

**A CASE STUDY IN AN ENGLISH PREPARATORY SCHOOL IN TURKEY: DO
ONLINE PRACTICE TESTS CONTRIBUTE TO SUCCESS IN IN-CLASS
EXAMS?**

**A THESIS SUBMITTED TO THE
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
OF
BAHÇEŞEHİR UNIVERSITY**

BY

Ayşegül PAMUKÇU

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF EDUCATIONAL TECHNOLOGY**

AUGUST 2018

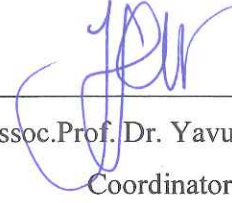
Approval of the Graduate School of Educational Sciences



Dr. Öğretim Üyesi Enisa Mede

Director

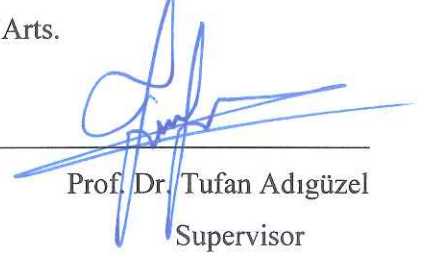
I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.



Assoc. Prof. Dr. Yavuz Samur

Coordinator

This is to certify that we have read this thesis and in our opinion, it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.



Prof. Dr. Tufan Adıgüzel

Supervisor

Examining Committee Members

Prof. Dr. Tufan Adıgüzel

(BAU, CEIT)

Dr. Mustafa Polat

(BAU, ELT)

Assoc. Prof. Dr. Tuncay Sevindik

(YTU, CEIT)

ETHICAL CONDUCT

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name : Ayşegül Pamukçu

Signature :



ABSTRACT

**A CASE STUDY IN AN ENGLISH PREPARATORY SCHOOL IN TURKEY: DO
ONLINE PRACTICE TESTS CONTRIBUTE TO SUCCESS IN IN-CLASS EXAMS?**

Pamukçu, Ayşegül

Master's Thesis, Master's Program in Educational Technologies

Supervisor: Prof. Dr. Tufan ADIGÜZEL

August 2018, 130 pages

Since the early 2000s, Educational institutions at all levels have been interested in the integration of technology into their programs by either adopting the available models of blended learning environments or creating their own blended learning context to better cater for the needs of their student body. Given that online education is becoming more and more widespread and that assessment is an indispensable component of learning environments, online assessment tools, their contribution to student success in face to face (F2F) classes and the perceptions of students toward online tests will soon one of the popular research areas. Although there has been growing amount of research in blended learning, to my best knowledge, there is quite limited amount of research in the aforementioned fields in blended learning environments in English language education. This study aims to make contributions to the research by exploring the contributions of online tests to success in in-class exams and students' perceptions toward them.

This thesis study, which was designed as a mixed methods case study, aims both to analyse whether Weekly Achievement Test Online Practices (WATOPs) which are presented to the student body of a foundation university Intensive English Programme at a School of

Foreign Languages in Istanbul, Turkey through a learning management system (LMS) contribute to their success in in-class tests and to discover the perceptions of students toward online practice tests.

This case study employed both quantitative and qualitative data collection tools and analysis. While the assessment records of the repeating students ($N=255$) who took both assessed online exams and unassessed online practice exams in two consecutive academic years in the Intensive English Program of the School of Foreign Languages in a foundation university in Turkey were analysed to provide quantitative data for the study, the data obtained from the semi-structured interviews which were made with eleven of the participants constituted the qualitative data source of the study.

The results revealed both to what extent online tests help the students of a foundation university Intensive English Programme at a preparatory school in Istanbul Turkey to be more successful in in-class exams and what the perceptions of students toward the online tests and self-study materials available through the institutional LMS are.

Keywords: Learning Management System, Blended Learning, Online Assessment, Higher Education, English Preparatory Schools

ÖZ

TÜRKİYE’DEKİ BİR İNGİLİZCE HAZIRLIK OKULU’NDA BİR DURUM ARAŞTIRMASI: ONLİNE DENEME SINAVLARI SINIF İÇİ SINAVLARDA BAŞARIYA KATKI SAĞLAR MI?

Pamukçu, Ayşegül

Yüksek Lisans, Eğitim Teknolojileri Yüksek Lisans Programı

Tez Yöneticisi: Prof. Dr. Tufan ADIGÜZEL

Ağustos 2018, 130 sayfa

Her düzeydeki eğitim kurumları 2000’li yılların başlarından beri mevcut harmanlanmış öğrenme modellerini adapte ederek uygulamaya veya kendi öğrencilerinin ihtiyaçlarını daha iyi karşılayabilmek için kendi harmanlanmış öğrenme ortamlarını yaratarak teknolojiyi eğitimde kullanmaya ilgi duymaktadırlar. Çevrim içi eğitimin giderek yaygınlaştığı ve ölçme ve değerlendirmenin öğrenme ortamının vazgeçilmez bir bileşeni olduğu dikkate alındığında, çevrim içi ölçme ve değerlendirme araçları, bu araçların öğrencilerin yüz yüze eğitimdeki başarılarına katkısı ve öğrencilerin çevrim içi sınavlara tutumları konuları kısa süre içerisinde yaygın araştırma alanları olacaklardır. Harmanlanmış öğrenme ile ilgili giderek artan ölçüde araştırma bulunmasına rağmen, yukarıda bahsedilen konulardaki araştırmalar nispeten sınırlıdır. Bu çalışma çevrim içi sınavların sınıf içi başarısına etkisini ve öğrencilerin çevrim içi sınavlara tutumlarını inceleyerek araştırmalara katkıda bulunmayı hedeflemektedir.

Karma yöntemli bir vaka çalışması olan bu tez, Türkiye’deki bir vakıf üniversitesinin Yabancı Diller Yüksek Okulu İngilizce Hazırlık Programı’nda her hafta bir öğrenme

yönetim sistemi (LMS) üzerinden verilen çevrimiçi deneme sınavlarının sınıf içi sınavlarda öğrenci başarısına katkı sağlayıp sağlamadığını incelemektedir ve öğrencilerin çevrimiçi sınavlara olan tutumunu ele almaktadır.

Bu vaka incelemesinde hem nitel hem de nice veri toplama ve işleme metotları kullanılmıştır. Bir vakıf üniversitesinin yabancı diller yüksekokuluna bağlı olan İngilizce Hazırlık programında birbirini takip eden iki akademik yıl boyunca hem ortalamaya katılan hem de ortalamaya katılmayan çevrim içi sınavlara girmiş sene tekrarı yapan öğrencilerin (S= 255) bu sınavlarda aldıkları notlar çalışmaya nitel veri sağlamak için analiz edilmiş, katılımcıların on biri ile gerçekleştirilen yarı-yapılandırılmış görüşmelerden elde edilen veri ise çalışmanın nitel veri kaynağını oluşturmuştur.

Sonuçlar bir vakıf üniversitesindeki yabancı diller yüksekokulu hazırlık programında uygulanmakta olan harmanlanmış öğrenme modelinde kullanılan bir öğrenme yönetim sistemi üzerinden verilen çevrimiçi deneme sınavlarının sınıf içi sınavlarda başarıya katkı sağlayıp sağlamadığı ve öğrencilerin bu sınavlara karşı tutumları konusunda bilgi aktarmaktadır.

Anahtar Kelimeler: Öğrenme Yönetim Sistemi, Çevrimiçi Deneme Sınavları, Harmanlanmış Öğrenme, Yüksek Öğrenim, İngilizce Hazırlık Okulları

DEDICATION



To my son,

ACKNOWLEDGEMENTS

First, I wish to express my deepest gratitude to my supervisor Prof. Dr. Tufan ADIGÜZEL for his guidance, advice, criticism, encouragements and insight throughout the research. Also, I would like to thank the rest of my thesis committee: Assoc. Prof. Dr. Tuncay SEVİNDİK and Dr. Mustafa POLAT for their insightful feedback and invaluable recommendations.

Second, I would like to thank my son, Necati Cihan CAMGÖZ for his great support since he has always given me the inspiration to learn and to be a better mother. I also appreciate his support during my thesis writing process while he was so busy writing his doctoral dissertation.

Finally, I also want to express my gratitude to my colleague and dear friend Hülya ÇELİKEL, who left us so untimely, for her great support in all fields of my life including my further education.

Without their understanding, and continuous support, I could have never been able to aspire for this level of education and complete this study.

TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	iv
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES.....	x
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
Chapter 1: Introduction.....	1
1.1 Theoretical Framework.....	1
1.2 Statement of the Problem.....	1
1.3 Purpose of the Study.....	5
1.4 Research Questions.....	6
1.5 Significance of the Study.....	6
1.6 Definitions	8
Chapter 2: Literature Review.....	10
2.1 Blended Learning.....	10
2.2 Blended Learning in Higher Education	12
2.2.1 Blended Learning in English Teaching / Learning Contexts.....	14
2.3 Implementation of Blended Learning	19
2.3.1 Course Design in Blended Learning	21
2.3.2 Delivery of Blended Learning.	24
2.3.3 Student Involvement and Autonomy.	27
2.3.4 Assessment.	33
2.3.5 Learner Perceptions of Blended Learning.	42
Chapter 3: Methodology	47
3.1 Research Design	47
3.2 Participants and Setting	47

3.2.1 Participants.....	47
3.2.2 The setting.....	49
3.3 Data Collection.....	57
3.4 Data Analysis Procedures.....	60
3.4.1 Quantitative data analysis procedures.....	60
3.4.2 Qualitative data analysis procedures.....	61
3.5 Reliability and Validity.....	62
3.6 Limitations.....	62
3.7 Delimitations.....	63
Chapter 4: Results.....	64
4.1 Quantitative Analysis Results.....	64
4.2 Qualitative Analysis Results.....	77
4.2.1 The perceptions on the use of technology.....	78
4.2.2 The perceptions on the LMS and the online BL course content.....	80
4.2.3 The perceptions on the importance of immediate feedback.....	84
4.2.4 The perceptions on online assessment tools.....	85
Chapter 5: Discussion and Conclusions.....	91
5.1 Discussion of Findings for Research Questions.....	91
5.2 Conclusions.....	96
5.3 Recommendations.....	96
REFERENCES.....	98
APPENDICES.....	108
A. Participant Consent Form.....	108
B. Student Demographic Survey.....	110
C. Interview Questions.....	112
D. Curriculum Vitae.....	113

LIST OF TABLES

TABLES

Table 1 Level Passing Requirements and Grade Breakdowns in 2014-2015 Academic Year.....	53
Table 2 Level Passing Requirements and Grade Breakdowns in 2015-2016 Academic Year.....	54
Table 3 2016-2017 Level Passing Requirements and Grade Breakdowns in 2016-2017 Academic Year.....	54
Table 4 2015-2016 Assessment Scheme.....	55
Table 5 2015-2016 WOW Grade Components in the Assessment Scheme.....	55
Table 6 2016-2017 Assessment Scheme.....	57
Table 7 Interview Questions & Sub questions.....	59
Table 8 Table of Pearson correlation coefficient.....	61
Table 9 2015-2016 M1&2 all exams.....	65
Table 10 2015-2016 M3 all exams.....	67
Table 11 2016-2017 M1&2 all exams (N = 176)	68
Table 12 Correlations between 2015-2016 M1&M2 Assessment Tools Between Weeks 1 and 7.....	69

Table 13 Correlations between 2015-2016 M1&M2 Assessment Tools Between Weeks 8 and 16.....	70
Table 14 Correlations between 2015-2016 M3 Assessment Tools Between Weeks 1 and 7.....	70
Table 15 Correlations between 2015-2016 M3 Assessment Tools Between Weeks 8 and 16.....	71
Table 16 Correlations between 2016-2017 M1&M2 Assessment Tools Between Weeks 1 and 7.....	72
Table 17 Correlations between 2016-2017 M1&M2 Assessment Tools Between Weeks 8 and 16.....	72
Table 18 15-16 M1 & M2 Assessment Tools Descriptive Statistics.....	74
Table 19 15-16 M3 Assessment Tools Descriptive Statistics.....	75
Table 20 16-17 M1 & M2 Assessment Tools Descriptive Statistics.....	76

LIST OF FIGURES

FIGURES

Figure 1 Qualitative Data Analysis Continuum.....	61
Figure 2 Points to Consider While Interpreting the Data.....	62
Figure 3 The Illustration of How Often the Participants Used the LMS	84

LIST OF ABBREVIATIONS

BL	Blended Learning
CALL	Computer Assisted Learning
CALL	Computer Assisted Language Learning
EC	English Central
ELT	English Language Teaching
EMA	End of Module Exam / Assessment
F2F	Face to Face
HE	Higher Education
HEI	Higher Education Institutions
IEP	English Intensive Programme
LMS	Learning Management System
MP3	MPEG (Motion Picture Experts Group) Layer-3 sound file
PDF	Portable Document Format
PE	Proficiency Exam
PPS	Power Point Show
PPT	PowerPoint Presentation file
SAMR	Substitution Augmentation Modification Redefinition
SFL	School of Foreign Languages
ST	Speaking Task
TELU	Technology Enhanced Learning Unit
VC	Vocabulary Check
WAT	Weekly Achievement Test
WATOP	Weekly Achievement Test Online Practice
WT	Writing Task
WOWQ	Weekly Online Work Quiz
WOW	Weekly Online Work

Chapter 1: Introduction

1.1 Theoretical Framework

With the introduction of the Internet and the advancements in information technologies, technology has already become an integral part of education, and consequently, an individual field of study, educational technologies have emerged and started to develop rapidly. The settings of education have expanded beyond the walls of the classroom now that face-to-face (f2f) courses can be blended with online components. Synchronous and asynchronous classes can be held to supplement courses through smart applications like learning management systems (LMSs), content management systems (CMSs) or virtual platforms. Fully online distance education courses and massive open online courses (MOOCs) can be offered even on bigger scales to appeal to millions of people from all over the world who would like to have education. Online learning has also become an important matter in higher education settings due to the growing demands and expectations of prospective and current students and the enthusiasm of institutions to improve their teaching environments to fit the 21st century needs and requirements. This, consequently, resulted in blended learning (BL) to be exploited in higher education.

Graham (2006) regards the following as the three most commonly mentioned definitions documented by Graham, Allen and Ure (2005): (1) Combining instructional modalities (or delivery media) (Bersin & Associates, 2003; Orey, 2002a, 2002b; Singh & Reed, 2001; Thomson, 2002); (2) Combining instructional methods (Driscoll, 2002; House, 2002; Thomson, 2002) and (3) Combining online and face-to-face instruction (Reay, 2001; Rooney, 2003; Sands, 2002; Ward & LaBranche, 2003; Young, 2002). Garrison and Kanuka (2004) consider BL as both simple and complex and describe BL as the thoughtful integration of classroom face-to-face learning experiences with online learning experiences through which the strengths of synchronous (face-to-face) and asynchronous (text-based) learning activities are combined. They also say that there is considerable complexity in the implementation of BL with the challenge of virtually limitless design possibilities and applicability to so many contexts. Dziuban,

Hartman, and Moskal (2004, p.3) describe BL as a “pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment”.

What Sands’ (2002) first principle for developing a blended course is to work backward from the final course goal to avoid a counterproductive focus on technology. While creating a blended course, integrating the online components and f2f classroom instruction requires the redesign of the course and the materials as well as the assignments, which necessitates a gradual process. Also, for such blended courses, online assignments which can be carried over to the classroom and back online should be created (Sands, 2002; Aycock, Garnham, & Kaleta, 2002). Aycock, Garnham, & Kaleta (2002) suggest that while designing the blended course, institutions should consider such questions as what is not working well enough with the current course, whether there is a way to replace that not-so-well functioning piece with an online component so that the learning outcomes would be improved and what could be done if the integration is not perfect the first time the BL course is taught, if the desired outcomes are not reached or some unforeseen negative outcomes might come up. Even experienced blended faculty feel it takes three iterations of a course to get the integration down (Futch, 2005; Aycock, Garnham, & Kaleta, 2002). Schools in Turkey including the higher education institutions have also been interested in educational technologies and have integrated technology into their teaching in varying degrees either following the available models or customizing them to fit their teaching contexts and to better cater for their learners’ needs.

1.2 Statement of the Problem

Institutions of higher education are increasingly adopting Blended Learning (BL), the combination of face-to-face (f2f) and technology-mediated instruction (Porter et al., 2014). Graham, Woodfield and Harrison (2012) proposed a framework to assist to effectively implement BL. The framework identified three stages of BL adoption as well as the key strategy, structure and support issues universities may address at each stage. The three identified stages are Awareness/Exploration, Adoption/Early Implementation and Mature Implementation/Growth. Porter et al. (2014) concluded in their study that

higher education institutions need to develop an infrastructure to facilitate BL adoption and they also need to provide adequate technical and pedagogical support for teachers and BL students who may lack the necessary skills to succeed in a BL environment.

A growing number of higher education institutions including language preparatory schools all around the world including Turkey have been adopting BL and modifying it to fit their own contexts. However, how well and efficiently online learning content is utilized by the students, whether or to what extent the assessment is done online in these BL environments, whether the online assessment tools have the same validity and reliability as the in-class assessment tools, how efficient administering both unassessed online tests for practice purposes and assessed online tests as part of the assessment plan are, whether online tests contribute to students' success in in-class exams and what students attitudes and perceptions toward online assessment tools have proven to be growing areas for research.

In many Intensive English Programs (IEP) in English preparatory schools in Turkey the digital components of course books are being exploited as a tool to integrate technology. However, students who have different computer literacy levels and different learner types may not benefit from such a blend equally and whether such differences are considered while implementing technology into IEP program to create BL environments poses a question as well. Likewise, the use of LMSs in preparatory schools to help create a BL environment is a huge task which require a needs analysis as well as careful planning and a meticulous implementation procedure. Whether the use of an LMS in a BL preparatory school environment contributes to success or not should be one of the research points for the studies aiming to improve the technology integration in such BL contexts.

In 2014-2015 academic year, the School of Foreign Languages (SFL) Intensive English Program (IEP), where the study was carried out, adopted the LMS, its learning, which was being exploited in the undergraduate, graduate and postgraduate schools of the foundation university to deliver content, to provide effective communication between students and the faculty, to submit assignments and to administer online tests.

In the SFL IEP, the BL programme was piloted in the summer school classes in 2013-2014 academic year, and upon having received positive feedback both from the faculty and the students piloting the tasks through the LMS, the SFL directorate decided to put the BL programme into practice in all levels. Namely, in the SFL IEP, the LMS started to be used to give students writing and speaking tasks prepared by the level coordinators in A1, A1R, A2, A2R, B1, B1R, B2 and B2R levels on a weekly basis. The initial idea behind this was to provide students equal speaking time and equal amount of teacher feedback so that they could get ready for the actual in-module Speaking Tasks (STs), and for the speaking tasks of both End of Module Assessment (EMA) and the in-house Proficiency Exam (PE) better. Students were given pictures, prompts or topics to write about or discuss orally through the LMS, and they were expected to submit their tasks to the platform in the open answer format by uploading their documents or videos or using the default voice recorder or camera of the LMS before the deadline. After the time allowance for the tasks was over, teacher checked the writings of the students holistically according to the separate writing and speaking criteria provided by the Testing Office. Contrary to the expected, students failed to follow deadlines, submit their pieces of writing to the LMS successfully, and do their tasks following the plagiarism rules. Since most students were detected to have plagiarised, the idea of giving writing tasks was reconsidered and eventually given up. It was also concluded that giving assessed writing tasks was time-consuming as it took teachers much longer to check, to provide individual written feedback and to submit the grade.

As for the Speaking Tasks (STs), every Monday students were provided with a speaking question either written or orally to discuss individually or a picture to talk about or describe on a weekly basis so that they could practise the target grammar structures and thematic vocabulary while talking about it and were expected to upload and submit their videos which they had recorded by using either the default video recorder in the LMS or their mobile phones within that specific week. Despite having a whole week to complete the tasks, students had the tendency to do it over the weekend. This made it impossible for the teachers and the Technology Enhanced Learning Unit (TELU) members to help them troubleshoot any technical problems that might come up while doing the tasks, and led to too many student complaints. Also, teachers who were provided with a criterion by

the Testing Office for standardization found it too time-consuming to open the videos, to watch and assess them individually, and submit students' grades first into the LMS and then into the institutional record keeping system. What was also unexpected was the fact that, students tended to cheat even while doing the speaking task as they read their responses from their mobile phones or from the paper rather than responding to the question orally. Eventually, just like writing tasks, the speaking tasks were abolished. Meanwhile, throughout the 2014-2015 academic year, all the supplementary materials worksheets, handouts and tests available in the Learning Centre started to be transferred into the LMS in PDF format to provide students with supplementary self-study materials and to help paper-reduction.

The tasks on the LMS were revised and piloted in the summer school of 2014-2015 academic year. The proposed use of the LMS was to provide a mandatory Weekly Online Work Quiz (WOWQ) based on the weekly supplementary material folders including vocabulary, listening, grammar and reading exercises as well as grammar PPTs and videos. The exploitation of the LMS in this way proved to be working and agreed upon, and in the subsequent 2015-2016 academic year, students were assigned WOWQs and they were required to go over the thematic supplementary materials parallel to what they were studying in their f2f classes within a week before they took the WOWQ of that specific week on the LMS. WOWQs were assessed activities and ten percent of the WOWQ average was added to the overall passing mark. In addition, new supplementary materials were added to the folders in all skills to create a materials reservoir. Students had problems with logging into the LMS, remembering their passwords, following the deadlines and submitting their WOWQs on time. Soon, it was detected that students in the same class started to achieve the same score in the same WOWQs. This urged the SFL directorate to revise the technology use once again, and in the summer school of 2015-2016 academic year a new BL programme to replace WOWQs was piloted. The Weekly Achievement Test Online Practice (WATOPs), which gave the students the chance to get ready for the weekly in-class exams, named Weekly Achievement Test (WATs) replaced WOWQs in 2016-2017 academic year. WATs included 1-5 questions from WATOPs or the ones similar to them. In the meantime, as part of the technology integration programme and gradual integration of BL, the idea of holding synchronous tutorial classes, writing

workshops, speaking club activities and proficiency tutorial sessions was also put forward and piloted in the summer school. Online tutorial sessions were held through the LMS. Students who joined the SOS Tutorials could score up to 5 Bonus Points in return for the correct answers they gave to the exercises they did at the end of each tutorial session and those bonus points were added to the overall passing grade of the students whose overall grade was between 60 and 65 so that they could become eligible to sit the EMA.

As of the beginning of 2016-2017 academic year, the LMS was exploited to provide students with weekly self-study supplementary materials folders and WATOPs, to submit their collaborative in-class tasks, to join SOS tutorials and to make appointments for face-to-face Learning Centre tutorials. However, it was sadly detected that the number of the students who did the WATOPs was quite low.

In addition to the aforementioned uses of the LMS and online tests, the blended learning programme in Prep-C level, enabled students to have their classes synchronously and to do tests under the supervision of their teachers on what they had covered in the so that they could be strategy- trained for the proficiency exam and given instant feedback.

The fact that very few students took WATOPs because it was not mandatory formed the need to investigate why students tend to ignore referring to the online supplementary materials and WATOPs, what the perceptions of students toward the online tests are and whether or not online practice tests contribute to the success of students' in in-class exams.

1.3 Purpose of the Study

The aim of this study was to find out what the perceptions of the students registered at the SFL IEP of a foundation university toward online tests are and whether online tests administered on a weekly basis through the LMS contribute to the success of students in in-class exams. It was also discussed whether identifying the reasons why online tests do not serve to their initial purpose and suggesting ways to augment the current blended learning program in which online tests are administered.

1.4 Research Questions

This case study addresses the following two research questions:

1. What are the perceptions of students registered in an English Preparatory School in a foundation university in Turkey toward online language practice exams administered through the institutional LMS to test Reading, Grammar, Listening and Vocabulary knowledge?
2. Do the online language practice exams administered through the institutional LMS to test Reading, Grammar, Listening and Vocabulary knowledge contribute to students' success in in-class tests in an English Preparatory School in a foundation university in Turkey?

1.5 Significance of the Study

According to Dziuban, Moskal and Hartman (2005), the number of universities utilizing blended courses is growing rapidly and some estimates are that between 80 and 90 percent of the course will someday be hybrid. It is also stated in the same study that the learners of the day have a more diverse profile in terms of being exposed to technology, being technology proficient and computer literate as well as being familiar with Web Technologies. These features of today's learners enable educational institutions including higher education institutions (HEIs) consider BL as a feasible method to integrate technology into learning to benefit from several of its advantages.

As Dziuban et al. (2005) stated many faculty and universities are now experimenting with courses that utilize both fully online and f2f instruction by combining online and f2f instruction to design a course that caters for the needs of their learners in a better way combining the best of both methods of instruction. BL courses make it possible for students to have access to the course materials that are made available on the Web or LMSs. This enables students to have access to the materials at their own convenience whenever they are available. Students can review what they have learned as much as they need according to their own learner profile and pace, which provides flexibility as well as the customization of learning by the learners themselves.

Given that the field of educational technologies is advancing rapidly, it is inevitable that more and more HEIs including the IEPs of language preparatory schools of universities will adopt BL. Eventually, whether online exams contribute to the success of students in in-class exams in BL environments will soon become an important focus of research and educational institutions including the IEPs of universities will sooner or later have to integrate technology into their courses to create their own blends to better cater for the needs of their students, considering the 21st century needs and skills. Consequently, research on student perceptions toward online exams will also gain importance and become an area to do more research to improve the validity and reliability of online assessment tools.

The first purpose of this study was to investigate whether online tests contribute to the success of students in in-class exams in the blended environment of the IEP program and the second objective was to explore student perceptions toward online tests. By studying the contribution of online tests to the success of students in in-class exams and the perceptions of learners toward online tests, this study aims to add to the current research available in the field of BL in language education in IEP in higher education (HE). It also aims to be useful in describing learners' perceptions toward online assessment tools, which needs to be considered carefully while designing blended language courses.

BL is adopted by educational institutions in many ways to suit their curriculum and learner profiles most. As stated by Kenney and Newcombe (2011) in their case study, online instruction can be blended with f2f instruction in several ways. Although Graham (2006) divided such blends into three different categories which were described as enabling blends that focus on convenience and accessibility, enhancing blends that augment but do not drastically change the pedagogical style, and transforming blends that change the instructional delivery to an active learning model, the blended model applied in the SFL EIP programme is unique in that it unites all the three with the aim of enabling learners to be more engaged with the course content.

1.6 Definitions

Blended Learning: Blended Learning (BL) is the learning through courses that combine F2F classroom instruction with online learning with or without reduced classroom contact hours (Hartman et al., 2007). As stated by Lim, Morris and Kupritz (2007), among the many definitions available, three representative definitions of blended instruction include: (a) a learning method with more than one delivery mode is being used to optimize learning outcomes and reduced cost associated with program delivery, (b) any mix of instructor-led training methods with technology-based learning, and (c) the mix of traditional and interactive-rich forms of classroom training with any of the innovative technologies such as multimedia, CD-ROM, video streaming, virtual classroom, email/conference calls, and online animation/video streaming technology.

Computer Assisted Language Learning: Computer Assisted Language Learning (CALL) is often perceived as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element (Davies, 2000). Levy (1997) defines CALL more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning". Levy's definition is in line with the view held by the majority of modern CALL practitioners.

Learning Management System: A Learning Management System (LMS) is a server-based software programme that interfaces with a data base containing information about users, courses, and content (Govender & Dhurup, 2014). An LMS provides a place for learning and teaching to occur within an integrated environment. Learning Management Systems (LMSs) have become important tools in educational institutions of all levels ranging from primary school to universities. They are also considered to be an effective instructional tool especially in higher education in undergraduate, graduate and post graduate levels and in distance education. Given this, LMSs have started to be used widely by educational institutions giving language instruction at all levels including language schools since they provide a virtual learning environment, facilitate student learning, bring variety to instructional activities, and provide practical solutions to administrative issues

such as keeping the records of student grades and absenteeism. LMSs can also be used to provide resources for students to enhance their learning experience and help them achieve movement (Ullman & Rabinwitz, 2004, as cited in Govender & Dhurup, 2014).

Technology Enhanced Learning: Technology Enhanced Learning (TEL) refers to the application of information and communication technologies to teaching and learning.

Vocabulary Checks: Vocabulary Checks were in-class exams prepared and administered by the Testing Office. The test content was based on what was covered from the thematic vocabulary and academic vocabulary lists as well as the grammar items and the book content studied in that specific week.

Weekly Online Work Quiz: Weekly Online Work Quiz (WOWQ) was an online test taken weekly through the LMS by the students who were expected to have completed exercises in the supplementary materials folders in the LMS. 10 % of the average of the WOWQs administered within a module was added to the overall passing grade of the students.

Weekly Achievement Test: Weekly Achievement Test (WAT) in an in-class exam which is prepared and administered by the Testing Office. The test content is based on what is covered according to the syllabi prepared by level coordinators. WATs contain up to 5 questions which are identical to or similar to the ones in WATOPs.

Weekly Achievement Test Online Practice: Weekly Achievement Test Online Practice (WATOP) is the online practice test provided weekly through the LMS for students who sit the in-class version of the test with the similar content. The WATOP results are not added to the overall passing grade, but guide students in terms of what they need to revise more before sitting the in-class exams, and therefore WATOPs are prepared by level coordinators and given for practice purposes only.

Chapter 2: Literature Review

2.1 Blended Learning

As indicated by Wells, De Lange and Fieger (2008), technology has significantly changed the ways education is delivered, the ways students learn, and the ways teachers teach. The use of technology in education has now made it possible to offer students opportunities to learn in many new and different ways, and the number of the technologies used in education is increasing day by day. Teachers who follow the recent advancements in the field of education and technology keep themselves updated by trying to integrate technology in teaching and learning in a meaningful and related way. Consequently, teachers have been interested in how they can integrate technology into their classroom instruction to provide their students with a more modern and better environment to teach and to create better learning opportunities for their students (Koehler, Hershey, & Peruski, 2004).

It is without doubt that providing students with a variety of better opportunities and enriched learning contexts in both real classrooms and virtual ones is now possible with the use of appropriate technologies (Chun & Plass, 2000). The individual teachers' integration of technology into their teaching is limited with their use of available Web 2.0 and Web 3.0 tools and educational technologies (Lal, 2011).

Educational institutions of all levels including higher education institutions (HEIs) have started to benefit from the Internet as a learning tool (Govender, Dhurup & Mudaly, 2014), and integrate technology into their curriculum as these tools support online learning through different activities. As cited in Basal, they have begun to implement internet – based classes (McCormick, 2000; as cited in Basal) into their teaching. Today the use of LMSs (Learning Management Systems) such as Blackboard, Moodle and Itslearning makes it possible for educational institutions to integrate technology into their curriculum (Sife, Lwoga, & Sanga, 2007) and to build their own BL environments.

BL has been defined in many ways. Ross and Gage (2006) define BL in such a way to differ web-enhanced and technology-enhanced courses integrating online supplementary materials into face-to-face courses without reducing the number of face-to-face contact hours (as cited in Graham, 2006). While hybrid courses are described as courses where in-class time is replaced by online course work at varying degrees, Picciano (2002) describes BL as a method of instruction which combines web-based instruction with face-to-face instruction. Minocha (2005) defines BL as a mixture of various instructional events and activities such as information, interaction, simulation, games, collaborative learning, and classroom-based learning. According to Mitchell and Honore (2007), BL involves multiple methods and approaches, commonly a mixture of classroom and e-learning. According to Graham (2006), BL can be defined as a combination of face-to-face instruction with computer-mediated instruction. Graham (2006) also singles out the following three definitions of BL among many others: (a) BL is integrating instructional modalities or delivery media (Bersin & Associates, 2003; Orey, 2002a, 2002b; Singh & Reed (2001); Thomson, 2002), (b) BL is mixing instructional methods (Driscoll, 2002; House, 2002; Rossett, 2002), and (c) BL is integrating online and offline instruction (Reay, 2001; Rooney, 2003; Sands, 2002; Ward & LaBranche, 2003; Young, 2002).

Carman (2002) states that BL theory originates from the merging of three basic philosophies of knowledge and skill acquisition, cognitivism, constructivism and performance support theory by Gery. Cognitivism theory, which is defined by Keller, Gagné, Bloom, Merrill, Clark and Gery, focuses on understanding the way in which the human mind works (cognitive behavior) in relation to the various mental states in which it can exist. Constructivism theory by Keller, Piaget, and Vygotsky deals with how individuals develop knowledge as a result of the various experiences to which they are exposed (Barker, 2004). The performance-support dimension of BL is more concerned with the development of skills (both physical and cognitive) and how different types of performance aid can be developed to overcome fundamental human limitations with respect to the different types of task that they undertake (Barker, 1995; Barker, van Schaik and Famakinwa, 2007).

Carman (2002) also defines the five key elements of BL as (a) live events, (b) online content, (c) collaboration, (d) assessment, and (e) reference materials. Live events are comprised of synchronous learning activities led by instructors and all learners are expected to participate in these live events. Online content is necessary to create a learning environment in which learners complete the constituents of the content at their own speed and on their own time individually. Collaboration is provided through e-mails, threaded discussions and online chat so that learners can communicate with each other in BL environments. Assessment is important as a measure of learners' knowledge. Before live or self-paced events, pre-assessments can be administered to determine prior knowledge and after scheduled or on-line learning events, post-tests can be given to measure learning transfer. To enhance learning retention and transfer, materials such as PDA downloads and PDFs can be provided.

2.2 Blended Learning in Higher Education (HE)

Blended learning has become widespread among educational institutions in all levels including HE (Garrison & Vaughan, 2008). Bender (2003, p.6) states in his book that research points to the fact that through BL, students become far more active in their own learning, feeling more technologically empowered and able to learn anywhere and anytime in the manner that best suits their life style (Alpala and Flórez, 2011). In addition, Bersin (2004, p.8) says that BL is the combination of different training media (technologies, activities, and types of events) to create an optimum training program for a specific audience (as cited in Alpala & Flórez, 2011).

Osguthorpe and Graham (2003) state that in BL environments, instructors and designers should focus on the following questions while designing a well-balanced harmonious BL course and determining its delivery method: (a) How often will f2f classes be organized? (b) how often will assignments online be given? (c) What will the objectives of f2f meetings and the online experiences be? (d) How often will students and teacher interact on the discussion board? (e) What will be the objective of online discussion board interaction? (f) How will the learning community be built during both f2f and online contact? The answers to these questions will determine a different way of harmonizing

delivery methods peculiar to that specific institution where the BL course is planning to be implemented. Osguthorpe and Graham also identify the six reasons for using BL as pedagogical riches, access to knowledge, social interaction, personal agency, cost-effectiveness and ease of revision.

Kenney and Newcombe (2011) carried out an action research study of the BL piloted at a university to provide information and assistance to other faculty and administrators planning to use BL, and explored (a) whether BL improved student learning, (b) whether it increased student involvement in the course and engagement in the course materials, (c) whether students felt more prepared for in-class activities after learning the content online, (d) whether BL increased student participation during f2f classes and (e) whether BL increased student interest in the materials and overall satisfaction in the course. The data were collected through the exam results, a survey, informal f2f class observations and course viewing statistics from the LMS. The results of the study revealed that students in the BL environment learned the content, and both student engagement and interest increased. 35 percent of the students preferred BL format and 25 percent preferred face-to-face instruction while 39 percent were not sure which one they preferred. Based on the results of their study, Kennedy and Newcombe suggested: (a) pilot testing BL before implementation, (b) conducting an action research to explore the effectiveness of the piloting, (c) getting professional support in the field of course development, (d) training on BL for both learners and instructors, (e) collaborating with other faculty with more BL experience, (f) taking time in the implementation of BL, (g) providing both learners and instructors with an easy-to- navigate LMS, (h) providing orientation sessions and training to familiarize users with the LMS, (i) providing technical support and (j) giving learners support by assigning homework and tasks in steps and by reminding learners about the due dates to help them stay on task.

Lim and Wang (2016) state that HEIs have adopted BL approach to enhance the quality of learning and teaching, and cite that BL has been promoted and encouraged in an increasing number of HEIs (Graham, Woodfield, & Harrison, 2013; as cited in Lim & Wang, 2016). They define BL as the deliberate fusion of the online (asynchronous and/or synchronous) and f2f contact time between instructors and students and/or between

students in a course. In their book, Lim and Wang present a holistic BL framework with eight strategic dimensions including (a) vision and philosophy, (b) curriculum, (c) professional development, (d) learning support, (e) infrastructures, facilities, resources and support, (f) policy and institutional structure, (g) partnership, and (h) research and evaluation. While designing their own BL environments and integrating BL into their courses, HEIs go through processes to create their own blends to suit their learner profiles and learning objectives considering the aforementioned eight dimensions.

2.2.1 Blended Learning in English Teaching / Learning Contexts. In terms of teaching languages, both institutions and individual teachers have become interested in integrating technology into their lessons more and more (Seljan, Banek, Spiranec, & Lasic-Kasic, 2006, as cited in Basal, 2015). Blended Learning has become popular in teaching English as a second language as it enables learners to be actively involved in their learning and offers learners a variety of content through a variety of tools using technology.

Alpala and Flórez (2011) state that BL has become one of the most common ways to teach in EFL environments due to its double component, which integrates f2f classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. However, Bugon (2016) conducted a qualitative study on learner experiences of BL, and collected data through an open-ended semi structured interview with a small group of 10 EFL learners. Bugon found that although the idea of BL is increasingly popular in language education, language learners face multiple problems when they are left one-to-one with computer and these problems are connected with the difficulty, time constraints, lack of feedback and lack of support as well as motivational issues. Therefore, learner profiles, learner needs, the content and the layout of the BL courses should be carefully considered before implementing BL strategies.

Hubackova et al. (2011) consider BL as a combined teaching methodology which combines standard f2f teaching with e-learning. In their descriptive study, they explain how they created their BL environment to exploit e-learning courses for tourism management students to teach translation and written business English through WebCT

virtual learning environment. Hubackova et al. concluded that BL (a) enables the use of different methods and media in foreign language teaching, (b) improves learner-learner and learner- instructor communication and (c) enables flexibility as learners can study at their own convenience.

Stockwell (2012) defines computer-assisted language learning (CALL) as an approach to teaching and learning languages. CALL necessitates the use of computers and other technologies to present, reinforce, and assess material to be learned. Such use of technology is also a requirement to create environments where teachers and learners can interact with one another and the outside world.

Neumeier (2005) defines BL as a combination of f2f and computer assisted learning (CAL) in a single teaching and learning environment. She suggests that CAL and f2f interaction are the two basic modes that shape the learning process. Neumeier also presents guidelines for designing BL environments for language learning and teaching regarding (a) mode, (b) model of integration, (c) distribution of learning content and objectives as well as assignment of purpose, (d) language teaching methods, (e) involvement of students, tutors and teachers, and (f) location. BL courses have the potential to foster successful language learning on condition that participants' needs and abilities are carefully analyzed before such courses are designed. Neumeier's guidelines present a flexible framework for a user-friendly and effective design of a BL environment for language learning.

The mixed method descriptive case study by Grgurović (2011) focuses on a BL model following Neumeier's (2005) guidelines. Grgurović's BL environment comprised of f2f instruction and the use of CALL materials through an LMS. Analyzing the data obtained from the interviews, surveys and observations regarding 17 participants registered at an IEP, Grgurović concluded that (a) all language skills could be incorporated with the use of LMS technology, (b) online speaking and pronunciation activities were helpful, (c) lab activities implemented as part of the BL program were engaging and motivating for less attentive learners to gain control of their own learning.

Larsen (2012), who employed a mixed-methods study involving quantitative and qualitative data collection from 41 ESL students and five ESL teachers, cites that there are several learning outcomes of BL use including reducing dropout rates, raising exam pass rates, raising student grades and improving student understanding (Amaral & Shrank, 2010; Boyle, Bradley, Chalk, Jones, & Pickard, 2003; Coolopy & Arnold, 2009). The results of Larsen's study revealed that to reach such outcomes, BL courses should be designed carefully to provide precise infrastructure, teacher training, materials preparation pertinent to the BL course and timely technical support.

BL courses through LMSs have been quite a popular trend in ESL and EFL contexts including HEIs. The research done in the field has brought about some concrete evidence that LMSs can be utilized to offer a wide variety of online materials and activities to students to help them with their courses. Liu (2013) carried out an action research in her Academic English Writing Course (AEW), employing qualitative and quantitative methods. In her study, Liu applied BL which, as Grgurović (2011, p. 100) defined, refers to as “f2f teaching and learning supplemented by an online CALL component” delivered through an online classroom platform developed and maintained by the university. In Liu's blend, the students met in the classroom for their AEW course once a week (90 minutes) with the instructor (traditional classroom teaching and learning) and spent at least one hour in the computer lab or in their dormitories working on CALL materials through the LMS. To stimulate students' motivation and interest in academic English writing, the AEW course in Liu's study adopted BL, technology was integrated into traditional classroom teaching and learning, to prove that it clearly had many advantages over using online or traditional formats (Bahrani, 2011; Wold, 2011; as cited in Liu, 2013). Processing the data from the questionnaire in her study, Liu concluded that the LMS motivated students to become more independent and autonomous learners, and her findings were similar to those of Fidaoui et al. (2010), Bahrani et. al. (2011) and Leakey and Ranchoux (2006) all of whom discovered that BL enhanced student motivation and promoted learner autonomy with the use of the multimedia environment.

In her action research, Liu (2013) also investigated how the use of hypertext, hypermedia, and multimedia through the LMS facilitated teaching and learning and

whether the BL environment is more motivating and inspiring than the traditional teaching and learning environments. Providing a variety of reading texts at varying difficulty levels, Liu aimed to enable students to build background information upon which they could base their ideas while writing academic paragraphs and essays. She supported the idea that the writing competence could be best derived from large amounts of reading of the target language. Liu maintained that writing competence could be best derived from large amounts of reading of the target language and her idea was supported by many other researchers like Machin and Ward (2007) and Shanahan and Lomax (1986). Liu presented her students with lots of articles from academic journals on diverse subjects to read and model on during the process of the AEW course in her study. However, the limitation of Liu's study was that Liu had not applied a pretest and posttest to compare the results to judge whether so many reading activities had helped learners to produce better academic essays. Therefore, it is not possible for Liu's study to reach a conclusion on whether online materials contributed to learners' academic success or not.

Ghahari and Ameri-Golestan (2014) studied the effects of BL on Iranian EFL Learners' Writing in a language institute in Isfahan in an experimental study in which the experimental group was exposed to BL and the control group experienced classroom learning. Studying the results, Ghahari and Ameri-Golestan concluded that it is completely possible to integrate traditional classroom and modern technology to enhance learners' performance in any of the skills and sub-skills of foreign language learning, especially writing.

Besides, the results of the study by Ghahari and Ameri-Golestan (2014) are completely in line with the previous research on BL in that BL has positive influences on (a) student performance (Ladyshevsky, 2004; Motteram, 2006), (b) student participation and motivation (DeGeorge-Walker & Keefe, 2010; Lopez-Perez, Perez-Lopez & Rodriguez-Ariza, 2011; Ugur, Akkoyunlu & Kurbanoglu, 2011), (c) increased access to learning resources, (d) flexibility (Macedo-Rouet, Ney, Charles & Lallich-Boidin, 2009), (e) cost-effectiveness (Herman & Banister, 2007), and (f) more active and deeper learning (Bonk, Kim & Zeng, 2006; Cooner, 2010) in comparison with traditional classes (Donnelly, 2010; Woltering, Herrler, Spitzer & Spreckelsen, 2009).

Challob, Bakar and Latif (2016) carried out a qualitative case study on the influence of BL on EFL students' writing skills and writing performance in an international school in Malaysia. The data collected through pre- and post-study semi-structured interviews and pre- and post-study descriptive writing tasks revealed that integrating online discussion and learning activities with in-class learning activities in an EFL writing context (a) enhances students' positive feelings towards writing, (b) decreases their writing apprehension and (c) improves their writing performance (Challob, Bakar & Latif, 2016). The findings of their study also revealed that there is a positive effect of the use of BL on improving students' writing apprehension and their writing performance as the majority of students experienced positive improvements in their writing skill and all of them noticed a remarkable improvement in their writing performance. Consequently, Challob, Bakar and Latif attributed this result to the various psychological and pedagogical factors present in the BL environment through the LMS.

In her experimental action research study in a freshman EFL course at a foundation university in Istanbul, Turkey, Kocoglu (2010) involved WebQuest writing activities to provide extra materials and more variety for brainstorming and more student involvement and motivation in writing classes. The results of her study proved that the writing practice in her experimental WebQuest class was totally different and motivating as the students first needed to surf the Web materials to find the related materials and then carried out various types of writing tasks through Web exploration. Consequently, they became more motivated and involved. Kocoglu concluded that teachers, therefore, should provide plenty of relevant and elaborate online writing input to expose students to the intended study content" (Chuo, 2007, as cited in Kocoglu, 2010).

An experimental study by Adas and Bakir (2013) on whether using an LMS in a BL environment can help students overcome writing difficulties revealed that by exploiting the materials presented through Moodle, students achieved to score higher. The researchers did the study with a group of Palestinian EFL second and third year undergraduates and the LMS they used was Moodle. Analyzing the data collected through the students' writing exam results, the researchers also concluded that students in the experimental group performed better than their peers in the control group because the

students stated that they enjoyed their BL experience with online instructions and illustrations rather than other classroom activities using technology. By practicing a variety of materials presented through the LMS, they improved their writing, spelling, grammar, punctuation marks and capitalization significantly better, and could write better-developed coherent paragraphs (Adas and Bakir, 2013).

2.3 Implementation of Blended Learning

Garrison and Kanuka (2004) distinguish BL from other online learning formats such as technology-enhanced classrooms and fully-online learning environments saying that BL is the integration of classroom f2f instruction with online learning experiences. BL has the potential to transform traditional HE environments. Garrison and Kanuka emphasize the importance of providing meaningful educational experiences using the available Internet information and communication technologies and give the example that asynchronous computer-mediated conferencing supports flexibility, reflection, interpersonal and teamwork skill development, motivation and collaborative learning environments. Garrison and Kanuka also point out that while implementing BL, institutions should (a) decide on a policy for BL course delivery, (b) plan their BL courses according to their policy, (c) provide resources to implement BL courses, (d) sustain effective BL environments, (e) schedule flexible BL courses to cater for the needs of their learners, and (f) provide training and support for their learners and faculty.

Wilson and Smilanich (2004) list the advantages of BL as the opportunity to provide training at a wider range, the ease of implementation, cost effectiveness, applicability to the fields of business, the capability of catering for diverse needs of learners, and the prospect of providing improved training solutions according to needs and budgets. They also state that the way each institution implement BL vary in many ways because BL is implemented considering what the needs of learners are, how the solutions to the needs can be worked out and how the solutions to the needs can fit the learning context. In addition, Wilson and Smilanich suggest (a) determining the needs of both the institution and the learners, (b) setting proper objectives for the BL program, (c) designing the BL

program, (d) designing training solutions for faculty and learners, (e) implementing the BL program, and (f) evaluating the results of the BL program.

To explore the key issues for adoption and implementation of BL in HE, Graham, Woodfield and Harrison (2013) investigated six cases of BL representing institutions at different stages of BL adoption including (a) awareness/exploration, (b) adoption / early implementation and (c) mature implementation/growth stages. They reached the following conclusions: (a) institutions at awareness / exploration stage considered BL as a solution to organizational challenges such as rapid growth, lack of physical infrastructure and increased flexibility for faculty and students, and as a potential method to improve student learning, (b) institutions at adoption/early implementation stage which had already implemented BL were in the course development process during which they refine and restructure their course and clarify activities, and (c) institutions at mature implementation/ growth stage which had already made BL one of their regular operations were working on how to improve it by evaluating their BL courses.

Porter, Graham, Spring and Welsh (2013) followed the framework by Graham, Woodfield and Harrison (2012), which also identifies key strategy, structure and support issues regarding BL adoption and implementation. They applied this adopted framework to eleven HE institutions with an aim to achieve (a) enhanced pedagogy, (b) increased access, (c) flexibility, (d) improved cost-effectiveness and (e) resource use. Porter et al. concluded that (a) institutions need to develop BL advocates to build a shared implementation vision, obtain necessary resources and attract potential adopters, (b) institutions should define BL structure for potential adopters and also allow them to make pedagogical decisions, (c) an infrastructure should be developed so that BL could be facilitated, and (d) technical and pedagogical training should be provided to transform f2f courses to BL courses.

Kirkwood (2014) states that BL is becoming more and more widespread in HE. He examines some key factors in technology utilization in (HE). He adds that if HE institutions aim to implement BL programs successfully, they need to decide on their policies regarding (a) infra-structure and technical support, (b) student assessment, (c)

developing the digital literacy of students appropriate for HE objectives, (d) professional development of academic staff and (e) advancing a scholarship agenda for the faculty who implement BL into their instruction should be developed. He also points out that individual teachers and institutions determine their own method to utilize technology and this determines the contextual circumstances of a BL environment. In other words, the way technology is used to enhance learning and create a BL environment can also transform educational processes.

In his study, Caner (2010) provides a BL model for pre-service teaching practice course in ELT in a government university in Turkey, and his study gives details on how to implement BL in a teaching practice course. The objectives of Caner's model are (a) enhancing the quality of teaching experiences of pre-service ELT teachers, (b) providing an online platform where ideas and materials relevant to ELT can be shared, (c) creating a learning environment to encourage pre-service teachers to collaborate, cooperate and share with their peers and communicate more effectively. The results of Caner's study revealed that BL environment enables learners to reach the course content more easily, to share materials, and to get feedback from each other and from their instructors. Another finding of Caner's study was that such BL courses not only create a collaborative learning environment but also enhance communication and interaction.

Kırkgöz (2011) studied the design and implementation of a task-based ELT Speaking freshman course in a BL environment. She found that students improved their speaking skills better in the BL environment and their perceptions of technology use was positive. The results of Kırkgöz's study revealed that students (a) became more aware of their own mistakes, (b) could track their own language development and progress, (c) improved their speaking skill more in such a BL environment, and (d) became more meaningfully engaged in interaction.

2.3.1 Course Design in Blended Learning. Course design in BL shows variety since there are too many variables institutions need to consider while developing courses. Valiathan (2002) explains that National Institute of Information Technology (NIIT) divides BL into three categories as (a) skill-driven learning, (b) attitude-driven learning,

and (c) competency-driven learning. Skill-driven learning combined self-paced learning with instructor or facilitator support so that learners can develop some specific knowledge and skills. Attitude-driven learning, however, combines various events and delivery media to enable learners to develop specific behaviors. On the other hand, competency-driven learning provides both a blend of performance support tools with knowledge management sources and mentoring so that learners can develop competencies.

Badrul Khan (2001) lists the eight dimensions and sub-dimensions of the E-Learning Framework as: (a) the institutional dimension, (b) the pedagogical dimension, (c) the technological dimension, (d) the interface design, (e) the evaluation for e-learning, (f) the management of e-learning, (g) the resources support and (h) the ethical considerations of e-learning. The institutional dimension deals with the issues of administrative affairs such as accreditation, budgeting, investment and information technology services as well as student services like course and program information and tutorial services related to e-learning. The pedagogical dimension of e-learning covers teaching and learning issues regarding course objectives, course content, course design and medium of e-learning environments. The technological dimension of the framework concentrates on issues of technology infrastructure in e-learning environments. This includes infrastructure planning, hardware, and software. The interface design framework mentions the overall look of e - learning programs such as content design and navigation. The evaluation for e-learning framework includes the assessment of learners as well as the evaluation of the instruction and learning environment. The management of e-learning deals with the maintenance of learning environment and the distribution of information. The resource support dimension of the framework concentrates on the online support for instructors and learners and both online and offline resources. The ethical framework considers issues like plagiarism and copyright.

Singh (2003) considers Badrul Khan's (2001) framework as a guide to plan, develop, deliver and evaluate effective BL programs. He asserts that the main objective of institutions must be to deliver the right content in the right format to the right audience at the right time, which requires the combination of multiple delivery media complementing each other. In this sense, BL is a mixture of f2f instruction based on events

and both synchronous and asynchronous learning. Singh redefines BL as a learning method combining one or more dimensions such as (a) blending off-line and on-line learning, (b) blending self-paced and live collaborative learning, (c) blending structured and unstructured learning, (d) blending custom-content with off-the-shelf content and (e) blending learning, practice and performance support.

Parallel to what Aycock et al (2002) suggest, Boyle, Bradley, Chalk, Jones and Pickard (2003) also recommend a full course redesign for effective BL. During their research, Boyle et al. work in a team to plan the BL course by getting field expert support on how to exploit the online learning environment and how to produce online teaching content. They also made decisions on how to cater for the learners' needs by arranging tutorial courses and providing technical support. The results of the study revealed that (a) the BL environment contributed to students' success and encouraged them to attend classes more, (b) BL implementation required a stable and gradual transition of familiar or new features of the course, (c) it is crucial that the BL environment be evaluated so that necessary improvements and changes in the delivery of the course can be made gradually.

In their book, Garrison and Vaughan (2008) outline seven blended learning redesign principles and explain the professional development issues essential to the implementation of BL designs. They present six illustrative scenarios of BL design, offer practical guidelines for BL redesign and describe techniques and tools for engaging students. Garrison and Vaughan also provide a redesign guide for BL, which describes the analysis, design, development, implementation and evaluation phases.

Orhan (2008) investigated how to redesign a HE f2f course in a BL environment. The results of her study showed that in a blended environment there should be a balance (a) between online and f2f activities and between online access to knowledge and f2f human interaction. Orhan concluded that BL help students boost their motivation, take on more responsibility on their learning and improve their motivation. Orhan also found evidence that in a BL environment more time can be devoted to guiding students and less time can be spent on course content delivery.

Mc Gee and Reis (2012) focus on BL course design examining the available best practices to answer their research question of what patterns and effective practices of BL course design there are to reveal the common principles of BL courses with regard to the design process, pedagogical strategies, classroom and online technology utilization, assessment strategies, course implementation and student readiness. The findings of their study revealed that (a) design and redesign processes should be based on what has been done in the traditional classroom and what can be done in the multiple delivery modes of BL and (b) institutions should choose and adopt the BL model which suits their institutional goals most. They also found that (a) active learning should be emphasized, (b) objective assessments strategies should be applied, (c) continuous interaction between learner and learner and /or learner and instructor should be promoted, (d) classroom technologies should be considered as an integral part of the BL environment, and (e) there should be some institutional processes to understand how the course redesign process is working and what can be done to facilitate the process.

Gediz, Kiraz and Ozden (2013) studied the design, development and implementation processes of a BL course. They investigated the critical matters in the design of a BL environment including how to catch students' interest, how to promote participation and collaboration, how to provide flexibility, how to offer communication opportunities, how to arrange the content and how to supply technical support. Gediz, Kiraz and Ozden found that (a) the design and development of a new BL environment depend on the pedagogical principals shaping the new and improved pedagogy for BL, (b) BL environments provide instructors with a role to facilitate learning, (c) BL courses should be organized carefully so that the online materials can serve as an available resource to f2f classes, (d) all sorts of interaction should be considered critical in BL environment designs, (e) flexibility should be an important feature of BL courses, (f) the BL environment should offer practical ways of keeping track of students' progress and (g) BL environments should catch students' interest.

2.3.2 Delivery of Blended Learning. Singh and Reed (2001) proposed six combinations through which BL can be delivered through offline and online learning so that self-paced, live, and collaborative learning can be achieved. The learning in such BL

environments can be both structured and unstructured and customized content peculiar to the BL course can be delivered both online and in f2f classes. Synchronous physical formats, synchronous online formats, and self-paced, asynchronous formats can be mixed to deliver BL courses. Such BL delivery is preferred for: (a) improved pedagogy, (b) easy access to knowledge, (c) more interaction among learners, (d) personal presence, (e) cost effectiveness, and (f) ease of revision of learning content. Instructor-led classrooms and lectures, hands-on laboratory activities, workshops and field trips can be held while delivering the BL courses. Likewise, online meetings, virtual classrooms, web seminars and broadcasts, instant messaging and conference calls can be exploited while delivering the BL course through synchronous online formats. As for the self-paced asynchronous formats, documents, web pages, web and/or computer-based training modules, assessments, tests, surveys, simulations, electronic performance support systems (EPSS), video recordings of live events, online learning communities and discussion forums as well as distributed and mobile learning formats are used during the delivery of the BL course. (Singh and Reed, 2001).

Bersin (2004, p.8) says, “BL delivery includes the combination of different training media (technologies, activities, and types of events) to create an optimum training program for a specific audience”. He explains that the term “blended” originates from the notion of supplementing traditional instructor-led training with other electronic media and describes two delivery formats: (a) “program-flow” model and (b) “core and spoke” model. Program-flow model requires students to follow a sequence of learning events tied to a variety of media pertinent to the tasks. Core and spoke model, however, enables learners to start their learning experience with a common learning event and encourages them to continue their learning in different directions depending on their personal needs.

Lim et al (2007) state that BL has started to be popular and widespread increasingly in academic institutions and give three alternative definitions to BL which include: (a) a learning method with more than one delivery mode being used to optimize learning outcomes and reduced cost associated with program delivery (Singh and Reed, 2001), (b) any mix of instructor-led training methods with technology-based learning (Bielawski and Metcalf, 2005), and (c) the mix of traditional and interactive-rich forms of classroom

training with any of the innovative technologies such as multimedia, CD-ROM, video streaming, virtual classroom, email/conference calls, and online animation/video streaming technology (Thorne, 2003). In their multi-method research, Lim et al. investigated (a) whether learners in online and blended delivery formats show significant differences in learning and learning application before and after the course, (b) what the perceived differences in instructional satisfaction, learning, and application of learning between learners in blended and online delivery format are and (c) what the reasons for facilitating or inhibiting the learners' learning and learning application in blended and online delivery group are. Their study revealed that (a) there was a significant increase in perceived and actual learning of students in the BL environment, (b) learners in online delivery format had more to study but less support than those in blended delivery format in terms of workload, (c) BL environment was identified as the most influential for learning as it gave the learners the chance to reach clear and concise learning content and to review and repeat it, (d) BL content enabled learners to use what they had learned during class activities, assignments, and for other classes or personal situations, (e) the instructional activities in both online and BL environments were found helpful for learning. Based on the findings of their study, Lim et al. concluded that the psychological aspect of blended and online courses should be considered carefully to prevent learners from feeling isolated and unsupported when compared to f2f instruction. To provide psychological support for the learners in BL environments, they suggest the inclusion of such instructional activities and collaboration opportunities that learners could feel more engaged with their peers and instructors. What they also suggest in terms of instructional strategies are (a) answering learners' questions immediately, (b) providing timely technical support, (c) giving informal ungraded short tests and quizzes to check comprehension of the course content frequently, and (d) informing learners about their progress in the course regularly to motivate them.

In her case study, Poon (2013), investigated the use of BL as a delivery method at a university in the United Kingdom. Poon reached the conclusions that management support and allocation of resources are of utmost importance for the successful delivery and implementation of BL and that BL encourages active learning. She also concluded that successful delivery of BL should include giving prompt feedback as well as offering a

variety of course-related content and flexibility. According to Poon, it is also important for lecturers to pay careful attention to when and how to deliver materials online. Poon also recommends that a BL course should (a) match the f2f course, (b) supply relevant content, (c) provide flexibility, (d) be planned carefully considering students expectations and preferences in terms of reaching and using the online content, and (e) be designed in such a way to support and appeal to learner preferences and learning styles.

In EFL classes, BL is generally facilitated through LMSs for a variety of purposes such as (a) following the student progress, (b) blog writing to enhance students writing skills, (c) assessing students through tests and quizzes, and (d) communicating with students through synchronous chat (Yu, Sun & Chan, 2004). LMSs today offer a variety of applications in one platform. For instance, LMSs such as Itslearning make it possible for teachers (a) to keep the attendance, (b) to share documents, (c) to give tests and feedback, (d) to communicate with students, and (e) to follow student progress. As Snodin (2013) states, what LMSs provide EFL teachers is the way to organize online content providing students with the chance to reach these learning resources at any time or place in their own convenience and this results in student autonomy (as cited in Toland, White, Mills & Bolliger, 2016). Likewise, students in the BL environments can use an LMS for similar purposes.

Kasghari and Asseel (2014) did a research to investigate how effective the institutional LMS, Blackboard, was in terms of collaboration and interactivity and how it could be exploited in the BL environment of an undergraduate EFL course at a public university in Saudi Arabia. The findings of their research revealed that there are several advantages of using an LMS in BL as it enables learners (a) to access the materials easily, and (b) to improve their listening and speaking skills.

2.3.3 Student Involvement and Autonomy. Learner autonomy has been defined by several researchers. Snodin (2013) quotes the definitions of learner autonomy as (a) the ability to take charge of one's own learning (Holec, 1981), (b) a matter of the learner's psychological relation to the process and content of learning (Little, 1991), (c) a situation in which the learner is totally responsible for all the decisions concerned with his or her

learning and the implementation of those decisions (Dickinson, 1992), (d) a recognition of the rights of learners within educational systems (Benson, 2011), and (e) a process of 'self-determination' and 'self-regulation' (Ryan, 1991).

Littlewood (1996) differs 'proactive' and 'reactive' learning by defining 'proactive autonomy' and 'reactive autonomy'. If learners can take charge of their own learning, determine their own objectives, select methods and techniques and evaluate what has been acquired, they are described as 'proactively autonomous' (Holec, 1981). However, Littlewood describes 'reactively autonomous learners' as learners who can organize their resources autonomously to reach their goals. Taking the fact into consideration that BL environments encourage collaborative learning, proactive autonomy enables learners to set their own agenda for learning.

According to Henderson and Cunningham (1994), when learners are motivated enough, they can be involved in the learning content so that they can utilize the features of technology in their BL environment effectively and efficiently. This also means that such learners can develop their self-regulatory and communication skills by interacting with other learners and instructors. They also have the ability to decide what they need to study when and whether they need help with their learning. They can determine where and how to look for help as well.

Lynch and Dembo (2004) studied the relationship between self-regulation and on-line learning in a BL context to investigate whether learners' self-regulation skills can predict their academic success. They focused on five self-regulatory attributes and examined whether success in a BL environment can be attributed to these five self-regulatory attributes, namely to motivation which is directly related to self-efficacy and goal orientation, Internet self-efficacy, time management, study environment management and learning assistance management. Lynch and Dembo reached the conclusion that self-regulated learners can manage their study time and study environment in a BL environment. They also add that autonomous learners are capable of deciding whether they need assistance from others during their learning experience. The results of Lynch and Dembo's study also revealed that intrinsic goal orientation, self-efficacy for learning

and performance, time management, study environment management, help-seeking and internet self-efficacy are correlated with learner's involvement and success in a BL environment.

Little (2007) sets the three major principles of language learner autonomy as (a) learner involvement, (b) learner reflection and (c) target language use. In his study, he aims to prove that language learner autonomy development and the growth of language learning proficiency are integrated with each other and explains what should be done to develop autonomous language learners. Little relates learner autonomy with constructivist learning theories. He says that formal learning contexts require adopting exploratory, interpretative and participatory pedagogical procedures to construct knowledge and that such procedures give learners some roles enabling them to take control of their own learning. Little concludes that learner autonomy is one of the major aspects of language learning and teachers are responsible for creating the context in which learners can become autonomous.

Benson (2007) states that learner autonomy can be enhanced through computer assisted language learning (CALL) technologies and distance learning. He focuses on the question whether engagement in language learning beyond f2f instruction can foster learner autonomy. Benson concludes that whether there is a need for teacher support in such environments including BL contexts should be investigated.

Bernard et al. (2009) investigated how to measure self-regulation in online and BL environments. They say that online and BL environments leave out the limitation of place, time and physical materials and this enables students to take control over when, what and how to study. Bernard et al. also state that autonomy is critical for success in online and BL contexts. The results of their study revealed that (a) given that blended and online courses are becoming more and more popular, self-regulatory processes in online and BL environments will play an important role in student success, and (b) applying an online self-regulated learning questionnaire will guide not only administrators on how to online and BL courses to facilitate self-regulatory thinking skills but also students on how they can develop and improve these skills.

Sanprasert (2009) investigated whether or to what extent BL environments in EFL contexts enhance autonomy. The findings of his study showed that the BL environment created by the integration of a course management system encouraged students to take control of their own learning. Snodin found that learning to work cooperatively, being engaged in independent study and organizing how to use the available resources under the guidance of teachers enabled students to develop reactive autonomy. Another finding of his study was that unlike the traditional f2f language classrooms, BL environments provide more space and conditions for learner autonomy.

In BL environments, student involvement can be provided by offering a variety of materials, improving communication between learners and lecturers as well as among learners and providing feedback. Student involvement in BL courses enhances student-student and teacher-student communication. For example, the use of the voice recording message tools and instant message tools makes communication flow much quicker and much more convenient, and this reduces the anxiety levels of students.

One of the positive outcomes of BL environments is student involvement through online activities that help learners become more autonomous learners. As learners become autonomous, they gain self-confidence and feel more motivated. Liu (2013) points out as one of conclusions of her study that the course teacher's reflections and student evaluation revealed that the students highly appreciated and benefited from their BL environment in varying ways as it helped (a) to increase student-student and student-teacher interactions, (b) to reduce or even eliminate communication anxiety, (c) to motivate the students to become (more) independent and autonomous learners, and (d) to enhance learners' academic English writing ability. Liu's (2013) findings were similar to those found in numerous existing studies (Kessler & Bikowski, 2010; Kupetz & Ziegenmeyer, 2005; Roed, 2003; Vinther, 2011; Wiebe & Kabata, 2010, as cited in Liu, 2013).

Snodin (2013) investigated the effects of BL on the development of autonomous learning in English language learning contexts. His case study revealed that the BL environment in which the study was executed affected each participant to a different degree in terms of learner autonomy. The findings of his study showed that some students

who had no autonomous behaviors in their f2f classrooms behaved autonomously in the BL environment, and that some students were autonomous both in f2f and online classes. Snodin's findings proved that BL environments (a) provide learner engagement appropriate to their own situation and circumstances, and (b) enable learners to work at their own pace by choosing their own materials from among the available ones. His study also concluded that autonomy could be learned as a process during the learning development of the individuals and that being engaged in a BL environment helped learners to become autonomous.

Parallel to what Garrison and Kanuka (2004) supported, Luke and Morrissey (2014) also advocate the idea that learners should be able to control and determine the place, time, pace and path of the online activities in a BL course. They add that BL courses should encourage learner autonomy and provide learners with such an environment where they can take control of their own learning. They claim that having such a control on their learning plays a significant role in encouraging learners to become self-regulated and autonomous.

Vu, Cao, Vu and Cepero (2014) studied factors contributing to the success of online learners in an online professional development course in a HE environment. They found that the most effective three factors were self-discipline, school administrators' expectations and the ability to learn with limited support. Course login frequency, and familiarity with technology were also found significant factors that lead to success. Vu, Cao, Vu and Cepero found evidence that successful online learners log in more frequently and view learning activities more when compared to unsuccessful ones.

Wilson and Greig (2017) state that using online technologies in teaching in HE has enabled learners to learn both in class and independently at their own convenience. This has helped them to become more autonomous since they can choose what to study and revise and how to do it. Also, the previous studies on autonomous learning and active learning strategies by Wilson (2012) and Kelly et al. (2009) emphasize the same fact that having access a variety of relevant content available off-campus for revision online may promote independent study and encourage learner autonomy.

Likewise, Jackman (2018) studied the experiences of freshmen in a BL environment and his findings revealed that students considered BL advantageous as it provided them with greater autonomy for their learning as well as a more enriched learning environment. His study also revealed that interaction with the content in the BL environment gives learners a greater sense of responsibility for their learning and facilitates self-regulated learning. This, consequently, helps them to become autonomous. Jackman states that BL encourages learners to be involved in learning activities outside the classroom through synchronous tools such as group chat and video conferencing and asynchronous tools such as discussions, forums, blogs and message systems.

Çubukçu (2009) investigated the correlation between self-regulation, metacognition and autonomy among ELT students at a university in Turkey. She explains that self-regulated autonomous learners can benefit cognitive and metacognitive strategies and therefore they can know what to study how and when. The results of Çubukçu's study revealed that the participants of the study did not feel ready for autonomous learning and had low autonomy because they had low self-regulation habits. Çubukçu concluded that (a) students with low self-regulation and low autonomy need their teachers' help and guidance while studying, (b) teachers should introduce such students with strategies to help them become autonomous, (c) self-regulated learning can be promoted through projects, portfolios and performance assessments and (d) the importance and benefits of self-regulated learning can be presented to students.

One of the research questions Gülbahar and Madran (2009) focused on in their case study was what the perceptions of learners about student autonomy in the BL environment were. The findings of their study revealed that the majority of the students participating in the study considered themselves to be autonomous in the BL environment. Gülbahar and Madran also found that becoming technically competent and taking charge of their own learning were important for students. This made Gülbahar and Madran conclude that when students are provided with learning and assessment activities which are technically and visually rich and opportunities for communication and interaction through which they can operate, they increase their technical competence and eventually become more autonomous.

Gedik, Kiraz and Özden (2012) studied the affordances and challenges of BL for students. They found that the BL environment in their study offered the participants opportunity to express their opinions, provided them with activities connected with real-life situations and guided them on how to improve their language learning skills. Gedik, Kiraz and Özden concluded that BL evokes motivation and involvement, which helps learners to become autonomous.

Yağcıoğlu (2015) considers 'autonomy' and 'responsibility' as the two indispensable factors of language learning. In her study, she focuses on the importance of these two factors and highlights new methods on learner autonomy in foreign language learning and teaching. She suggests using different teaching methods and approaches to create a dynamic teaching and learning environment in which students are actively involved in learning activities that require participation, collaboration and communication. She claims that making students take on responsibility can boost motivation, help students gain confidence and eventually become autonomous.

Uzun, Karaaslan and Şen (2016) studied the self-regulatory behaviours of repeating students. To help repeating students in the IEP of a government university in Turkey, they enrolled them in a BL program and along with this program they launched an advisory program to support these low-achieving unmotivated students. They also devised and adopted new tools and materials to better cater for their needs. The BL program offered students flexibility with their time tables, the chance to study at their own pace and a collective learning environment. Uzun, Karaaslan and Şen have reported that the evaluation of the BL environment which has been in progress since 2016 has provided evidence that repeating students benefit from BL environment more when it is accompanied with an advisory program to help them become more autonomous and more motivated.

2.3.4 Assessment. Bachman (2000) states that advances in the technology of test design and development, as well as the use of computer- and web-based applications for test administration, scoring and analysis have resulted in a greater range of test formats and assessment procedures. He also adds that new tests require new skills and involve new

components to check language ability and use. According to Bachman, educators now have all necessary theoretical, methodological and technological resources to make a strong program of test validation both as a paradigm for research and as a practical procedure. They can also develop and use language tests and control their design.

In their descriptive research, Gaytan and McEwen (2007) aimed to understand what the most effective instructional and assessment strategies in online working environment were. They investigated (a) what the characteristics of faculty and students engaged in online learning were, (b) how instructional quality was maintained in online courses, (c) what strategies were usually used to assess learning in online courses, (d) what types of online assessments were perceived as being effective by students and by faculty, and (e) to what extent e-learners consider the internet to be an effective instructional environment or merely a convenience. The study results regarding online assessment revealed that online courses should (a) use a variety of instructional methods to appeal to students' learning styles, (b) require students to interact with the instructor and with each other to foster group cohesiveness, and (c) employ group work to help students build a strong learning community. Gaytan and McEwen also concluded that (a) effective online assessments should include a wide variety of clearly explained assignments on a regular basis, (b) feedback is also a critical component on online assessment, and (c) feedback must be meaningful, timely, and should be supported by a well-designed rubric when possible. As for the perceptions of the students of online assessment, the study of Gaytan and McEwen showed that both faculty and students considered projects, portfolios, self-assessments, peer evaluations, weekly assignments with immediate feedback, timed tests and quizzes, and asynchronous type of communication using the discussion board as effective assessment techniques. Another result of the study was the fact that both the faculty and the students value the use of rubrics to aid the assessments and to provide meaningful and quick feedback.

Gikandi, Morrow and Davis (2011) present a systematic qualitative review of the research literature on online formative assessment in HE. They describe assessment as measurement of the learner's achievement and progress in a learning process (Keeves, 1994; Reeves & Hedberg, 2009). According to Gikandi, Morrow and Davis, summative

assessment is a measurement of what students have learned at the end of an instructional unit, end of a course, or after some defined period (Hargreaves, 2008), and formative assessment is a source of continuous feedback to improve teaching and learning (Hargreaves, 2008). However, they define formative assessment more broadly as the iterative processes of establishing what, how much and how well students are learning in relation to the learning goals and expected outcomes to inform tailored formative feedback and support further learning. They consider it as a pedagogical strategy that is more productive when role is shared among the teacher, peers and the individual learner. The findings of their study suggest that formative assessment can be used as tool to match teaching and learning and has the potential to change how learning and assessment take place.

According to Hoffman and Lowe (2011), while designing effective assessments of learning, the focus should be on student learning rather than student control and on how to check whether or to what extent students have mastered the course content. If the assessment is online through automatically-graded multiple choice quiz tools within learning management systems, tests should be prepared in such a way by taking all the variables under control to prevent cheating. Hoffman and Lowe identify several techniques for creating effective online assessments such as randomization, setting assessment time limits, rules for assessment completion and proctoring. Assessments can be randomized by providing assessment alternatives like Test A or Test B, by randomizing the questions in an assessment, by using different question sets and by grouping students and giving specific tests available to specific students. Time limits of an online assessment tool, namely whether students have restricted or limited time to take the test, how long a test is available to students and whether questions are displayed one at a time or all at once should be considered carefully while designing online assessment tools. Hoffman and Lowe also state that some rules should be set in terms of online assessment completion by making it clear whether a test should be completed when it is launched for the first time or whether students can pause a test and retrieve it to complete it later. They add that deciding whether to give online tests or not should also be considered as an important proctoring issue. What Hoffman and Lowe also recommend while preparing online

assessment is to emphasize critical thinking and higher levels of Bloom's taxonomy and create questions so that test takers can apply, analyze, synthesize and evaluate.

In her case study, Caraivan (2012) investigated the importance of formative constructive assessment techniques in BL and e-learning contexts in HE. Caraivan considers maintains the idea that formative assessment functions well in e-learning and BL environments as it allows learner-centredness. Caraivan (2012,p.74) cites that "the term assessment refers to all those activities undertaken students and by their teachers in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged"(Black & William, 1998).

According to Caraivan (2012) online formative assessment enables teachers to modify their teaching and to assess their learners. It also enables students to assess themselves and this assessment works as feedback for the modification of the learning activities in which they are engaged in their BL environment. While the aim of summative assessment is to mark and report student performance, formative assessment aims the betterment of the teaching and learning processes. Therefore, Caraivan claims that formative assessment results can be used for improvement and the time saved by using online assessment tools can be spared to student learning. Caraivan states that assessment types in BL environments like e-portfolios, discussion forums, self-tests, debriefing, one sentence summaries and simulations (a) provide real-time feedback for students, (b) help instructors find out about the prior knowledge and skills of students, (c) can be stored and used for future reference, (d) function as the records of student progress, (e) encourages students to analyze their own learning strategies and define targets and (f) makes peer assessment using a standard criteria possible. Caraivan concludes that the use of formative assessment in BL and e-learning contexts in HE enhances student learning in many ways.

Riley et al. (2014) state that while planning the assessment scheme of a BL course, the questions of how many exams or tests should be involved, how failure and cheating could be avoided, what the expectations of online assessment are, how formal and informal assessments can be implemented into the BL course and whether the assessment tools will be presented in f2f or online environments or in a combination of both should

be considered. Riley et al. also suggest that (a) how well the BL course makes connections between learning objectives, course activities and selection of site tools to accomplish the tests and assignments and (b) how f2f and out of class time learning activities complete each other should be studied meticulously (Futch & Chen, 2016, as cited in Riley et al.).

In their research in an introduction to biology course, Walker et al. (2014) studied the comparative effects of unassessed online practice exams on students' performance in in-class assessed exams and found evidence that non-credit, online practice exams can contribute to student performance on in-class, graded exams. According to their study, "students taking the online unassessed practice exams scored higher in assessed in class-exams..." (p. 154). Likewise, Riley et al. (2014) also studied the effects of having subsequent online writing assignments before taking the main in-class essay assignments and found that "online self-assessment quizzes as part of online modules in a blended writing course were "crucial for the students' subsequent execution of the class' main essay assignments" (p. 168).

Futch and Chen (2016) state that instructors in a BL environment have the chance to use a variety of learning assessments through new and innovative tools in formal assessments to measure student progress systematically and in informal assessments which can be exploited to check student understanding of the course content and to allow students to practice the material in the form of self-study practice tests prior to a formal assessment. They also maintain that multiple choice and short answer tests (or quizzes) are useful for assessing students' abilities to recognize and recall content adding that such short tests are also fairly easy to grade especially with larger class sizes since the online platforms are now capable of providing automatic grading depending on the question type. Futch and Chen also focus on the importance of informal assessments claiming that they are an integral part of BL courses in that they help faculty (a) to increase their presence in the online environment and (b) to keep track of their students' learning. They state that in BL environments some LMSs allow such practice exams or self-tests to be incorporated into the course to be completed by students. Futch and Chen consider these unassessed tests on the LMS as sources to provide data for the instructor to review student learning and course planning.

Rowe (2004) investigated the types of problems which can be faced in online assessment and what can be done to prevent such problems. Rowe lists the most serious three problems as (a) getting assessment answers in advance, (b) unfair retaking or grade changing for assessments, and (c) unauthorized help during assessment. As a solution to prevent students from getting assessment answers in advance, Rowe suggests drawing questions from a large pool so that each student can be provided with a test comprising a random selection of questions (Olt, 2002, as cited in Rowe, 2004). Rowe states that avoiding unfair retaking or grade changing for assessment is not an easy task for test administrators as such operations are limited to what the server or the LMS allows. What Rowe considers as the most serious problem of the three is students' getting unauthorized help during the assessment. He also says that unless student identification is required to be confirmed before the online assessment, it is very likely for students to refer to others to get help with the questions they cannot do. Rowe adds that some institutions prefer administering traditional tests for assessment in their BL courses. Rowe cites that Cizek (1999) suggests the following to prevent cheating: (a) an academic integrity policy statement can be introduced to students, (b) students who score unexpectedly high can be interviewed to check their actual level of knowledge, (c) the assessment tools such as tests and exams can be stored under high security conditions which blocks hacker attacks, (d) online tests can be delivered in an exam room which is monitored by proctors, (e) any electronic devices that help store and transmit data should not be allowed in the exam room, (f) the computers in the exam room should have no internet connection during the exam, (g) tests should involve questions proper to the knowledge level of the students (not too easy or too difficult), (h) numeric parameters in the questions can be changed to provide alternative questions, (i) questions can be drawn from a pool or multiple choice answers can be reordered, (j) test administrators should always have an alternative traditional assessment tool ready so that they can refer to it if they experience major issues with technology before / during the exam, (k) take-home tests, unproctored tests and peer evaluation of tests should be avoided, and major assessments such as the final exams can be administered in a traditional way.

In his study, Olt (2002) discusses ethics in student assessment in distance education. He provides strategies for minimizing academic dishonesty in online student assessment.

Olt's design offers an effective assessment method which would not allow cheating by raising student awareness about academic dishonesty. Olt advises to recognize the drawbacks of online student assessment and find ways to eliminate them. Olt lists the first and most serious disadvantage is the instructor's inability to ascertain the identity of the online test taker. This drawback can be prevented by (a) providing a specific log-in system for online assessments which provides test takers a specific username and password right before each online assessment and (b) administering several, short assessments throughout the course.

Sharing the same ideas with Olt, Abbott, Siskovic, Nogues, and Williams (2000 p. 5) recommend Cox's (2002) approach which suggests using a series of small, sequential, individualized tasks and student-centered personal responses so that students can be provided with the chance to provide several opportunities during the online course. It should also be made certain that students have to complete the assignments, do the class readings and respond to class assignments themselves.

Giving assignments for which student cooperation and coordination is required could be another way to combat cheating (Olt, 2002). As Graham, Cagiltay, Lim, Craner, and Duffy (2001) suggest students be involved in small group discussions and focus on a task that require production. A final method advised by Graham, Cagiltay, Lim, Craner, and Duffy is to design a course which encourages a high level of instructor/student interaction through frequent email or message contact and occasional synchronous chats.

According to Olt, the other drawbacks of online assessment are listed as (a) an instructor's inability to control a student's unauthorized use of resources in completing an assessment, which can be prevented by employing plagiarism tools, (b) the possibility of students collaborating with each other in taking an assessment, which can be avoided by arranging test settings accordingly and by randomizing the test questions, and (c) the technological difficulties that instructors and students might face, which can be minimized by using a courseware that can track the movements of students.

Designing effective online assessments by involving questions that require the student to know the subject matter, and to relate what they know to their real life

experiences can also be considered a good alternative to minimize academic dishonesty in online student assessment is to. Students should also be encouraged to focus on the process rather than a final product. To devise such a process-oriented online assessment plan, higher order thinking skills which necessitate application, evaluation, and synthesis should be focused on. (Olt, 2002)

To prevent cheating, Dewey (2000) suggests asking multiple questions which require the comprehension of basic factual material. This could prevent students from guessing the answers easily by picking the answer longer than the others, choosing the answer with the words "always" or "never", or finding the answer which has a related word. What Dewey considers as an advantage in terms of online assessment is that the LMSs grade the tests automatically and provide instant feedback and this helps objective testing.

Changing the order of the items in the curriculum by assigning original assignments and readings, or focusing on alternative, project-based assessments that necessitate creativity can help combatting cheating (Van Belle, 2005). This can also prevent students from sharing graded assignments from previous terms. It can also help instructors improve their instruction in terms of providing student engagement.

McMurtry (2001) maintains the idea that introducing an academic integrity/dishonesty policy can also help prevent cheating. Discussing the academic policy with students can help instructors to raise awareness against plagiarism and cheating. As an earlier example to academic integrity policy, McCabe and Pavela (1997), list ten principles of academic integrity as follows: (a) fostering love of learning, (b) treating students as ends in themselves, (c) promoting an environment of trust in the classroom, (d) encouraging student responsibility for academic integrity, (e) clarifying the expectations for students, (f) developing fair and relevant forms of assessment, (g) reducing opportunities to engage in academic dishonesty., (h) challenging academic dishonesty when it occurs, (i) helping define and support campus-wide academic integrity standards, and (j) helping define and support campus-wide academic integrity standards.

Chiesl (2007) reviewed the studies examining why students cheat. He found that students cheat because they (a) are afraid of failure, (b) want to have better grades, (c) feel

the pressure to do well in tests, (d) do not have clear instructional objectives, (e) emulate other students cheating, (f) consider online cheating less risky in terms of being caught when compared to cheating in face-to-face classes, and (g) assume they will not be punished if they get caught having cheated online (as cited in Deitz-Uhler & Hurn, 2011).

Grijalva et al. (2008) regard academic dishonesty as an issue of concern for teachers, students and institutions of HE, and their paper focuses on academic dishonesty in online courses. They collected data using a randomized response survey method for the anonymity of the participants for a questionnaire. The quantitative study gave the statistical evidence in academic dishonesty in online classes. Grijalva et al. compared the evidence of cheating incidences in online classes with the evidence found in traditional classes. They reached the conclusion that their results regarding online cheating correlates positively with the results regarding cheating in a traditional classroom.

According to Watson and Sottile (2010), online assessment tools give students more alternatives to be academically dishonest. In their study, Watson and Sottile explored student cheating behaviors in both on-line and face to face classes by analyzing the quantitative data obtained from a survey given to 635 undergraduate and graduate students attending a mid-sized university. The most important finding of Watson and Sottile's study is the fact that there were no significant differences in the students' admission of cheating for face-to-face and on-line courses. They also report that receiving answers from someone during an online test or quiz was significantly different with a higher mean for online classes. Their study also revealed that students felt they were almost four times more likely to be academically dishonest in on-line classes than live classes and that their classmates were over five times more likely to cheat.

In their article, Dietz-Uhler and Hurn (2011) review the literature on academic dishonesty in online settings. They define what constitutes cheating and focus on methods to avoid cheating in BL and online learning environments. They cite that Wisely and Hoggat (2009) describe academic dishonesty as: (a) cheating on tests, (b) plagiarism, (c) fabrication, (d) unfair advantage, (e) aiding and abetting, (f) falsification of records, and (g) unauthorized access. The summary of what Dietz-Uhler and Hurn compiled from

several resources (Chiesl, 2007; Harmon, Lambrinos, & Buffolino, 2010; Krask, 2007; Howell, Sorensen, & Tippets, 2009) as the ways to prevent or at least reduce cheating is as follows: (a) using multiple versions of an exam, (b) randomizing question order and response order, (c) using different questions in consequent semesters, (d) proctoring online exams vigilantly, (e) administering tests in testing centers. (f) devising a clear cheating policy, (g) administering computer-adaptive tests and randomized tests, and (h) applying plagiarism detection and prevention procedures.

2.3.5 Learner Perceptions of Blended Learning. There has been plenty of research done on the learner perceptions of BL environments. Dziuban, Moskal and Hartman (2005) claim that BL is transforming HE and attract attention to the profile of today's learners which is quite diverse in that they are mostly proficient in technology in varying degrees and that they use technology for a variety of reasons. Dziuban, Muskal and Hartman also question what perfect blend refers to in HE contexts as some universities utilize fully online and / or f2f instruction while some others integrate online instruction into their f2f instruction. In their study, Dziuban, Muskal and Hartman did a satisfaction survey with 457 students to investigate their perceptions on BL. The results of their survey revealed that students belonging to Millennial generation consider their BL courses as engaging and promoting interaction and that BL enables them to have access to data more easily and to gain autonomy and confidence in terms of self-study. Dziuban, Muskal and Hartman also identify learning engagement and perceived ability to communicate effectively as the two major reasons why students are content with their BL environment. They emphasize that BL environments help Millennial students strengthen their problem solving and team work capabilities.

Vaughan (2007) investigated the advantages and drawbacks of BL in HE from the perspective of learners as well as instructors and administrators. He stated that time flexibility which referred to the ability to take control of one's own learning, the chance to arrange one's own schedule and not having to spend time to go to school was the main reason why students were satisfied with the BL environment. His findings were also parallel to those of Garnham and Kaleta (2002) and Dziuban, Muskal and Hartman (2005). Vaughan's findings obtained from qualitative analysis of interviews also revealed that

students agreed they learned more in blended courses, wrote better papers, had better exam and project performances and could communicate their ideas across better in discussions. However, Vaughan also listed what students considered as challenges in their BL environment as (a) time-management issues, (b) the difficulty of taking on responsibilities and technology-related issues such as having difficulty in accessing the online courses, which were parallel to the findings of Aycock et al, (2002).

In a study done by Sagarra and Zapata (2008), students' perceptions of language learning were investigated in a BL environment where f2f classes were supported with online homework given weekly through the LMS. The data elicited from the survey revealed that students were satisfied with the use of the LMS in the BL environment as they found the f2f class content parallel to online materials and they had almost no problems reaching the online content thanks to the ease of use of the LMS.

López-Pérez, Pérez-López, and Rodríguez-Ariza (2011) examined students' perceptions of BL in their study. They analyzed the drop-out rate, the non-dropout rate, the pass rate, and the data obtained from a questionnaire with 13 items and investigated students' perceptions of the BL utilization, their motivation and satisfaction with the BL course. López-Pérez, Pérez-López, and Rodríguez-Ariza concluded that BL has a positive effect on (a) decreasing dropout rates, (b) increasing exam pass rates, and (c) increasing final exam marks. Their findings also revealed that (a) online BL activities support and complement f2f classes, (b) BL enhances and reinforces students' learning and (c) online activities were useful in-terms of self-study.

In a similar study, Owston, York and Murtha (2013) investigated the students perceptions and achievement in a HE BL environment. Analyzing the data obtained from the surveys, they reached the conclusion that high achieving students benefit from BL more, (b) find blended learning more convenient, flexible and engaging when compared to the lower achieving students. They also found that both high-achieving and lower achieving students thought they could learn in BL courses as well as they learn in their f2f classes. The results of Owston, York and Murtha's study showed that there was a strong relationship between students' perceptions and course grades.

In their mixed method study, Usta and Ozdemir (2007) investigated the opinions of 36 students registered in a social science teacher education program at a government university. The data collected from a questionnaire with some open-ended questions were analyzed qualitatively and quantitatively. Based on the findings of the data analysis, Usta and Ozdemir concluded that (a) the BL program provided high interaction between the students and the course instructor, (b) students had positive opinions about the BL environment and the BL program, (c) students had effective student-student communication, cooperation and collaboration, and (d) the BL environment not only enabled students to reach the course content at their convenience to work both individually and in groups, to practice what they had learned in theory but also provided attractive materials in the web environment.

Orhan (2008) investigated the perceptions of students in a HE BL environment in which students (a) had both f2f and online classes, (b) were provided with both f2f and online content, (c) were observed through student-student, student-instructor and instructor-instructor interaction. The results of her study revealed that students thought (a) the BL environment was more enjoyable and preferable, (b) it was important for them to have f2f interaction with their mates and instructors, (c) f2f classes offered them the chance to get support while studying online, (d) studying online helped them improve, (e) time flexibility may cause problems for students with poor time management skills.

Karoglu, Kiraz and Ozden (2014) examined students' perceptions of a blended course based upon the Seven Principles for Good Practice in Undergraduate Education, which were first originated by Chickering and Gamson (1987) and modified by Chickering and Ehrmann (2001) to match the innovative trends and technologies. The Seven Principles for Good Practice involve (a) contact between students and faculty, (b) development of collaboration and cooperation between students, (c) incorporation of active learning techniques, (d) providing prompt feedback, (e) emphasizing time on task, (f) communicating high expectations, and (g) respecting diverse talents and ways of learning. The participants of the study was 47 pre-service teachers in an undergraduate teacher education program in Turkey and the data obtained from a questionnaire, student interviews and discussion forum transcripts were analyzed both qualitatively and

qualitatively. Karoglu, Kiraz and Ozden reported that the students' responses about BL were positive in that (a) their f2f and online interactions with the instructors and other students were very helpful, (b) students thought they learned cooperatively in the blended course, (c) the discussion forums and authentic scenarios in both in-class and online instruction encouraged active learning, (d) technology helped the learning environment to become more dynamic, (e) prompt and timely feedback could be provided through emails and discussion forums in the blended learning environment, (f) students could do their tasks on time, (g) sharing documents online helped students to save time, (h) students had high expectations from the blended course as it allowed them to work in both f2f and online environments, and (i) BL environment catered for students' needs better.

In another study, Istifci (2016) used a questionnaire adapted from Owston, York and Murtha (2013) to examine the perceptions of EFL students studying at a government university in Turkey. 167 students were involved in the study and the data analysis of the responses to the questionnaire revealed that students favored online learning as it enabled them to have access to materials easily, to get instant feedback on their tests and to study at their own pace.

Also, Ekmekci (2016) studied the perceptions of 62 students enrolled in the English Preparatory School of a government university in Turkey and collected qualitative data through semi-structured interviews to elicit students' ideas on the use of an LMS in the BL environment to assess students' performances in addition to presenting supplementary materials. The results of the study indicated that students found the LMS in the study user-friendly, practical, time-saving and motivating. The findings of the study by Ekmekci were parallel to the findings of Govender and Grayson (2007) and Dalton (2009) (as cited in Ekmekci, 2016).

Balci (2017) did a research to find out (a) what the students' and instructors' perceptions of BL are, (b) to what extent BL respond to the needs, and expectations of the students and (c) whether students' perceptions change throughout the course. The quantitative data obtained from the questionnaires and the qualitative data from the semi-structured interviews enabled Balci to reach the following conclusions: (a) students had

both positive and negative attitudes towards BL while instructors had relatively more positive ideas about it, (b) the majority of students found f2f instruction more effective although they liked the idea of BL, and (c) students were more satisfied with f2f instruction rather than the BL instruction and the online tools.

Akkoyunlu and Soylu (2008) executed a research with 34 participants registered at a government university to describe the students' perceptions regarding their learning styles and BL collecting data through (a) a questionnaire, (b) Kolb's Learning Style Inventory, (c) students' test achievement scores and (d) recordings of their reactions to the e-learning environment. Their study revealed that overall mean score for students' views on BL was almost as high as the score for their views on f2f instruction. Another finding of the study was that there was no significant difference on students' achievements regarding their learning styles.

Likewise, Ugur, Akkoyunlu and Kurbanoglu (2011) did a comparative research at a public university in Turkey to examine what the students think about blended learning and its implementation. The results of the study showed that the students' views on BL and its implementation were "highly" positive. However, the quantitative analysis of the data revealed that there were no differences between students' views on blended learning and its implementation with regard to their learning styles, and the results of the statistics were supported by the student responses to the open-ended questions.

Chapter 3: Methodology

3.1 Research Design

An exploratory mixed-methods research design was used in this case study, in which both quantitative and qualitative data collection and analysis procedures were followed to obtain better results so that the findings could be explained more clearly. Creswell (2012) states that an exploratory mixed method design is utilized to explore multiple viewpoints qualitatively, develop a suitable instrument, and then continue a quantitative study to reach more detailed information, and that a mixed methods research design can be defined as a 'procedure to collect and analyze both quantitative and qualitative research methods in a single study to understand a research problem. According to Johnson & Turner (2013), the careful and purposeful combinations of different methods in social and behavioral research strengthen and deepen the analysis and decrease the weaknesses of the study.

This study focuses both on whether online tests contribute to the students' success in in-class exams and on what students' perceptions toward online tests are. With this purpose, this study employed an exploratory mixed method and was a combination of quantitative and qualitative research methods. The qualitative part of the study was to collect data about the perceptions of students toward online tests through the semi-structured interviews and a quantitative study was employed to support the data collected through the interviews to find out whether online tests contribute to the success of students in in-class exams. While the perceptions of students towards online tests obtained through the interviews were analyzed qualitatively, their online and in-class test results were analyzed quantitatively to support the findings of the qualitative data.

3.2 Participants and Setting

3.2.1 Participants. The participants of the study were selected from students at the School of Foreign Languages (SFL) Intensive English Program (IEP) of a foundation university where the researcher has been working as the Technology Enhanced Learning

Unit (TELU) Coordinator, whose one of the responsibilities is to have an active and leading role in technology integration into the curriculum and who has been teaching general and academic English, Academic Writing in IEP and Information Technologies in Education in sophomore classes for 32 years.

The university is an English-medium university with domestic and international students from different countries attending undergraduate, graduate and postgraduate programs. Consequently, the main objective of the IEP is to equip students with necessary English language skills and proficiency level so that they can continue their majors in English language. Each student registered at the university is required to sit the English Proficiency Exam administered by the Testing Unit of the SFL IEP program. As a prerequisite to become eligible to study at their departments, students are expected to score 60 and above in this institutional language exemption test or present a document with an equal score gained at YÖKDİL, a nationally recognized English language proficiency test or at one of the internationally compatible English language proficiency tests such as TOEFL. Students who score below 60 at the institutional language proficiency test, are streamed into levels varying from A1 to Prep-C depending on their language proficiency levels which are diagnosed after they sit the institutional placement exam.

A single-stage sampling procedure was followed to select the participants directly. The participants of this case study were selected using a convenience sampling method since the study was carried out among the group of students who had been attending the IEP and who had experienced taking both assessed and unassessed online tests since the beginning of the 2015-2016 academic year.

Regarding the quantitative part, the study encompassed a mixed group of 255 domestic and international students who were registered at the IEP program of a foundation university in İstanbul, Turkey. These students were expected to pass the institutional proficiency exam before starting to study in their majors. At the beginning of the 2015-2016 academic year, having failed the proficiency test to be exempted from the IEP, they took a placement test and they were streamed into classes from A1 to C1, and studied English for one academic year. However, since they failed the institutional English

Proficiency Exams given in July 2016 and September 2016, they eventually became repeating students who would study the last course they had failed to pass before the last English Proficiency Exam they took. Consequently, at the beginning of 2016-2017 academic year, they were placed into different levels from A1 to C1. The reason they were chosen as the participants of the group was the fact that they took the online tests both as part of the assessment plan and as part of the self-study materials to get ready for the in-class exam. This made them the ideal participants to collect quantitative data from to analyze whether online tests contribute to the success of students in in-class exams.

Regarding the qualitative part, the main target participants ($N=255$) of this case study were invited to be interviewed through email and through messages via the LMS. However, only 11 students accepted to participate in the study. The demographics of the participants who agreed to join the study ($n = 11$) revealed that they ranged in age between 19 and 26. They were six female and five male Turkish students who were studying English in the IEP to study in their majors which were Pre-school Education, Interior Design and Architecture, Psychology, Law, Biomedical Engineering, Industrial Engineering, Computer Education and Instructional Technologies, and New Media. While only one of them was a Government High School graduate, three others were Vocational Anatolian High School students and four of them had finished Anatolian High Schools. Only three of them had graduated from private high schools. They all had different backgrounds in terms of studying English. Two of them had started to study English in Kindergarten while six of them had been studying English since Primary School Grade 4. Two of them had been learning English since High School Grade 9 and only one of the participants had started to learn English in the IEP.

3.2.2 The setting. This study was executed in the IEP of a foundation university in İstanbul, Turkey. In the IEP, the BL model similar to the one described by Dziuban, Hartman, and Moskal (2004, p.3) was customized to fit the learning context and to better cater for the needs of the target audience. Technology integration also enabled students to apply what they had learned using the asynchronous applications on the LMS which required them to submit tests, assignments and essays online, to express their ideas, share information, collaborate and communicate in the target language through Forums,

Discussions, Bulletin Boards and Instant Messages. The IEP is a very intensive modular program made up of 8-week modules, 16-week modules and a 4 or 5-week summer school. Students who fail to pass the proficiency exam are required to sit a placement exam to be streamed into one of the modules named A1, A2, B1, B2 and Prep-C, the objectives of which have been set taking the Common European Framework (CEF) standards into consideration. In addition to these levels, there are also repeating classes for A1, A2, B1 and B2 students who failed to pass the proficiency level in the previous year. In all levels except Prep-C level, students are required to sit mid-term and final exams as well as the in-module exams such as WAT and do online and offline tasks to earn 65 points and above to become eligible to move onto the upper module. The ones whose average module passing grade is below 65 fail and repeat their level. In Prep-C level, however, students are exempted from all the in-module exams and attendance is not obligatory since the sole aim of Prep-C student is to pass the proficiency exam, Prep-C syllabus focuses only on the exam-preparation-related materials such as academic vocabulary lists to help students become skill-trained and get ready better for the proficiency exam. Prep-C materials are offered not only online (for online study with their teacher in synchronous sessions on Fridays and for self-study) but also in hard copy for class study. To familiarize Prep-C students with distance learning courses which are offered throughout the university in undergraduate, graduate and post graduate courses, Prep-C students attend online synchronous classes on Fridays and work on the materials available on the LMS under the supervision of their f2f class teachers.

As mentioned earlier, the participants of this study, however, were repeating students from A2, B1 and B2 level students ($N = 255$). They had 15 contact hours of Integrated Skills course, 7 contact hours of Academic Writing Course, and 2 contact hours of Speaking Course. Since they were repeating B2 level, they did not follow a course book, but were provided with a weekly pack in hard copy to study besides the thematic vocabulary list and academic vocabulary list. The weekly pack was based on a theme such as education, work and industry, society and family, language and crime, and was comprised of thematic reading comprehension exercises, while listening and notetaking exercises, thematic vocabulary and academic vocabulary exercises in addition to the grammar exercises which were related to the grammar points covered in each specific

week. Also, students were provided with a weekly self-study pack on the LMS consisting of similar materials and content to the weekly pack in hard copy and the Weekly Achievement Test Online Practices (WATOP) to help them to better get ready for the in-class exams called Weekly Achievement Tests (WATs). In the previous year, the students had a Vocabulary Check (VC) test every week and they had Weekly Online Work Quizzes (WOWQs) which were two of the components of the assessment plan.

3.2.2.1 Technology enhanced learning and blended learning. The institutional LMS started to be exploited in 2014-2015 academic year as part of the integration of technology into the syllabi to exploit technology enhanced learning (TEL). During the technology integration process, the SAMR (Substitution, Augmentation, Modification and Redefinition) model (Puentedura, 2013; Puentedura, 2015) was applied and the online tasks were rearranged taking this model and the Bloom's taxonomy into consideration.

For the substitution phase, technology was used as a tool to substitute the weekend worksheets and the hard copy supplementary materials with the supplementary materials that were made available on the LMS. For the augmentation phase, the LMS was used to substitute in-class quizzes. The online weekly tests were administered through the LMS to help students become autonomous learners by learning from their mistakes through the instant automatic feedback they could get in the LMS. For the modification phase, technology was exploited to allow collaborative group tasks to be redesigned so that they could be submitted through the LMS. In addition, weekly online tests were modified and transformed into online practice tests to enable the students to better get ready for their in-class exams and to prevent cheating. As for the redefinition phase, technology was used to involve previously inconceivable tasks such as synchronous tutorial classes, writing workshops and speaking club activities in the IEP, and thus synchronous tutorial classes began to be arranged.

Only the augmentation and modification phases were considered for this study.

3.2.2.2 Materials. While applying SAMR model, Bloom's taxonomy was also taken into consideration. Asynchronous applications of technology allowed the LMS to be exploited and the LMS was used to share documents such as PPTs, PDFs, PPSs, MP3s,

videos, podcasts and vodcasts, and this aimed at enabling students to understand the course content taught in f2f classes better. The integration of technology also made the in-class synchronous applications such as crossword puzzles and links to some educational materials conferences available on the LMS. Also, Web 2.0 tools such as Quizlet, Educaplay, TedED, Socrative, and Kahoot began to be exploited so that students could remember and revise what they had learned in their f2f classes.

Likewise, materials through asynchronous applications such as the self-study tests on its learning, WOWQs and WATOPs as well as the digital workbook of the course book My English Lab (MEL) exercises and English Central (EC), which is the digital course component enabling students to do video tasks, were accessible through the LMS. In 2015-2016, some of these materials (WOWQs, MEL and EC) were used to evaluate student performance as components of the Weekly Online Work grade in formal assessment procedures. Asynchronous applications on the LMS also enabled students to create by doing collaborative tasks, presentations and poster presentations as well as carrying out videoed interviews, and videoed discussions using technology.

In all levels in the IEP, students are provided with weekly study packs in hard copy. Based on the syllabus, students are also provided with an online weekly study folder for self-study. The content of these weekly folders is made up of sub-folders for vocabulary, reading, listening, and grammar where students are presented with self-study materials parallel to what is taught in f2f classes. In addition, there are also supplementary visuals in PPT and PDF formats as well as videos. Students are also provided with a Weekly Achievement Test Online Practice (WATOP) whose content is based on what is covered in the syllabi and what is going to be assessed in Weekly Achievement Tests (WAT) given in f2f classes. WATOPs are not included in the overall passing mark and are set for practice purposes only.

3.2.2.3 The assessment system and passing requirements. The passing requirements for the students in IEP have been the same for all levels except Prep-C since the beginning of technology integration into instruction in the IEP. However, the grade breakdown and the assessment scheme as well as the types and numbers of assessment

tools have been revised during the integration period. As mentioned earlier, to become eligible to sit the End of Module Assessment (EMA), the overall in-module grade -average must be 65 and above. Likewise, to be able to move onto an upper level, the overall module passing grade should be 65 and above. The students whose overall module passing grades are 65 and above are called regular students who are streamed into their upper level classes in the following module while the students whose overall module passing grades are below 65 become repeating students and these students streamed into repeating classes. The overall programs of regular and repeating classes are different in terms of f2f course materials because repeating classes do not follow a course book but are provided with weekly materials pack in hard copy prepared by the level coordinators. What also differs between regular and repeating classes is the grade breakdown. No matter whether they are in regular or repeating classes, students are provided with online materials and tests pertinent to their overall programs. The level passing requirements in 2014-2015, 2015-2016 and 2017-2017 consecutive academic years can be seen in Tables 1, 2 and 3 below.

Table 1

Level passing requirements and grade breakdowns in 2014-2015 academic year

Module Length	In-Module Assessment					End of Module Exam
	Vocabulary & Unit Check	Homework & Participation	Writing Task	Speaking Task	Midterms	
8-week Modules	10 %	10 %	10 %	10 %	20 %	40 %
16-week Modules	10 %	10 %	10 %	10 %	20 %	40 %

Note: The Level Passing Grade was 65 and above.

Table 2

Level passing requirements and grade breakdowns in 2015-2016 academic year

Module Length	In-Module Assessment						End of Module Exam
	Vocabulary & Unit Check	Weekly Online Work (WOW)	Writing Task	Speaking Task	Collaborative Task	Midterms	
8-week Modules	10 %	10 %	10 %	10 %	5 %	20 %	35 %
16-week Modules	10 %	10 %	10 %	10 %	5 %	20 %	35 %

Note: The Level Passing Grade was 65 and above.

Table 3

Level passing requirements and grade breakdowns in 2016-2017 academic year

Module Length	In-Module Assessment						End of Module Exam
	Weekly Achievement Test (WAT)	Weekly Online Work (WOW)	Writing Task	Speaking Task	Collaborative Task	Midterms	
8-week Modules	15 %	15 %	10 %	10 %	5 %	20 %	35 %
16-week Modules	15 %	15 %	10 %	10 %	5 %	20 %	35 %

Note: The Level Passing Grade was 65 and above.

The IEP program of the SFL follows a modular system, which is made up of 5 modules varying in length. The first two 8-week modules in the fall term are generally merged to form an extended module and in the spring term, there are generally two 8-week modules. The fifth module, which is also called the Summer School Program, lasts 4-5 weeks depending on the academic calendar. The assessment scheme, which involves both in-module and end of module assessment tools, is arranged according to the length of the module. While the types of the assessment tools do not change, the number of the assessment tools vary depending on the module length. Two different assessment schemes were applied in 2015-2016 and 2016-2017 academic years consecutively. Each

assessment scheme consisted of proficiency exams given at the beginning, in the middle and at the end of each academic year. Table 4 shows the types and numbers of in-module and end-of module assessment tools as well as the grade breakdown according to modules in 2015-2016 academic year. Weekly Online Work (WOW) grade is the average of three grades earned by doing online work. The components of WOW grade and the grade breakdown in 2015-2016 academic year are shown in Table 4 and Table 5.

Table 4
2015-2016 Module 1&2 (Extended Module) and Module 3 Assessment Scheme

Module Type	Assessment Type	Assessment Tool	Number of the Assessment tools	Weight of the Assessment tool
Extended	Formative	Midterm	2	20 %
		WOW	10	10 %
Module 1 (Module 1 & 2)	Summative	Vocab Check	12	10 %
		End-of-Module	1	35 %
Module 3	Formative	Midterm	2	20 %
		WOW	12	10 %
	Summative	Vocab Check	12	10 %
		End-of-Module	1	35 %

Table 5
2015-2016 WOW Grade Components in the Assessment Scheme

Module Type	WOW Grade Component	Percentage
Regular Modules	Its learning WOW Quiz	40%
	English Central Video Tasks	30%
	My English Lab Digital Workbook	30%
Irregular (Repeating) Modules	Its learning WOW Quiz	60%
	English Central Video Tasks	40%

During 2015-2016 academic year, the online tasks were part of the assessment scheme, and students Weekly Online Work (WOW) mark was composed of two or three components depending on whether the students are in a regular class or a repeating one. The WOW grade of the students attending a regular class was made up of forty percent of

their Weekly Online Work Quiz (WOWQ) marks, thirty percent of the marks they earned by doing 4 video tasks on English Central (EC) and thirty percent of the marks they collected by doing the exercises of their digital workbook, My English Lab. The students were expected to take a WOWQ by every week on the LMS Sunday 23:59. The content of the WOWQ was designed by the level coordinators to check what had been covered in f2f classes. The WOWQs contained questions on one or more reading and listening comprehension texts as well as the vocabulary and grammar questions. The students could view their WOWQs mark out of 100, check their answers and get automatic feedback through the LMS. Regarding the second component of the WOW grade, the four video tasks including the vocabulary quizzes on EC were parallel to the themes covered in f2f classes. As for the final component of WOW grades, students were expected to cover the five sets of exercises in My English Lab, which contained the digital workbook exercises of the units they covered in their books with their teachers in f2f classes each specific week. In repeating classes, however, the WOW grade components were WOWQ marks and EC marks. The WOW grade constituted sixty percent of the WOWQ mark, and forty percent of the weekly EC mark.

In 2016-2017 academic year, students were not required to take any assessed quizzes or tests on the LMS to earn their WOW grade. The WOW grade constituted the grade earned by doing the tasks on English Central. Table 6 illustrates the assessment scheme in 2016-2017 academic year. As a precaution to prevent cheating online, students were given online practice tests called Weekly Achievement Test Online Practice (WATOP) and the content of the test was checked in the weekly in-class exams called Weekly Achievement Test. Table 6 shows the Assessment scheme of 2016-2017 academic year.

Table 6

2016-2017 Module 1 & 2 (Extended Module) Assessment Scheme

Module	Assessment	Assessment	Number of the	Weight of the
Type	Type	Tool	Assessment tools	Assessment tool
Extended	Formative	Midterm	2	20 %
		WOW (EC)	10	5 %
Module 1		WAT	11	15 %
		WATOP	13	Unassessed
(Module 1 & 2)	Summative	End-of-Module	1	35 %

In this study, only the online tests delivered through the LMS, namely the assessed WOWQs given in Modules 1&2 (Extended Module) and Module 3 of 2015-2016 academic year and the unassessed WATOPs given in Modules 1&2 (Extended Module) 2016-2017 academic year were taken into consideration.

3.3 Data Collection

Both qualitative and quantitative data sources were used in this exploratory case study. The participants' assessment records obtained from the LMS records and Student Affairs Office were used as the quantitative data to answer the research question on whether online tests contribute to students' success in in-class exams while the qualitative data collected from the semi-structured interviews with the participants were used to address the research question on what the students' perceptions toward the online tests administered through the LMS were.

As for the quantitative data resources, student's grade records were used. The Weekly Online Work Quiz (WOW-Q) results of the participants in 2015-2016 academic year and their both Weekly Achievement Test (WAT) results and Weekly Achievement Test Online Practice (WATOP) results in 2016 -2017 academic year formed the quantitative data sources of the study. After the necessary permissions were granted by the SFL directorate to have access to the official grade documents, both the Student Affairs and Distance Education Offices were contacted to get the documents on the participants' WOWQ grades in 2015-2016 academic year and WAT and WATOP grades in 2016-2017

academic year. These documents were provided in excel sheets as requested so that they can be processed in the Pearson Correlation test for quantitative analysis.

The qualitative data were the perceptions of 11 participants obtained by semi-structured interviews. To eliminate the time limitations and probable validity and reliability issues, the interview guide and nine questions for the interviews (Table 7) were adapted from other related research studies (Yamauchi, 2009; Zamari at al., 2011; Dennis, 2012; Ja'ashan, 2015; Bugon, 2016; Yalavaç & Samur, 2016; Sugyaningsih, 2016; İstifçi, 2016;) and modified to better fit the context of this study. According to Bernard (1988), semi-structured interviews prove to be the best alternative when the interviewer will not be able to get more than one chance to meet the participants. Another reason why semi-structured interviews were exploited to collect qualitative data was the fact that semi-structured interviews allow participants the freedom to express their views in their own terms in their mother language and that such interviews can provide reliable, comparable qualitative data (Cohen and Crabtree, 2006).

The SFL IEP directorate was informed about the study and was asked for their permission to carry out the interviews. After receiving official permission, the participants of the study ($N = 255$), who had failed in 2015-2016 academic year and who were repeating their courses in 2016-2017 academic year, were contacted through school emails, LMS messages and oral messages through their course teachers and invited to join the study. However, only 11 of them responded positively and agreed to participate. After that, the participants were given appointments and invited to the interview room individually.

Table 7

Interview Questions & Sub questions

1. Can you please tell us about the use of technology in your EFL classes?
 2. Do you think the LMS is a useful tool for self-study? Please explain.
How / How often do you use the LMS?
Does the LMS enable you to decide what to study when?
Does the LMS guide you to what to study when? Please explain.
 3. Do you think the use of technology helps you become more successful in tests?
Do the materials in the LMS enable you to revise for WAT Practice and WAT?
Does revising through the LMS contribute to your success?
 4. Do you think all the tests in the LMS should be part of the assessment?
What do you think about WOW Quiz, WAT Practice and WAT? Please explain.
Do you think all the tests in the LMS should be assigned?
What do you think about WAT Practice being set as an assignment?
What do you think about WOW Quizzes being part of the assessment?
What do you think about WAT Practice being assigned and its result being part of the assessment?
What do you think about WAT Practice and WAT being part of the assessment? Please explain.
What do you think about the online tests being part of the assessment? Please explain.
 5. Do you think your online assignments on the LMS contribute to your success? Please explain.
 6. Does the content of the tests on the LMS match what you study in class?
Does the content of the supplementary materials and WAT Practice match WAT?
Do you think the content of the online practice tests should be assessed in in-class tests?
 7. What do you think about receiving automatic feedback through the LMS after each supplementary material and WAT Practice?
Do you think receiving automatic feedback through the LMS contribute to your success?
 8. What do you think about the supplementary materials available on the LMS? Please explain.
Do the supplementary materials and WAT Practice motivate you to study? Please explain.
What is your attitude toward supplementary materials, tests and WAT Practice? Please explain.
Do you do the supplementary materials and WAT practice individually? Please explain.
 9. Do you think doing the online materials and the practice tests contribute to your achievement in in-class tests? Why / Why not? Please explain.
-

On the day of the interview, the researcher explained the interview procedure and asked interviewees to read and sign the participant consent form (Appendix A) and a student demographic survey (Appendix B). The demographics survey also included questions about students' full name, age, the last level where they studied English at the IEP, the type of high school they graduated from and six questions to elicit data on their online learning experience. The participants were asked to read and fill in a consent form so that they could be ensured the confidentiality of the procedure in that their personal

information, and the data collected would be strictly confidential. During the interviews, the interviewer and the participants were engaged in a formal interaction, and the interviews were tape-recorded. All the participants were Turkish, so the interviews were held in Turkish. Then the recordings were transcribed to be analyzed.

3.4 Data Analysis Procedures.

In this study, quantitative and qualitative data procedures were followed. The quantitative data were the grade records of the repeating students who started the IEP in 2016-2017 academic year. Given that many of these repeating students moved on to their departments after passing the proficiency exam in February, 2017, the grade records of these repeating students ($N = 255$) referring to the results of the assessed online tests delivered through the LMS, namely the assessed WOWQs given in Modules 1&2 (Extended Module) and Module 3 of 2015-2016 academic year and the unassessed WATOPs given in Modules 1&2 (Extended Module) 2016-2017 academic year were taken into consideration only.

3.4.1 Quantitative data analysis procedures. The grades of the participants ($N=255$) of the study for 2015-2016 and 2016-2017 academic years collected from the LMS and from the records obtained from the archive records in the Students Affairs were entered into a computer systematically for quantitative analyses. The collected quantitative data were analyzed by using Pearson Correlation Test and Statistical Package for the Social Sciences (SPSS) to find out whether there was a correlation between (a) the assessed online quizzes (WOWQs) and the in-class exams given in 2015-2016 academic year and (b) the unassessed online practice tests (WATOPs) and the in-class exams given in 2016-2017 academic year . The Pearson coefficient r was used to examine the correlation between the aforementioned online tests and in-class exams. In addition, descriptive statistics, such as mean scores and standard deviation, were used to summarize and explain the sets of quantitative information gathered and to examine students' online test-taking behaviours. Table 8 shows Pearson correlation coefficient values and the correlations they correspond (Unwin, 2013).

Table 8

Table of Pearson correlation coefficient

Correlation coefficient	Correlation
$r = 1$	Perfect positive
$0.8 \leq r < 1$	Strong positive
$0.5 \leq r < 0.8$	Moderate positive
$0.1 \leq r < 0.5$	Weak positive
$0 < r < 0.1$	Lowest positive
0	Null
$0.1 < r < 0$	Lowest negative
$0.5 < r \leq 0.1$	Weak negative
$0.8 < r \leq 0.5$	Moderate negative
$1 < r \leq 0.8$	Strong negative
$r = -1$	Perfect negative

Note: ** $p < .01$ Correlation is significant at the 0.01 level (2-tailed).

3.4.2 Qualitative data analysis procedures. The data obtained from the interviews with the participants of the study ($N= 11$) were analyzed qualitatively through content analysis to identify the themes and trends that emerged. First the interviews were voice recorded, and then they were transcribed. Next, to provide familiarization with the tape script, the tape script was read thoroughly several times. Among a number of approaches to the analysis of qualitative data, Kruger’s (1994) framework for analysis was applied in this study as the researcher found it easier to follow while handling the data. (See Figure 1)

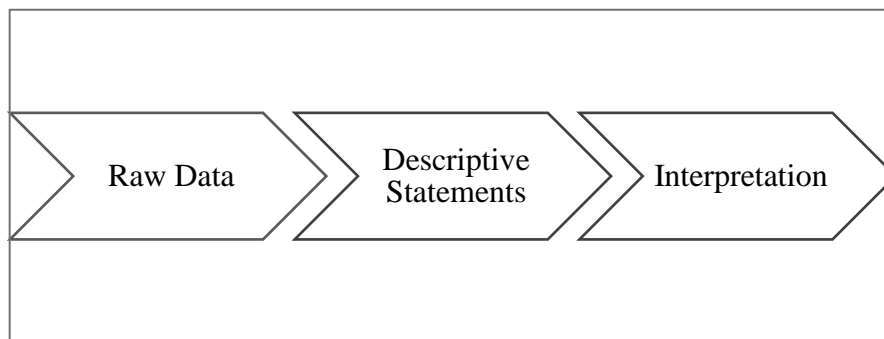


Figure 1. Qualitative data analysis continuum (Kruger, 1994)

While reading the tape script, the researcher took some notes with the aim of immersing in details and getting the sense of the interview before breaking the tape script into parts (Rabiee, 2004). Figure 2 shows the headings to help the researcher during the interpretation process of the data. While interpreting the data in this study, Rabiee’s recommendations on how to get ready to interpret and how to interpret the data were followed.

Kruger (1994)	Kruger & Casey (2000)	Rabiee (2004)
1. Words	1. Frequency	1. Words
2. Context	2. Motion	2. Context
3. Internal Consistency	3. Specificity of responses	3. Internal Consistency
4. Frequency and extensiveness	4. Extensiveness	4. Frequency
5. Intensity of comments	5. Big picture	5. Intensity of comments
6. Specificity of responses		6. Specificity of responses
7. Big ideas		7. Extensiveness
		8. Big picture

Figure 2. Points to consider while interpreting the data (Rabiee, 2004)

3.5 Reliability and Validity

To avoid probable validity and reliability matters, the interview guide and nine questions for the interviews (Table 7) were adapted from other related research studies (Yamauchi, 2009; Zamari at al., 2011; Dennis, 2012; Ja’ashan, 2015; Bugon, 2016; Yalavaç & Samur, 2016; Sugyaningsih, 2016; İstifçi, 2016;) and modified to better fit the context of this study. Also, to triangulate the findings of quantitative data analysis done through Pearson Correlation tests, semi-structured interviews were conducted with students and instructors. Although the interview questions were prepared in English, all the interviews were conducted in participants’ native language to enable them to grasp the full meaning of the questions and to encourage them to speak more freely and comfortably.

3.6 Limitations

Although there is a great amount of research on BL, TEL and student perceptions of BL environments in many fields including ELT, EFL and ESL, there has not been much

research on online testing in ELT, EFL and ESL through an LMS or on the comparison between online testing and testing in F2F classes. This has paused a limitation in terms of literature review. Another limitation was the limited number of the participants for the qualitative part of the study. Also, the convenience sampling procedure may decrease the generalization of findings.

3.7 Delimitations

This study was done in an IEP programme, where technology enhanced learning is being exploited and where the institution has been applying BL methodologies in the way the current syllabi can be exploited to better cater for learners' needs. Therefore, the study confines itself to interviewing the students in the programme and comparing their online and f2f test results.

Chapter 4: Results

This chapter presents the results of the quantitative data analysis gathered from the participants' WOWQ grades in 2015-2016 academic year ($N = 255$) and both WAT and WATOP grades in 2016-2017 ($N = 255$) academic year as well as the qualitative data analysis gathered through the semi-structured interviews with the participants ($N = 11$).

The study addresses the following research questions which were addressed here respectively:

1. Do the online language practice exams administered through the institutional LMS to test Reading, Grammar, Listening and Vocabulary knowledge contribute to students' success in in-class tests in an English Preparatory School in a foundation university in Turkey?
2. What are the perceptions of students registered in an English Preparatory School in a foundation university in Turkey toward online language practice exams administered through the institutional LMS to test Reading, Grammar, Listening and Vocabulary knowledge?

4.1 Quantitative Analysis Results

The quantitative analysis of this study contains descriptive statistics and inferential statistics. The descriptive statistics include the measures of central tendency like averages and means of the online and in-class assessment grades of the participants and the measures of variability about them such as the range and standard deviation of those grades to give a clear picture of the data collected and used in this study. Inferential statistics of the study are the outcomes of Pearson Correlation test run to test whether there are any relationships between the online and in-class assessment grades of the participants to deduce whether online tests contribute to success in in-class tests.

Table 9 , Table 10, and Table 11 yield the descriptive statistics of the data and show (a) the online tests and the in-class exams that were administered following them, (b) the

number of the participants who took these exams, (c) the minimum and maximum scores earned, (d) the mean scores and (e) standard deviation values of these scores.

Table 9

2015-2016 M1&2 all exams (N = 255)

	N	Minimum	Maximum	Mean	Standard Deviation
WOWQ 1	117	21	93	68.41	16.413
VC 1	194	0	100	73.05	26.423
VC 2	199	0	100	59.25	28.604
WOWQ 2	144	0	96	62.54	16.298
VC 3	212	0	100	62.03	25.117
WOWQ 3	147	0	91	68.48	16.954
VC 4	222	0	100	64.99	25.423
WOWQ 4	160	26	98	73.71	13.436
VC 5	224	0	96	56.37	24.966
WOWQ 5	139	31	100	74.85	14.350
VC 6	221	0	100	45.92	25.837
MT 1	223	0	96	55.96	17.971
WOWQ 6	145	13	95	69.99	15.580
VC 7	221	0	100	58.71	25.688
VC 8	221	0	100	54.98	27.177
WOWQ 7	138	14	100	78.31	17.139
VC 9	208	0	100	51.13	26.204
WOWQ 8	121	20	100	66.94	18.986
VC 10	208	0	96	48.69	23.802
WOWQ 9	125	16	95	74.84	15.552
VC 11	145	0	92	49.01	25.558
WOWQ 10	93	24	96	74.59	16.703
VC 12	145	0	88	47.23	25.352
MT2	221	0	90	49.98	19.351
EMA	225	0	78	33.80	18.595

Table 9 shows the number of the participants who took the assessed online tests, the number of the participants who took the in-class tests, the minimum and maximum grades scored in these tests, the means of these grades and their standard deviation in the first two modules of 2015 -2016 academic year. It can be inferred from Table 9 that the participants of the study took the in-class exams, namely Vocabulary Checks (VC), Midterm (MT) 1 and 2 and End of Module Assessment (EMA) more seriously than WOWQs (Weekly Online Work Quiz) which were graded as part of the assesment plan. The number of the

participants who took the in-class tests was much higher. The mean scores of the participants' grades show that the averages of their marks were much higher in the online tests. However, the marks earned in in-class exams were lower and ranged from 0 to 100. The MT 1 and MT2 grade averages of students were lower than any of the online test grade averages. Also, the End of Module Assessment (EMA) grade average had the lowest average at 33.80. To illustrate, the number of the students who took WOWQ 5 was 139 while more students (221) took the VC 6, which was given right after it. The mean score of WOWQ 5 was high higher (74.85) than that of VC 6 (45.92). Likewise, the number of the students who took WOWQ 10 was 93 while but the number of students who took the VC 12 was 145. The mean score of WOWQ 10 was high higher (74.59) than that of VC 12 (49.98).

Table 10 shows the number of the participants who took the assessed online tests, the number of the participants who took the in-class tests, the minimum and maximum grades scored in these tests, the means of these grades and their standard deviation in the third module of 2015 -2016 academic year. Table 10 depicts a quite similar picture to that of Table 9 as it can clearly be interpreted from Table 10 that the number of the participants who took the in-class tests was much higher. For example, 82 students took WOWQ 9 while 204 student took VC 9 . Similarly, 57 students took WOWQ 12 while 142 students took VC 12. The WOWQ mean scores of the participants were much higher than the the mean scores of VCs. For instance, the mean score of WOWQ 12 was 81.84 but the mean score of VC 12 was 47.63. MT 1 and MT2 grade averages of students were lower than any of the online test grade averages. The mean score of MT 1 was 55.83 and the mean score of MT2 was 50.27. The mean score of EMA was the lowest average at 33.86. However, the lowest WOWQ mean score was the mean score of WOWQ 1 at 66.43. The mean scores of the other WOWQs ranged from 77.72 (WOWQ 7) to 86.54 (WOW Q 11).

Table 10

2015-2016 M3 all exams (N = 255)

	N	Minimum	Maximum	Mean	Standard Deviation
WOWQ 1	146	20	95	66.43	15.151
VC 1	187	0	100	74.29	25.059
WOWQ 2	153	0	99	80.05	16.040
VC 2	192	0	100	60.72	27.554
WOWQ 3	152	42	97	81.79	10.388
VC 3	205	0	100	63.33	23.855
WOWQ 4	157	29	96	81.73	12.953
VC 4	214	0	100	66.26	24.247
WOWQ 5	151	46	98	83.56	10.471
VC 5	216	0	96	57.49	24.200
WOWQ 6	93	11	95	78.52	12.072
VC 6	213	0	100	46.72	25.465
MT1	215	0	96	55.83	18.156
WOWQ 7	87	32	95	77.72	12.446
VC 7	213	0	100	59.86	24.835
WOWQ 8	92	22	98	81.35	16.073
VC 8	213	0	100	56.19	26.312
WOWQ 9	82	35	99	78.45	12.243
VC 9	204	0	100	51.54	25.875
WOWQ 10	90	46	100	86.40	11.475
VC 10	204	0	96	48.96	23.708
WOWQ 11	69	22	100	86.54	14.026
VC 11	142	0	92	49.70	25.151
WOWQ 12	57	0	95	81.84	16.543
VC 12	142	0	88	47.63	25.289
MT2	213	0	90	50.27	19.045
EMA	217	0	78	33.86	18.453

Table 11

2016-2017 M1&2 all exams (N = 176)

	N	Minimum	Maximum	Mean	Standard Deviation
WATOP 1	17	0	93	45.29	32.087
WATOP 2	29	0	93	33.07	31.409
WATOP 3	31	0	100	51.94	33.000
WAT 1	112	0	88	51.82	21.827
WATOP 4	22	0	100	41.00	36.812
WAT 2	112	0	92	53.11	24.489
WATOP 5	22	0	99	35.77	34.232
WAT 3	112	0	100	56.32	23.571
WATOP 6	26	0	100	42.00	34.025
WAT 4	112	0	96	59.32	20.606
MT 1	112	0	86	56.58	17.108
WATOP 7	19	0	96	35.16	29.796
WAT 5	112	0	96	51.14	23.627
WATOP 8	11	0	97	36.36	40.537
WAT 6	112	0	88	52.43	21.189
WATOP 9	22	0	100	50.68	34.268
WAT 7	112	0	100	57.11	20.643
WATOP 10	24	0	100	43.71	34.638
WAT 8	112	0	96	54.46	25.622
WATOP 11	20	0	100	55.50	34.327
WAT 9	110	0	100	55.45	25.515
WATOP 12	5	36	94	67.60	25.481
WAT 10	110	0	88	53.02	25.829
WATOP 13	17	0	97	39.59	30.978
WAT 11	49	0	92	49.96	21.434
MT 2	112	0	85	50.26	18.565
EMA	112	0	82	50.98	24.014

Table 11 shows the number of the participants who took the unassessed online tests, the number of the participants who took the in-class tests, the minimum and maximum grades scored in these tests, the means of these grades and their standard deviation in the first two modules of 2016 -2017 academic year. Table 11 indicates that quite a lower

number of the participants took the online tests as they were unassessed and would not be added to the overall passing mark. Out of 176 students, the number of the ones who took the online practice tests ranged from 5 (WATOP 12) to 26 (WATOP 6) . However, the mean scores of the WATOPs and WATs did not show as much variety as the mean scores of WOWQs and VCs in the previous academic year. It can clearly be understood from Table 11 that the number of the participants who took the in-class tests was also much higher. The mean scores of the participants' grades indicate that they scored lower in eleven of the online tests than the in-class exams and relatively higher in only two of the online tests. To illustrate, the mean score of WATOP 8 was 97 while the the mean score of WAT 6 was 88. Also, the MT 1 grade average of participants (56.58) was higher than those of the first six online tests (45.29, 33.07, 51.94, 41.00, 35.77 and 42.00 respectively). MT 2 and EMA grade averages of the participants were lower than the averages of only a few (2-3) WATOPs.

Tables 12 -17 give the inferential statistics of the data which were analysed by using Pearson Correlation test and present the associations between online exams and in-class exams. The online and in-class exam before each MT exam and the EMA were analysed separately and displayed in different atbles.

Table 12

Correlations between 2015-2016 M1&M2 Assessment Tools Between Weeks 1 and 7

	Vocabulary Check (VC)1-6	Midterm (MT)1
WOWQs 1-5	-.064	.164
Vocabulary Checks (VC)1-6		.545**

Note: ** p < .01 Correlation is significant at the 0.01 level (2-tailed). N = 255

Table 12 depicts the correlation between WOWQs 1-5 and VC 1-6 and MT1 in the first two modules of 2015-2016 academic year. The correlation analysis between WOWQs 1-5 and VC 1-6 ($r = -.064, p = .614$) and between WOWQs 1-5 and MT 1 ($r = .164, p = .188$) showed no significant correlations at $p = 0.01$ significance level. However, the table shows that the correlation between VC 1-6 and MT 1 ($r = .545, p = .000$) was a statistically significant positive weak correlation.

Table 13

Correlations between 2015-2016 M1&M2 Assessment Tools Between Weeks 8 and 16

	Vocabulary Check (VC) 7-12	Midterm (MT) 2	End of Module Assessment (EMA)
WOWQs 6-10	.155	.055	-.398**
Vocabulary Check (VC) 7-12		.723**	.600**
Midterm (MT) 2			.613**

Note: ** $p < .01$ Correlation is significant at the 0.01 level (2-tailed). $N = 255$

Table 13 shows the correlation between WOWQs 6-10 and VC 7-12 and Midterm 2 and the EMA in the first two modules of 2015-2016 academic year. The correlation analysis yielded that there was no statistically significant correlation between WOWQs 6-10 and VC 7-12 ($r = .155, p = .339$) and between WOWQs 6-10 and MT 2 ($r = .055, p = .671$) at 0.01 significance level. However, the correlation analysis proved that there was a negative weak correlation between WOWQs 6-10 and the EMA with $r = -.398$ at 0.01 significance level. Given that the correlation can be influenced by the size of the sample, it can be inferred that the different number of the participants who took WOWQ 7 ($n = 138$), WOWQ 8 ($n = 121$), WOWQ 9 ($n = 125$), WOWQ 10 ($n = 93$), and the total number of the participants who took the EMA ($n = 225$) had an effect on this negative correlation. Table 13 also shows that the correlation between VC 7-12 and MT 2 is a significant moderate positive correlation ($r = .723, p = .000$) and that there is also a significant moderate positive correlation between VC 7-12 and the EMA ($r = .600, p = .000$). Additionally, a significant moderate positive correlation was found between MT 2 and EMA ($r = .613, p = .000$).

Table 14

Correlations between 2015-2016 M3 Assessment Tools Between Weeks 1 and 7

	Vocabulary Check (VC)1-6	Midterm (MT)1
WOWQs 1-6	.153	.080
Vocabulary Check (VC)1-6		.606**

Note: ** $p < .01$ Correlation is significant at the 0.01 level (2-tailed). $N = 255$

Table 14 shows the correlation between WOWQs 1-6 and VC 1-6 and MT1 the third module of 2015-2016 academic year. The correlation analysis revealed that there is no statistically significant correlation between WOWQs 1-6 and VC 1-6 ($r = .153, p = .257$) and between WOWQs and MT 1 ($r = .080, p = .517$). However, the correlation between VC 1-6 and MT1 was a significant moderate positive correlation ($r = .606, p = .000$).

Table 15

Correlations between 2015-2016 M3 Assessment Tools Between Weeks 8 and 16

	Vocabulary Check (VC) 7-12	Midterm (MT) 2	End of Module Assessment (EMA)
WOW 7-12	.004	.279	-.179
Vocabulary Check (VC) 7-12.		.711**	.632**
Midterm (MT) 2			.630**

Note: ** $p < .01$ Correlation is significant at the 0.01 level (2-tailed). $N = 255$

Table 15 shows the correlation between WOWQs 7-12 and VC 7-12 and MT 2 and the EMA in the third module of 2015-2016 academic year. The correlation analysis did not yield a statistically significant correlation between WOWQs 7-12 and VC 7-12 ($r = .004, p = .984$) or MT 2 ($r = .279, p = .116$) or between WOWQs 7-12 and the EMA ($r = -.179, p = .295$). The insignificant negative correlation figure between WOW 7-12 and the EMA can be attributed to the sample size in that the number of students taking the WOWQ 7 ($n = 87$), WOWQ 8 ($n = 92$), WOWQ 9 ($n = 82$), WOWQ10 ($n = 90$), WOWQ 11 ($n = 69$), and WOWQ 12 ($n = 57$), was lower than the total number of students taking the EMA ($n = 217$). Table 15 also shows that the correlation between VC 7-12 and MT 2 is a significant moderate positive correlation ($r = .711, p = .000$) and that there is also a significant moderate positive correlation between VC 7-12 and the EMA ($r = .632, p = .000$). In addition, a significant moderate positive correlation was found between MT 2 and the EMA ($r = .630, p = .000$).

Table 16

Correlations between 2016-2017 M1&M2 Assessment Tools Between Weeks 1 and 7

	WATs 1-6	Midterm (MT) 1
WATOPs 3-8	.727	-.943
WATs 1-6		.417**

Note: ** $p < .01$ Correlation is significant at the 0.01 level (2-tailed). $N = 176$

Table 16 shows the correlation between the unassessed WATs and WATOPs and MT 1 in the first two modules of 2016-2017 academic year. There is no statistically significant correlation between WATOPs 1-6 and WATs 1-6 ($r = .724$, $p = .482$). The correlation between WATOPs 1-6 and MT 1 ($r = -.943$, $p = .215$) is not statistically significant either. The reason why there is an insignificant strong negative correlation between WATOPs 1-6 and MT 1 can be the result of sample size as the number of students who took WATOP 1 ($n = 17$), WATOP 2 ($n = 29$), WATOP 3 ($n = 31$), WATOP 4 ($n = 22$), WATOP 5 ($n = 22$) and WATOP 6 ($n = 26$) was lower than the total number of the participants who took the MT 1 exam ($n = 112$). The correlation analysis also found a significant strong positive correlation between WATs 1-6 and MT 1 ($r = .417$, $p = .000$).

Table 17

Correlations between 2016-2017 M1&M2 Assessment Tools Between Weeks 8 and 16

	WAT 9-13	Midterm (MT) 2	End of Module Assessment (EMA)
WATOP 9-13	.658	.696	-.474
WAT 7-11		.601**	.661**
Midterm (MT) 2			.709**

Note: ** $p < .01$ Correlation is significant at the 0.01 level (2-tailed). $N = 176$

Table 17 shows the correlation between WATOPs 9-13 and WAT 7-11 and MT 2 and the EMA in the first two modules of 2016-2017 academic year. The correlation analysis yielded no statistically significant correlation between WATOPs 9-13 and WAT 7-11 ($r = .658$, $p = .382$) or between WATOPs 9-13 and MT 2 ($r = .696$, $p = .055$). However, it revealed a statistically insignificant weak negative correlation between WATOPs 9-13 and the EMA ($r = -.474$, $p = .236$). The insignificant negative weak

correlation figure between WATOPs 9-13 and the EMA ($r = -.474$, $p = .236$) can be attributed to the sample size in that the number of students taking the WATOP 9 ($n = 22$), WATOP 10 ($n = 24$), WATOP 11 ($n = 20$), WATOP 12 ($n = 5$), and WATOP 13 ($n = 17$), was lower than the total number of students taking the EMA ($n = 112$). Table 17 also shows that the correlation between WATs 7-11 and MT 2 is a significant moderate positive correlation ($r = .601$, $p = .000$) and that there is also a significant moderate positive correlation between WATs 7-11 and the EMA ($r = .661$, $p = .000$). In addition, a significant moderate positive correlation was found between MT 2 and the EMA ($r = .709$, $p = .000$).

To study whether the number of the online tests taken by the participants can be associated to their success in their in-class exams, Tables 18 - 20 were drawn to present the in-class exam mean scores of the participants and the number of the assessed online tests they took. Table 18 illustrates the in-class exam mean scores of the participants and the number of the assessed online tests they took in the first two modules of 2015-2016 academic year. The data in the table indicates that doing online tests did not contribute the success of the participants' in-class exams. Regardless of the number of the online tests the participants took, none of the students could score above 65, which was the module passing grade and the mean scores of their MT 1, MT 2 and EMA grades decreased towards the end of the module. Additionally, the table also shows that who never did an online test scored above 65 in MT 1, MT 2 and EMA although their grades decreased gradually towards the end of the module.

Table 18

15-16 M1 & M2 Assessment Tools Descriptive Statistics

	N	Min	Max	Mean	Std. Error	Std. Dev	# of attended WOWs
MT1	33	22	84	55.12	2.449	14.068	
MT2	33	26	76	54.03	1.883	10.818	10
EOM	33	0	59	36.06	2.242	12.879	
MT1	34	24	86	57.32	2.366	13.799	
MT2	34	26	86	53.85	2.394	13.957	9
EOM	34	19	75	39.82	2.202	12.840	
MT1	26	32	82	60.27	2.501	12.755	
MT2	26	31	84	59.00	2.715	13.845	8
EOM	26	0	61	37.35	2.543	12.964	
MT1	25	0	96	50.60	4.417	22.085	
MT2	25	0	90	47.16	3.497	17.485	7
EOM	25	0	72	36.08	3.873	19.365	
MT1	15	32	84	60.20	3.663	14.189	
MT2	15	32	78	57.47	3.277	12.693	6
EOM	15	7	65	38.67	4.259	16.495	
MT1	10	38	88	62.40	5.445	17.219	
MT2	10	36	74	53.50	4.308	13.624	5
EOM	10	0	63	35.00	6.351	20.083	
MT1	25	27	88	60.40	3.112	15.559	
MT2	22	0	79	50.55	4.360	20.449	4
EOM	25	0	78	35.28	4.132	20.661	
MT1	8	28	69	54.13	4.771	13.495	
MT2	8	0	62	36.38	8.844	25.014	3
EOM	8	0	57	25.00	8.060	22.797	
MT1	19	20	80	59.42	3.635	15.844	
MT2	19	0	74	49.58	5.584	24.339	2
EOM	20	0	63	32.20	5.197	23.242	
MT1	6	0	81	39.00	11.978	29.339	
MT2	7	0	58	31.14	9.362	24.768	1
EOM	7	0	37	15.57	5.859	15.501	
MT1	20	0	92	48.00	5.658	25.304	
MT2	20	0	72	33.65	5.432	24.295	0
EOM	20	0	71	20.10	4.832	21.609	

Table 19 illustrates the in-class exam mean scores of the participants and the number of the assessed online tests they took in the third module of 2015-2016 academic year and depicts a similar picture to that of Table 18. The table reveals that the number of the quizzes the participants took did not contribute to their success in the in-class exams as the mean scores of their MT1, MT2 and EMA grades decreased gradually toward the end of the module and none of the mean scores except one were above the module passing grade. Four of the participants ($N = 255$) took online exams twice only and their MT 1 mean score was 75. However, their MT 2 mean score was 63 and they had the lowest mean score in EMA with 29.

Table 19

15-16 M3 Assessment Tools Descriptive Statistics

	N	Min	Max	Mean	Std. Error	Std. Dev	# of attended WOWs
MT1	30	32	76	54.77	1.973	10.804	
MT2	27	29	72	52.22	2.011	10.449	12
EOM	30	19	77	35.00	2.034	11.142	
MT1	21	32	84	57.29	2.944	13.491	
MT2	21	16	78	54.24	3.151	14.439	11
EOM	21	0	70	37.24	3.506	16.065	
MT1	16	12	68	51.81	3.713	14.851	
MT2	15	26	74	49.07	3.544	13.724	10
EOM	16	0	75	35.38	4.143	16.573	
MT1	11	20	84	53.36	5.965	19.785	
MT2	11	18	76	50.36	5.268	17.472	9
EOM	11	10	50	32.36	3.561	11.809	
MT1	13	27	92	56.69	4.659	16.800	
MT2	13	0	84	46.15	5.490	19.794	8
EOM	13	0	58	36.38	4.110	14.819	
MT1	7	45	70	56.86	3.548	9.388	
MT2	7	42	64	53.57	2.671	7.068	7
EOM	7	0	49	31.14	5.950	15.742	
MT1	11	0	74	48.00	7.793	25.846	
MT2	11	0	68	46.18	6.553	21.734	6
EOM	11	0	57	33.00	5.011	16.619	

Table 19 (cont.d)

	N	Min	Max	Mean	Std. Error	Std. Dev	# of attended WOWs
MT1	40	22	96	59.63	2.359	14.920	
MT2	40	31	86	54.80	2.100	13.284	5
EOM	40	7	78	40.25	2.363	14.947	
MT1	11	0	86	52.73	7.081	23.487	
MT2	11	0	86	54.09	6.577	21.815	4
EOM	11	0	51	35.27	4.760	15.787	
MT1	11	34	82	59.36	4.951	16.421	
MT2	11	20	75	53.27	4.704	15.602	3
EOM	11	0	72	37.45	7.153	23.725	
MT1	4	64	84	72.25	4.768	9.535	
MT2	4	44	73	63.75	6.762	13.525	2
EOM	4	0	63	29.00	16.867	33.734	
MT1	4	44	75	63.50	7.100	14.201	
MT2	4	39	61	52.00	4.916	9.832	1
EOM	4	34	59	45.25	5.893	11.786	
MT1	38	0	96	55.61	3.972	24.483	
MT2	40	0	90	40.30	4.770	30.166	0
EOM	40	0	71	22.55	3.902	24.676	

Table 20

16-17 M1 & M2 Assessment Tools Descriptive Statistics

	N	Min	Max	Mean	Std. Error	Std. Dev	# of attended WOWs
MT1	5	50	76	59.60	4.534	10.139	
MT2	5	35	53	44.20	3.484	7.791	11
EOM	5	59	68	62.80	1.655	3.701	
MT1	3	55	75	66.00	5.859	10.149	
MT2	3	45	74	57.33	8.647		10
EOM	3	56	62	58.67	1.764	3.055	
MT1	3	52	86	65.67	10.366	17.954	
MT2	3	54	68	59.33	4.372	7.572	9
EOM	3	58	66	63.33	2.667	4.619	
MT1	2	48	52	50.00	2.000	2.828	
MT2	2	42	45	43.50	1.500	2.121	8
EOM	2	46	62	54.00	8.000	11.314	

Table 20 (cont.d)

	N	Min	Max	Mean	Std. Error	Std. Dev	# of attended WOWs
MT1	1	78	78	78.00			
MT2	1	64	64	64.00			7
EOM	1	66	66	66.00			
MT1	3	52	82	65.00	8.888	15.395	
MT2	3	40	85	58.33	13.642	23.629	6
EOM	3	0	76	25.33	25.333	43.879	
MT1	4	38	76	58.25	8.528	17.056	
MT2	4	47	77	56.00	7.036	14.071	5
EOM	4	53	72	62.25	4.211	8.421	
MT1	7	59	82	65.57	3.108	8.223	
MT2	7	46	70	57.57	3.722	9.846	4
EOM	7	54	65	58.71	1.539	4.071	
MT1	12	37	86	61.00	4.431	15.350	
MT2	12	32	83	57.08	3.598	12.464	3
EOM	12	0	75	54.58	5.572	19.304	
MT1	7	0	62	41.57	8.071	21.353	
MT2	7	0	66	41.57	8.516	22.530	2
EOM	7	0	66	32.86	11.791	31.195	
MT1	16	0	82	56.94	4.688	18.753	
MT2	16	0	85	52.25	5.021	20.085	1
EOM	16	0	80	54.44	6.064	24.254	
MT1	45	0	84	55.22	2.431	16.307	
MT2	45	0	70	47.71	3.074	20.621	0
EOM	45	0	82	48.29	3.912	26.243	

4.2 Qualitative Analysis Results

The data obtained from the interviews with the participants of the study ($n: 11$) were analyzed qualitatively through content analysis so that the emerging themes could be identified (Kruger, 1994; Rabbie, 2004). The themes identified within the data were (a) the use of technology, (b) the LMS and the online BL course content, (c) the importance of immediate feedback and (d) the online assessment tools.

4.2.1 The perceptions on the use of technology. When the participants ($n=11$) were asked about the use of technology in IEP, where they studied English as a foreign language, they pointed out that technology was used in their classes in varying degrees. Nine of the participants defined the use of technology as good.

“[...] We used technology extensively in our classes”. (Student 1)

“The use of technology was really good. ...”. (Student 6)

“I think the use of technology was really good. ...” (Student 10)

When asked to give examples of how technology was used, the participants added their comments on the use of technology under several headings which can be listed as the use of (a) technological equipment like the projector, (b) online games, and (c) the LMS. They also mentioned the integration of (a) audio and video, (b) the apps such as Quizlet which they used to study vocabulary and (c) other activities which they did on the internet through the links offered on the LMS.

Three students commented on the use of the projector as part of the use of technology in their classes. They said that the projector was used extensively in their classes as their teachers used it to present a visual or a video about what they were going to study.

“[...] There were some activities that our teacher showed us through projector. ...” (Student 11)

“We do some activities reflecting them on the whiteboard through the projector. We read the texts from the white board. We do the activities on the internet. We listen to the audios. Also, there are vocabulary presentations. They are to understand the vocabulary better. The teacher shows them to us and finally there are some quizzes and some games to reinforce the vocabulary. Like Quizlet, you know.” (Student 10)

It was apparent that they found the use of the projector quite engaging in that it attracted their attention and helped them to be more involved in what they learned.

Five of the participants said that one of the ways they used technology in their classes was to play educational online games through applications like Kahoot. They commented that those activities were fun and motivating for students. They also added that they found some applications, some web 2.0 tools such as Kahoot and Quizlet and digital games quite effective and motivating in terms of vocabulary learning mainly. Below are some of the examples to the comments of the participants:

“[...] (Indicating the use of technology) We did... Well, there were games. We generally played games. ...” (Student 4)

“[...] The online materials we used in the class were fun. One of them was Kahoot. I think it was motivating.” (Student 5)

Except for Student 2, who said that he used technology to do online homework only, the rest of the participants agreed that technology was utilized extensively in their classrooms to bring variety to the classroom activities and it motivated them.

They also mentioned that the use of LMS was part of the use of technology in their learning. They commented on the benefits of the LMS and how it was exploited as a platform to provide supplementary materials for self-study. Seven of the participants focused on the exploitation of videos and audios, saying that the videos and audios available on the LMS, the online videos provided by their teachers and the videos available on EC enhanced their learning and helped them better understand the subjects in their classes. Below is how Student 7 commented on the use of technology in their classroom:

“There were videos. There were extra videos by teachers from England. There were very good advertisements such as the one about Apple. There were some advertisements on English Central too. In addition, there were some lessons. The instruction was through these videos and the lessons. I personally think these were very beneficial in terms of pronunciation and communication with others abroad.” (Student 7)

Eight of the participants talked about the use of EC, which enabled learners to practise the language items and vocabulary they had studied in their f2f classes on their computers or on their mobile devices such as their tablets and mobile phones. They added

that EC was a useful platform where they practiced English through videos and did some speaking, pronunciation and vocabulary exercises to help them enhance their vocabulary, pronunciation and communication skills. They said that the use of technology in their English classes necessitated the use of EC as part of their IEP program and that they benefitted from it a lot. They considered it quite effective in terms of communication, vocabulary and pronunciation practice. Below is an example of how a participant commented on the use of EC:

“In my opinion, both its learning and EC are very effective internet tools. I have been using its learning and EC since I started to learn English and I think they have contributed to my learning a lot. (Student 11)

The replies of the participants made it clear that they found the use of video very effective while learning a foreign language.

4.2.2 The perceptions on the LMS and the online BL course content. When the participants were asked whether they found the LMS useful as a tool for self-study or not, all participants except one agreed on its usefulness and practicality in that it provided them with a platform where they could find a wide range of exercises and activities parallel to what they did in their f2f classes. Six of the participants also commented that the LMS was easy to have access to and that it was quite effective as a self-study tool which required little or no teacher guidance since it offered them weekly folders containing self-study materials on what had been covered in that specific week as well as tests with instant feedback. They also admitted that it was very practical to find what they wanted to practise or what they needed to study on the LMS. Below are some excerpts of how the participants commented on the efficacy and the accessibility of the LMS:

“In my opinion, it (its learning) is useful and efficient because on the LMS, we eventually do what we have done in our classrooms. It helps us retain what we have learned better”. (Student 8)

“In my opinion, it is useful because there are a lot of resources. You can have access to the LMS very easily. ... ” (Student 3)

All participants except for one agreed that the LMS was a very useful and efficient platform in terms of self-study and that it was easy to access. They also admitted that it

was very practical to find what to study in the LMS. However, one of the students' comment on the efficacy of the LMS was negative.

"[Itslearning] It was not good. I didn't like it much. If it hadn't been for my teacher, I wouldn't even have logged on." (Student 4)

Seven of the participants said that they found the LMS very resourceful in that it offers a wide range of exercises for self-study to practice and to better prepare for the exams. Some comments regarding the use of the LMS as a resource are as follows:

"[...] Apart from that, there was its learning. It was the first time I used it. It was very good. It contributed to the classwork as well. ..." (Student 6)

"There was the internet homework, I mean the online homework on its learning, but other than them, we didn't do any practice exams in the class. There were things which we did by ourselves. For example, we did something in the class but on its learning, there were the answers to the questions we could not do. Also, after something was taught in the class, we did not do many exercises. I mean we didn't study on the examples in the classroom. We did the exercises on its learning online. There were plenty of online materials. They were not for homework. They were for self-study." (Student 1)

"The [digital] materials available on its learning were used as homework mostly. The weekly packs were used in in-class activities, but the ones on its learning were for us to do." (Student 2)

"There are exercises on every subject. It is rich in question types and variety. We can reach these materials with the help of its learning. Otherwise, it would be difficult to search for them from different resources. Itslearning is a guide and source for us in terms of exam preparation". (Student 11)

All participants except one said that on the LMS they could find more than enough materials, exercises, tests, visuals and videos as well as audios and this provided a wide range of materials to choose from. They also admitted that all the materials in the weekly folders on the LMS were based on and parallel to what they had done in their classes in that specific week. Below are the some of the comments of the participants on the variety of content on the LMS:

“I mean, everything has been classified according to subjects and skills there [Itslearning]. There are materials on grammar, use of English, listening, and writing. Whatever the subject is first there is a reading comprehension exercise, fill in the blanks exercises and vocabulary exercises, etc.” (Student 1)

“[...] I mean there (on itslearning) are a lot of alternatives. Tests, readings etc.” (Student 5)

When asked whether the LMS is a useful tool for self-study, six of the eleven participants commented that the LMS is a useful tool for self-study and learner autonomy because the content is directly related to what they study in their classes and there is more than enough amount of content in a variety of forms such as exercises, tests, games, audios and videos and because the content is uploaded and renewed weekly in accordance with their class course materials and content. The examples of the related comments of the participants are as follows:

“In my opinion, it is useful because it has a wide range of resources and If we really want to learn and if we use the LMS, it really is a platform where we can learn because it is detailed. There are reading tests and listening tests as well. What is more, I have also noticed that there are some grammar videos on the grammar points we study in our classes. I mean it is a platform where you can learn at home by watching these, studying and doing the quizzes as well as WOWs.” (Student 10)

“[Itslearning] It is definitely a useful tool for individual learning and I mean, students may not always like their teachers at school or no matter how hard they try they may not understand the way their teacher teaches. Yet, they have unlimited opportunities to learn on the internet. Let me tell you about my personal experience. This has happened to me a lot. Both its learning and English Central offers me the opportunity to learn what I want with a variety of materials. I mean when I do not understand a subject at school, I can go over it through its learning as much as I need.” (Student 11)

“Let me explain what it is like. Well, this is what happens. It is systematic. I mean I decide when to log on. I log on one day and do the exercises I choose when I am available. I mean since it is on a system like this, it is a convenient place to study” (Student10)

Although all participants agreed on the fact that the LMS offered a variety of resources, one of them claimed that the study habits of students affected the way they benefited from the LMS as a resource platform for self- study. Here is what he commented on the topic:

“In my opinion, [Itslearning] it is useful because it has a wide range of resources and you can access to it easily. However, since I am not used to studying on the computer, students like me did not use the LMS often.”
(Student 3)

Contrary to what nine of the participants agreed in terms of the efficacy and usefulness of the LMS in terms of self-study and learner autonomy, two of the students claimed that students needed teacher guidance, encouragement and follow up so that the LMS could be exploited as a useful and efficient learning tool. Below are the excerpts of how two of the participants commented on the issue:

“Look. This is what I think about the issue. Our teachers can inform us. Of course, they do, but this depends on the teacher. We can't say teachers do not inform their students about its learning I had some teachers who said “Look, here we have these on its learning.” I mean if teachers encouraged us more, it would be better. Of course, it all depends on the student. I mean you go home, you are left alone with the computer again. There should be teachers keeping track of what students study through WhatsApp asking if they have done the exercises. I personally have some teachers like this.”
(Student 7)

“The LMS does not mean much alone. There definitely is a need for the guidance of a teacher” (Student 5)

As the amount of time the participants spent on the LMS without their teachers' guidance would be a valuable clue while interpreting whether the LMS was really used as a tool for self-study, the participants were asked how often they actively used the LMS without being guided by their teachers. The participants gave different answers ranging from every day to only before the exams. Figure 3 shows how often the participants used the LMS on their own will actively.

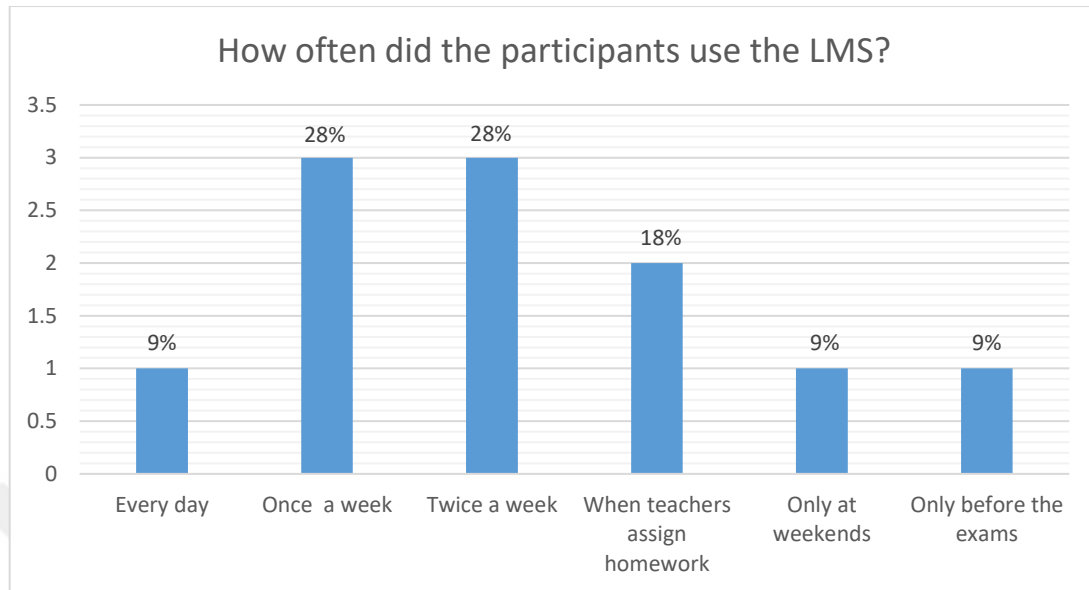


Figure 3. The illustration of how often the participants used the LMS.

As it can clearly be seen from the figure, the minority of the participants used the LMS autonomously on a regular basis.

4.2.3 The perceptions on the importance of immediate feedback. When asked whether receiving immediate feedback provided by the LMS was useful, all participants agreed that feedback given by the LMS automatically right after the completion of an exercise or a test was extremely useful in that (a) it gave learners the chance to see what they had done wrong, (b) guided them on what to revise and focus on more, (c) enabled them to eliminate what they had done wrong before the actual exams and (d) eventually helped them to score higher in the actual in-class exams. Below are some of how some of the participants commented on the issue:

“[Getting immediate feedback] It helps to a great extent because you can see both you did wrong in the quiz and helps you become more careful with what to do or not to do in the other exams. I mean it directs you.” (Student 1)

“[Getting immediate feedback] It gives great help. I mean, you can see your mistakes. For example, when you go over the test after you submit it. This helps a lot. We could see where we did wrong or we could find out what need to practise more. The system was always on.” (Student 2)

“It is something positive. We get direct feedback. We see how much we could do. We see where we made a mistake. We see why we did it wrong.” (Student 3)

“I think [Getting immediate feedback] it is one of the best. One of the best features. Because instead of taking what we did to the teacher to ask and wasting time, when we see it directly, we can search the internet. We can go back to those questions [which we did wrong]. We can ask someone who knows English around us or in the family. Therefore, it is good to see the correct answers and get feedback immediately.” (Student 9)

All participants who agreed on the advantage of getting direct feedback also agreed that getting direct feedback contribute to their success. Some of the comments on the issue are as follows:

“Of course. I mean when we study for the exams, it helped us understand what we need to study. When we complete what we need to study, it helps us to become more successful.” (Student 2)

“Yes, [Getting immediate feedback] it helps. We correct see and correct our mistakes.” (Student 5)

“Yes, [Getting immediate feedback contributes to success] because when I see the correction right after I see my mistake I learn from it. Then for example, I may experience something. I mean I see my mistake but let’s say when I do not get immediate feedback right after it, I do not care about it. I forget all about it.” (Student 10)

What the participants’ comments indicated was that they found getting immediate feedback extremely helpful as they considered it as a way to spot and eliminate their mistakes and to learn better before the actual in-class exams. This was why they agreed that getting immediate feedback contributes to their success in in-class exams and help them learn.

4.2.4 The perceptions on online assessment tools. When the participants of the study were asked about what they thought about the online tests, nine of the participants said that doing online tests contributed to their success no matter whether they were assessed (WOWQs) or unassessed (WATOPs). Below are two comments of the participants regarding the issue:

“... . As a matter of fact, The WOWQs of last year have become WATOPs of this year. WOWQs were graded. They helped because students felt obliged to do them, they did them, and it eventually helped. Students learned because they had to as they were assessed.” (Student 2)

“Well, [WOWQs and WATOPs] they both contributed to success and ...I mean it is about student psychology. Students are score-oriented. They need to score above the average to finish the IEP, and students can collect scores from online tests. It is important for students to a certain extent. ...” (Student 6)

Students were also asked whether the online content of the online tests, namely WOWQs and WATOPs, correlated with the content of the in-class exams like VC, WATs, MTs and EMAs. All participants except one agreed that the contents of online and in-class exams were closely related to each other and the online tests on the LMS helped them revise for the exams no matter whether they were assessed or unassessed because the questions were parallel to and sometimes exactly the same as what was asked in in-class exams. Below are some of the comments of the participants regarding the issue:

“Yes, [the contents of the online and in-class tests] they were parallel. The vocabulary was the same. The questions on the online tests were nearly the same as the questions in the in-class tests. ...” (Student 4)

“Yes, it is almost the same. Because every week it was the same. The same reading themes, the same vocabulary ... Therefore, all of them, [the contents of the online and in-class tests] were almost the same.” (Student 10)

“Yes, [the contents of the online and in-class tests] they correlated. The grammar items were the same. The reading texts were different but the theme was the same. Because it is about the vocabulary you studied in that week.” (Student 1)

The responses of the participants revealed that the content of the online and in-class tests showed similarities and this helped students to better get ready for the in-class exam and contributed to their success.

The participants were also asked whether online tests should be assigned as homework no matter whether they were assessed or unassessed. All participants advocated the idea that students would do the online tests if they were assigned as homework. Some of the comments regarding this issue is as follows:

“Students will not do it if they [online tests] are not homework. I think they should definitely be given as homework. If it is assigned as homework, it should not stay like that I reckon. After students come to class, well, we can go over the test in the class. I mean students might do this. I mean students might pretend to have done the online test if the test is not revised in the class. They may do it, they may not do it or they may get the answers from somebody else. But if it is revised in the class, it will help more.” (Student 6)

“[Online tests] They should definitely be done if they are going to be asked in the in-class exams. Many students do not do it because it is not homework.” (Student 7)

“I think [online tests] should definitely be assigned as homework. Students do not do it thinking that it is not homework.” (Student 8)

“You should announce that [online tests] they are homework. It becomes mandatory then. I mean students can get higher scores. Because now nobody does them. I think they should be assigned as homework.” (Student 9)

“I think [online tests] they should be set as homework. Because students would do them because they are assigned, because they would earn more points when they do them and because it they are mandatory. And, they will learn when they do them.” (Student 11)

The remarks of the participants show that students take the tests more seriously when the tests are assigned as homework and when they earn points in return for them. Otherwise, they would not take the online tests seriously probably because they had failed to develop effective self-study skills and become autonomous so far.

When the participants were asked about whether the online tests should be assessed or unassessed, six of them commented on the online assessment tools positively and agreed that online tests should be assessed. However, five of them reported that some students tended to cheat in online tests and that this was unfair to the ones who did the tests on their own adding that the high scores in the online tests did not show the real performance of students. The examples of the comments related to the issue are as follows:

“[...] online exams should be administered and their results should be added to the average. Like the WOWQs last year... The online tests should not be unassessed practice exams and there should not be any questions from these practice exams in the in-class exams.” (Student 5)

“[Having assessed online tests] It is good. But the problem is who is doing the test? I mean the answers may come from someone, and the student may just copy and paste. In the WOWQs, for example, some students did the tests. We just got the answers from Whatsapp, copied and pasted them in our tests.” (Student 9)

“[Online tests] They should not be assessed. Students generally leave it to the last minute to do them. When there is no internet in the place where the student is or when there are problems with the internet connection, there may be problems like these. And, the website [Itslearning] would not open sometimes or gives error. I mean the webpage would not open sometimes.” (Student 2)

“[Online tests] They should not be assessed. That place [Itslearning] should be somewhere for self-study. Because when people hear that it is assessed, they cheat to get a hundred. They do not even look at the questions I think.” (Student 3)

“[Online tests] They should not be assessed to prevent cheating. I did not used to cheat before, but [I did] so that so that my WOWQ scores would be higher. My WOWQ grades were really high thanks to cheating. I think WATOPs this year are much better. They [online tests] should not be assessed.” (Student 4)

“[Online tests] They should not be assessed. I may score a low mark because I am getting ready there [WOWQs and WATOPs on Itslearning]. Therefore, I think [online tests] they should not be assessed because I am doing extra exercises there.” (Student 9)

Students’ responses indicated that most of them were exam oriented and therefore tended to cheat in the assessed online tests (WOWQs). They also showed them students were not interested in the unassessed online tests (WATOPs) because they would not earn any points.

The participants were asked about whether their attitudes toward the online tests. All of the participants except two admitted having received help or having cheated in the assessed online tests for several reasons including peer pressure, exam nervousness, exam-centeredness and fear of failure. Some of the comments related to the issue are as follows:

“I always did them [WOWQs and WATOPs] on my own. I did [them on my own] and I passed. I did [them] to pass and I passed.” (Student 4)

“[...] Last year, during WOWQs, I always did it on my own. But, this year, I see the answers [to those WOWQs] are everywhere. I was so naïve you know... Really... I mean I did them on my own even if I scored low marks. As for why students need the answers... Because it is a matter of earning grades... They want to earn good grades... That’s why ...” (Student 10)

“[...] I could score much higher in WATOPs.. You know, because it is not assessed, I could do it without feeling nervous. But, with the others [WOWQs], I mean with the assessed ones, it was different. Everyone panicked because it would be added to the passing mark. I mean we worried if we could do it. One of us would do the test and we copied his / her answers. If we do the tests online and if they are graded, this does not contribute to self-study. I mean we are going to get a score and there is no invigilation or proctoring. Someone scored high. The others ... Well, they did nothing. They just.. You know.. Copied the answers. As for the unassessed ones, people who really want to improve did them. The ones who did not want to study didn’t do it at all. ...” (Student 1)

“[...] People were more interested in the assessed tests. The rate of doing these tests were much higher. We generally didn’t do it individually. I mean we did it negotiating. I mean sometimes we had difficulty with some stuff. In order to earn points, and to score 100 we were answering the questions cooperatively while doing them. It was not the same with the unassessed ones. The rate of doing them might be quite low but the ones who wanted to study benefitted from them.” (Student 2)

Students’ responses clearly show that the majority of them tend to cheat while doing the assessed online tests in order to score a high grade and they either ask someone who knows better or work cooperatively to cheat.

Finally, the participants were asked about their perceptions on whether assessed and unassessed online exams contributed to their success in in-class exams once again. Nine of the eleven participants said the assessed online tests contributed to their success while all the participants agreed that the unassessed tests contributed to their success more. Below are some of what the participants said regarding the issue:

“The assessed ones do not contribute [to success in the in-class tests] because we do not do them individually. I mean at least I do not do it on my own. Someone does it and because it is assessed ... I mean I just copied the answers. But with the unassessed online ones... Well, I did them on my own when I wanted to study. ... ” (Student 1)

“[Doing the online tests] It contributes [to success in the in-class tests]. I keep saying the same thing but ... there is plenty of materials online and you know you feel like doing it. ...” (Student 3)

“I think what I did online helped me to be more successful in the in-class tests.” (Student 4)

“Yes. In the in-class tests, we have what we do online anyway.” (Student 6)

“[Doing the online tests] It does [contributes to success in the in-class tests]. It definitely does. Because we study what we do online, we can remember them. And, therefore, we can transfer what we remember onto the test paper.” (Student 8)

“Of course, [doing the online tests] it does [contributes to success in the in-class tests]. Especially, it affects my WATs and my success.” (Student 11)

The responses of the participants revealed that the majority of the students thought doing the online tests on their own would contribute to their success as it enables them to retain what they had practised online. However, they admitted that they cheated in the assessed online tests since there were no proctoring and they wanted to score better grades.

Chapter 5: Discussion and Conclusions

This study aimed to investigate whether online tests contribute to the success of students in in-class exams and find out what the perceptions of students at the IEP of the SFL of a foundation university in Turkey. The online and in-class assessment records of the participants and the semi-structured interviews were employed as the data sources to seek answers to the research questions pertaining to quantitative and qualitative approaches. The results of the quantitative analysis revealed that there is no correlation (a) between the assessed online tests and in-class exams and (b) between the unassessed online tests and in-class tests. However, the quantitative analysis results yielded significant moderate positive correlations between formative and summative in-class assessments. The results of the qualitative analyses of the interviews revealed that (a) students had positive opinions about the blended learning environment, (b) the content of the online tests and in-class tests correlate, (c) online tests are considered as effective tools to get ready for in-class exams, (d) online tests should be part of the assessment, online tests require some precautions to prevent cheating, (e) receiving immediate feedback on online tests contribute to students' success and (f) online tests are believed to contribute to students' success in in-class exams. The findings of the study are discussed in detail in this section.

5.1 Discussion of Findings for Research Questions

The first research question of the study investigated whether online tests contributed to the success of students in in-class exams. Regarding the first research question, the quantitative analysis of the data including inferential statistics revealed that there were no correlations between the formative assessed online tests and in-class tests. The data can also be interpreted that unassessed online tests showed no correlations between the in-class exams while the formative in-class assessment tools proved to be correlated with summative in-class assessment tools.

The descriptive statistics including the means of the online and in-class assessment grades of the participants as well as the means of the in-class exams that were administered following the online tests revealed that the means of assessed online tests (WOWQs) were much higher than the means of the in-class tests although the number of participants who took the online tests were much lower than the number of those who took the in-class tests. Likewise, the means of unassessed online tests (WATOPs) were higher than the means of the in-class tests. Although some of the questions in WOWQs and WATOPs were the same as or similar to what was asked in the in-class tests, such low results inconsistent with the high online test scores are contradictory to the expected results. In addition, the number of the online quizzes taken proved to have played no role in increasing the participants' in-class exam results. The descriptive statistics indicated that doing online tests did not contribute the success of the participants' in-class exams as (a) regardless of the number of the online tests the participants took, none of the students could score above 65, which was the module passing grade, (b) the mean scores of their MT 1, MT 2 and EMA grades decreased towards the end of the module. The findings of the inferential statics supported the findings of descriptive statistics in that Pearson Correlation test showed no statistically significant correlation between (a) the assessed online tests and formative in-class exams, (b) the unassessed online tests and formative in-class tests, (c) the assessed online tests and summative in-class tests and (d) the unassessed online tests and summative in-class tests. However, the in-class tests proved to have statistically significant moderate correlations. This can be interpreted that students might have cheated in the online tests during which they were not proctored. This finding is also parallel to the findings of the qualitative analysis of the study since they admitted that they cheated in the assessed online tests since there was no proctoring and they wanted to score better grades. In addition, the findings obtained from the interview supported this finding as the students admitted to having cheated in the assessed online tests.

The second research question of the study investigated what the perceptions of participants toward online tests were. The qualitative data were obtained from the semi-structured interviews with nine questions and related sub-questions. The content analysis resulted in the emerging themes which can be listed as (a) the use of technology, (b) the

LMS and the online BL course content, (c) the importance of immediate feedback and (d) the online assessment tools.

One of the results of the study was that the participants agreed on the extensive utilization of technology in their f2f classrooms as well as the variety to classroom activities and motivation it provided. This result shows similarities with the results of Orhan's (2008) study which concluded that BL help students boost their motivation, take on more responsibility on their learning and improve their motivation. Similarly, the findings of the study by Gedik, Kiraz and Özden (2012) also concluded that BL provides motivation and student involvement. These findings are also similar to the findings of studies by Leakey and Ranchoux (2006), Fidaoui et al. (2010), Bahrani et. al. (2011) and Liu (2013). Besides, the results of the studies on BL by Ghahari and Ameri-Golestan (2014), DeGeorge-Walker & Keeffe (2010), Lopez-Perez, Perez-Lopez & Rodriguez-Ariza (2011), Ugur, Akkoyunlu & Kurbanoglu (2011) and Kocoglu (2010) are completely in line with the results of this study in that BL increased access to learning resources.

Another finding of the study with regard to the use of technology was the use of LMS as a practical and beneficial platform offering supplementary materials for self-study to revise, to practice and to better prepare for the exams. However, this contradicted with the other comments of the participants as content analysis results also revealed that the minority of the participants used the LMS autonomously on a regular basis. The findings of the study showed that the participants of the study found the online course content parallel to what was studied in f2f classes. This result shares similarities with the studies of Lim et al. (2007) and Poon (2013). Lim et al. stated that BL content enabled learners to use what they had learned in their f2f classes. Likewise, Poon (2013) concluded that a BL course should match the f2f course, and supply relevant content. What the participants of the study commented on the content of the online tests was that no matter whether they were assessed or unassessed, the content of the online tests were all parallel with the content of the in-class tests. That was why they commented that the content on the LMS helped them revise for the in-class exams, and score better in in-class exams. Yet again, this contradicts the quantitative statistics results in that the in-class exam results of the participants were rather low when compared to their online test results.

The findings of the study also revealed that all participants highly valued the feedback given by the LMS automatically right after the completion of an exercise or a test as it enabled them to identify their mistakes, to revise and practise the course content, to eliminate their mistakes and eventually to score higher in the actual in-class exams. However, this finding also contradicts the inferential statistics results in that all participants' in-class exam averages were lower when compared to their averages in in-class exams. Although nine of the participants said that doing online tests contributed to their success no matter whether they were assessed (WOWQs) or unassessed (WATOPs), none of their formative or summative test score averages were above the passing mark average. Unlike the findings of Walker et al.'s (2014) study which focused on the comparative effects of unassessed online practice exams on students' performance in in-class assessed exams, the current study found no evidence that non-credit, online practice exams contributed to performance on in-class, graded exams or that students taking the online unassessed practice exams scored higher in assessed in class-exams. This finding also contradicts the findings of the reviewed literature related to the fact that BL courses increases exam pass rates and raise student grades (Amaral & Shrank, 2010; Boyle, Bradley, Chalk, Jones, & Pickard, 2003; Coolopy & Arnold, 2009, Larsen, 2012). The findings of the study regarding immediate feedback is compatible with what Poon's (2013) study concluded in that BL should include giving immediate feedback. Gaytan and McEwen (2007) also concluded that feedback (a) is also a critical component of online assessment, and (b) must be timely. Similarly, Hargreaves (2008) considers online formative assessment as a source of continuous feedback to improve teaching and learning. Caraivan (2012) asserted that online formative assessment enabled students to assess themselves and that formative assessment results could be used for feedback to improvement. However, the interview result and the quantitative analysis of the participants' formative and summative assessment grade contradicts both each other and the findings of reviewed literature.

Another point that emerged in the interviews indicated that students were inclined to cheat in the assessed online tests. This result seems to be parallel with the findings in former studies (Dewey, 2000; Olt, 2002; Rowe, 2004; Chiesl, 2007; Grijalva et al., 2008; Watson and Sottile, 2010; Dietz-Uhler and Hurn, 2011). The participants of this study

admitted to getting answers from others and receiving help from their friends. In his study, Rowe lists the most serious three problems as (a) getting assessment answers in advance, (b) unfair retaking or grade changing for assessments, and (c) unauthorized help during assessment. Likewise, Olt considers similar cheating issues as drawbacks of online assessment. However, despite accepting all its drawback, Dewey considers automatic instant feedback as an advantage of online assessment and his finding is parallel to the findings of this study in that all the participants of this study stated that they considered receiving automatic feedback as an advantage.

With regard to online assessment, the participants also reported that no matter whether they were assessed or unassessed, online tests should be assigned as homework claiming that students would take it more seriously. The participants' comments on whether the online tests should be assessed or unassessed, six of them said that online tests should be assessed while five of them revealed that some students tended to cheat in online tests. The participants' responses also indicated that most of them (a) were exam-oriented, (b) had a tendency to cheat in the assessed online tests (WOWQs), (c) showed very little or no interest in the unassessed online tests (WATOPs) because they would not earn any points.

When the participants were asked about their attitudes toward the online tests, nine of them confessed having received help or having cheated in the assessed online tests because of peer pressure, exam nervousness, exam-centeredness and fear of failure. The participants of this study were repeating students who had poor study skills. It was obvious from the participants' remarks that they lacked effective self-study skills and had not become autonomous enough to regulate their learning. This findings of the study show similarities to the findings of Lynch and Dembo (2004), who studied the relationship between self-regulation and on-line learning in a BL context to investigate whether learners' self-regulation skills can predict their academic success. Lynch and Dembo concluded that intrinsic goal orientation, self-efficacy for learning and performance, time management, study environment management, help-seeking and internet self-efficacy determine learners' involvement and success in a BL environment.

Similarly, Uzun, Karaaslan and Şen's (2016) study, in which the self-regulatory behaviours of repeating students were investigated, also present similar findings in terms of self-regulation and autonomy. Uzun, Karaaslan and Şen concluded that repeating students benefit from BL environment more when it is accompanied with an advisory program to help them become more autonomous and more motivated.

5.2 Conclusions

This mixed method study investigated whether online tests contributed to the success of students in in-class exams and examined what the perceptions of students toward online tests were. The results of the study revealed that (a) neither assessed nor unassessed online tests did not contribute to the success in in-class exams, (b) students had a tendency to cheat in the assessed online tests, and (c) students did not take unassessed online tests seriously as they lack motivation and self-regulatory study skills. The findings regarding the contribution of online tests to success contradicts the related findings in the literature (Amaral & Shrank, 2010; Boyle, Bradley, Chalk, Jones, & Pickard, 2003; Coolopy & Arnold, 2009, Larsen, 2012). However, the findings related to cheating are in line with other studies in literature (Dewey, 2000; Olt, 2002; Rowe, 2004; Chiesl, 2007; Grijalva et al., 2008; Watson and Sottile, 2010; Dietz-Uhler and Hurn, 2011). Likewise, the findings of the study with regard to motivation and self-regulatory study skills show similarities with the findings of other studies in literature (Uzun, Karaaslan and Şen, 2016).

5.3 Recommendations

Taking the results of the study into consideration several recommendations can be proposed in the related field. Given that the present study was carried out with a repeating group of students, the number of the students were limited to 255 and the results of the study contradicted with the results of some other studies. Also, the instructors' perceptions toward online tests were not investigated. For further research, the scope of the study can be extended to a larger group of participants including regular students and instructors can also be involved in this group. Replicating the same study with a larger group can provide the chance whether the obtained results are consistent and can be generalized.

The second recommendation could be replicating the same study after presenting an academic honesty code a larger group of both regular and repeating students. Moreover, further studies could investigate the relationship between learner autonomy and success in BL environments in language learning.

The final recommendations could be related to the solutions to prevent cheating in online tests. Test tool available in the LMS could be used actively to prevent cheating. Also, students could be provided with tests entrance codes right after the test the questions of which can be directed randomly to each student from a pool of questions and the answers to the questions could be randomized. Another solution could be administering the online tests within a certain period of time and sending the test-takers their exam codes right before the exam.

REFERENCES

- Abbott, L., Siskovic, H., Nogues, V., & Williams, J. G. (2000). Student assessment in multimedia instruction= Considerations for the instructional designer. *Retrieved June, 11, 2002.*
- Adas, D. & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science*, 3(9), 254-266.
- Akkoyunlu, B., & Yilmaz-Soylu, M. (2008). A study of student's perceptions in a blended learning environment based on different learning styles. *Educational Technology & Society*, 11(1), 183-193.
- Alpala, C. A. O., & Flórez, E. E. R. (2011). Blended Learning in the Teaching of English as a Foreign Language: An Educational Challenge. *HOW Journal*, 18(1), 154-168.
- Al-Qahtani, A. A., & Higgins, S. E. (2013). Effects of traditional, blended and e-learning on students' achievement in higher education. *Journal of computer assisted learning*, 29(3), 220-234.
- Amaral, K. E., & Shank, J. D. (2010). Enhancing Student Learning and Retention with Blended Learning Class Guides. *Educause Quarterly*, 33(4), n4
- Aycock, A., Garnham, C., & Kaleta, R. (2002). Lessons learned from the hybrid course project. *Teaching with technology today*, 8(6), 9-21.
- Bachman, L. F. (2000). Modern language testing at the turn of the century: Assuring that what we count counts. *Language testing*, 17(1), 1-42.
- Barnard, L., Lan, W. Y., To, Y. M., Paton, V. O., & Lai, S. L. (2009). Measuring self-regulation in online and blended learning environments. *The internet and higher education*, 12(1), 1-6.
- Basal, A., Gurol, M., & Sevindik, T. (2012). Attitudes of Students towards Learning Objects in Web-Based Language Learning. *Turkish Online Journal of Distance Education*, 13(1), 238-247.
- Bender, T. (2012). *Discussion-based online teaching to enhance student learning: Theory, practice and assessment*. Stylus Publishing, LLC.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language teaching*, 40(1), 21-40.
- Bersin, J. (2004). *The blended learning book: Best practices, proven methodologies, and lessons learned*. John Wiley & Sons.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education= principles, policy & practice*, 5(1), 7-74.
- Bliuc, A. M., Goodyear, P., & Ellis, R. A. (2007). Research focus and methodological choices in studies into students' experiences of blended learning in higher education. *The Internet and Higher Education*, 10(4), 231-244.

- Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.
- Boyle, T., Bradley, C., Chalk, P., Jones, R., & Pickard, P. (2003). Using blended learning to improve student success rates in learning to program. *Journal of Educational Media*, 28(2-3), 165-178.
- Brown, J. D. (1997). Computers in language testing: Present research and some future directions.
- Buchanan, T. (2002). Online assessment: Desirable or dangerous? *Professional Psychology: Research and Practice*, 33(2), 148.
- Bugon, G. (2016). Blended learning: Language learner perspectives and experiences. *Journal of Teaching English for Specific and Academic Purposes*, 4(1), 137-150.
- Bunn, D. N., Caudill, S. B., & Gropper, D. M. (1992). Crime in the classroom: An economic analysis of undergraduate student cheating behavior. *The Journal of Economic Education*, 23(3), 197-207.
- Dietz-Uhler, B. and Hurn, J. (2011). Academic dishonesty in online courses. In Smith, P. (Ed.) Proceedings of the 2011 ASCUE Summer Conference. Myrtle Beach SC. Retrieved from: <http://www.ascue.org/files/proceedings/2011-final.pdf>
- Caner, M. (2010). A blended learning model for teaching practice course. *Turkish Online Journal of Distance Education*, 11(3).
- Caraivan, L. (2012, January). Formative assessment techniques in blended and e-learning environments. In *The International Scientific Conference eLearning and Software for Education* (Vol. 1, p. 74). "Carol I" National Defence University.
- Carman, J. M. (2002). Blended learning design= Five key ingredients. Retrieved August, 18, 2009.
- Chalhoub-Deville, M. (2001). Language testing and technology: past and future. *About Language Learning & Technology*, 5(2), 95.
- Chalhoub-Deville, M. (2001). Language testing and technology: past and future.
- Chapelle, C. A., & Douglas, D. (2006). *Assessing language through computer technology*. Ernst Klett Sprachen.
- Chew, S. Y. (2011). *Perceptions of online learning in an Australian university: Malaysian students' perspectives* (Doctoral dissertation). Queensland University of Technology, Australia
- Chun, D.M. & Plass, J.L. (2000). Networked multimedia environments for second language acquisition. In M. Warshauer & R. Kern (Eds.), *Network-based language teaching: Concepts and Practice* (pp. 151 - 170). New York : Cambridge University Press.
<https://books.google.com.tr/books?id=wFH56QxG2uwC&lpg=PA151&ots=EJFEeIUP1L&lr&hl=tr&pg=PA150#v=onepage&q&f=false>
- Cohen, D., & Crabtree, B. (2006). Qualitative research guidelines project.

- Cole, M. T., Shelley, D. J., & Swartz, L. B. (2014). Online instruction, e-learning, and student satisfaction= A three-year study. *The International Review of Research in Open and Distributed Learning*, 15(6).
- Collopy, R. M., & Arnold, J. M. (2009). To blend or not to blend: Online and blended learning environments in undergraduate teacher education. *Issues in Teacher Education*, 18(2), 85.
- Cox, B. (2002). Taming the electronic frontier. URL: <http://www.virtualschool.edu>.
- Creswell, J. W. (2012). Collecting qualitative data. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth ed. Boston= Pearson, 204-35.
- Creswell, J. W., & Plano Clark, V. L. (2011). Choosing a mixed methods design. *Designing and conducting mixed methods research*, 53-106.
- Cubukcu, F. (2009). Learner autonomy, self-regulation and metacognition. *International Electronic Journal of Elementary Education*, 2(1), 53-64.
- Dennis, N. K. (2012). The develop
- Dewey, R. A., (2000, December 12). Writing multiple choice items which require comprehension. Retrieved June 11, 2002, from <http://www.psywww.com/selfquiz/aboutq.htm>
- Dietz-Uhler, B., & Hurn, J. (2011, June). Academic dishonesty in online courses. In *44th Annual Conference June 12-16, 2011* (p. 71).
- Dziuban, C., Moskal, P., & Hartman, J. (2005). Higher education, blended learning, and the generations: Knowledge is power: No more. *Elements of quality online education= Engaging communities*. Needham, MA: Sloan Centre for Online Education.
- Edition, B. R. T., Futch, L., & Chen, B. BlendKit Course: BlendKit Reader: Chapter.
- Ekmekci, E. (2016) "Integrating Edmodo into Foreign Language Classes as an Assessment Tool". *Participatory Educational Research (PER) Special Issue 2016-I*, pp., 1-11; 01 January, 2016
http://www.partedres.com/archieve/spi_16_1/1_per_16_spi_1_1_Page_1_11.pdf
- Field, A. (2009). *Discovering Statistics Using SPSS*, Third Edition.
- Fong, J., & Wang, F. L. (Eds.). (2007). *Blended Learning: Workshop on Blended Learning 2007, Edinburgh, United Kingdom, 15-17 August 2007: Proceedings*. Prentice Hall.
- Futch, L. (2005). A study of blended learning at a metropolitan research university.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education= Framework, principles, and guidelines*. John Wiley & Sons.

- Gaytan, J., & McEwen, B. C. (2007). Effective online instructional and assessment strategies. *The American Journal of Distance Education*, 21(3), 117-132.
- Gedik, N., Kiraz, E., & Ozden, M. Y. (2012). The Optimum Blend: Affordances and Challenges of Blended Learning For Students. *Online Submission*, 3(3), 102-117.
- Gedik, N., Kiraz, E., & Ozden, M. Y. (2013). Design of a blended learning environment: Considerations and implementation issues. *Australasian Journal of Educational Technology*, 29(1).
- Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education= A review of the literature. *Computers & education*, 57(4), 2333-2351.
- Govender, D. W., & Dhurup, M. (2014). Perceptions of Learners of a Learning Management System to Support Teaching and Learning Using the Diffusion of Innovation Theory. *Mediterranean Journal of Social Sciences*, 5(8), 377.
- Graham, C. R., Allen, S., & Ure, D. (2005). Benefits and challenges of blended learning environments. In *Encyclopedia of Information Science and Technology, First Edition* (pp. 253-259). IGI Global.
- Graham, C., Blended Learning Systems: Definition, Current Trends, and Future Directions. IN= Bonk, C., and Graham, C. (Eds.), *The Handbook of Blended Learning: Global Perspectives, Local Designs*, San Francisco, CA: John Wiley & Sons, Inc., 3-21, 2006.
- Graham, C. R. (2006). Blended learning systems. *The handbook of blended learning*, 3-21.
- Graham, C., Cagiltay, K., Lim, B. R., Craner, J., & Duffy, T. M. (2001). Seven principles of effective teaching: A practical lens for evaluating online courses. *The Technology Source*, 30(5), 50.
- Grgurović, M., & Hegelheimer, V. (2007). Help options and multimedia listening: Students' use of subtitles and the transcript.
- Grijalva, T. C., Kerkvliet, J., & Nowell, C. (2006). Academic honesty and online courses. *College Student Journal*, 40(1).
- Gruba, P., Hinkelman, D., & Cárdenas-Claros, M. (2016). *New technologies, blended learning and the “flipped classroom” in ELT* (p. 135). London= Routledge.
- Gülbahar, Y., & Madran, R. O. (2009). Communication and Collaboration, Satisfaction, Equity, and Autonomy in Blended Learning Environments: A Case from Turkey. *International Review of Research in Open and Distance Learning*, 10(2), n2.
- Hamilton, E. R., Rosenberg, J. M., & Akcaoglu, M. (2016). The substitution augmentation modification redefinition (SAMR) model: A critical review and suggestions for its use. *Tec Trends*, 60(5), 433-441.
- Henderson, R. W., & Cunningham, L. (1994). Creating interactive sociocultural environments for self-regulated learning. *Self-regulation of learning and performance: Issues and educational applications*, 255-281.

- Hirtz, S. (2008). *Education for a Digital World: Advice, Guidelines and Effective Practice from Around Globe*. Commonwealth of Learning (COL)
- Hoffman, B., & Lowe, D. (2011, January). Effective online assessment: Scalable success strategies. In *Faculty Seminars in Online Teaching, Centre for Distributed Learning on January* (Vol. 27, p. 2011).
- Hoic-Bozic, N., Mornar, V., & Boticki, I. (2009). A blended learning approach to course design and implementation. *IEEE transactions on education*, 52(1), 19-30.
- Hubackova, S., Semradova, I., & Klimova, B. F. (2011). Blended learning in a foreign language teaching. *Procedia-Social and Behavioral Sciences*, 28, 281-285.
- Istifci, I. (2016). Perceptions of Turkish EFL Students on Online Language Learning Platforms and Blended Language Learning. *Journal of Education and Learning*, 6(1), 113.
- Jackman, W. M. (2018). Switching from Traditional to Blended Learning at University Level: Students' and Lecturers' Experiences. *International Journal of Learning, Teaching and Educational Research*, 17(5).
- Juhary. J. (2014). Perceived Usefulness and Ease of Use of the Learning Management System as a Learning Tool. *International Education Studies*. 7(8). 23-34.
- Karoglu, A. K., Kiraz, E., & Özden, M. Y. (2014). Good practice principles in an undergraduate blended course design. *Egitim ve Bilim*, 39(173).
- Kashghari, B., & Asseel, D. (2014). Collaboration and Interactivity in EFL Learning via Blackboard Collaborate: A Pilot Study. In *Conference proceedings. ICT for language learning* (p. 149). Libreria Universitaria it Edizioni.
- Kenney, J., & Newcombe, E. (2011). Adopting a blended learning approach: Challenges encountered and lessons learned in an action research study. *Journal of Asynchronous Learning Networks*, 15(1), 45-57.
- Khan, B. H. (2001). A framework for web-based learning. *Web-based training*, 75-98.
- Kirkgoz, Y. (2011). A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction. *Turkish Online Journal Of Educational Technology-TOJET*, 10(4), 1-13.
- Kirkwood, A. (2014). Teaching and learning with technology in higher education= blended and distance education needs 'joined-up thinking' rather than technological determinism. *Open Learning: The Journal of Open, Distance and e-Learning*, 29(3), 206-221.
- Kocoglu. Z. (2010). WebQuests in EFL reading/writing classroom. *Procedia-Social and Behavioral Sciences*. 2(2). 3524-3527.
- Koehler, M. J., Mishra, P., Hershey, K., & Peruski, L. (2004). With a little help from your students: A new model for faculty development and online course design. *Journal of Technology and Teacher Education*, 12(1), 25.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, 73(4), 440-464.

- Kul, S. (2014). İstatistik sonuçlarının yorumu: p degeri ve güven aralığı nedir?/Interpretation of statistical results: What is p value and confidence interval?. *Plevra Bülteni*, 8(1), 11.
- Lal, M. (2011). Web 3.0 in Education & Research. *BVICAM's International Journal of Information Technology*, 3(2).
- Larsen. Lars Jacob Ege (2012). "Teacher and student perspectives on a blended learning intensive English program writing course" (2012) *Graduate Theses and Dissertations*. Paper 12375
- Lim, D. H., Morris, M. L., & Kupritz, V. W. (2007). Online vs. blended learning: Differences in instructional outcomes and learner satisfaction. *Journal of Asynchronous Learning Networks*, 11(2), 27-42.
- Lim, C. P., & Wang, L. (Eds.). (2016). *Blended Learning for Quality Higher Education= Selected Case Studies on Implementation from Asia-Pacific*. United Nations Educational, Scientific and Cultural Organization.
- Liu. M. (2013). Blended learning in a university EFL writing course: Description and evaluation. *Journal of Language Teaching and Research*. 4(2). 301-309.
- López-Pérez, M. V., Pérez-López, M. C., Rodríguez-Ariza, L., & Argente-Linares, E. (2013). The influence of the use of technology on student outcomes in a blended learning context. *Educational Technology Research and Development*, 61(4), 625-638.
- López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education= Students' perceptions and their relation to outcomes. *Computers & Education*, 56(3), 818-826.
- Luke, J. K., & Morrissey, J. L. (2014). Integrating Online Pedagogy into Kinesiology: Service Learning for Kinesiology Majors. *Kinesiology Review*, 3(4), 258-262.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 14-29.
- Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System*, 24(4), 427-435.
- Lynch, R., & Dembo, M. (2004). The relationship between self-regulation and online learning in a blended learning context. *The International Review of Research in Open and Distributed Learning*, 5(2).
- McCabe, D. L., & Pavela, G. (1997). The principled pursuit of academic integrity. *AAHE BULLETIN*, 50, 11-11.
- McGee, P., & Reis, A. (2012). Blended course design: A synthesis of best practices. *Journal of Asynchronous Learning Networks*, 16(4), 7-22.
- McLoughlin, C., & Luca, J. (2001, December). Quality in online delivery: What does it mean for assessment in e-learning environments? In *A Proceedings of the Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)* (Vol. 18).

- McMurtry, K. (2001). E-cheating: Combating a 21st century challenge. *THE Journal (Technological Horizons In Education)*, 29(4), 36.
- Morgan, C., Dunn, L., O'Reilly, M., & Parry, S. (2003). The student assessment handbook: New directions in traditional and online assessment.
- Moskal, P., Dziuban, C., & Hartman, J. (2013). Blended learning: A dangerous idea?. *The Internet and Higher Education*, 18, 15-23.
- Neumeier, P. (2005). A closer look at blended learning —parameters for designing a blended learning environment for language teaching and learning. *ReCALL*, 17(2), 163-178.
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. *Autonomy and independence in language learning*, 192203.
- Olt, M. R. (2002). Ethics and distance education= Strategies for minimizing academic dishonesty in online assessment. *Online journal of distance learning administration*, 5(3), 1-7.
- Orhan, F. (2008). Redesigning a course for blended learning environment. *Turkish Online Journal of Distance Education*, 9(1).
- Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments: Definitions and directions. *Quarterly Review of Distance Education*, 4(3), 227-33.
- Owston, R., York, D., & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The Internet and Higher Education*, 18, 38-46.
- Pankin, J., Roberts, J., & Savio, M. (2012). Blended Learning at MIT. White Paper.
- Park, Y., Yu, J. H., & Jo, I. H. (2016). Clustering blended learning courses by online behavior data: A case study in a Korean higher education institute. *The Internet and Higher Education*, 29, 1-11.
- Picciano, A. G. (2002). Beyond student perceptions: Issues of interaction, presence, and performance in an online course. *Journal of Asynchronous learning networks*, 6(1), 21-40.
- Picciano, A. G., Dziuban, C. D., & Graham, C. R. (Eds.). (2013). *Blended Learning: Research perspectives* (Vol. 2). Routledge.
<https://books.google.com.tr/books?id=JfMJAgAAQBAJ&lpg=PP1&ots=LA2SfGyKXG&lr&hl=tr&pg=PA60#v=onepage&q&f=false>
- Poon, J. (2013). Blended learning: An institutional approach for enhancing students' learning experiences. *Journal of online learning and teaching*, 9(2), 271.
- Porter, W. W., Graham, C. R., Spring, K. A., & Welch, K. R. (2014). Blended learning in higher education= Institutional adoption and implementation. *Computers & Education*, 75, 185-195.
- Puentedura, R. R. (2013). SAMR: Moving from enhancement to transformation [Web log post].

- Puentedura, R. (2015). SAMR: A brief introduction. Available on line: www.hippasus.com/rrpweblog/archives/2013/10/02/SAMR_A_BriefIntroduction._pdf.
- Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society*, 63(4), 655-660. doi: 10.1079/PNS2004399
- Riley, J. E., Gardner, C., Cosgrove, S., Olitsky, N., O'Neil, C., & Du, C. (2014). Implementation of blended learning for the improvement of student learning. *Blended learning: Research perspectives*, 2, 161-172.
- Robles, M., & Braathen, S. (2002). Online assessment techniques. *Delta Pi Epsilon Journal*, 44(1), 39-49.
- Ross, B., & Gage, K. (2006). Global perspectives on blending learning. *Bonk J. C. Graham R. C. (Eds.), The handbook of blended learning*, 155-168.
- Rowe, N. C. (2004). Cheating in online student assessment: Beyond plagiarism.
- Roever, C. (2001). Web-based language testing. *About Language Learning & Technology*, 5(2), 84.
- Sagarra, N., & Zapata, G. C. (2008). Blending classroom instruction with online homework: A study of student perceptions of computer-assisted L2 learning. *ReCALL*, 20(02), 208-224.
- Savignano, M. A. (2017). *Educators' Perceptions of the Substitution, Augmentation, Modification, Redefinition Model for Technology Integration*. University of Northern Colorado.
- Sife, A., Lwoga, E., & Sanga, C. (2007). New technologies for teaching and learning: Challenges for higher learning institutions in developing countries. *International Journal of Education and Development using ICT*, 3(2).
- Silverman, S. G. (2003). Correlation and Simple Linear Regression. *Radiology*, 227, 617-628.
- Singh, H. (2003). Building Effective Blended Learning Programs. *Educational Technology-Saddle Brook Then Englewood Cliffs NJ-*, 43(6), 51-54.
- Snodin, N. S. (2013). The effects of blended learning with a CMS on the development of autonomous learning: A case study of different degrees of autonomy achieved by individual learners. *Computers & Education*, 61, 209-216.
- Stockwell, G. (Ed.). (2012). *Computer-assisted language learning: Diversity in research and practice*. Cambridge University Press.
- Sugyaningsih, R. S. & Mardiana, R. (2016). College Students' Responses on the Implementation of Learning Management System (LMS) in First Year Program of Bogor Agricultural University. TextESOL Regional Conference 2016.
- Trochim, W. M., & Donnelly, J. P. (2001). Research methods knowledge base.
- Tshabalala, M., Ndeya-Ndereya, C., & van der Merwe, T. (2014). Implementing Blended Learning at a Developing University: Obstacles in the Way. *Electronic Journal of E-learning*, 12(1), 101-110.

- Uğur, B., Akkoyunlu, B., & Kurbanoglu, S. (2011). Students' opinions on blended learning and its implementation in terms of their learning styles. *Education and Information Technologies*, 16(1), 5-23.
- Unwin, A. (2013). Discovering Statistics Using R by Andy Field, Jeremy Miles, Zoë Field. *International Statistical Review*, 81(1), 169-170.
- Usta, E., & Ozdemir, S. M. (2007). An Analysis of Students' Opinions about Blended Learning Environment. *Online Submission*.
- Uzun, T., Karaaslan, H., & Şen, M. (2016). On the Road to Developing a Learning Advisory Program (LAP).
- Valiathan, P. (2002). Blended learning models. *Learning circuits*, 3(8), 50-59.
- Van Belle, G. (2005). How cheating helps drive better instruction. *Guiding students from cheating and plagiarism to honesty and integrity: Strategies for change*, 169-171.
- Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: A case study. *The Internet and higher education*, 6(1), 77-90.
- Vu, P., Cao, V., Vu, L., & Cepero, J. (2014). Factors driving learner success in online professional development. *The International Review of Research in Open and Distributed Learning*, 15(3).
- Walker, J. D., Brooks, D. C., Hammond, K., Fall, B. A., Peifer, R. W., Schnell, R., & Schottel, J. L. (2013). Practice makes perfect?. *Blended Learning: Research Perspectives*, 2, 150.
- Wang, K. H., Wang, T. H., Wang, W. L., & Huang, S. C. (2006). Learning styles and formative assessment strategy: enhancing student achievement in Web-based learning. *Journal of Computer Assisted Learning*, 22(3), 207-217.
- Watson, G. R., & Sottile, J. (2010). Cheating in the digital age: Do students cheat more in online courses? (CHEATING)
- Watson, E. (2013). Information and Communication Technology in Foreign Language Teaching: Leveraging the Internet to Make Language Learning Real. *Theory, and Practice: Perspectives from Ireland*, 367.
- Wells, P., De Lange, P., & Fieger, P. (2008). Integrating a virtual learning environment into a second-year accounting course: determinants of overall student perception. *Accounting & Finance*, 48(3), 503-518.
- Wilson, D., & Smilanich, E. M. (2005). *The other blended learning: a classroom-centered approach*. John Wiley & Sons.
- Wilson, L., & Greig, M. (2017). Students' experience of the use of an online learning channel in teaching and learning: A sports therapy perspective. *International Journal of Therapy and Rehabilitation*, 24(7), 289-296.
- Wold, K. A. (2011). Blending theories for instructional design= creating and implementing the structure, environment, experience, and people (SEEP) model. *Computer Assisted Language Learning*, 24(4), 371-382.

- Yagcioglu, O. (2015). New approaches on learner autonomy in language learning. *Procedia-Social and Behavioral Sciences*, 199, 428-435.
- Yılmaz, M. B. (2009). *Karma öğrenme ortamındaki üniversite öğrencilerinin öğrenme yaklaşımlarına göre ders başarılarının, derse devamlarının, web materyalini kullanma davranışlarının ve ortama yönelik memnuniyetlerinin değerlendirilmesi* (Doktora Tezi, YTÜ Sosyal Bilimler Enstitüsü).
- Yukselturk, E., & Bulut, S. (2007). Predictors for student success in an online course. *Journal of Educational Technology & Society*, 10(2).
- Yu, W. K., Sun, Y. C., & Chang, Y. J. (2010). When technology speaks language: An evaluation of course management systems used in a language learning context. *ReCALL*, 22(03), 332-355.



APPENDICES

A. Participant Consent Form

I agree to participate in a research project led by Ayşegül Pamukçu from BAU SFL English Preparatory School. The purpose of this document is to specify the terms of my participation in the project through being interviewed.

I have been given sufficient information about this research project. The purpose of my participation as an interviewee in this project has been explained to me and is clear.

My participation as an interviewee in this project is voluntary. There is no explicit or implicit coercion whatsoever to participate. Participation involves being interviewed by Ayşegül Pamukçu. The interview will last approximately 5 minutes. I allow the researcher to take written notes during the interview. I also may allow the recording (by audio/video tape) of the interview. It is clear to me that in case I do not want the interview to be taped I am at any point of time fully entitled to withdraw from participation.

I have the right not to answer any of the questions. If I feel uncomfortable in any way during the interview session, I have the right to withdraw from the interview.

I have been given the explicit guarantees that, if I wish so, the researcher will not identify me by name or function in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. In all cases subsequent uses of records and data will be subject to standard data use policies.

I have been given the guarantee that this research project has been reviewed and approved by BAU SFL Directorate. I have read and understood the points and statements of this form. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

I have been given a copy of this consent form co-signed by the interviewer.

Name/Surname:

Date:

Signature:

Name/Surname:

Date:

Signature:

Bilgilendirilmiş Onay Formu

Sevgili katılımcı,

“Türkiye’deki Bir İngilizce Hazırlık Okulu’nda Bir Durum Araştırması: Online Deneme Sınavları Sınıf İçi Sınavlarda Başarıya Katkı Sağlar mı?” başlıklı yüksek lisans araştırma çalışmamızda kullanılmak üzere gelecek veri toplamasına katkıda bulunmanızı rica ediyorum. Çalışmada dönem ortasında ve sonunda sizinle birer görüşme yapılacaktır. Görüşme sonrasında sizlerden benzer sorulardan oluşan bir anket çalışması yapmanız da istenebilir. Doldurulmuş anketler ve çalışmanın diğer ürünleri araştırma danışmanının ofisinde kilitli bir dolapta saklanacaktır. Anketler de dahil çalışmanın hiçbir ürünü çalışma dışından biriyle paylaşılmayacaktır. Buna dersi aldığınız öğretim elemanı da dahildir. Verilere sadece Ayşegül Pamukçu’nun, Tufan Adıgüzel’in ve gerekirse veri analizi yapacak kişi ya da kişilerin erişimi olacaktır. Veri düzenlemesi ve analizi dönem sonunda notlar verildikten sonra gerçekleştirilecektir.

Çalışma öncesinde, süresince, veri analizi ve raporlama sürecinde çalışma ile ilgili görüş, soru vb. her türlü paylaşımınızı aysegul.pamukcu@sfl.bau.edu.tr ve tufan.adiguzel@de.bau.edu.tr e-posta adreslerine gönderebilirsiniz. En geç iki gün içerisinde size geri dönüş yapılacaktır.

Şimdi lütfen bu formu okuyup anladığınızı beyan etmek ve çalışmaya gönüllü olarak katılmayı kabul ettiğinizi belirtmek için aşağıdaki tırnak içi cümleyi okuyup, ad ve soy adı bilgisini girip tarihi belirtiniz ve imzanızı atınız.

“Bir örneği tarafıma verilen bu bilgilendirilmiş onay formunu okudum ve anladım”.
“Türkiye’deki Bir İngilizce Hazırlık Okulu’nda Bir Durum Araştırması: Online Deneme Sınavları Sınıf İçi Sınavlarda Başarıya Katkı Sağlar mı?” başlıklı çalışmaya gönüllü olarak katılmayı kabul ediyorum”.

Adı ve Soyadı:

Tarih:

İmza:

Adı ve Soyadı:

Tarih:

İmza:

B. Student Demographic Survey

Name: _____

Surname: _____

Gender: (Please tick ✓)

Nationality: _____

Male Female

Your level at English Preparatory School: (Please tick ✓)

A1 A2 B1 B2 C1A Repeating Level (Please specify: ____)

Age: (Please tick ✓)

18 19 20 21 22 23 24 25 and above (Please specify: ____)

Educational Background: (Please tick ✓)

Anatolian High School Government High School Private High School

Vocational High School Vocational Anatolian High School

When did you start learning English? (Please tick ✓)

In Kindergarten

In Primary School (Please specify: Grade ____)

In Secondary School (Please specify: Grade ____)

In High School (Please specify: Grade ____)

In English Preparatory School (Please specify: Level ____)

Please tick (✓) appropriately to reveal correct information about yourself.

	YES	NO
1. I have received blended learning courses before.	<input type="checkbox"/>	<input type="checkbox"/>
2. I have taken online courses before.	<input type="checkbox"/>	<input type="checkbox"/>
3. I have used a Learning Management System (LMS) like its learning before.	<input type="checkbox"/>	<input type="checkbox"/>
4. I can have access to the internet after school easily.	<input type="checkbox"/>	<input type="checkbox"/>
5. I have my own desktop / laptop computer to study after school.	<input type="checkbox"/>	<input type="checkbox"/>
6. I am good at using the computer while studying.	<input type="checkbox"/>	<input type="checkbox"/>

C. Interview Questions

1. Can you please tell us about the use of technology in your EFL classes?
2. Do you think the LMS is a useful tool for self-study? Please explain. How / How often do you use the LMS? Does the LMS enable you to decide what to study when? Does the LMS guide you to what to study when? Please explain.
3. Do you think the use of technology helps you become more successful in tests? Do the materials in the LMS enable you to revise for WAT Practice and WAT? Does revising through the LMS contribute to your success?
4. Do you think all the tests in the LMS should be part of the assessment? What do you think about WOW Quiz, WAT Practice and WAT? Please explain. Do you think all the tests in the LMS should be assigned? What do you think about WAT Practice being set as an assignment? What do you think about WOW Quizzes being part of the assessment? What do you think about WAT Practice being assigned and its result being part of the assessment? What do you think about WAT Practice and WAT being part of the assessment? Please explain. What do you think about the online tests being part of the assessment? Please explain.
5. Do you think your online assignments on the LMS contribute to your success
6. Does the content of the tests on the LMS match what you study in class? Does the content of the supplementary materials and WAT Practice match WAT? Do you think the content of the online practice tests should be assessed in in-class tests?
7. What do you think about receiving automatic feedback through the LMS after each supplementary material and WAT Practice? Do you think receiving automatic feedback through the LMS contribute to your success?
8. What do you think about the supplementary materials available on the LMS? Please explain. Do the supplementary materials and WAT Practice motivate you to study? Please explain. What is your attitude toward supplementary materials, tests and WAT Practice? Please explain. Do you do the supplementary materials and WAT practice individually? Please explain.
9. Do you think doing the online materials and the practice tests contribute to your achievement in in-class tests? Why / Why not? Please explain.

D. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Pamukçu, Ayşegül

Nationality: Turkish (T.C.)

Date and Place of Birth: 06 December 1965, İstanbul

Marital Status: Divorced

Phone: +90 212 381 07 29

Mobile: +90 532 520 54 17

email: aysegul.pamukcu@sfl.bau.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
BS	Marmara University	1986
High School	Özel Çavuşoğlu Lisesi	1982

WORK EXPERIENCE

Year	Place	Enrolment
2011-	Bahcesehir University	English Lecturer / TELU Coordinator
2004-2011	Kadir Has University	English Lecturer / Testing Coordinator
2003-2004	Beykent University	Assistant Director at School of Foreign Languages
1999-2003	Beykent University	English Lecturer / Testing Coordinator
2003-2011	Kadir Has University	English Lecturer / Testing Coordinator

1997- 1999	Özel Yeni Dünya Koleji	Assistant to the Department Head / Senior Level Coordinator
1993-1997	Özel Çavuşoğlu Koleji	English Teacher
1990-1993	Özel Gürsoy Lisesi	English Teacher / Senior Level Coordinator
1986-1987	Özel Şener Lisesi	English Teacher

FOREIGN LANGUAGES

English

CERTIFICATES

“From Teacher to Trainer” - Nile Academy - Norwich Institute For Language Education

“Teacher Trainer Course” - The British Council

“Workshop Presenter’s Training” – ITI - International Training Institute

“Training the Trainer” – ITI - International Training Institute

“Testing” – ITI - International Training Institute

“Longman International Teacher Training Course” – Longman

PUBLICATIONS

HOBBIES

Blogging in Education, Travelling, Writing short stories and poems