A. and/either   B. and/too   C. but/too   D. but/either

19. Ayşe: ………… your sister work?

Fatma: No …………..

    A. Does/she doesn't

    B. Do/she does

    C. Does/she does

    D. Do/she doesn't

20. Nedim: …………?

Selim: A sandwich or a salad.

    A. What time do you eat your lunch?

    B. Who do you eat your lunch with?

    C. What do you eat for lunch?

    D. When do you have your lunch

21. Teresa: I make new friends easily and I often like a lot of people around me.

Henry: …………

    A. You're a shy girl.

    B. Err… I think you're a quiet person.

    C. Oh! You're a sociable person.

    D. Why are you so unsociable?

22. Dave likes and .

    A. swimming/sunbathing

    B. cooking/sleeping

    C. sunbathing/sailing

    D. jogging/watching

23. Tom likes and .

    A. swimming/walking

    B. running/sunbathing

    C. riding a horse/dancing

    D. skiing/jogging

24. Murat loves ………… his dog every morning.

    A. walk   B. walks   C. walking   D. walked

25. My husband usually ………… his breakfast at home.

    A. have   B. has   C. haves   D. having

26. Sally: Do you help your parents at home?

Bill: Unfortunately, …………

    A. I love my family.

    B. Yes. I hate them.

    C. I don't. I'm very busy.

    D. I often eat fast food.

27. Gazi and Emre ………… at the weekend. They usually stay at home and watch TV.

   A. do work not   B. does work not   C. don't work D. doesn't work

28. *"nails/usually/Mustafa/his/bites"* cümlesinin düzgün sıralanışı hangi şıkta doğru verilmiştir?

   A. Mustafa bites usually his nails

   B. Mustafa usually nails his bites

   C. Mustafa his nails bites usually

   D. Mustafa usually bites his nails

29. Selin: …………?

Hayri: Sometimes.

   A. How often do you go to the cinema?

   B. What time do you eat your breakfast?

   C. What do you have for lunch?

   D. What do you usually do at the weekend?

30. Michael lives next door, so we ………… see him.

   A. often

   B. rarely

   C. hardly ever

   D. never

31. *"İyi yüzemiyorum ama çok iyi satranç oynayabiliyorum."* cümlesinin İngilizce karşılığı hangi şıkta doğru verilmiştir?

   A. I can play chess well, but I can't swim very well.

   B. I can swim well, but I can't play chess very well.

   C. I can't swim well, but I can play chess very well.

   D. I can't play chess very well, but I can swim well.

32. "*Annem şu an bulaşıkları yıkıyor.*" cümlesinin İngilizce karşılığı hangi şıkta doğru verilmiştir?

    A. My mother is washing our car now.

    B. My mother is cleaning the windows now.

    C. My mother is washing the dishes at the moment.

    D. My mother is washing the clothes at the moment.

33. I like coffee ………… my husband likes tea.

    A. and   B. but   C. too   D. either

34. What is Şeyma wearing?

    A. She's wearing a shirt, a tie and a skirt.

    B. She's wearing a skirt, a jumper and a hat.

    C. She's wearing a T-shirt, trousers and shoes.

    D. She's wearing a skirt, a scarf and a jacket.

Şeyma

35. We usually ………… and ………… in summer.

    A. make a snowman/ski

    B. wear a jumper /a scarf

    C. take our umbrella/wear our coats

    D. sunbathe/eat ice cream

36. We usually wear ………… in winter.

    A. gloves, boots and a coat

    B. sandals, slippers and shorts

    C. a dress, a jacket and a T-shirt

    D. a hat, a scarf and a T-shirt

37. Mary: ………… you have a shower before breakfast?

Jack: Yes, because I do exercise every morning.

    A. Are   B. Do   C. Is   D. Has

38. Yandaki görseli ifade eden cümleyi seçiniz.

    A. It's rainy and he's taking his umbrella.

    B. It's windy and he's flying a kite.

    C. It's snowy and he's making a snowman.

    D. It's sunny and he's sunbathing.

(39., 40. ve 41. soruları aşağıdaki şehirlerin hava durumu ve sıcaklık derecelerine göre cevaplayınız.)
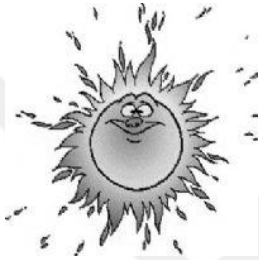
Antalya	Erzurum	Samsun	Ankara
40ºC	-10ºC	13ºC	3ºC

39. What is the weather like in Samsun?

    A. rainy and freezing

    B. sunny and hot

    C. snowy and freezing

    D. rainy and cool

40. It is cloudy and cold in …………...

    A. Antalya

    B. Erzurum

    C. Samsun

    D. Ankara

41. *"I'm skiing now. I'm wearing gloves, a coat and a scarf. Because the weather is freezing."* diyen bir kişi hangi şehirde yaşıyordur?

    A. Antalya

    B. Erzurum

    C. Samsun

    D. Ankara

B. 42-45. Soruları aşağıdaki metine göre cevaplayınız.

> Hello! My name is Robert. I'm a university student. I usually (**42**) ___ to school on weekdays and I sometimes go there on Saturdays, too. I am usually busy, so I don't have much free time. I usually spend six or seven hours a day at school. I always (**43**) ___ lunch at the school cafeteria. After school I (**44**) ___ go to the city centre to do shopping, but I usually go home and study. If I have some free time during the weekdays, I read a book or watch TV at home. (**45**) ___ the evening I often spend my time to study my lessons. I rarely go out in the evening on weekdays, and I never go out on Sunday evenings.

42.

   A. study

   B. get up

   C. go

   D. speak

43.

   A. have

   B. take

   C. live

   D. brush

44.

   A. hardly ever

   B. always

   C. usually

   D. often

45.

   A. On

   B. At

   C. In

   D. Every

C. 46-50. Soruları aşağıdaki metine göre cevaplayınız.

> On weekdays, Brian gets up at 7.00. He takes a shower and dries his hair. Then, he gets dressed and goes to the university by car. His classes start at 9.00. His morning classes end at ten to twelve. He has lunch in the school canteen with his friends. On Tuesday and Thursday afternoon, he has no classes, so he goes to the cafe on those days. Then, Brian comes home back and surfs the Internet for about an hour. Then, he goes to his bedroom to listen to music. On Saturday he plays tennis in the morning, and in the evening, he goes to the cinema or a pub with his friends. On Sunday mornings he studies his lessons, and in the afternoon, he tidies his room. In the evening he plays cards.

46. He goes to school on foot.

    A. True

    B. False

    C. Not mentioned

47. He has English classes in the morning.

    A. True

    B. False

    C. Not mentioned

48. On Thursday afternoon he doesn't go to school.

    A. True

    B. False

    C. Not mentioned

49. He listens to music before surfing the net.

    A. True

    B. False

    C. Not mentioned

50. He goes out on Saturdays.

    A. True

    B. False

    C. Not mentioned

TEST BİTMİŞTİR… CEVAPLARINIZI KONTROL EDİNİZ.

APPENDIX-6

Sample Interview

Researcher: *Welcome* (name of the participant)*!*

Participant: *Thank you.*

Researcher: *Now I'll ask you a few questions about Edmodo.*

Participant: *Of course.*

Researcher: *Was Edmodo practical to use?*

Participant: *Of course, it was practical.*

Researcher: *You say that there is no problem.*

Participant: *No, there isn't.*

Researcher: *All right. How would you compare with pen and paper assignments?*

Participant: *Edmodo is so helpful compared to pen and paper assignments.*

Researcher: *For example? What kind of advantages does Edmodo have?*

Participant: *Since we did previous assignments, Edmodo seems more practical. That is, it's easier to do pen and paper assignments. We can learn things we don't know.*

Researcher: *Which one is better; pen and paper assignments or Edmodo assignments?*

Participant: *Edmodo assignments are more practical.*

Researcher: *Why?*

Participant: *Since I do the assignments via a computer, it is possible to search and find unknown things. Then, it becomes permanent in the mind.*

Researcher: *OK. Good. Are there any other advantages or disadvantages?*

Participant: *I think that's it. It's a good and practical platform.*

Researcher: *OK. Second question; do you feel that Edmodo assignments are helpful in learning English?*

Participant: *Of course.*

Researcher: *You say that they're definitely helpful.*

Participant: *Of course, they're helpful. Although my English is good, I have learnt a lot of new things.*

Researcher: *Good. Do you feel that Edmodo assignments are helpful in improving your study habits?*

Participant: *In fact, it's not homework, it's just studying lesson. It's not a thing we have to do. It's just like homework.*

Researcher: *Does it get anybody who never studies lesson adopts a study habit?*

Participant: *Yes, it does.*

Researcher: *You say so.*

Participant: *Since they're online and everybody in the class is interested in computers.*

Researcher: *OK.*

Participant: *Well. We are used to doing things in computers even it's good or not.*

Researcher: *So, what you are saying is you feel that you need to sit and do it.*

Participant: *You see.*

Researcher: *OK. Good. Did you have any external assistance while doing Edmodo assignments?*

Participant: *Yes.*

Researcher: *Your English is not bad indeed.*

Participant: *Actually, I may sometimes not know some words even they're few. Err. Well. For example, since a word may be used in another meaning in a sentence, I sometimes have to get help.*

Researcher: *I mean from any person?*

Participant: *I didn't get any help from anybody.*

Researcher: *OK. You say just over the net?*

Participant: *Yes, but sometimes I have had to.*

Researcher: *OK. Good. Do you have any suggestions about Edmodo or about the assignments?*

Participant: *If the words were given in the fill in the blank, it would be better.*

Researcher: *You say so?*

Participant: *Because, these words may have more than one meaning. Since I don't know in which meaning they are used, the answer could be wrong even if I'm sure that it's right.*

Researcher: *I arranged the blanks just for one word.*

Participant: *Though you do like that, we sometimes think different. So, it may be different.*

Researcher: *You say that it will be better if the words are given.*

Participant: *Well, yes.*

Researcher: *What about the other parts?*

Participant: *No, I don't.*

Researcher: *Multiple choice, true/false, matching, short answer?*

Participant: *They're actually easy.*

Researcher: *OK. Any other suggestions except this?*

Participant: *No. I think it can be used.*

Researcher: *OK. Thank you* (name of the participant).

Participant: *You're welcome.*

APPENDIX-7

Interview Questions and Participant Answers of the Experimental Group

Student/ Question	1) Was Edmodo practical to use and how would you compare with pen and paper assignments?	2) Do you feel that Edmodo assignments are helpful in learning English?	3) Do you feel that Edmodo assignments are helpful in improving your study habits?	4) Did you have any external assistance while doing Edmodo assignments?	5) Do you have any suggestions about Edmodo?
Student 1	- Yes, it was practical. - Edmodo assignments are better... - It's easy to do, because it's done via computer.	- I think they're helpful.	- Yes. I don't usually study lesson. However, Edmodo is helpful.	- No, I didn't.	...about 'Fill in the blank' part. It would be better if the words were given at the beginning of the part.
Student 2	- I think it was practical. - Edmodo assignments are easier to do ... since they're computer-based.	- Yes, they're helpful. Because, when there's an unknown thing, I check it from the net and it sticks in the mind.	- Yes, they're helpful. Since we do the assignments intervally, everyweek we study Eng because it's our homework.	- Honestly, I check things I don't know from the net. ...It sometimes translates incorrectly and I ask others. ... My friends in the dormitory.	- It's good.
Student 3	- Yes, it was practical. - Pen and paper assignments are more difficult to do. - ...it's easier to change your answers in Ed. - If your mobile phone doesn't have enough charge, ...	- Yes, they're helpful.	- Since we learn new things and new knowledge, we do it better. And we have an ambition to do the exics because we want to compete with our friends. We want to do better and finish earlier than the others.	- No, I didn't. Because we praised you ...	- If there was an individual messaging, it would be better. - My friends don't have to know my problems.
Student 4	- Yes, it was practical. - Since we study in the department of Comp. Progr. we're more inclined to use Edmodo. - I feel that I have to do pen and paper assignments. - Since Edmodo is engaging, ...learning becomes permanent.	- Yes, I do. - When you see your mistakes..., you understand better. Ed. is like that. But, Edmodo is like a game. It's the again. It's better and the words stick in the mind. It's better on the online and I don't understand.	- Yes, I do. For ex., I'm used to preparing my exams just one day before the exam. But, Edmodo is the again, a fun...	- No, I didn't. I don't need any help because I'm good at English.	- Maybe Edmodo can also be used in primary schools... It may be good for children's learning.
Student 5	- It's so appropriate since we're Comp. Progr. students. - It's online and we can easily do them. - When you give pen and paper assignments, maybe may of my friends won't do them.	- Yes, they're helpful for me in learning English except fill in the blank part. Because, the words are given above and I don't understand.	- ...after we learn the units, we have to do the assignments. It has a deadline. Therefore, they're helpful.	- I had some help from the net, Google translate and so on.	- In fill in the 'blank' part, I don't understand since I don't know which words I'm going to use.
Student 6	- It was really practical and enjoyable. - It's interesting because there's a countdown. - We usually forget doing pen and paper assignments.	- Of course, they're helpful. We can check the meanings of the words and use the texts from Google translate and learn them.	- Of course. I think Ed is quite helpful for the ones who don't study lesson. But, the ones who never study lesson also don't do Ed ass or they do them negligently, however they won't do them because it's their duty.	- No. But, I got help from my friend only in the first assignment.	- It will be better if you give the words in fill in the blank part. ...you can give to words for the 5 blank.
Student 7	- I think it was really practical and easy. - I think we're enthusiastic about online assignments. They're easier and more engaging than pen and paper assignments. - We have difficulty in pen and paper assignments.	- I think they're helpful. - ...there isn't internet while doing the assignment. But, when we do the online we just write ...in Google trouble ed we learn it.	- I think, they're helpful. We don't have a desire to do percent paper ass or we forget to do them. ...But, when we see the platform in our academy we want to do them.	- No never, I never got help since I promised you.	- It would be better if you gave the words in fill in the blank part. - If there was an individual messaging, it would be better.
Student 8	- Of course it was practical. - Edmodo is helpful compared to pen and paper assignments, since Ed is the assignments are more practical. Then, it becomes permanent in the mind.	- Of course they're helpful. Although my English is good, I've learn alot of new things.	- In fact, they're not homework, they're just studying lesson. It's not a thing we have to do. It's just like homework.	- I didn't get any help from anybody, but ...sometimes I have had to (from the net.	- If the words were given in the fill in the blank part, it would be better.
Student 9	- Yes, it was easy and practical. - It makes us busy and since it's online, and we may have connection problems... - I feel in a hurry in Edmodo ...try to do ...immediately - Edmodo is enjoyable.	- Yes, they're. - When we do Edmodo assignments we take the advantage of the internet.	- Yes, I do. - I think, I try to do them in a hurry in Ed. and I'm a bit more practical in this case.	- I got help on the internet. - Not from any person.	- If the words were given in the fill in the blank part, it would be better. - We have vocabulary problems in the fill in the blank part.
Student 10	- Yes. - I haven't seen any differences. - They're almost the same.	- Of course. - I think we see the words there and we learn them. So, we remember them easily.	- Yes, I do. Because, when I do the assignments or study lesson, I don't have difficulty in exams and I remember the words and their meanings.	- No, I didn't ... - I only got help from Google tr.	- No, I don't.
Student 11	- Edmodo is very practical to use. It's better. - It's already a social media tool similar to Facebook. - Edmodo leads us to the search and think. ...Google translate ...we do and learn their meanings. In Edm. Students can...	- I think they're helpful. - They're online and they drive people to search and learn.	- Yes, definitely. i.e. in high schools, we don't usually study lesson, we do it bring our coursebook. And even pencils to the class. But, Edmodo promotes us to study.	- No. - I checked some unknown things from the net.	- I don't remember.
Student 12	- It was practical. - They're easier. We don't write, we just mark and pass it.	- They're helpful. - We at least practice after learning units.	- I think they're helpful.	- No, except my mobile phone. - I use dictionary (in mob. ph.)	- ...if the words were given in the fill in the blank, it would be better.
Student 13	- It was practical. - It's better I think. Because, there's no waste of paper. It's enjoyable. Because, it's online.	- Partly. Because, it's not just to do homework.	- Yes.	- No, I didn't.	- I'm in trouble in 'matching' part. It could be shorter, in terms of size of the page. ...It's difficult to match while move because it exceeds one page.
Student 14	- It was practical. - If I didn't have any problems about the internet connection, I could do better.	- Partly. - Mostly they practice what we know. - We both practice and partly learn what we don't know.	- Yes, they do. Since they're easy, we later say that we can do them.	- I did once. In the second assignment ...from my room mate.	- It would make sense if the words were given at the beginning of the part (Fill in). - Fill in the blank part, ...words could be given above.

Student/ Question	1) Was Edmodo practical to use and how would you compare with pen and paper assignments?	2) Do you feel that Edmodo assignments are helpful in learning English?	3) Do you feel that Edmodo assignments are helpful in improving your study habits?	4) Did you have any external assistance while doing Edmodo assignments?	5) Do you have any suggestions about Edmodo?
Student 15	- It was practical. ... It was easy to learn the usage and to adapt quickly. - I think Edm. as is one better. For example, when you give a pen and paper ass., I don't usually look up a dictionary for new words. (In Edm.) It's possible to learn more new words.	- Yes, I do. They're quite helpful.	- Yes, I do. ... I usually take notes in the lessons, but I don't usually study lesson. In Edm., I study of necessity.	- No, I don't get any help from another person. - Just from Google translate.	- I think it's really good and practical.
Student 16	- It was practical. - In Edmodo, it's easier because of Google translate. You can copy and paste the unknown words. You learn them. I think Edmodo is better.	- Yes, they're helpful. Because, we study Computer Programming. So, our English must be better.	- They're helpful. - If you deal with a mobile phone or a computer, they do.	- I only got help from the net. - Google translate.	- Only in the fill in the blank part.
Student 17	- I think it's practical and it's more understandable. - We can see our correct and incorrect answers in Edmodo. - Since the program gives the answers immediately, it seems more practical and it becomes more understandable.	- I think they're helpful, but I'm not good at English. And I don't like English. However, they're enjoyable.	- I think they're helpful. You generally give homework from the coursebook. To tell the truth, I don't do them. However, in Edmodo, you give the assignment and there's a deadline, was like the others, you grade for our answers. The others is the easier.	- I got help from my friend. - ... There were some sentences or a few things that I didn't know. Just for them.	- It would be better if the words or phrases were given above in the fill in the blank part. Besides, it's one of the things for which I got help. - In the fill in the blank part, if the words given above...
Student 18	- It was practical. - I think it's better like that (Edmodo)	- Yes.	- Maybe. - Not much. But, it helps for learning.	- No, I didn't. - I used Google translate.	- No.
Student 19	- It was practical. - I think it's better like that (Edmodo)	- I think they're helpful.	- Not much. - A student who never studies his/her lessons doesn't study, too.	- No. I did them on my own.	- No.
Student 20	- Yes. - I don't have a desire to do the other assignments. ... I started to. Edmodo use more enjoyable. ... I got interested to English.	- Yes, I do. Because, we memorize words since we search about them... - In these assignments, they're like a search, ... we try to better and learn more.	- We feel more responsible. In period paper ass., we think that we can do them at school and so on.	- I didn't get help from anybody. But, I searched... from the net.	- It's quite good as for now.
Student 21	- It was practical, exactly. - They're the same. Maybe it's a bit different.	- Yes. - They teach new words.	- Yes, they're quite helpful. They're also helpful for the exams.	- I do them all on my own.	- No. The system is good. No problem
Student 22	- It was practical. - Edmodo is better, pleasant ... I have a desire to do... Maybe it's better because it's done via computer.	- I do. Because the questions are brief and to the point. So, I can find the answers on my own without using translations? They create a desire to learn English.	- Yes, I do. "So, I feel that when I can't do.	- No, I didn't get from anyone. ... I used Google translate for only a few words.	- ... it's mobile application isn't good. i.e. it doesn't open the questions and so on.
Student 23	- Very practical. Very good. And it's easy to use. - It's better. It suits students' books and it's logical. It's possible to be confused in pen and paper assignments	- It depends on student. - Of course, Edmodo is so logical for learning English. It's an easy way. It's nonsense if you use Google translate.	- Yes. ... You're forced to do them. You have to do normal assignments, too. But, this has a deadline. ... It's attractive.	- I didn't get any help from anybody. - I used Google translate for unknown words not to waste time.	- Edm. is a well-designed application. But, in fill in the blank part; ... "Fill in the blanks using these words: ... you can give 20 words for 10 blanks ....
Student 24	- It was easy. I think it was practical. - It's good to have a document, but in Edmodo it's trying.	- I do. I mean they affect much. At least, we can do from translation one by one.	- I do. It affects, of course. I don't know what will happen in the exam.	- Not from someone.	- Only it would be better if you gave the words above in the fill in the blank part.
Student 25	- It was practical to use. Because we can check the meanings of unknown words. So it's helpful when we use the... - We don't feel enthusiastic when we do assignments from the book. When we use Google, ... we want to make a difference in class. - It's better doing in our book. ... We couldn't simulate the eyes.	- Yes. - ... we have a chance to correct to the net. When we open Google translate, we translate them.	- Yes. Because there isn't an obligation that we'll always do pen and paper assignments	- No, I didn't get any help from anybody.	- It's format is good. Everything is good.
Student 26	- It's easy. ... Since we're C.P. students, we feel and it's ... - We do pen and paper assignments the last day. Since there's a time limitation here, we do them on time. ... So, it seems more practical. - We can say that it's course-oriented.	- Not much. Since we get help from external English sources such as books, we feel that they're helpful. - They're partly helpful.	- We'll see in the exam.	- From the internet. Google translate, English sources, forum websites.	- No. They're already clear. We had some problems in the first week in we fill in the blank part. But, later we got it.
Student 27	- I think it was practical. Because it's done in due time. - If you give us less time, for example one day, it will do be late. - We do because we're C.P. students and we're always in front of the computer. It serves to our English. - If you give us a pen and paper, we'll discard it and forget it.	- They're helpful	- I don't study lesson much. But ... we're in a research, searching unknown words. ... Since we don't have a good English background, we're always in a research.	- I'm asking to my friends about unknown words. ... I have to use the net.	- ... about fill in the blank part .... - It's good in general. It's helpful.
Student 28	- It was easy. - Easier and more practical.	- I do.	- Yes. - In fact, I don't study lesson with pen and paper, but if it's Edmodo, I do.	- From Google translate.	- You've already done everything. Correct answers... at the end of the test. "So, no need.

APPENDIX-8

Pre-post-test Results of the Experimental Group on Student Basis

	Pre-test	Post-test
Participant 1	30	28
Participant 2	34	56
Participant 3	28	56
Participant 4	78	94
Participant 5	38	62
Participant 6	30	34
Participant 7	28	46
Participant 8	58	60
Participant 9	48	44
Participant 10	38	66
Participant 11	76	82
Participant 12	40	68
Participant 13	40	52
Participant 14	56	50
Participant 15	66	82
Participant 16	44	56
Participant 17	40	76
Participant 18	38	54
Participant 19	30	38
Participant 20	22	30
Participant 21	64	72
Participant 22	34	52
Participant 23	50	76
Participant 24	40	70
Participant 25	62	62
Participant 26	44	80
Participant 27	32	64
Participant 28	50	44

APPENDIX-9

Pre-post-test Results of the Control Group on Student Basis

	Pre-test	Post-test
Participant 1*		
Participant 2*		
Participant 3	28	22
Participant 4	50	76
Participant 5	28	46
Participant 6	50	60
Participant 7	54	52
Participant 8	92	60
Participant 9	46	52
Participant 10	54	70
Participant 11	56	58
Participant 12	28	38
Participant 13	52	72
Participant 14	46	68
Participant 15	54	72
Participant 16	62	82
Participant 17	32	40
Participant 18	60	52
Participant 19	40	48
Participant 20	26	62
Participant 21	28	28
Participant 22	84	90
Participant 23	58	50

*These participants were excluded from the overall evaluation because they did not take the pre-test.

APPENDIX-10

Turnout and Success Rates of the Experimental Group on Student Basis

	Success Rates					Turnout Rate (%)
	AS1	AS2	AS3	AS4	AS5	
Participant 1	52	50	50	60	66	100
Participant 2	82	45	82	63	48	100
Participant 3	45	54	60	65	80	100
Participant 4	84	68	90	92	92	100
Participant 5	31	34	54	44	24	100
Participant 6	38	32	42	34	36	100
Participant 7	28	44	44	52	54	100
Participant 8		68	20	44	74	80
Participant 9	61	56	42	50	50	100
Participant 10	89	49	58	50	68	100
Participant 11	22	62	92	80		80
Participant 12	64	74	64	43	52	100
Participant 13	53	51	46	57	56	100
Participant 14	34	49	54	52	34	100
Participant 15	71	71	76	62	48	100
Participant 16	62	58	64			60
Participant 17	86	73	82	66	56	100
Participant 18	58	54	50	58	58	100
Participant 19	14	37	26	26	12	100
Participant 20	40	25	70	40	38	100
Participant 21	79	78	86		34	80
Participant 22	75		90	66		60
Participant 23	75	70	70	74	62	100
Participant 24	74	75	94	74	76	100
Participant 25	42	56	50	50	42	100
Participant 26	75	81	86	82	76	100
Participant 27	82	59	68	93	88	100
Participant 28	22				62	40

APPENDIX-11

Turnout and Success Rates of the Control Group on Student Basis

	Success Rates					Turnout Rate (%)
	AS1	AS2	AS3	AS4	AS5	
Participant 1*						
Participant 2*						
Participant 3	81	64		70	76	80
Participant 4	84	70	87	98	94	100
Participant 5		28	22	58	28	80
Participant 6			26		26	40
Participant 7	62	76	59	83	62	100
Participant 8	60		44	62	57	80
Participant 9	82	62	40	70	30	100
Participant 10	62		52	80	88	80
Participant 11			75	78	76	60
Participant 12	79	67	71	88		80
Participant 13	70	65	70	92	82	100
Participant 14	72	55	44	80	78	100
Participant 15	26	39	57	79		80
Participant 16	79	94	93	96	98	100
Participant 17	44	14	32	26	50	100
Participant 18	55			32	48	60
Participant 19	80	62	53	66		80
Participant 20	55	62	93		94	80
Participant 21	83	66	73	53	40	100
Participant 22	88	76	85	80	83	100
Participant 23	84	68	44	73	76	100

*These participants were excluded from the overall evaluation since they did not take the pre-test.

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1998-2002	Bachelor's Degree	Anadolu University/Faculty of Education/ Department of Foreign Language Education/English Language Teaching
2016-2019	Master's Degree	Burdur Mehmet Akif Ersoy University/ Institute of Educational Sciences/ Department of Foreign Languages Education/English Language Teaching

Teaching Experience

2002-2008	EFL Teacher	Eskişehir (A Private Primary School)
2008-2012	EFL Teacher	Mersin (A Private Anatolian & Science High School)
2012- …	EFL Instructor	Burdur (Mehmet Akif Ersoy University)

Research Articles

Published in international refereed journals:

Bulut, R., & Yalçın, A. (2015). Importance and development of Turkish-Russian Tourism in terms of economic relations. *International Refereed Academic Social Sciences Journal, 19*, 101-116. doi:10.17364/IIB.20151912611

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