T.C
KARABUK UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF WESTERN LANGUAGES AND LITERATURES
FIELD OF ENGLISH LANGUAGE AND LITERATURE

STUDENTS' AND INSTRUCTORS' PERCEPTIONS ON BLENDED LEARNING IN AN ENGLISH PREPARATORY PROGRAM

MASTER'S THESIS

Prepared By
Kübra YAPICI

Thesis Supervisor
Assoc. Prof. Dr. Özkan KIRMIZI

Karabuk

JUNE/2019

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THESIS APPROVAL PAGE

To Karabuk University Directorate of Institute of Social Sciences

This thesis entitled "Students' and Instructors' Perceptions on Blended Learning in an English Preparatory Program" submitted by Kübra YAPICI was examined and accepted by the Thesis Board unanimously/by majority as an MA thesis.

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Thesis Exam Date: 12.06.2019

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Kübra Yapıcı

Signature : 

FOREWORD

Writing this thesis was a great experience although it was a demanding and exacting job. Throughout this process, many people did not refrain to support, and without their assistance, encouragement, guidance and patience I would not have achieved at all.

First and foremost, I would like to thank my supervisor Assoc. Prof. Özkan Kırmızı for his invaluable contribution and guidance. He has always motivated and leaded to accomplish this study.

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Lastly, I owe special thanks to my beloved family for their infinite and continuous patience throughout thesis writing process. Without their never-ending support and encouragement, I could not have achieved my goals or risen in the world.

ABSTRACT

The technology-enhanced methods used in foreign language learning instruction have been benefited increasingly by language learners since they supply immense and miscellaneous authentic materials. Therefore, blended learning method in which online instruction and traditional instruction are integrated has become one of the most preferred implementations in language teaching and learning in the last decade. While the implementation of blended learning has been increasing in education fields, especially in higher education, LMSs (Learning Management Systems) have become the mostly used web-based tools. Aiming to investigate the perceptions and attitudes of students and instructors towards blended learning, this study was conducted at School of Foreign Languages, Karabük University in 2018-2019 academic year.

While the data of the thoughts of 120 students studying at English Preparatory Programme was gathered through a questionnaire, 5 instructors were interviewed in order to find out their views on blended learning. The data collected with these quantitative and qualitative tools indicated that students' perceptions towards blended language instruction were neutral in general, but face-to-face aspect of the method was rated higher than the online one nevertheless. Furthermore, according to the results, the general attitudes of teachers towards blended learning implementation were more positive than learners'.

Keywords: Blended learning, Learning Management Systems, Computer-Assisted Language Learning

ÖZ

Çok fazla ve çeşitli özgün materyaller sağladığı için yabancı dil öğreniminde kullanılan teknoloji destekli yöntemler gittikçe artarak dil öğrencileri tarafından istifade edilmektedir. Böylelikle, online ve geleneksel eğitimlerin birleştirildiği harmanlanmış öğrenme yöntemi son on yıldır dil öğretim ve öğreniminde en çok tercih edilen uygulamalarda biri olmuştur. Harmanlanmış öğrenim uygulaması, eğitim alanında, özellikle de yükseköğretimde artış gösterirken öğrenme yönetim sistemleri en çok kullanılan web tabanlı araçlar olmuştur. Öğrencilerin ve öğretmenlerin harmanlanmış öğrenime olan algı ve tutumlarını araştırmayı amaçlayan bu çalışma, 2018-2019 akademik yılında Karabük Üniversitesi Yabancı Diller Yüksek Okulu'nda yürütülmüştür.

İngilizce hazırlık programında eğitim gören 120 öğrencinin görüşlerinin verisi bir anketle toplanırken, harmanlanmış öğrenim üzerine görüşlerini araştırmak amacıyla 5 okutmanla röportaj yapılmıştır. Bu nicel ve nitel araçlarla toplanan veriler, öğrencilerin harmanlanmış dil öğretimine karşı algılarının genelde nötr olduğunu, ancak yöntemin yüz yüze gerçekleştirilen yönünün de online yönünden daha yüksek oranda derecelendirildiğini göstermiştir. Ayrıca sonuçlara göre öğretmenlerin harmanlanmış öğrenim uygulamasına karşı genel tutumları öğrencilerinkinden daha olumludur.

Anahtar Kelimeler: Harmanlanmış öğrenim, öğrenme yönetim sistemleri, bilgisayar destekli dil öğrenimi

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ABBREVIATIONS

BL: Blended Learning

CALL: Computer Assisted Language Learning

CEFR: Common European Framework of Reference

EFL: English as a Foreign Language

et al.: et alia / et alii

etc.: et cetera

FL: Flipped learning

GSE: Global Scale of English

i.e.: id est

ICT: Information and Communication Technology

L2: Second Language

LMS: Learning Management Systems

LSI: Learning Style Inventory

MALL: Mobile Assisted Language Learning

MOO: Multiple User Domains Object-Oriented

Moodle: Modular Object-Oriented Dynamic Learning Environment

OAHS: Online Academic Help Seeking

SFL: School of Foreign Languages

SPSS: Statistical Package for the Social Sciences

TAM: Technology Acceptance Model

SUBJECT OF THE STUDY

The 21st century is called 'the age of Information and Communication Technology (ICT)' or 'digital era' or 'information age' because technology has advanced at an unprecedented pace and affected every field of life, hence education. Akinoglu (2005) states education 'takes its shape according to the dominant paradigm of the age and structures its own system accordingly'. Therefore, linguists, educators and researchers have always searched, developed and applied new and applicable approaches, methods and techniques in order to supply the learners with better learning environments corresponding their needs.

With every innovation which has been brought to the education field to overstep the limits of traditional instruction, learners have got the chance to reach the information easily thanks to alternative ways. To begin with, distance education in which instruction can be implemented when students and teachers are not in the same place or context is one of the most benefited ways by the learners who live far away from educational institutions, are disabled or even have new-born babies (Kassou, 2016). Moore and Kearsely (2011) classified distance learning into five categories from past to present as correspondence, broadcast radio and television, open universities, teleconferencing and the Internet/Web. And according to Güzer and Caner (2014), the expansion of the Internet was the reason for the favour of distance learning and the introduction of new terminologies, such as e-learning and online learning into linguistics.

Thanks to the rapid technological advancements, computers have become more affordable, compact and easy to carry and the Internet has been used in a widespread manner. Therefore, CALL (Computer Assisted Language Learning) which is implemented through language laboratories and online networks have been used more often by educational institutions, especially in higher education and language learners personally. Kenning and Kenning (2008) state that 'computers are now used for language learning purposes in a wide variety of educational establishments as well as by home learners studying on their own'. Lee (2000) specifying the points of CALL use as motivation, student enhancement, authentic materials, interaction, individualization, various information sources, experiential learning, and universal understanding categorizes the obstacles of the implementation of CALL as financial issues, learners' and teachers' acceptance levels of technology use, insufficient

technical and theoretical knowledge, and unavailability of computer hardware and software. However, each new technological development recorded day by day has been the reason for the elimination of the drawbacks of technology use in education and the reason why educators have still been in favour of the implementation of technology-enhanced methods. Although CALL and face-to-face instructions are implemented in separate contexts or rooms, classroom time has been included more and more online and mobile (personal) computers and, similarly, CALL lessons have been supported more communicative and face-to-face tasks, which brings about the confluence of 'computer-based' and 'classroom-based' teaching (Hinkelman, 2005). The combination of these two environments is called as 'hybrid' or 'blended' learning. Eklund et al. (2003) specify that blended learning 'is commonplace meets the needs of larger numbers of students and teachers and seems a key component of the more successful uses of ICT' (p. 21).

Thus, since both distance education and traditional education have drawbacks and limitations, blended learning being one of the contemporary approaches in the educational field emerged as an eclectic approach at the beginning of the 2000s. While it takes the advantageous sides of both distance education and traditional education, it eliminates their weaknesses in order to create a better instructional process. And Hinkelman (2005) notes that 'the rapid growth of wireless networking will enhance blended learning by permitting teachers to simultaneously structure tasks with both online and face-to-face activities' (p. 19). According to Staker & Horn (2012), blended learning is a formal teaching and learning programme in which learners receive online education through which students may study at their own pace, wherever and whenever they want and face-to-face instruction at a certain location. Generally, it has been grouped into six models changing according to some factors such as physical environment, context, methodology, teacher role, and curriculum: Face-to-face driver, rotation, flex, online labs, self-blend, and online driver. Moreover, in a blended learning environment, the online lessons are mostly delivered through a Learning Management System (LMS) like 'Blackboard' or 'Moodle' and a synchronous or asynchronous electronic tool (Sharma, 2010), and Hall (2003) defines LMS as online learning services or platforms used by students, instructors and administrators in which the data collected from the studies of registered learners can be reported to the administration. Blended learning allowing the technology implementation in a

desirable rate according to the needs of learners in a few different ways has been a petitive method for the last decade.

PURPOSE AND SIGNIFICANCE OF THE STUDY

The rapid technological innovations have provided advantages and great convenience in every field of life as well as language education. The technology-enhanced methods used in foreign language learning instruction have been benefited by the second language learners positively because they supply immense and miscellaneous authentic materials which are mostly favoured by language learners thanks to the Internet. Blended learning method integrating technology use into traditional classroom environment has become one of the most preferred implementations in language instruction in the last decade. When the average age of today's undergraduates is considered, it can be seen clearly that they are from generation-Z who was born in the 2000s and they are called as 'digital natives' because they are somehow experienced in web-technologies. Therefore, the utilization of technology in higher education has increased.

When the related studies on blended language leaning implementation in higher education have been reviewed, it is seen that it has been mostly appreciated both by learners and by teachers in the world as well as in Turkey (Mekheimer, 2012; Sahin-Kızıl, 2014; Yagcı et al., 2016; Mu'in and Amelia, 2018; Bagrıacık-Yılmaz, 2018; Aldosemani et al., 2018; Ahmed and Fathy, 2019). Garrison & Kanuka (2004) discussing the potential of blended learning implementation in higher education concluded that blended learning is in accordance with the desires of higher education institutions providing traditional ways in their education systems and boosts the effectivity and competence of meaningful learning. Garrison and Vaughan (2008) appreciating the need for information technology use at universities for a better educational environment stated as follows:

> Administration, faculty, and students in higher education know there has to be change in how we design educational experiences. Most recognize that the convergence of the classroom and communications technology has the potential to transform higher education for the better. (…) blended learning is a coherent design approach that openly assesses and integrates the strengths of face-to-face and online learning to address worthwhile educational goals. When blended learning is well understood and implemented, higher education will be transformed in a way not seen since the expansion of higher education in the late 1940s. (p.10)

Chyr et al. (2017) carried out a research with 102 first-year university students separated into three groups aiming to investigate whether online academic help-seeking (OAHS) and flipped learning (FL) which is one of the blended learning environments are effective on learners' engagement, self-efficacy and autonomous learning. Chyr et al. deduced that while the students in the first group (had OAHS and FL) and the second group (received online FL) showed improvement in terms of the areas mentioned above, the students in group three (took traditional teaching method) did not make better progress in engagement, self-efficacy and autonomy.

The blended learning environment has been set up at universities with LMSs which have been integrated into learners' and faculty's instruction experiences and communication network inside the institutions since the late 1990s. Although they have evolved in the course of time, their basic and common features, such as delivery tool for quizzes and assignments and keeping the data of learners' progress are used by faculty and students more than their advanced features (Dahlstrom et al., 2014). While the integration of LMSs to instruction is ubiquitous in developed countries, they are not implemented into the education system as much as in developing countries – like Turkey, yet the number of them is increasing year by year, especially in higher education.

The School of Foreign Languages, Karabük University which has always been open to new ideas supporting aims and needs of students, faculty and institution as a whole expediently for language learning and teaching has implemented blended learning for a long time by using LMSs provided by the publishing houses of the coursebooks, so the aim of the present study is to investigate the perceptions of both students and instructors towards blended learning implementation. It is expected that this study will contribute to the relevant literature, the institutions which have integrated or are about to integrate or consider integrating an LMS into their language instruction, and the fields of EFL and CALL.

METHOD OF THE STUDY

For the present study, both quantitative and qualitative research methods were used. The data was collected through the tools of questionnaire and interview, which were developed by Ersin Balcı (2017) who adapted the questionnaire from Akkoyunlu and Soylu (2008). While the slightly modified questionnaire was used to get the

general views of students toward blended learning, the interview was used to find out the instructors' attitude on blended learning implementation.

Further and deeper information about the method of the study was incorporated into the Chapter II, Methodology.

RESEARCH QUESTIONS

In accordance with the purpose of the study, the following research questions are addressed in the study:

1. What are students' views about blended learning in terms of (a) the implementation and content of LMS, (b) skill development, (c) face-to-face courses, (d) assessment?
2. What are students' general views about blended learning in terms of (a) learner autonomy, (b) classroom atmosphere, (c) advantages, (d) disadvantages?
3. Are there statistically significant differences in participants 'views about blended learning based on gender?
4. Are there statistically significant differences among participants based on their computer literacy skills?
5. Are there statistically significant differences among participants based on students' proficiency levels?
6. Are there statistically significant differences among participants based on LMS?
7. What are the instructors' views about blended learning?

POPULATION AND SAMPLE OF THE STUDY

The sample of the study consisted of 120 preparatory class students and 5 instructors from Karabük University, School of Foreign Languages. Out of 120 student participants, 51 (42,5%) were females and 69 (57,5%) were males. They were chosen from four levels randomly but equally. Out of 5 instructor participants, 3 were females and 2 were males. All the participants were volunteer to take part in the survey. More information is available in Chapter II, Methodology.

SCOPE AND LIMITATIONS

This study was conducted in the School of Foreign Languages at Karabük University at the end of the second period (16 weeks in total) in the 2018-2019 academic year for the purpose of researching the students' and instructors' attitudes

towards blended learning. Learners were exposed to blended foreign language learning for two periods and it was compulsory for the students to attend online lessons at a specific time and place, therefore, it may not be suitable to generalize the results to all language learners from different contexts. Furthermore, while students' views about blended learning were investigated in terms of the implementation and content of LMS, skill development, face-to-face courses, assessment, learner autonomy, classroom atmosphere, advantages and disadvantages, instructors' perceptions of blended learning were investigated in respect of the challenges of blended learning course and their possible solutions, advantages and disadvantages of the method for both students and teachers, and the most and the least appreciated features of blended learning. Thus, these aspects of blended learning may not be enough to generalize because the related language learning method has many other dimensions.

CHAPTER I
LITERATURE REVIEW

1.1. Introduction

In this chapter, computer assisted language learning, learning management systems and blended learning with their definitions, related literature and studies carried out both in Turkey and outside Turkey will be covered in detail.

1.2. Computer Assisted Language Learning

Computer Assisted Language Learning - mostly abbreviated as CALL is often considered as an approach supporting both traditional and contemporary language acquisition methods with the use of a computer. Levy (1997) defines CALL broadly as "the search for and study of applications of the computer in language teaching and learning". Chapelle (2010) states CALL is "a variety of technology uses for language learning including CD-ROMs containing interactive multimedia and other language exercises, electronic reference materials such as online dictionaries and grammar checkers, and electronic communication in the target language through email, blogs, and wikis". According to Kassou (2016), CALL refers to the extended usage of computers and the numerous advantages of the Internet either for learning the target language or for practising an already known foreign language or both.

The roles of computer and its inseparable part – the Internet as tutors for practising the language skills, tools for researching and media of communication cannot be underestimated, so alongside the term CALL, in the process of time some other terms have been introduced to literature as well. Pokrivčáková et al. (2015) state that Computer Assisted Language Instruction (CALI) is the term used before CALL and has lost its favour among teachers because it alludes to an instructional approach rather than a learner centred one. Computer Assisted Language Testing (CALT) refers to the computer applications used for eliciting and evaluating the language performance of test takers in a second language (Noijons, 1994). Beatty (2010) defines Intelligent Computer Assisted Language Learning (ICALL) as software programs adjusting feedback features which meet the needs of learners. Zhou and Wei (2018) state that Technology Enhanced Language Learning (TELL) is the use of any technology such as computers, phones, smartboards, tablets, labs, videos, tape recorders and so on for a second or foreign language learning activity. Web Enhanced Language Learning

(WELL) refers to the adaptation of all the World Wide Web (WWW) as a medium in the language learning environment.

1.2.1. History of CALL

The use of computers in language learning and teaching processes goes back to the 1960s and over the years CALL has gradually developed in the light of both the level of technology and pedagogical level by depending on each other. There have been lots of typologies of evaluation of CALL, but the one dividing the history of CALL chronologically into three phases by Warschauer (1996) is the most well-known: Behaviouristic CALL, Communicative CALL, Integrative CALL.

The 1960s and 1970s were the periods standing for Behaviouristic CALL which is also called Structural CALL. Since the language teaching paradigms of that period were grammar translation and audio-lingual and the main objective was accuracy, mainframe computers, existing technology then were seen as mechanical tutors and mostly used for repetitive language drills and practice, which are advantageous for learners because they can reach the same material whenever they want, get immediate feedback, and study at their own pace (Dina & Cironei, 2013).

During the period of the 1980s and 1990s, Communicative or Cognitive CALL was dominant because the behaviouristic approaches to language learning were rejected and the prominent teaching method was communicative approach in which communication and interaction have great importance, the principal objective is fluency, the functional use of language is underlined, students learn grammar implicitly and are inspired to create original utterances. Therefore, personal computers being the new computer technology of the period and making the language learning and teaching more vivid were seen as a stimulus for talk and used especially for text reconstruction, gap filling, speed reading, simulation, and vocabulary games.

The third stage in the history of CALL was Integrative CALL which is also named as Sociocognitive or Socioconstructive CALL. At the end of the 1990s, new approaches such as content-based, task-based and project-based integrating both various language skills – listening, speaking, reading and writing into language learning and learners in more authentic learning environments were developed due to some deficiencies in Communicative CALL (Pradheep Singh, 2015). Thus, learners have a chance to interact with "their peers, teachers and other people all around the world" (Özkan, 2011). With the existence of network-based technology, a vast range

of web tools, multimedia computers and the World Wide Web, to reach multimedia and authentic resources, to interact via discourse communities and to perform real-life tasks even if it is in a virtual world are as easy as to click a mouse (Tafazoli and Golshan, 2014).

If we would like to mention the current situation of CALL, it cannot be denied that all these three phases of CALL are still on the front burner somehow, because according to Warschauer and Healey (1998), each stage maintains its existence in the successor stage(s). And today, CALL is a kind of universally valid need in second language or foreign language teaching and teachers and educators try to integrate innovative technology into teaching and learning process more remarkably and to eliminate its negative or unwanted sides.

1.3. Learning Management Systems (LMSs)

LMSs standing for Learning Management Systems have become essential in learning and teaching experiences, and layouts of institutional communication, which is the interactivity between Ts-Ss, Ss-Ss and Ts-Ts since their appearance in higher education in the 1990s. And as well as LMS there are other alternative terms such as Virtual Learning Environment (VLE), Content/Course Management System (CMS), Integrated Learning System (ILS), Web Learning Environment (WLE), Managed Learning Environment (MLE), Networked Learning Environment (NLE), Instructional Management System (IMS), Distributed Learning Systems (DLS), learning platform, portal and e-learning. LMS can be basically defined as an internet-based software system or Web 2.0 tool designed for students and teachers to create online learning and teaching environment, and especially used in higher education where it is progressively essential and ubiquitous. Morgan (2003) stating that LMSs have been used in higher education because these applications give indication of making education more effective defines LMS as a software system including the tools of course, content, communication, assessment, organization, presentation and gradebook. More comprehensively an LMS is the substructure which presents and conducts instructional content, specifies and assesses personal and organizational education objectives, follows the progress, and compiles and delivers the learning process of an organization (Szabo & Flesher, 2002). Watson & Watson (2007) standing out the use of these systems generally for online and blended learning state that LMSs are for providing the emplacement of course materials online, conjoining

learners with courses, observing learner performance, keeping learner submissions and interceding communication between learners and their teacher.

1.3.1. Learning Management Systems in Language Learning and Teaching

The literature review made by Jung (2005) indicates that the online use of computers in language learning and teaching process had gained acceleration and showed an increase since 1990s; and according to O'Reilly (2005), the first appearance of Web 2.0 tools, which let users both receive information and be in interaction with others, has been a kind of revolution in educational environment. So, the more use of LMSs in education has increased, the more studies in the field of education have been conducted in order to examine the different aspects of LMSs, and their strengths and weaknesses in language instruction are not exclusive in these studies.

First and foremost, faculty and learners' attitudes and perceptions towards an LMS use have been significant variables to evaluate its success. For instance, Dogoriti et al. (2014) studied foreign language learners' perceptions of LMS with the use of Facebook for educational purpose, which is one of the social networking sites (SNS), as a learning platform in higher education in Greece and found out that 70 percent of participants agreed that web-enhanced courses affected the learning process positively, but while most students were on the side of courses with Facebook which is a part of people's lives because they were more interesting and informal, which creates self-regulating interaction, few of them preferred Moodle which is a learning management system because it was a formal and controlled platform. Snytnikova (2016) did a research to find out whether or not technology influences the language acquisition positively at a Russian university by implementing an LMS provided by Moodle in a blended learning environment and indicated that LMS was found useful and successful by students and lecturers because the outcomes of traditional course were enhanced by Moodle LMS, the students got the chance to study from different sources and satisfied with the plentifulness and diversity of materials, and LMS was of service to them to make practice before the compulsory end of course test. Similarly, Fındık-Coşkunçay et al. (2018) aimed to investigate the components that influence students' attitude towards LMSs in higher education. In the study in which 470 higher education students took part, TAM (technology acceptance model) was used as a research model whose concepts (perceived usefulness, ease of use and external factors such as

satisfaction, self-efficacy, control and interactivity) were examined. According to the research results;

- the more students esteemed an LMS was easy to use, the more they believed it was useful
- the more students benefited from LMS, the more they were satisfied and accordingly the more they had positive behavioural intention toward LMS implementation
- the more students controlled their own learning process and interacted with both their peers and their teachers, the more their insight of usefulness of LMS enhanced.

Another area investigated by researchers in terms of LMS usage in language acquisition is the achievement in language skills. For example, Hamat et al. (2014), claiming that none of the LMSs has been developed particularly for language learning, designed an online platform called Integrated English Language Literacy System - Writing (IELLS-W) to support learners' productive skill, writing. After the testing process of that new system for one semester on undergraduates in Malaysia, the results received from the questionnaires and interviews showed that this e-learning platform helped students to improve both their writing skills and their knowledge of some specific topics with the aid of their peers and lecturers. Furthermore, the study conducted by Von Der Emde et al. (2001) in two semesters at a German university demonstrated that foreign language learners explored themselves and obtained self-esteem by forming new identities, improved critical thinking skills by studying on cultural issues of target language in MOO (multiple user domains object-oriented) which is a virtual learning environment.

Since reaching information easily, learning pace and needs, and flexibility have got a big importance in education, it can be predicted without difficulty that LMSs turn the issue into an advantage. Thus, learners get the opportunity to arrange and organize their own studies by using an LMS mostly asynchronously. Stickler and Hampel (2010) carried out the study in which students as German language learners studied both on Moodle (Modular Object-Oriented Dynamic Learning Environment) which is a free online LMS and on some online tools, such as wikis and blogs in a virtual learning environment and the results of the study showed that Moodle enabled learners to practice the foreign language and encouraged them to produce authentic language, and online tools offered the students opportunities to choose according to their own learning styles, needs and aims. Moreover, in their study whose participants 18 English

language teachers and 213 undergraduates at Suranaree University, Thailand, Suppasetseree and Dennis (2010) implemented Moodle as a learning management system in order to improve language learning and teaching and the results gained from the questionnaires and interviews showed that both teachers and learners using Moodle enjoyed its facilities, such as student-centred learning and anytime-anywhere learning and had positive attitude in spite of some network and technical problems. Finally, Sansprasert (2010) conducted a study at a public university in Thailand to learn whether learner autonomy was promoted by an LMS in learning English as a foreign language in a blended learning situation and the data collected from questionnaires and students' journals showed that the LMS is essential in the formation and improvement of learner autonomy although the encouragement of autonomous learning was a kind of problem because of the involuntariness and compliance of students to the authority of their teachers. Similarly, Konstantinidis et al. (2013) stated that the Web 2.0 tool use in education affects some educational problems, such as student engagement and autonomy and students' learning process positively.

However, apart from the advantages, some studies indicate the web 2.0 tools in higher education have some challenges, such as inadequate technological infrastructure and need for teacher training. For instance, Lonn and Teasley (2009) conducted a two-year survey at an American Midwestern university to examine the uses and advantages of an LMS and the results demonstrated that not only teachers but also students support tools and activities when LMS was used for effective communication, but they put forward that lecturers may get training to appreciate the value and easiness of LMS tools better when LMS was used for interpersonal teaching and learning activities. And Lal (2011) addressed the challenge of technology acceptance and how difficult to motivate some learners to use such tools in his study. Furthermore, in the study of Yadav and Patwardhan (2016) it is indicated that although Web 2.0 tools are cost effective and supportive for students and teachers, they are barely used in higher education especially in developing countries and are not benefited considerably.

In a nutshell, it is an undeniable fact that if Web 2.0 tools such as blogs, wikis, social networking sites, social book marking, mashups etc. are used as learning management systems and all the lacks and/or challenges are ruled out, they improve not only online teaching and learning environment but also interaction between students, teachers, and students and teachers.

1.4. Blended Learning (BL)

The introduction of innovations and advances in technology have affected the information sources deeply, so the use of technology in learning and teaching process has become a kind of necessity. Because these days are called information age and they are, traditional methods in education system are under the needs of students. The insufficiencies in traditional methods and necessity of information technology in education process are the main factors with which must be dealt. Furthermore, they need to be integrated for a better process. Sharma (2006) stating that blended learning may be a solution for some challenges in education says as follows: "on the one hand, technology is here to stay. On the other, the teacher will never be replaced. I believe it is crucial that the teacher remains in control as the person creating the course programme, meeting the learners, interpreting or assigning the material and honing the course. The technology should not 'lead'." And Isiguzel (2014) explained that blended learning emerged from the needs of traditional learning environments and learners as the combination of face to face and online learnings. Hubackova et al. (2011) prepared some online lessons in order to promote the language learning of their students at the University of Hradec Kralove and implemented them in blended learning context. The feedback from learners showed that they found the implemented method worthwhile since they had chance to study at any time and place thanks to online lessons while they could confer and communicate with their teacher in face-to-face courses, so Hubackova et al. thinking the role of teacher cannot be replaced with anything deduced that blended learning environment is more appropriate than distance learning or only online courses. Moreover, Young (2008) investigated the outcomes of learners learning Spanish at the University of Tennessee in order to see whether there was a difference when the course delivery was changed from face-to-face mode to blended learning model and found out that experimental scored higher than comparison group studying in traditional instructional format although the learners in the first group came across some technological problems stemming from the capacity of the server.

The basis of online learning is based on distance learning. Firstly, it was conducted via letters not being lively and in time it has been developed. Even open universities have been founded, but distance learning has created isolation for learners. While learner isolation is a problematic issue in distance learning, traditional education is far from individuality. Blended learning emerging at the beginning of 2000 has

become a solution for deficiencies of both types as an eclectic approach. It takes the positive and useful sides of both traditional and online learning by leaving their negatives and mixes them in an appropriate proportion according to students' needs and backgrounds. Banas & Emary (1998) put forward that student isolation is a big problem in distance learning. Thus, a mixed model should be used.

Recently blended learning is in great demand as a methodology and it intends the right combination of synchronous face to face learning with asynchronous online learning. It is possible to say it will be ongoing during the coming decades because of the huge effect and place of technology in our lives and education. There are a lot of different blended learning definitions of educationists: Badawi (2009) defined blended learning as in the following:

> (…) a flexible approach that combines face-to-face learning activities with online learning practices that allow students to exchange collective and individual feedback and responses [in] four specific areas, namely, learner feedback, learner strategies, and alternative assessment synchronously or asynchronously (p.15).

Brew (2008) stated that blended learning as means integrating the online and face-to-face formats to create a more effective learning experience. According to Thorne (2003), blended learning is a way of learning integrating the innovative and technological advances supplied by online learning with traditional way of learning. Ja'ashan (2015) said clearly that courses conducted with blended learning are ones of the most important applications in which information and communication technology is used during the educational process. In short and simply, blended learning is the combination of face to face and online learnings.

1.4.1. Blended Learning in Second Language Learning

Under this title, different aspects of language learning – from skill development, assessment and learner autonomy to motivation, student engagement and classroom atmosphere - will be covered in blended learning environment.

Motivation and Blended Learning

Motivation is one of the most significant factors in L2 learning success and it is inner drive, desire or need to perform something new. Ellis (1997) defines motivation as attitudes and states of students affecting their efforts to learn a second language. Although it cannot be observed directly because it is an internal variability in L2

learning, lots of researchers have tried to investigate its key role in the light of different theories. The studies of Liu and Yu (2012) and Isiguzel (2014) are just two of them investigating motivation in blended learning context. Liu and Yu (2012) aiming to find out the relationship between students' learning motivation and learning strategies conducted their study with students in Dalian University of Technology, China who learnt English in a blended environment in which face-to-face class time was combined with the Self Access English Learning Online System asserted that language learning in a blended environment was effective and the students using self-regulatory strategies were highly motivated to learn. Isiguzel (2014) made a ten-week research to assess the effect of blended learning on motivation and success. While in experimental group there were 35 students taking German classes in blended learning environments, there were 27 learners in control group, and the experimental group was subject to 14 hours of online learning, unlike the control group. According to the results, students being exposed to blended learning had more success and higher motivation.

Learner Autonomy and Blended Learning

It is possible to describe autonomy as 'learners' own responsibility for learning'. Little (1999) defines learner autonomy as a kind of ability through which a learner becomes independent, makes her/his own decisions, thinks critically and shows them while both learning and transferring. It is believed that 'blended learning' enriching traditional learning environment with technology and offering learners individual learning environments has an undeniable favourable impact on autonomous capacity. The study conducted by Sanprasert (2010) indicates that thanks to the flexibility gained by learners exposed to independent study in blended learning environment, they can improve their autonomy to a certain extent. Gibeau and Imaki (2014) investigated increasing learner autonomy through blended learning in an intermediate Japanese language class and found that the integration of learner-centered, communicative face-to-face environment and flexible, autonomous online courses might make learners less stressful and help them gain more professional competence.

Assessment in Blended Learning

Assessment by which learners are given feedback on their learning process is one of the inseparable parts of education. Thus the enjoyment or benefits administrated

through the implementation of blended learning into teaching and learning process can also be seen in assessment process; however, in order to remove possible negatives, the digital tools used for assessment should be designed or (re)arranged according to learners' needs or learning outcomes (Marsh, 2012, Ko, Xiongy, and Wachira, 2014). Hoffman and Lowe (2011) defending the opinion that most assessment tools of face-to-face learning can be adopted in an online environment identify helpful online assessment tool features: a. Test items can be randomized easily. b. Teachers can arrange assessment time limits and establish rules for assessment completion easily. c. Teachers can get proctoring support. Stein and Graham (2014) state that blended learning increases the number of assessment means enabling students useful and quick feedback and thanks to various assessment tools, outcomes can be evaluated from different angles; furthermore, learners can improve their own studies in the process of peer assessment which is one of the most important assessment methods in blended learning. The study of Bailey and Smith (2013) in which students who got a few blended learning courses mention that they got more feedback from their teachers and peers and had more chance to assess their own studies supports the idea above.

Achievement in Skills in Blended Learning Environments

In order to see the effectiveness of BL in language acquisition, skill development is another area that should be reviewed. As stated by Klimova (2008), on the one hand contemporary information technologies provide intriguing teaching and learning sources to language learners, such as instant feedback, easily accessible materials, and flexibility in studying time and place, on the other hand traditional face-to-face education is a kind of necessity for practice and feedback in skill development, so blended learning is the middle of the road approach. To investigate the effectiveness of blended learning on student achievement, Bilgin (2013) conducted her study with university preparatory students studying English as a Foreign Language in which listening, reading, grammar and vocabulary skills of experimental group taking both face-to-face and online (an LMS was used) lessons and control group taking only face-to-face lessons were tested through pre-test, progress test, and post-test and the findings revealed that while there was no distinction between two groups at the beginning, the scores of progress and post tests showed the experimental group surpassed the control group. Moreover, at the end of his study centring four basic

language skills, Mondejar (2013) stating detailed learner needs analysis and principled course design are the requirements to implement blended learning effectively reached the result that blended learning systems were useful and learner friendly supporting independent and different learning needs for acquiring foreign language.

While some studies are focused on all skills, some of them investigate all the skills separately. The findings of the study of Shih (2010) in which blended learning method was implemented through video-based blogs with the participation of 44 college seniors to support their speaking skills showed that 82% of students could learn effectively in a blended learning environment because they watched the videos in blogs countlessly, which gave them a great opportunity to realize their own faults and learn from their peers and took the advantages of autonomous and cooperative learning, self-reflection and feedback from peers and teachers. In Kırkgöz's (2011) study in which task-based speaking course was implemented in blended learning environment, it was indicated that the improvement in students' speaking skills was remarkable, and integrated lessons and speaking tasks recorded with the aid of video cameras helped students evaluate their own studies critically and made a positive impression on them.

Klimova (2008), who combined face-to-face meeting with students once into two weeks with online course to investigate how effective blended learning model for the course of academic writing, found out that majority of the learners found blended learning method useful and motivating because they could do self exercises wherever and whenever they wanted, get immediate feedback and hardcopies of the materials during the online courses, and they had chance to review and clarify their mistakes in their studies; however, only a minor group cited technical problems they came across during online sessions were bothersome. Eydelman (2013) conducted her study with undergraduate students at the Department of Foreign Languages at Novosibirsk State University in Russia on academic writing in a blended learning environment in which learners took weekly face-to-face lessons to brainstorm and outline their essays and added them to wiki – a website to discuss them with their peers, and remarked that feedback both from peers and from teacher, facility to access course materials and other learners' essays easily, peer editing and gaining self-confidence in writing were appreciated by the learners.

Research conducted by Bañados (2006) aiming to strengthen communicative skills of language learners in blended learning environment (LMS, online monitoring, face-to-face lessons and speaking classes with native speakers) at the Universidad de Concepción, Chile indicated that pilot group showed a considerable enhancement in their language skills found the entire programme satisfactory. Grgurovic (2011) carried out a case study by examining the listening and speaking skills of an intermediate ESL class in blended learning environment and stated that blended learning class designed for online materials was highly appreciated both by students and by teachers in terms of self-directed learning, individualized instruction, useful and unique speaking and pronunciation activities and pair work. Lastly, the study of Banditvilai (2016) in which 60 Thai undergraduates from Kasetsart University were divided into 2 groups as control group and experimental group clearly showed that the experimental group taught in blended learning environment enhanced their listening skills thanks to blended learning more than the control group taught in a Non-CALL environment.

As far as reading and vocabulary enhancement through blended learning is concerned, the study of Vasbieva et al. (2016) in which learners' vocabulary achievement was assessed via pre-test and post-test showed that blended learning method overcame traditional face-to-face method, however, the survey of Tosun (2015) conducted with university students indicated that there was not noteworthy difference between the test results of experimental group exposed to blended learning and control group exposed to face-to-face teaching, but there was a small tendency on behalf of blended learning. Furthermore, the survey carried out by Balcı (2017) in which the data were collected both by questionnaires and interviews in an English preparatory programme in Turkey showed that while face-to-face instruction had more positive effective on learners' overall skill development than online one, participants were slightly eager to study some skills, such as listening and vocabulary enhancement online.

Student Engagement in Blended Learning

Student engagement refers to degree of learners' participation in their own education and their involvement increases while learning or being taught if they are passionate, interested, motivated and curious. Kuh (2001) defines student engagement as follows:

> Emphasizing good educational practice helps focus faculty, staff, students, and others on the tasks and activities that are associated with higher yields in terms of desired student outcomes. Toward these ends, faculty and administrators would do well to arrange the curriculum and other aspects of the college experience in accord with these good practices, thereby encouraging students to put forth more effort (e.g., write more papers, read more books, meet more frequently with faculty and peers, use information technology appropriately) which will result in greater gains in such areas as critical thinking, problem solving, effective communication, and responsible citizenship.

Chickering and Gamson (1987) supporting the idea that a good practice is a kind of must for high student engagement in undergraduate education listed the seven principles as follows:

> Good practice in undergraduate education:
>
> 1) encourages contacts between students and faculty;
>
> 2) develops reciprocity and cooperation among students;
>
> 3) uses active learning techniques;
>
> 4) gives prompt feedback;
>
> 5) emphasizes time on task;
>
> 6) communicates high expectations;
>
> 7) respects diverse talents and ways of learning. (p.3).

As it is stated above both in the definition of Kuh (2001) and in the seven principles of Chickering and Gamson (1987), students' engagement should be supported with tasks allowing and encouraging them to improve themselves academically, which can be provided by blended learning method in which every learner can study both in face-to-face environment and in online environment.

Some studies showing whether blended learning method is effective on student engagement or not can be found in related literature. Delialioğlu, Ö. (2012) comparing student engagement in problem-based and lecture-based blended learning environments carried out the study in which the data were collected by two surveys, the Entry Survey and the Student Engagement Survey and found out that problem-based blended learning overcame lecture-based blended learning in terms of active learning and total time on task, however, there was not a noteworthy variation between two in terms of interaction, level of academic challenge, and course satisfaction. Furthermore, Vaughan (2014) conducting assessment-oriented study in order to see the connection between blended learning and student engagement generalized that if digital tools are used effectively and attentively, they have an essential role in student

engagement measures, such as active or collaborative learning. And finally, Schwartzman and Tuttle (2002) stated that since blended learning environment creates flexible environment for student-student and faculty-student interactions, it enhances student engagement.

Learning Atmosphere and Blended Learning

Tuomainen (2016) states about the learning atmosphere in blended learning environment as follows:

> the learning atmosphere in most learning is often the classroom atmosphere but in blended learning the atmosphere can be seen to comprise of the tasks, instructions, the style and tone they are written, the student and lecturer comments, the students' peer feedback comments and the overall tone of the course (p.47).

And with her survey at University of Eastern Finland in which learning atmosphere of blended learning for English for academic purpose was examined, Tuomainen (2016) indicated that learning atmosphere in blended course was found either satisfying or very satisfying by almost all the participants. Furthermore, Wang (2010) carried out a study with the participation of English language learners from two different colleges in Taiwan and examined both teachers' class observation notes and learners' weekly journals in order to see the online discussion activities' possible effects upon offline classroom atmosphere which was divided into five headings, such as handling both platform operations and technical problems, task engagement, worrisome atmosphere in class, and passive approach. The findings indicated that although in the first week the students' attitude toward the procedure were mostly negative and they felt tense in class because of technical problems and unfamiliarity with the tool, in the next weeks their strangeness and tension decreased gradually.

In contrast with these studies, Balcı's (2017) survey in which he examined the effectiveness of LMS usage on class performances of learners showed that the learners' thoughts were quite negative and online tool made a very little contribution to learners' performances at offline classroom time.

1.4.2. Students' and Teachers' Attitudes towards Blended Learning in Second Language Learning Framework

Satisfaction is defined as the accomplishment of one's expectations and changes from person to person. A great number of variables from quality of staff and education

(Aldemir and Gulcan, 2004; Navarro et al, 2005; Mai, 2005; Butt and Rehman, 2010) to courses and teaching methods (Navarro et al, 2005; Butt and Rehman, 2010) have been affected students' satisfaction in higher education. And the variables of teachers' satisfaction may differ from annual income (Kumar, 2013) to professional rank or title (Guo and Wang, 2017).

Because the role or place of satisfaction in educational environment is undeniable, research studies have been conducted into the perceptions or attitudes of both learners and teachers on blended learning both in Turkey and in other countries since blended learning method appeared, and they are reviewed here separately. Most of the studies have centred upon students' views.

1.4.2.1. Studies Carried out in the World

While some of the related studies conducted outside Turkey have been mostly focused on learners' perceptions, the foci of others were on lecturers' views. Some of these researches are reviewed as the following.

Several studies were carried out in the context of skill development. For instance, the study by Miyazoe and Anderson (2010) in a blended language course at a Japanese university in which data were collected through survey, interview, and text analysis was conducted to reveal the efficiency of three online writing activities: forums, blogs, and wikis and the findings showed that students had positive attitudes toward blended course design and improved their writing skills. Mekheimer (2012) conducted the study with the participation of EFL students in which experimental group used an LMS tool and online dictionary in translation lessons and learners' attitudes on blended leaning approach were assessed and indicated that students gained a positive attitude against translation courses thanks to online tools and especially the practicality of online dictionary was recognized. A similar study reflecting learners' perceptions on BL use was conducted by Ahmed and Fathy (2019) in Egypt and indicated that the students in experimental group receiving translation lessons in blended learning environment enhanced their translation skills more than control group.

Some studies showed both positive and negative attitudes of learners. Ja'ashan (2015) conducted his study with 130 participants at University of Bisha, Saudi Arabia to discover the students' perception toward blended learning and found out that

although time consumption in terms of communication, social isolation and slow internet connectivity were obstacles for students, blended mode for language acquisition was appreciated in general. They improved their language skills, learnt collaboratively and interactively, studied in a more student-centred environment, were motivated and promoted their own learning process both by using electrical devices and social networks and by watching online videos. The study of Zumor, Refaai, Eddin & Rahman (2013) conducted at the school of foreign languages and translation, King Khalid University, Saudi Arabia showed that although the advantages of blended learning environment in language learning, especially in skill development were approved by the learners, most of the participants had a negative attitude against the method because of its limitations, such as technical problems and readiness of learners. Furthermore, the study of Hughes (2018) comparing the satisfaction of two groups of students taking English for academic purpose courses both in blended environment and in conventional face-to-face environment in South Korea showed no difference between the groups in terms of course satisfaction.

However, some studies showed pure positivity of learners. AbuSa'aleek (2015) investigating the effect of Facebook use, which is Social Networking Site, in English language learning in blended learning context reached the result that learners' perceptions on blended approach were quite positive as the model enabled the learners to feel more motivated and confident and to improve their language acquisition. Adas and Abu Shmais (2011) used both questionnaire and interview as measuring instruments to investigate the views of EFL learners towards blended learning environment in which online tool was assessed with regards to content, process and ease of use and the findings revealed that learners were satisfied with the use of online tool in the blended method. Moreover, the researchers claimed that learners' positive attitudes were owing to their previous experience of implementing the regarded approach and limited number of online tasks.

The opportunity of self-assessment that learners get in blended learning environments is another factor affecting learners' views. In Indonesia, Mu'in and Amelia (2018) conducted the study in which e-learning was integrated into face-to-face instruction to enhance English Department students' learning, data were collected by questionnaire and interview, and the focused aspects were self-assessment, learning

outcome and e-learning evaluation and the findings of the survey showed that learners' positive attitudes towards the aspect individual assessment were higher than the other two aspects'. The study conducted by Pinto-Llorente et al. (2017) indicated that the use of asynchronous tools, such as forums and podcast in blended method to enhance second language learners' grammatical proficiency in English had an impact on students' views since these online tools supplied autonomy, lifelike situations and persistent individual assessment for learners.

Lastly, Aldosemani et al. (2018) investigated teachers' perceptions towards blended learning in Saudi Arabia found out that although teachers were aware of the benefits and purpose of blended learning method and had a positive attitude on blended learning instruction, how to implement it was a challenging issue. However, a few solutions such as training and administrative support were suggested in the study. Similarly, Gilakjani and Leong (2012) studying EFL teachers' attitudes toward using computer technology in English language teaching emphasized that teachers should be trained in how to use computer technology in order to improve language acquisition effectively and how they can merge information technology into the curriculum, the training sessions should be perpetual because of ever-growing technological innovations. Taking these two studies above into account, it can be concluded that teacher training is a kind of must before implementing blended learning method into instruction or curriculum.

1.4.2.2. Studies Carried out in Turkey

While some of the related studies conducted in Turkey have been focus on both learners' and teachers' perceptions, the foci of others were either on learners' views or on lecturers' views. Some of these researches are reviewed as the following.

Bagrıacık-Yılmaz (2018) aiming to find out learners' perceptions divided the learners into two groups – individual study group and collaborative study group in a blended context for her six-week survey and stated that both groups attitudes toward related approach were positive in general. Yagcı et al. (2016) conducted the study with the participation of 101 Turkish ELT learners at a private university and the data collected through a questionnaire indicated that students' general attitude toward blended learning environment was positive, and while the contribution of the method

to skill development – especially listening and vocabulary and the use of multimedia were rated highly, technical aid and training were the suggestions of the students. Furthermore, Şahin-Kızıl's studied (2014) with 68 EFL undergraduates using Moodle as an LMS in a blended environment and their experiences showed that if technology-assisted learning is parallel to face to face learning effectively, course satisfaction increases. Another study conducted by Karaaslan and Kılıc (2019) in an English preparatory programme at Ankara Yıldırım Beyazıt University indicated that while high achievers had a positive attitude towards blended learning method, low achievers had a negative one in general, however, 'learning flexibility' was highly appreciated aspect of blended approach.

While the study of Akkoyunlu and Soylu (2006) on learners' perception considering blended learning revealed that as long as the students were exposed to online tasks, they succeeded more and they hereby had more positive attitudes towards the method, Akkoyunlu and Soylu' (2008) another similar study on the same topic in which language learners' attitudes toward blended learning in the sense of their learning styles at Hacettepe University, Turkey were examined and the data collected through survey and Kolb's Learning Style Inventory (LSI) revealed that students' learning styles affected their perceptions toward blended learning, the students were biased towards face-to-face aspect of blended learning rather than online aspect, and furthermore, students' different learning styles did not make any remarkable differences in their achievement in blended learning environment.

Çepik, Gönen and Sazak (2016) aimed to investigate the perceptions of instructors at School of Foreign Language, Zirve University and collected data six months after the use of an LMS, Schoology. The findings of the study indicated that blended learning environment in language learning and teaching was appreciated and found effective, however, some problems related to implementation of the online tool, such as shortages of training and technological background. A similar study conducted by Ince (2015) showed that while English language teachers had quite positive attitudes toward blended learning approach, they counted the possible or existing drawbacks as inadequate technical infrastructure and Internet network, inexperienced learners and teachers, and lack of technological equipment. Moreover, Yastıbas and Cepik (2015) aimed to find out the perceptions of teachers who used e-portfolios in English listening

& speaking courses in a blended context and the data of the study collected through interviews showed that teachers found the implementation of the method useful and helpful because they could recognize the learners' strengths and weaknesses and give feedback to them on an individual basis.

Balcı (2017) conducting his study at a state university with the participation of 400 EFL learners and 100 lecturers stated that teachers' views towards blended learning approach were more positive than learners' in general and both positive and negative views were uttered by them. Furthermore, according to the students, flexibility and the chance of doing listening and vocabulary practices online were the pros of the method, but monotonous exercises, errors and lack of interaction opportunity in online tool were the problems of blended learning environment. And the negative views of instructors stemmed from technical issues of online tool. Tayşı and Başaran (2018) investigated the perceptions of lecturers and students using an LMS (MyELT) in a blended learning environment as a tool for English language learning and teaching and found out that both students and teachers had positive attitude in general. Furthermore, while students found the LMS practical and useful to a certain degree, technological problems and learners' deficient skills in the area of Information and Communication Technologies (ICT).

1.4.3. Advantages of Blended Learning

According to studies, blended learning has more advantages than disadvantages because it integrates only the strong points of both CALL and traditional education (Kassou, 2016). First advantage – maybe one of the most important advantages- of blended learning is that learners can control the place and time easily especially at asynchronous learning. They can study wherever and whenever, which creates flexibility both for learners and for teachers. Educationists Jonassen (1996), Salaberry (1999) & Rost (2002) stated that blended learning programs could provide learners more independence from classrooms and allow them to work on the material at any time of the day. Zumor, Refaai, Eddin & Rahman (2013) stated about using time effectively as follows:

> Students are learning by doing. Students also appear to have observed the importance of Blackboard in their time management. Technology renders it easy for learners to properly manage their learning time by adhering to assignment deadlines, contacting their instructors

> online for queries and academic consultations with no time restrictions, and immediate updates regarding learning and assessment activities, etc (p.103).

These place and time advantages of blended learning create a more comfortable and safer environment for learners. Especially shy and inhibited students can feel safe and relax through the individualized and less stressful technology learning environment. On this subject, Taylor (1980) indicated that computer technology can decrease stress and anxiety for learners by providing repeated lessons, fun games and communicative activities so they can build their self-confidence outside the classroom. Robertson et al. (1987) also expressed that learners joining blended learning programs have higher self-esteem ratings than regular students.

Institutions tend to implement blended learning approaches into their education system because of the cost effectiveness. Moore (2013) supported that:

> In higher education the opportunity costs for participating in traditional learning options are too high for many potential students who have work, children at home or other commitments that would make a rigid school schedule inaccessible. Flexible online options reduce the opportunity costs associated with time and place scheduling… (p344)

The other important advantage of blended learning is experiential learning. Teachers can increase the allocated time for their students demanding to experience the target language more in blended learning environment. Thus, learners can create the knowledge however they want. Lee (2000) mentioned that the internet is a crucial medium for students to live human experiences, so they become the creators of knowledge, develop thinking skills and choose what to explore. According to Lai (2006), computer-assisted learning is a type of method through which students can find a chance to live in the 'Global Community' and so they can widen their views and thoughts.

The number of information sources is low and most of the time to bring authentic materials into the classroom is impossible in traditional education, but in blended learning, the scale of information sources and authentic materials is very broad thanks to Internet and it enables the teachers to enrich their courses. Lee (2000) identified that all students can use various authentic materials that can be accessed 24 hours a day and so they can experience interdisciplinary learning in a multicultural world. Tan and Neo (2015) expressing that authenticity is an inseparable and significant part of blended learning environment in their study stated that students attending the survey thought

not only authenticity produced relevance and enhanced their understanding, but they also felt more self-reliant.

Furthermore, blended learning emphasizes the individual needs and accommodates different learning styles. The students can personalize the education for their specific needs. For example, they can re-listen to difficult parts of the course at their own pace at home or they can do extra remedial studies about the parts they do not understand well. Montrieux, Vangestel, Raes, Matthys & Schellens (2015) remarked as follows:

> Using web-based lectures as a repetition is most beneficial when lecturers want to provide the opportunity for students to repeat difficult lectures and concepts. Using them as preparation is most beneficial for lecturers who want to save time by replacing basic lessons with recordings for students to watch at home and to provide more time for exercises and the possibility of answering questions during the limited time available for face-to-face lessons. Finally, using web-based lectures as an extension of the course can be most beneficial for students who need more exercises or for those who want a deepening of the course content. Secondly, student characteristics can play a significant role and should be taken into account when introducing web-based lectures. In this respect, web-based lectures are a way to differentiate and meet the needs of all students in higher education (p.179).

Some basic or easy parts or subjects can be studied by learners on the internet. That means teachers have much more time to deal with the subjects that are difficult to be learned by students just being studied on a computer. Jonassen (1996), Salaberry (1999) & Rost (2002) expressed that because the students can study independently, teachers can concentrate on the parts being hard or impossible by the computer, such as pronunciation, essay writing, and presentation in second language acquisition.

Moreover, in blended learning students can get faster feedback and teachers can spend less marking time during the assessment process. Marriott & Lau (2008) defended that e-assessment is very useful for the engagement and motivation of learners. And one of the educators working on pros and cons of online formative assessment observed that e-assessment provides immediate feedback to the students, so they can measure their own progress and it makes available to the students to find a solution for their mistakes. Furthermore, lecturers can benefit in both marking time and getting very important feedback about what exactly students are learning and difficulties they come across (Baleni, 2015). Lastly Taylor & Gitsaki (2003) indicated that when teachers want to assess students' learning progress, they can get the necessary data from the computer programs.

Motivation is an important factor in education, and it should be taken into consideration in all types of teaching and learning approaches as in blended learning. Isiguzel (2014) making an investigation to compare and contrast the motivation and success in both blended and traditional learning environments of the foreign language classes (which are German classes in the study) found that the students attending the foreign language classes in blended learning environments have more success and higher motivation than the students in traditional learning environments.

And last but not least, students may find more opportunities for communication with instructors and peers in blended learning. To support and increase the student-teacher and student-student interaction communication tools, such as discussion forums, blogs, e-mails, and newsgroups can be used. Sahin-Kızıl (2014) expressed that if students' interaction with instructors and peers is encouraged, student learning is likely to increase.

1.4.4. Disadvantages of Blended Learning

Although there are lots of advantages of blended learning, it still has some limitations and disadvantages.

First, the technical infrastructure and inadequate Internet connection are the common limitations that can be encountered by most of the blended learning users. In the study of Zumor, Refaai, Eddin & Al-Rahman (2013), it was clearly stated that technical problems and loss of internet connectivity are major problems and some other problems usually occur because of them. Ja'ashan (2015) made research about perceptions towards blended learning. 53 out of 130 respondents were strongly agreed that slow internet connectivity is a problem for blended learning.

Second, blended learning may affect equity negatively because some schools and students are poor, and they cannot afford expensive computers, smart boards, hardware, and software. Gips, DiMattia & Gips (2004) indicated that computer-assisted learning can create unfair educational conditions, harm the equity and increase educational costs somehow.

Third, Computer literacy is the subject that should be examined in detail since it is one of the key factors affecting the implementation of technology into traditional

teaching and learning environment, and if what is wished is a successful integration, the levels of computer literacy both on behalf of teachers and on behalf of students should be adequate. Most studies corroborate this. Roblyer (2003) expressed that if the students are lack of computer skills, they cannot take advantage of computer-assisted learning. So & Bonk (2010) stated that because blended learning is complex, some teachers not becoming familiar with it will need training and even as long as new technological developments come forward, they need to update their technological knowledge. Delialioğlu (2012) and Hong & Samimy (2010) put forward that while the students with higher technical skills are full of positive thoughts toward blended learning, the others live some academic challenges. Link and Marz (2006) promoted that while an LMS is implemented, the levels of students' computer skills, which influence their attitudes and competence directly, have to be considered and offered some solutions in favour of students to make them more computer friendly. Lastly, Fitzpatrick (2003) recommended that the language courses in which computer technology has a great importance are needed to be delivered or guided by the professional teachers who are knowledgeable about current technology, have training sessions and are aware of the advantages and importance of technology in learning and teaching process.

The other issue that should be taken into consideration as a weakness of blended learning is possible health problems that learners may face. It is a well-known fact that the engagement with technological devices for a long time can cause some disorders for people's health. These technology related health problems might be visual problems (redness, burning, tiredness, and pain in the eye), musculoskeletal problems (pain and stiffness), and stress (Sharma et al., 2006).

If it is not coordinated the proportion of face-to-face learning and online learning well and if the given time for online learning is longer than face-to-face learning – according to the survey results in England, 2015, students should spend 30 % (to experts) or 20 % (to teachers) of their time working independently on a computer for the ideal proportion of face-to-face learning and online learning, another significant barrier may arise, which is isolation. Bollinger and Inan (2012) thinking isolation and disconnectedness are noteworthy concerns assert that diminishing or limited human interaction can give rise to the sense of disconnectedness and loneliness. And these

feelings of isolation and disconnectedness might contribute to the lack of self-direction, self-management and self-motivation (Ludwig-Hardman and Dunlap, 2003).

Moreover, students can come across some unexpected situations during computer-assisted learning because of computers' artificial intelligence. According to Lai (2006), computers cannot give answers to the learners' questions as fast as teachers can because of their artificial intelligence.

Lastly, the results of the research by Ja'ashan (2015) showed that blended learning is time consuming than traditional learning because the teachers sometimes response the emails late. Some students think computer-assisted learning is waste of time. And his study showed some minor cons of blended learning, such as cheating, disorganized materials, and less knowledge.

1.4.5. The Future of Blended Learning

During the recent decades, quantum leaps in technological advancements have echoed through the pedagogical environment and these evolvements have been mostly welcomed especially by learners because the people who were born in the 2000s are called 'digital natives' or generation Z. Since Gen-Z learners are eager to be in an educational environment in which technology and visual media are often used (Cook, 2015) and the role of teacher cannot be replaced with anything (Sharma, 2006; Hubackova et al., 2011), the importance of blended learning in instruction will be the same in the immediate future as it is today so long as the strengths of blended learning are understood well and implemented relevantly (So and Bonk, 2010) and contemporary kinds of blends will appear in education along with each novelty in technology (Güzer and Caner, 2014). The study conducted by Alebaikan (2012) in Saudi Arabia revealed that the students were ready for the implementation of blended learning and furthermore, it was a kind of solution for women's education, so Alebaikan (2012) expected the use of blended learning in higher education will be effective in the future.

It should be noted that with the sufficiency of handy devices such as mobile phones, iPods, tablets, PDAs, etc. in the 21st century, a new term – MALL (Mobile Assisted Language Learning) has ensued and learners might be given chance to study the target language wherever and whenever they wish (Mosavi Miangah and Nezarat,

2012). Kassou (2016) summarizes MALL and its use in language acquisition as follows:

> MALL is another way of using technology in a Blended Learning environment. It refers to Mobile Assisted Language Learning which is the use of mobile devices in language learning. It includes hand-held devices such as cellular phones (especially smartphones), digital cameras, tablets, mp3 players and voice recorders… Their popularity could be exploited by teachers and lead to great benefits for language learning. Learners are able to use mobile devices as learning boosters: they can record themselves, look up information on the Internet, solve exercises online, post a message or text in the target language, listen to music or watch videos with content which interests them. In brief, mobile devices create a revolution which is taking place both inside and outside the classroom. (p.50)

CHAPTER II
METHODOLOGY

2.1. Introduction

In this chapter, research design, setting, participants, instruments and procedures of data collection, and data analysis are covered comprehensively.

2.2. Research Design

As it has been stated before, the main purpose of present study is to find out the perceptions and attitudes of students and instructors towards blended learning instruction at School of Foreign Languages. For that purpose, the data were collected through both a questionnaire and an interview. While the questionnaire was used to evaluate the learners' views, the latter was used for the description of instructors' perceptions.

The reason why a questionnaire was conducted as a quantitative research method can be explained as the number of the participants was high and the allocated time for the administration of the questionnaire was short. Concerning this issue, Yauch and Steudel (2003) stated as follows:

> The quantitative (survey) approach has two significant advantages. First, it can be administered and evaluated quickly. There is no need to spend time at the organization prior to administering the survey, and the responses can be tabulated within a short timeframe. Second, numerical data obtained through this approach facilitates comparisons between organizations or groups, as well as allowing determination of the extent of agreement or disagreement between respondents. (p.472)

And the reason why an interview was conducted as a qualitative research method even though it is a time-consuming method might be described as the number of participants was quite low and an in-depth analysis for the lecturers' views was needed. Concerning this issue, Yauch and Steudel (2003) stated as follows:

> (…) The other great benefit with a qualitative approach is that the inquiry is broad and open-ended, allowing the participants to raise issues that matter most to them. The qualitative researcher typically does not have a preconceived, finite set of issues to examine. (473)

2.3. Setting

The study was conducted at Karabuk University (KBU) School of Foreign Languages (SFL) which is the first accredited state institution by EAQUALS (European Association for Quality Language Services) that is an association fostering excellence in language education in 2018-2019 academic year and the selected environment is appropriate to research learners' and teachers' attitudes toward blended learning in two contexts, foreign language teaching and higher education. KBU is a state university and some departments such as English Language and Literature department and various engineering departments are among EMI (English Medium Instruction) programmes (either 30% or 100%). At least B2 (upper-intermediate) level is required from the students of related departments. Besides these students, volunteer students can also enrol one-year preparatory programme which is delivered in modular system on the condition that they give their petitions to SFL Student Affairs Office.

At the beginning of each academic year, the students receiving English preparatory education take a placement test that is conducted online at the three computer labs of School of Foreign Languages in which there are 135 computers in total (Appendix A), which enables the assessment process to become fast and the placement test consists of three different 30-question tests of the levels, A1, A2, and B1 in which reading, listening, grammar and vocabulary skills are tested. If students pass A1 level test with at least 80 percent success, they can take the next one, otherwise they have to leave the exam hall. The students who fail in A1 level test are randomly placed A1 level classes and the same procedure is conducted for the A2 and B1 level test-takers. Only the students who pass the B1 level test successfully are eligible to take the proficiency test which have the items assessing listening, reading, grammar, vocabulary, writing and speaking skills of the students and if they get 65 points in total, they can start studying in their departments.

In each level lasting for 8 weeks, students study English as a second language in an interactive and learner-centered learning environment. The education given at preparatory programme is the composition of traditional face-to-face classroom and online enhanced instruction. The students attend IS (integrated skills) course 20 hours a week and study through the course books which are chosen by a committee consisting of academic management members, level coordinators, academic units' representors and other instructors who volunteer to take part in according to the

learning objectives of Common European Framework (CEFR) and Global Scale of English (GSE). While main language focus is on general English at lower levels [Level 1 (A1 & A2) and Level 2 (A2 & A2+)], at higher levels [Level 3 (B1 & B1+) and Level 4 (B1+ & B2)], main language focus is on academic English. Furthermore, the students attend lab classes 2 hours a week to study and practice with an online LMS which presents a content parallel to course materials and sources and is provided by the contractual publishing house, and a programme created by the staff of SFL.

Assessment system of English Prep Program consists of both formative and summative assessment. Table 1 below illustrates the level average.

Table 1: Level average

Midterm	Portfolio	LAB	Class Participation	End of Level Test
% 25	% 10	% 5	% 5	% 55
Listening Reading Writing Use of English	Writing Speaking Vocabulary	Online	Class performance	Listening Reading Writing Use of English Speaking (at Level 4)

2.4. Participants

Participants of the study were 120 students who studied English at School of Foreign Languages, Karabük University and 5 instructors teaching at the same institution at least for 8 years. All the students filling out the questionnaire were volunteer to take part in the survey. Furthermore, they were chosen from four levels randomly but equally. During one-year preparatory programme, there are four periods and each one lasts for eight weeks. The questionnaire was conducted at the end of second period, which means that the students got at least 15-week experience of LMS use. Since the proficiency levels are decided according to the scores they get on the placement test at the beginning of the academic year and they also take the end of level test at the end of each period, their proficiency levels in their own groups were equal. While 51 (42,5%) of participants were female and 69 (57,5%) of participants were male. Moreover, participants were both repeating and non-repeating students from

three levels (Levels 2, 3, and 4), but the participants from Level 1 are repeating students. When it was looked the rates for computer literacy skills; 7,5% of students had bad, 29,2% of students had moderate, 42,5% of students had good and 20,8% of students had excellent computer literacy skills. Descriptive profiles of the students joining the survey are illustrated in table 2 below.

Table 2: Descriptive profiles of the students

		N	%
Gender	Female	51	42,5
	Male	69	57,5
Level	1	30	25,0
	2	30	25,0
	3	30	25,0
	4	30	25,0
Level 1	Repeat	30	25,0
Level 2	Non-repeat	18	15,0
	Repeat	12	10,0
Level 3	Non-repeat	24	20,0
	Repeat	6	5,0
Level 4	Non-repeat	21	17,5
	Repeat	9	7,5
Computer	Bad	9	7,5
Literacy Skill	Moderate	35	29,2
	Good	51	42,5
	Excellent	25	20,8

Five instructor participants, 4 females and one male were interviewed for the study on a volunteer basis. As well as their willingness, their teaching experience and blended learning experience were taken into consideration, so all the participants have experience in teaching language and implementing blended learning method more than five years. The teachers driving online lab classes monitor and manage the lab classes in which LMS is used and provide assistance to the learners upon learners' requests

inside or outside of the lab classes. Demographic profiles of the instructors making contribution to the survey are shown in table 3 below.

Table 3: Descriptive profiles of the instructors

	Gender	Age	Teaching Experience	Blended Learning Experience	Majors
Inst. 1	Female	31	9 years	9 years	English Language Teaching
Inst. 2	Male	32	8 years	5 years	EnglishLanguage & Literature
Inst. 3	Female	31	9 years	9 years	English Language Teaching
Inst. 4	Female	32	8 years	8 years	English Language Teaching
Inst. 5	Male	33	11 years	11 years	English Language Teaching

2.5. Instruments and Materials

The data collection tools, which are a questionnaire and an interview, were developed by Ersin Balcı (2017) who adapted the questionnaire from Akkoyunlu and Soylu (2008). While the slightly modified questionnaire was used to get the general views of students toward blended learning, the interview was used to find out the instructors' attitude on blended learning implementation.

2.5.1. Questionnaire

The questionnaire consisting of Likert-scale 52 items (strongly disagree / disagree / partially agree / agree / strongly agree) in total has four categories whose first and fourth categories have also sub-categories (Appendix B):

a. The usage and content of online learning management system
   - Ease of use
   - Implementation
   - Accessibility
   - Skill development
b. The implementation and content of face-to-face lessons
c. Assessment
d. Students' views on blended learning in general
   - Learner autonomy
   - Classroom atmosphere

- Advantages
- Disadvantages

The questionnaire, which was developed by Ersin Balcı (2017) who adapted the questionnaire from Akkoyunlu and Soylu (2008) was administrated in Turkish in order to be sure all the items were fully comprehended by the participants and avoid any misunderstandings. Furthermore, while Akkoyunlu and Soylu found the alpha reliability as .72, Balcı found it as .90. As can be seen in Table 4, the result of the analysis in this research showed that Cronbach alpha values are higher than 0,70, which means that all scales are appropriate for research and all subscales are divided correctly.

Table 4: Reliability Analysis

	Number of Items	***Cronbach Alpha***
Implementation and Content of LMS	12	0,911
a) Ease of Use	*5*	0,864
b) Implementation	*4*	0,872
c) Accessibility	*3*	0,717
Skill Development	5	0,885
Face-To-Face Courses	10	0,945
Assessment	4	0,840
General Views about Blended Learning	21	0,950
a) Learner Autonomy	8	0,889
b) Classroom Atmosphere	4	0,915
c) Advantages	6	0,909
d) Disadvantages	3	0,719

2.5.2. Interview

Semi-structured interviews conducted with five instructors in order to get detailed information because they are flexible and personal. The interviews being in Turkish were audio recorded and each one lasted around 7 minutes. All the interviewees were volunteer to take part in the survey, and they were addressed 10 open-ended questions to investigate the instructors' views about blended learning implementation in general, the challenges of blended learning course and their possible solutions, advantages and disadvantages of the method for both students and teachers, and the most and the least appreciated feature of blended learning course (Appendix C).

2.5.3. Course Books and LMSs (Appendix D)

At the beginning of each academic year, English course books are chosen by a committee consisting of academic management members, level coordinators, academic units' representors and other instructors who volunteer to take part in according to the learners' needs and the learning and teaching goals of the institution. The course books chosen for the 2018-2019 academic year were illustrated in table 4 below.

Table 5: 2018-2019 SFL Textbooks

Level	Course	Mainstream	Repeat
1	Integrated Skills	*Cutting Edge 3rd Ed. Elementary*	*Navigate A2 Elementary*
2	Integrated Skills	*Cutting Edge 3rd Ed. Pre-int.*	*Navigate B1 Pre-intermediate*
3	Reading & Writing Listening & Speaking	*Pathways 2* *Reading& Writing* *Listening& Speaking*	*Unlock 3* *Reading & Writing* *Listening& Speaking*
4	Reading & Writing Listening & Speaking	*Pathways 3* *Reading& Writing* *Listening& Speaking*	*Skillful 3* *Reading & Writing* *Listening& Speaking*

Cutting Edge is communicative course textbook series integrating all four skills with a task-based approach published by Pearson and the online tool of the publisher is 'MyEnglishLab'. *Navigate* is coursebook series having bottom-up approach and integrating all four skills for adult and young adult learners published by Oxford University Press and the online component of the publisher is 'Oxford Learn'. *Pathways* published by National Geographic Learning is global course textbook series stimulating learners' language skills, critical thinking, and learning strategies required for academic success and online learning management system provided by the publisher is 'MyELT'. *Unlock* published by Cambridge University Press is academic skills coursebook series having a comprehensive approach to critical thinking and motivating video and the online component of the publisher is 'Cambridge LMS'. *Skillful* is course textbook series supporting students in the development of academic skills and published by Macmillan Education, the online tool provided by the publisher is 'Macmillan Education Everywhere'.

At the beginning of each academic year, instructors get training on how to use LMS and in the first week of each period students are instructed about how to register

and use the system. While the access codes needed to register the system are given students in the coursebooks, the access codes of instructors are provided by the publishers. If students or instructors face any problems related to the system, they can contact with the 'support team' of the system via e-mail.

All these learning management systems mentioned above having both benefits and drawbacks are used as supplementary material for learners' language developments and their contents are in parallel with the contents of coursebooks used in face-to-face courses. While 'MyEnglishLab' and 'Macmillan Education Everywhere' present the workbooks of the packs, the others provide extra contents overlapping with the contents of the packs. In addition, all these online platforms include different exercise types for language skills except for speaking. Students are responsible for doing exercises assigned by their instructors weekly at the time and place stated in their schedules, otherwise they get the opportunity to do the missing exercises only at the end of the period. And only the students in level 4 are assigned some homework to do outside the class.

Apart from these LMSs integrated to the instruction, an in-house testing system, 'grammarfile' developed by one of the instructors of SFL, Uğur Turan can be used by learners for their self-studies outside the school at any time and anywhere. Students are able to practice listening, reading, vocabulary and grammar including multiple choice, gap-filling and matching activities which are prepared by the material development unit of SFL. Furthermore, students can do the same exercises over and over as well as getting instant self-feedback.

2.6. Procedure

Before conducting the study, several steps were followed;

- Literature was reviewed
- The instruments related to the topic were found
- Via e-mail permission was obtained from the researcher developing and piloting the instruments
- Expert opinion of the supervisor of the present study was taken
- According to the supervisor's feedback, they were revised

After these procedures, permission was asked both from the management of School of Foreign Languages specifically and from the ethics committee of Karabük University to conduct the survey (Appendix E).

The researcher wished the participants to be familiar to the new school environment, the blended learning environment, the learner-centered learning method, and to reach a certain extent readiness to use online LMS, so the questionnaire was conducted at the end of second period, which means that the students got at least 15-week experience of LMS use. Prior to the conduction of the survey which lasted for a week, the volunteer student participants were informed about the aim and the procedures of the survey, were assisted when it was needed, and filled out the questionnaire during their class hours. The questionnaire was created using google forms and the URL (http://bit.do/sflblended) was shared by the instructors who would conduct the survey and then they shared it with the students on their common social media groups in the interest of saving time. After the participants filled out the survey online and clicked on 'gönder', the answers of each participants were collected on an excel form automatically in the researcher's drive folder, which provided great convenience for the data analysis.

Since the blended learning approach have been implemented at School of Foreign Languages for a long time either synchronously or asynchronously, the whole interviewees are familiar to the technology enhanced education or the use of LMS, so the interviews with volunteer instructors conducted at the office of the researcher were done in the first period.

2.7. Data Analysis

While frequency analysis used to find basic characteristics of research group, the data analysis procedure was conducted via Statistical Package for the Social Sciences (SPSS) version 22.0 and SPSS programme. For hypothesis tests, one-way ANOVA and independent sample t tests were conducted to see significant differences between groups. Fifty-two questions included Likert-type options ranging from 1 (strongly disagree) to 5 (strongly agree) and the interval scales of the options were ranked as follows: 1.00-1.80: Strongly Disagree, 1.81-2.60: Disagree, 2.61-3.40: Partially Agree, 3.41-4.20: Agree, 4.21-5.00: Strongly Agree.

The qualitative data collected via interviews were analysed through content analysis in which firstly the audio recordings were transcribed and then transcribed data were analysed with the codes ascribed for the revelation of remarkable points. Furthermore, while the data source of the first six research questions was all the items in the questionnaire, the data source of the seventh research question was all the items in the interview.

CHAPTER III
FINDINGS

3.1. Introduction

The aim of this study is to investigate the students' and instructors' attitudes and perceptions towards implementing blended learning approach in which conventional face-to-face classes are enhanced with the use of an online LMS, so two instruments which are a questionnaire for students and an interview for instructors were used to collect the data related to the present study.

In this chapter, the research questions will be presented and discussed in detail and one by one in the light of the findings of the collected data.

3.2. RQ 1a. What are students' views about blended learning in terms of the implementation and content of LMS?

This research question aims to measure respondents' views about the implementation and content of LMS. For this part, there are three sub-categories: ease of use, implementation and accessibility. For the ease of use dimension, questionnaire items 1, 4, 5, 8, 9 were analysed and the results revealed that respondents had neutral view about the ease of use of LMS since the mean scores of responses were not lower than 2.61 and higher than 3.40. Moreover, each questionnaire item testing the ease of use of LMS has almost the same mean scores.

Table 6: Mean Values of Ease of Use

	N	Min	Max	Mean	Std. Dev.
1. Thanks to online LMS, I can follow the lessons more easily.	120	1,0	5,0	2,82	1,28
4. The instructions in online LMS are quite enough.	120	1,0	5,0	2,89	1,14
5. I think online LMS is quite understandable and useful.	120	1,0	5,0	2,91	1,24
8. The objectives of every part in online LMS are articulate.	120	1,0	5,0	2,88	1,13
9. All the assignments in the online LMS are explained clearly.	120	1,0	5,0	2,88	1,15

The questionnaire items 6, 7, 10, and 11 were asked to participants to find out the learner' views on the implementation of LMS, and the results showed that respondents have neutral view to implementation of LMS since the participants rated the items as 'partially agree' generally. Furthermore, among these items, the item "The studies on online LMS are not as effective as the ones I have in class." has the highest mean score (M = 3.40), which means students benefitted from the in-class activities or exercises more than the online ones.

Table 7: Mean Values of Implementation

	N	Min	Max	Mean	Std. Dev.
6. The studies in the online LMS are not as effective as the ones I have in class.	120	1,0	5,0	3,40	1,33
7. The exercises in the online LMS are quite comprehensive and target-specific.	120	1,0	5,0	2,81	1,15
10. The studies in the online LMS meet my learning needs.	120	1,0	5,0	2,80	1,11
11. The studies in the online LMS complete face-to-face education.	120	1,0	5,0	2,78	1,22

The questionnaire items 2, 3, 12 were addressed to discover the learners' views on the accessibility of LMS, and the findings showed that participants had neutral views about these items since they partially agreed that LMS was accessible and the syllabuses of face-to-face and LMS overlapped.

Table 8: Mean Values of Accessibility

	N	Min	Max	Mean	Std. Dev.
2. I can receive help from the online LMS whenever I need.	120	1,0	5,0	3,06	1,17
3. I can give access to the online LMS wherever I need.	120	1,0	5,0	3,18	1,15
12. I can do the exercises in the online LMS parallel to face-to-face schedule.	120	1,0	5,0	2,79	1,15

3.3. RQ 1b. What are students' views about blended learning in terms of skill development?

With the questionnaire items 13, …, 17, it was attempted to measure respondents' views about the effect of LMS use on skill development. According to the results, respondents had neutral view. As can be seen in Table 8, items' mean values are almost the same. The order of the skills rated by the participants from the highest to the lowest is as follows: vocabulary (M = 2.85), grammar (M = 2.78), reading (M = 2.75), listening (M = 2.63) and writing (M = 2.49).

Table 9: Mean Values of Skill Development

	N	Min	Max	Mean	Std. Dev.
13. The online LMS provides many opportunities to practice my reading skill.	120	1,0	5,0	2,75	1,28
14. I can do a writing exercise easily in the online LMS.	120	1,0	5,0	2,49	1,21
15. I can improve my vocabulary knowledge with the exercises in the online LMS.	120	1,0	5,0	2,85	1,26
16. The listening exercises in the online LMS meet my need for this skill.	120	1,0	5,0	2,63	1,24
17. Grammar practice in the online LMS helps me develop my competency.	120	1,0	5,0	2,78	1,20

3.4. RQ 1c. What are students' views about blended learning in terms of face-to-face courses?

This research question seeks the learners' thoughts about face-to-face lessons within the context of blended learning. In the questionnaire, there are 10 items (18, …, 27) related to this research question. While the highest rated item (item 24, M = 3.78) by the participants was about the learners' need for face-to-face communication in order to understand the lesson better, the least rated item (item 27, M = 3.07) was about the face-to-face support they can get for the obstacles they have in online lessons, which may have stemmed from that students are always accompanied by the instructor(s) during their lab classes. As a result, respondents had positive views on face-to-face courses in general because the mean scores of the items are higher than 3.41 (agree: 3.41 - 4.20) they agreed that face-to-face courses were better and more

effective than online LMS in terms of practices, communication, discussion and permanent learning.

Table 10: Mean Values of Face to Face Courses

	N	Min	Max	Mean	Std. Dev.
18. I can understand what I learn thanks to the worksheets given in the lessons.	120	1,0	5,0	3,43	1,29
19. The instructor repeats the course subjects I miss.	120	1,0	5,0	3,31	1,29
20. Generally, I can find the answers to my questions in face-to-face lessons.	120	1,0	5,0	3,43	1,21
21. I can learn the content of the unit in detail thanks to face-to-face lessons.	120	1,0	5,0	3,48	1,28
22. I think the discussion and knowledge sharing in face-to-face lessons are very good.	120	1,0	5,0	3,46	1,28
23. The speaking exercises in face-to-face lessons are better than the ones in online LMS.	120	1,0	5,0	3,67	1,27
24. I need face-to-face communication to understand the lesson better.	120	1,0	5,0	3,78	1,24
25. Non-verbal communication and facial expressions in face-to-face lessons are effective to understand better.	120	1,0	5,0	3,53	1,21
26. Face-to-face lessons enable me to learn better and permanent learning.	120	1,0	5,0	3,74	1,26
27. When I have a problem with the studies in online LMS, I can get support in face-to-face lessons.	120	1,0	5,0	3,07	1,27

As can be seen, the research questions 1a and 1b are related to the online LMS, the research question 1c is only about the face-to-face lessons. When two courses are compared in general according to the responds of the student participants, findings revealed that while learners' attitude towards LMS use was neutral, participants were in favour of face-to-face classes.

3.5. RQ 1d. What are students' views about blended learning in terms of assessment?

This research question is related to the assessment process of face-to-face lessons and online lessons, which is the third category in the questionnaire. While the items 28 (M = 2.83) and 30 (M = 2.86) are about online assessment, the items 29 (M = 3.44) and 31 (M = 3.45) are about face-to-face assessment. Although learners had neutral

views on clarity and understandability of online assessment, the mean values of students' responses to face-to-face assessment were higher and positive.

Table 11: Mean Values of Assessment

	N	Min	Max	Mean	Std. Dev.
28. The assessment criteria of the exercises in the online LMS direct me in how and what to do in the tasks.	120	1,0	5,0	2,83	1,27
29. The guidance of the instructors about the exercises in face-to-face lessons helps me a lot.	120	1,0	5,0	3,44	1,28
30. The assessment criteria of the exercises in online LMS are quite clear and understandable.	120	1,0	5,0	2,86	1,26
31. The exams and studies carried out during the face-to-face lessons help me to understand what I have learned and reflect my progress.	120	1,0	5,0	3,45	1,26

In a nutshell, students had mostly neutral attitude towards LMS use in terms of implementation, content, ease of use, accessibility, skill development and assessment, however, their attitude toward face-to-face courses was positive as can be seen in Table 11 below.

Table 12: General Mean Values of Dimensions

	N	Min	Max	Mean	Std. Dev.
a. Implementation and Content Of LMS	120	1,07	5,00	2,94	,83
- Ease of Use	120	1,00	5,00	2,87	,95
- Implementation	120	1,00	5,00	2,94	,85
- Accessibility	120	1,00	5,00	3,01	,92
b. Skill Development	120	1,00	5,00	2,70	1,02
c. Face-to-Face Courses	120	1,00	5,00	3,49	1,03
d. Assessment	120	1,00	5,00	3,14	1,04

3.6. RQ 2a. What are students' general views about blended learning in terms of learner autonomy?

The questionnaire items from 32 to 52 aim to measure respondents' general views towards blended learning and they are split into four sub-categories: learner autonomy, classroom atmosphere, advantages and disadvantages. For the learner autonomy dimension, 8 questionnaire items were analysed, and as can be seen in Table 12, the results revealed that respondents had neutral view towards learner autonomy since almost all the statements related to learner autonomy such as taking responsibility for their own learning, self-study, learning pace, and repetition were rated between 2.69 and 3.01 (partially agree: 2.61 – 3.40), but the item 41 (M = 2.58) related to the positive effect of LMS use on learners' study plans was disagreed by the participants. Among the items, the highest rated statement (M = 3.01) is "While studying on online LMS, I lose my motivation.", which means learners were demotivated while studying on online classes.

Table 13: Mean Values of Learner Autonomy

	N	Min	Max	Mean	Std. Dev.
32. Learning through the online LMS makes me responsible for the course.	120	1,0	5,0	2,70	1,36
34. While studying in the online LMS, my motivation is very low.	120	1,0	5,0	3,01	1,33
39. I can study in online LMS alone in a quiet and cozy place.	120	1,0	5,0	2,89	1,31
41. Online LMS enables me to make plans for my studies.	120	1,0	5,0	2,58	1,31
42. I can study according to my own learning pace in online LMS.	120	1,0	5,0	2,86	1,33
45. I can study again and again in online LMS.	120	1,0	5,0	2,69	1,35
48. The online LMS makes me spend more time on my learning.	120	1,0	5,0	2,73	1,33
50. The online LMS is a very useful tool for self-studies.	120	1,0	5,0	2,93	1,28

3.7. RQ 2b. What are students' general views about blended learning in terms of classroom atmosphere?

In order to investigate the learners' attitude towards blended learning in terms of classroom atmosphere, four questionnaire items (37, 44, 46, 47), which are mostly about whether online LMS has any contributions to face-to-face lessons or not, were addressed to participants and the mean values of their responses were ranged from 2.60 to 2.93, which means the students had a neutral view on blended learning in the context of classroom atmosphere.

Table 14: Mean Values of Classroom Atmosphere

	N	Min	Max	Mean	Std. Dev.
37. The studies in online LMS along with face-to-face lessons make a great contribution to my learning process.	120	1,0	5,0	2,93	1,29
44. The online LMS helps me prepare for the face-to-face lessons.	120	1,0	5,0	2,60	1,32
46. The studies in the online LMS boosts my effectiveness in classroom.	120	1,0	5,0	2,68	1,28
47. The practices in the online LMS make me more competitive in my own learning.	120	1,0	5,0	2,62	1,30

3.8. RQ 2c. What are students' general views about blended learning in terms of advantages?

In order to investigate whether blended learning is advantageous for learners, 6 questionnaire items were examined, and their general attitude towards the advantage of blended learning is neutral. As can be seen in Table 14, while learners had a negative attitude towards the easiness (M = 2.54) and interestingness (M = 2.59) of activities in online courses, they partially agreed that learning using an LMS was effective (M = 2.71), studying on computers or mobile devices was easy (M = 3.08) and exercises on online LMS were innovative (M = 2.84). Moreover, it was partially agreed that blended learning method changed the learners' viewpoints towards language learning (M = 2.72).

Table 15: Mean Values of Advantages

	N	Min	Max	Mean	Std. Dev.
33. Learning with the studies in online LMS is more interesting than learning with the ones in face-to-face lessons.	120	1,0	5,0	2,59	1,33
35. The studies in online LMS are quite new and different.	120	1,0	5,0	2,84	1,24
38. I think learning in online LMS is a very effective method.	120	1,0	5,0	2,71	1,31
40. It is easier to learn with the exercises in online LMS.	120	1,0	5,0	2,54	1,26
49. Studying on computer and mobile devices provides huge practicality.	120	1,0	5,0	3,08	1,24
51. Teaching program with online practice shifted my whole understanding of language learning and sparked my interest.	120	1,0	5,0	2,72	1,24

3.9. RQ 2d. What are students' general views about blended learning in terms of disadvantages?

Three questionnaire items were examined, and the mean values of the items showed that respondents had neutral view towards disadvantages of blended learning since they partially agreed on all the items. Furthermore, the mean value of the item 43 (M = 3.17) is higher than the item 36's (M = 2.79) and the item 52's (M = 2.89).

Table 16: Mean Values of Disadvantages

	N	Min	Max	Mean	Std. Dev.
36. Studying in online LMS is quite difficult for me.	120	1,0	5,0	2,79	1,28
43. I get bored when I study in online LMS.	120	1,0	5,0	3,17	1,49
52. The studies in online LMS are unnecessary and annoying for me.	120	1,0	5,0	2,89	1,41

All in all, the learners' general attitude towards blended learning in terms of learner autonomy, classroom atmosphere, advantages and disadvantages was neutral since they partially agreed on the dimensions as can be seen in Table 16.

Table 17: General Mean Values of Dimensions of RQ 2

	N	Min	Max	Mean	Std. Dev.
Learner Autonomy	120	1,00	5,00	2,80	,99
Classroom Atmosphere	120	1,00	5,00	2,71	1,16
Advantages	120	1,00	5,00	2,78	1,05
Disadvantages	120	1,00	5,00	2,95	1,12

3.10. RQ 3. Are there statistically significant differences in participants 'views about blended learning based on gender?

In order to find out whether there is a statistically significant difference in the attitudes of the two gender groups in terms of the implementation and content of LMS, skill development, face-to-face courses, assessment, learner autonomy, classroom atmosphere, advantages and disadvantages, groups' overall mean values were figured, and then values were compared by being used independent sample t-test. The summarized analysis is shown in Table 17 below:

Table 18: Differences of Students' Perceptions in Respect to Gender

		N	Mean	Std. Dev.	t	p
Implementation and Content of LMS	Female	51	3,07	0,75		
	Male	69	2,85	0,89	1,419	0,159
Skill Development	Female	51	2,86	1,07		
	Male	69	2,58	0,98	1,503	0,136
Face-To-Face Courses	Female	51	3,65	0,94		
	Male	69	3,37	1,09	1,504	0,135
Assessment	Female	51	3,28	1,01		
	Male	69	3,04	1,06	1,276	0,205
Learner Autonomy	Female	51	2,98	1,01		
	Male	69	2,67	0,97	1,723	0,088
Classroom Atmosphere	Female	51	2,86	1,20		
	Male	69	2,59	1,12	1,259	0,211
Advantages	Female	51	2,96	1,12		
	Male	69	2,64	0,98	1,668	0,098
Disadvantages	Female	51	2,89	1,11		
	Male	69	3,00	1,12	-0,514	0,608

As illustrated in Table 17, there are not any statistically important differences between male and female participants' perceptions of blended learning with regard to the dimensions stated above since each p value is higher than 0.05 and only the values being less than 0.05 state a significant difference between groups.

3.11. RQ 4. Are there statistically significant differences among participants based on their computer literacy skills?

Since LMS has been implemented in language labs equipped with computers at SFL, the computer literacy level of the participants is one of the significant variables needed to be taken into account. Hence the participants were asked for grading their computer literacy skills as 'bad, moderate, good, and excellent'. According to the choices of 120 participants, 9 of them chose 'bad' computer literacy skill, 35 participants had 'moderate', 51 participants had 'good', and 25 of them had 'excellent'.

According to the analysis of One-way Anova test shown in Table 18, the differences of the implementation and content of LMS, skill development, face-to-face courses, assessment, learner autonomy, classroom atmosphere, advantages and disadvantages among students' computer using skills were not significant statistically.

Table 19: Difference of Students' Computer Literacy Skills

		N	Mean	Std. Dev.	F	P
Implementation and Content of LMS	Bad	9	2,56	0,79		
	Moderate	35	2,84	0,77		
	Good	51	3,01	0,78		
	Excellent	25	3,09	1,03	1,192	0,316
Skill Development	Bad	9	2,13	0,66		
	Moderate	35	2,65	1,10		
	Good	51	2,72	0,96		
	Excellent	25	2,93	1,12	1,375	0,254
Face-To-Face Courses	Bad	9	3,61	0,97		
	Moderate	35	3,29	1,09		
	Good	51	3,51	0,97		
	Excellent	25	3,68	1,11	1,734	0,534
Assessment	Bad	9	2,72	0,89		
	Moderate	35	3,03	1,05		
	Good	51	3,17	0,94	1,195	0,315

	Excellent	25	3,41	1,24		
Learner Autonomy	Bad	9	2,22	0,82		
	Moderate	35	2,82	1,00		
	Good	51	2,85	0,98		
	Excellent	25	2,88	1,07	1,116	0,346
Classroom Atmosphere	Bad	120	2,80	0,99		
	Moderate	9	1,83	0,83		
	Good	35	2,71	1,11		
	Excellent	51	2,80	1,13	1,956	0,125
Advantages	Bad	25	2,83	1,31		
	Moderate	120	2,71	1,16		
	Good	9	2,33	0,98		
	Excellent	35	2,73	1,06	0,669	0,572
Disadvantages	Bad	51	2,85	1,00		
	Moderate	25	2,85	1,17		
	Good	120	2,78	1,05		
	Excellent	9	3,11	1,41	0,161	0,922

3.12. RQ 5. Are there statistically significant differences among participants based on students' proficiency levels?

In order to investigate whether there is a statistically significant difference in the attitudes of the student groups studying in four different levels in terms of the implementation and content of LMS, skill development, face-to-face courses, assessment, learner autonomy, classroom atmosphere, advantages and disadvantages One-way Anova test was used and the analysis of the test is illustrated in Table 19 below:

Table 20: Difference of Students' Views in Respecting Their Levels

	Level	**N**	**Mean**	**Std. Dev.**	**F**	**P**
Implementation and Content of LMS	1	30	2,92	0,84		
	2	30	3,07	0,72		
	3	30	2,64	0,74		
	4	30	3,16	0,97	2,31	0,08
Skill Development	1	30	2,55	0,93		
	2	30	2,97	1,02		
	3	30	2,46	0,98	1,611	0,191

	4	30	2,81	1,13		
Face-To-Face Courses	1	30	3,55	1,01		
	2	30	3,39	0,94		
	3	30	3,29	1,08		
	4	30	3,72	1,09	1,027	0,383
Assessment	1	30	3,12	0,83		
	2	30	3,18	0,99		
	3	30	2,83	1,00		
	4	30	3,46	1,25	1,911	0,132
Learner Autonomy	1	30	2,71	0,98		
	2	30	2,95	0,93		
	3	30	2,44	0,83		
	4	30	3,10	1,14	2,604	0,05
Classroom Atmosphere	1	30	2,63	1,17		
	2	30	2,94	1,09		
	3	30	2,29	1,00		
	4	30	2,97	1,28	2,315	0,079
Advantages	1	30	2,71	0,97		
	2	30	2,97	1,07		
	3	30	2,47	0,93		
	4	120	2,78	1,05	1,546	0,206
Disadvantages	1	30	2,93	1,09		
	2	30	2,99	1,17		
	3	30	2,88	1,14		
	4	30	3,00	1,12	1,075	0,974

As illustrated in Table 19, the differences among participants based on their levels in terms of the components mentioned above except one were not significant statistically because p values are higher than 0.05. The analysis of One-way Anova test indicates that the difference among the levels of students is significant for the category 'Learner Autonomy' (p: 0.05). The findings reveal that the students who studied in level 4 have the highest mean score (M = 3.10) for that category. That means the students in level 4 are more in favour of the implementation of blended learning in respect of learner autonomy than the others. In addition, the order of mean scores recorded according to the students' proficiency levels is as follows from higher to lower: Level 4 (M = 3.10), level 2 (M = 2.95), level 1 (M = 2.71), level 3 (M = 2.44).

3.13. RQ 6. Are there statistically significant differences among participants based on LMS?

As learners at SFL, Karabük University use different coursebooks in different levels for different purposes, the LMS they use differs according to their levels and the type of class, mainstream or repeat. Since the questionnaire was conducted at the end of second period, there were only repeat students from level 1 and their total number is 30. 12 repeat and 18 mainstream students from level 2, 6 repeat and 24 mainstream students from level 3, and 9 repeat and 21 mainstream students from level 4 attended the survey. The students general views towards blended learning who used different LMSs are investigated regarding the implementation and content of LMS, skill development, face-to-face courses, assessment, learner autonomy, classroom atmosphere, advantages and disadvantages via this research question and as shown in Table 20, the results of One-way Anova test indicate no significant difference among participants based on LMS because p values of categories are higher than 0.05.

Table 21: Difference of Students' Views in Respect to LMSs

System	Learning Management	Level	N	Mean	Std. Dev.	F	P
Implementation and Content of LMS	Oxford Learn	1(R)	30	2,92	0,84		
	Oxford Learn	2(R)	12	2,85	0,64		
	MyEnglishLab	2(M)	18	3,21	0,75		
	MyELT	3(M)	24	2,61	0,73		
	Cambridge LMS	3(R)	6	2,75	0,85		
	MyELT	4(M)	21	3,15	1,08		
	Macmillan Education Everywhere	4(R)	9	3,17	0,69	1,393	0,224
Skill Development	Oxford Learn	1(R)	30	2,55	0,93		
	Oxford Learn	2(R)	12	2,72	1,02		
	MyEnglishLab	2(M)	18	3,14	1,01		
	MyELT	3(M)	24	2,39	0,85		
	Cambridge LMS	3(R)	6	2,73	1,46		
	MyELT	4(M)	21	2,73	1,20		
	Macmillan Education Everywhere	4(R)	9	3,00	0,97	1,171	0,327
Face-To-Face Courses	Oxford Learn	1(R)	30	3,55	1,01		
	Oxford Learn	2(R)	12	3,14	1,02		
	MyEnglishLab	2(M)	18	3,56	0,87		
	MyELT	3(M)	24	3,12	0,99		
	Cambridge LMS	3(R)	6	3,95	1,27	1,455	0,200

	MyELT	4(M)	21	3,59	1,15		
	Macmillan Education Everywhere	4(R)	9	4,03	0,90		
Assessment	Oxford Learn	1(R)	30	3,12	0,83		
	Oxford Learn	2(R)	12	3,08	1,03		
	MyEnglishLab	2(M)	18	3,24	0,99		
	MyELT	3(M)	24	2,74	0,87		
	Cambridge LMS	3(R)	6	3,17	1,45		
	MyELT	4(M)	21	3,52	1,31		
	Macmillan Education Everywhere	4(R)	9	3,31	1,14	1,150	0,339
Learner Autonomy	Oxford Learn	1(R)	30	2,71	0,98		
	Oxford Learn	2(R)	12	2,90	0,86		
	MyEnglishLab	2(M)	18	2,98	0,99		
	MyELT	3(M)	24	2,38	0,78		
	Cambridge LMS	3(R)	6	2,71	1,04		
	MyELT	4(M)	21	3,10	1,12		
	Macmillan Education Everywhere	4(R)	9	3,10	1,24	1,375	0,231
Classroom Atmosphere	Oxford Learn	1(R)	30	2,63	1,17		
	Oxford Learn	2(R)	12	2,73	1,08		
	MyEnglishLab	2(M)	18	3,08	1,09		
	MyELT	3(M)	24	2,16	0,93		
	Cambridge LMS	3(R)	6	2,83	1,17		
	MyELT	4(M)	21	2,95	1,23		
	Macmillan Education Everywhere	4(R)	9	3,00	1,47	1,550	0,168
Advantages	Oxford Learn	1(R)	30	2,71	0,97		
	Oxford Learn	2(R)	12	2,90	1,16		
	MyEnglishLab	2(M)	18	3,01	1,04		
	MyELT	3(M)	24	2,40	0,85		
	Cambridge LMS	3(R)	6	2,75	1,28		
	MyELT	4(M)	21	2,90	1,13		
	Macmillan Education Everywhere	4(R)	9	3,11	1,33	0,902	0,496
Disadvantages	Oxford Learn	1(R)	30	2,93	1,09		
	Oxford Learn	2(R)	12	2,92	1,31		
	MyEnglishLab	2(M)	18	3,04	1,10		
	MyELT	3(M)	24	2,90	1,09		
	Cambridge LMS	3(R)	6	2,78	1,44		
	MyELT	4(M)	21	2,84	1,04		
	Macmillan Education Everywhere	4(R)	9	3,37	1,29	0,288	0,942

3.14. RQ 7. What are the instructors' views about blended learning?

This study investigates the instructors' attitudes and perceptions towards blended learning as well as students'. For this reason, interviews with five instructors were conducted qualitatively. Ten open-ended questions were asked them to investigate the instructors' views about blended learning implementation in general, the challenges of blended learning course and their possible solutions, advantages and disadvantages of the method for both students and teachers, and the most and the least appreciated feature of blended learning course.

The data collected for this purpose indicate that instructors had a positive attitude towards blended learning method in general although they mentioned some drawbacks, such as technical and software problems. According to interviewees pointing out the importance of technology in language instruction, technology enhanced courses take learners' attention and enable authentic and visual materials. Furthermore, they stated that the method was supportive for them in the teaching process since the systems gave them the chance of seeing the progress of learners in a systematic way and spending more time with learners effectively in face-to-face lessons thanks to extra and promotive activities and tasks. The sample statements of the instructors concerning their thoughts on blended learning in general are given below:

> The use of technology in education is a kind of must nowadays because without technology it's almost impossible to call the students' attention to the lesson. (Inst. 2)
>
> Foreign language learners need authenticity in education more than others. Technological devices and the Internet are very important tools for authentic materials for students whose first language isn't English. (Inst. 3)
>
> We have been living in technological era and young learners are very interested in technology use. If we enhance the face-to face courses with technology use, it may lessen the vapidity and leave a positive impression on learners. (Inst. 4)
>
> Thanks to the technological advances today, the adjustment of technology to the face-to-face courses creates positive effect both for learners and teachers. The courses supported with visuals and technological equipment make the content more understandable for learners. (Inst. 5)

Instructors stated various advantages of the LMS use in blended learning environment for the teachers, but the most appreciated and repeated sides of this course were that the system gave fast feedback and teachers did not spend their time to search for authentic exercises. They expressed their thoughts as in the following:

> There are lots of exercises overlapping with the curriculum in LMS, so we don't have to prepare extra worksheet a lot unless students want. Moreover, we don't have to give detailed feedback for learners' drawbacks because the systems do it automatically. (Inst. 2)

> Since learners can reach and practice the things that they learn in face-to-face lessons through LMSs, we can allocate more time to the parts or skills in which the students have difficulty. For example, there aren't any exercise for speaking skills in online platform, so I can spare more time for communicative tasks in face-to-face lessons. (Inst. 3)

> Its implementation is easy, fast, time-saving and saves instructors from paper-work. (Inst. 4)

> There are various exercises related to the content of the face-to-face lessons. In addition, we don't have to spend time for marking and assessment because the systems do it automatically. (Inst. 5)

As well as teachers take the advantage of feedback and assessment conveniences provided by the systems, students also have the same profit. Because they were born in digital age, technology enhanced lessons motivate learners and engage them into the lesson more. Furthermore, since the content of LMSs used at SFL is correlated with the coursebooks used in face-to-face lesson, student can easily practice what they are taught in traditional environment without any intervention of off-topic exercises. The following extracts are from the interviews of the instructors:

> Because learners are from gen-Z and they were born in technology age, it is a big part of their lives than ours, so it's a very good way to engage them into the lesson by this way. In addition, they can study according to their own learning pace. (Inst. 1)

> Nowadays learners like typing rather than writing because they like using technology, social media, etc. For example, when I write something on the board, they prefer taking its photo rather than writing. I mean they like studying or practicing on computer or mobile phone. The activities in LMS are very useful for them because their contents overlap with the content they study in face-to-face courses, so they don't have to spend their time to find the target extra exercises among the immense websites on the Internet. (Inst. 2)

> The contents of the LMSs are correlated with coursebooks, so students can easily practice the things that they learn in face-to-face lessons. Furthermore, it is a big advantage for the learners who likes technology and have visual intelligence. And learners can easily see their weaknesses and strengths thanks to the reports and feedbacks enabled by the system. (Inst. 3)

> By moving away from traditional environment, students have the chance to study on computer, which is a desirable environment for learners and motivates them. In addition to that, LMSs support learners to study on their own and give immediate feedback for learners' studies, which is an important advantage for learners. (Inst. 4)

Besides the advantages of blended learning both for learners and teachers, the disadvantages of the method were asked to the interviewees as well. And their answers for both groups include the shortcomings, such as low computer literacy rate among learners and teachers, software and technical problems, the lack of training, and compulsory online lessons. While technical problems are not seen very often, the drawbacks of LMSs are exemplified by the instructors. And teachers would prefer

non-compulsory online courses to compulsory ones because they need to be autonomous learners. Some of the extracts regarding these issues are shown below:

> Sometimes we are unable to solve the technical problems because some of us don't have enough computer or technology literacy. And we have to use different LMSs because we use different course materials for different levels, but each LMS has its own drawbacks and it takes time for us to get used to them. We have to lead learners well (...) The number of them is less, but some students don't have enough computer literacy skill. Furthermore, the limitations in LMSs discourage the students. And to support autonomous learning, this lesson should be non-compulsory. (Inst. 2)

> It is quite hard to motivate students who are demotivated because of the bugs and challenges in the software and compulsory attendance. And it doesn't happen very often but I need to say technical problems as well (…) If a learner's computer literacy is low, that makes him/her demotivated. And students always say that they want to improve their speaking skills but there aren't any speaking tasks in the systems. (Inst. 3)

> Every single day a new technology arises and when we come across a new one, we need software training. (Inst. 5)

> Actually, there aren't many, but some students are in favour of being taught in a more traditional way, which may be a difficulty for these students, or some students don't have enough computer or technology literacy, so they can need guidance. (Inst. 1)

> Software problems are the biggest disadvantages for learners. For instance, if students write a 'full stop' at the end of the sentence in the fill-in-the-blanks exercises, system accepts the 'correct answer' as wrong… (Inst. 4)

Two questions searching the most and the least appreciated feature of blended learning course were addressed to the interviewees, and according to the data collected through interviews showed that while there was an agreement on the technical and software problems as the least welcome side of the method, decreasing work load and available authentic materials were mostly appreciated by the instructors. All the instructors who reached a consensus on which technical issues are the biggest drawbacks of the blended course stated the most favourable sides as follows:

> Students have the chance to practice online and we don't have to spare much time for more practice of the target skill or subject in face-to-face lessons. (Inst. 2)

> It minimizes our work load. Thanks to this course, students can easily reach authentic materials. Especially listening exercises are quite useful for learners. (Inst. 3)

> Thanks to the extra exercises in LMSs, we don't waste our time to find authentic materials and do some photocopying. (Inst. 5)

Technical or software problems stated as the least appreciated features of the method by the instructors were the biggest challenges during the implementation of the blended learning course because they were mentioned by 4 out of 5 instructors. These problems were exemplified as loss of internet connectivity, system crash, electricity cut, complicated interfaces of LMSs and lasting process of creating online account for

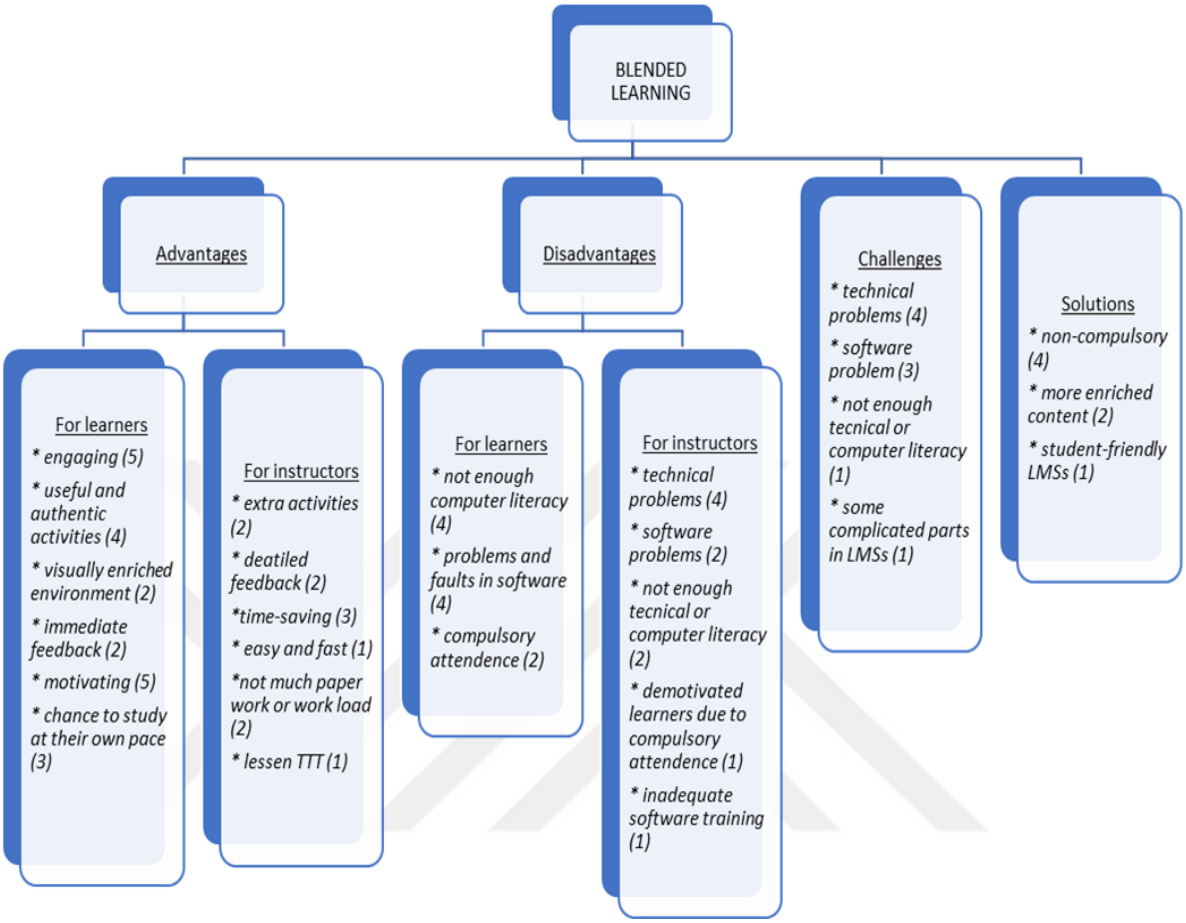
learners. And apart from those, inadequate technical or computer literacy of some instructors was also accepted as another challenge.

Moreover, through the interview 'question 9', instructors expressed in what respects they desired to modify the lesson or its implementation, which can be assumed as the possible solutions to the challenges of the course. The answers of instructors about related issue indicated that they wanted the lessons to be non-compulsory which was uttered by 4 instructors because learners cannot get the chance to study at their own individual pace in a limited time and tend to do tasks for grade, not for self-development, more enriched and student-friendly content for LMSs, and software and hardware operating problem-free because the problems make the learners demotivated. The thoughts of the instructors are given below:

> The LMSs we use are supplied by the publishers. While some has enough content, the others don't, so I would want to enrich their content or standardize the contents of LMSs. Also, I would want to make the lesson non-compulsory in order to motivate the learners more. (Inst. 1)
>
> There aren't many communicative exercises in LMSs. Maybe the number of them would be increased. Moreover, the systems are quite sensitive to punctuation and capitalization and that makes the learners worried because every mistake affects their final score eventually. (Inst.3)
>
> It is a compulsory lesson, but for students the system would be accessible at any time and place and LMSs would be more student-friendly by being eliminated the faults in software. (Inst. 4)

The instructors' views on the related issue are summarized in table 21. All the key words uttered by the interviewees are given with their occurrence in parenthesis.

Table 22: Instructors' views towards blended learning



CONCLUSION

Discussion and Implications

The purpose of this study which was conducted at Karabük University School of Foreign Languages with 120 students and 5 instructors is to investigate the learners' and teachers' perceptions towards blended learning in which the traditional way of learning is integrated with a learning management system. For data collection both quantitative and qualitative methods were used. While the questionnaire consisting of Likert-scale 52 items (strongly disagree / disagree / partially agree / agree / strongly agree) was used to find out the learners' attitudes, a 10 open-ended question semi-structured interview was employed in order to investigate the faculty's thoughts on blended learning.

In general, the data collected through the questionnaire reveal that learners' attitudes towards blended learning instruction are neutral, which means they partially agree with the implementation of blended learning environment in second language acquisition. Notwithstanding this general result, the findings show that online side is much lower than face-to-face instruction, which means that the latter side is favoured more.

The first research question aimed to find out the students' views about blended learning in terms of implementation and content of LMS, skill development through LMS, face-to-face instruction, and assessment for both sides of the method. The examined results showed that students generally had neutral perceptions of using LMS in relation to the ease of use, implementation, accessibility, skill development, and assessment. The reason why the learners had a neutral attitude towards LMS use may have stemmed from that (a) most learning management systems are not student friendly, which means even if they write the correct answer for the open ended questions, some systems may misperceive it because not all the alternative answers are embedded in the systems and/or they are quite sensitive to capitalization and punctuation, (b) in case of electricity cut and/or software failures, some LMSs do not save the works automatically, which demotivates the learners for LMS use, (c) the implementation process does not allow the students to benefit from LMSs because it is restricted to two hours a week and the tasks are assigned just before the lessons and

they are closed just after the lessons, (d) online lessons are compulsory in the institution, which is not preferred by learners, (e) the time when the learners dabbled in LMS use before the questionnaire was conducted may not be enough for learners, and (f) although the contents of LMSs are correlated with coursebooks' and the curriculum of lab lessons is parallel to curriculum of face-to-face lessons, students take lab lessons on different days, so the learners taking it on Friday are more advantageous than the ones taking on Monday. On the other hand, the learners' thoughts about face-to-face instruction within the context blended learning were positive. The findings indicated that face-to-face lessons were assumed better and more effective than online LMSs in terms of practices, communication, discussion, assessment, and permanent learning.

The aim of the second research question was to reveal the students' general views about blended learning in terms of learner autonomy, classroom atmosphere, advantages and disadvantages. The results of questionnaire items related to the learner autonomy showed that students had a neutral attitude because they partially agreed on the statements of taking responsibility for their own learning, self-study, learning pace, and repetition. As it has been mentioned above, online lab lessons in the institution are compulsory and the learners have to attend the classes in a certain place and time. Thereupon the participants may have had neutral perceptions towards LMS use in blended learning environment in terms of learner autonomy. Similarly, the mean values of the statements assessing the contribution of online LMSs to face-to-face classroom atmosphere were ranged from 2.60 to 2.93, which indicates that learners had neutral perceptions. Furthermore, the easiness and interestingness of these systems were values negatively by the students and most probably software failures and repetitive task types in the online systems might have had influence on the learners' preferences for this issue. And except for that, the general attitudes of learners in respect to advantageous sides of blended leaning were neutral. On the other hand, students' attitudes towards disadvantages of blended learning were also neutral, so it can be deduced that students' overall thoughts about blended learning instruction were neutral because of the wrong implementation of the method although it has been thought as a good idea.

The aims of research questions 3, 4, 5 and 6 were to find out whether there are statistically significant differences among participants views based on their genders,

computer literacy skills, levels, and different LMS use respectively which were assessed in terms of the implementation and content of LMS, skill development, face-to-face courses, assessment, learner autonomy, classroom atmosphere, advantages and disadvantages. The only significant difference was observed among the levels of students for the category, 'Learner Autonomy' (p: 0.05). The findings reveal that the students who studied in level 4 have the highest mean score (M = 3.10) for that category. That means the students in level 4 are more in favour of the implementation of blended learning in respect of learner autonomy than the students who studied in levels 1, 2, and 3, which may have stemmed from that only the students in level 4 had the opportunity to study both inside and outside the class and only they had a week's time to study and finish some tasks in online LMS.

All in all, it can be said that the general attitudes and perceptions foreign language students towards blended learning at SFL, Karabük University, where the face-to-face instruction is supported with online learning management systems in lab classes in a blended learning environment, were neutral, which means that they partially agreed with the instruction carried out in the institution. This could be explained with the readiness level of students for a blended learning environment, adaptation, software failures, compulsory instruction, and time & place limitations.

Finally, the last research question aimed to find out the instructors' views about blended instruction. The data collected through the interviews with 5 instructors show the instructors' views about blended learning implementation in general, the challenges of blended learning course and their possible solutions, advantages and disadvantages of the method for both students and teachers, and the most and the least appreciated features of blended learning course.

According to the results, the general attitudes of teachers towards blended learning implementation were more positive than learners' because blended instruction is seen as helpful to supply authentic and visual materials to learners and supportive for face-to-face courses, and it seems that the importance and benefits of technology use in language instruction are absorbed and appreciated by instructors more than students. Moreover, the instructors thought that the presence of technology and the Internet enables courses to get rid of boringness and takes learners' attention. On this point, Persico and Pozzi (2015) stated that students' needs are altering because their learning

methods and study practices have changed due largely to the ubiquitous presence of the Internet.

For instructors, while the fast feedback given by the system and the existing authentic materials in LMSs are advantageous sides for teachers, apart from these two advantages students also had the opportunity to practice and repeat what they had learnt in face-to-face lessons. However, the drawbacks of the system which turn into disadvantages for both learners and teachers are the same, such as low computer literacy rate, software and technical problems, lack of training, and compulsory online lessons. Instructors sharing their ideas about possible solutions to the shortcomings of the online lab courses stated that these lessons should be non-compulsory for the sake of learners because they cannot get the chance to study at their own individual pace in a limited time and tend to do tasks for grade, not for self-development, more enriched and student-friendly content for LMSs, and software and hardware operating problem-free because the problems make the learners demotivated.

The first suggestion is corroborated by the result of questionnaire: It was observed that only the students who studied in level 4 were autonomous learners because they had the opportunity to study both inside and outside the class and only they had a week's time to study and finish some tasks in online LMS, which indicates that when the learners are free from the boundaries of walls and time, they can show their ability to take charge of their own learning. And that is why the general mean value of questionnaire items related to learner autonomy is low (M = 2.80). Most of the results of questionnaire were neutral, which may have resulted from that students were unsettled about whether the implementation of LMSs in blended learning environment was effective for their language development, so face-to-face aspect of the method was rated higher than the online one. As a result, a better and improved software and hardware as advised by the instructors might be the solution of the learners' second thoughts about the implementation of blended learning.

All in all, a well-planned process is needed to integrate the new technological advances into language instruction in order to utilize from it fully and effectively. If the trivia failures that make the learners demotivated are not eliminated, learners are restricted to a certain time and place, prerequisite knowledge or skills related to technology or computer use are not enough, and the needed training sessions are not

held for both students and faculty, the system cannot be benefitted wholly and is condemned to fail in the end.

Suggestions for Future Studies

This study was carried out with the participation of a small group (120 EFL students and 5 instructors), hence it is limited to the data collected from a small group of participants at SFL, Karabuk University. Furthermore, since there was only one group, it has a non-experimental design; however, another study could be conducted with one experimental and one control group. Next, before further researchers may consider eliminating the infrastructural problems in order to get more reliable results. Moreover, the perceptions of language learners and instructors in other settings or contexts could not be like in the related study because of the presence of different participants, LMSs and tools. Lastly, this study was conducted with the teenagers, but further studies could be carried out with students from different age groups.

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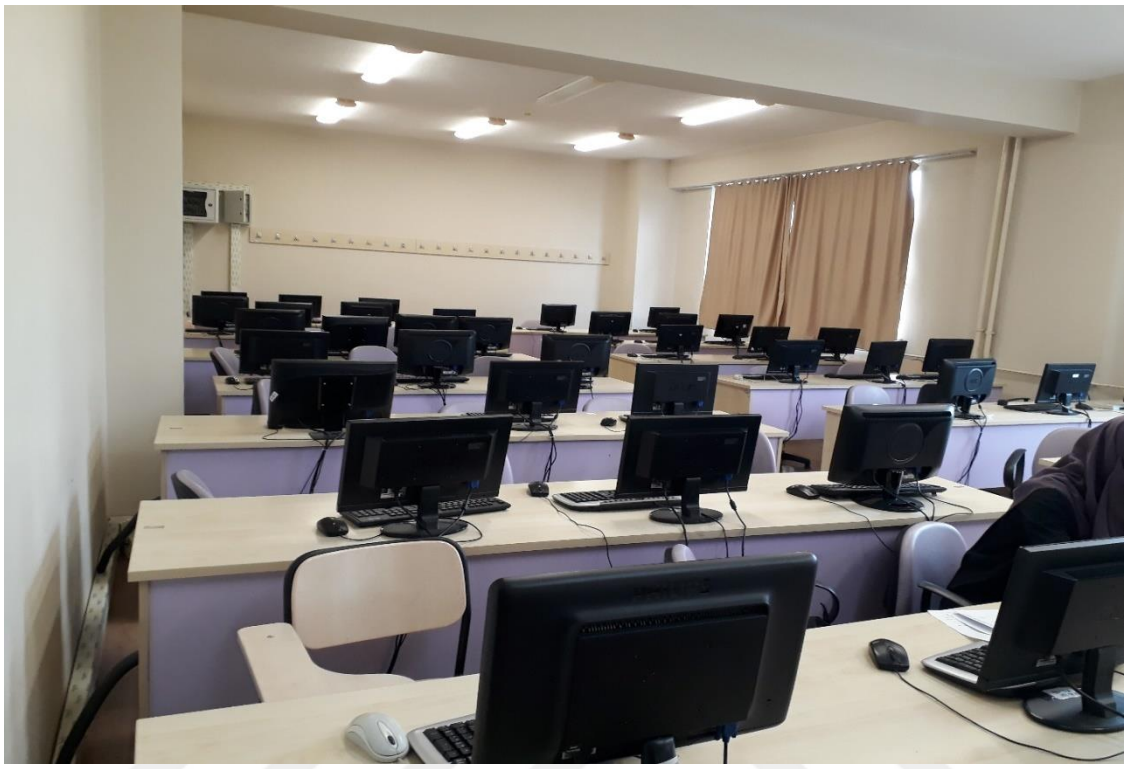
APPENDIX A: COMPUTER LAB



APPENDIX B:

QUESTIONNAIRE – ENGLISH VERSION

Questionnaire on students' views on blended learning (face-to-face + online) and its implementation process

We would like to ask you to help us by answering the following questions concerning foreign language learning. This survey is conducted to better understand students' views on blended learning. Please give your answers sincerely as only this will guarantee the success of the investigation.

Inst. Kübra Yapıcı — Karabük University

Assoc. Prof. Dr. Özkan Kırmızı — Karabük University

In this section please write your personal information below. These will be kept confidential.

*Level:

*Class:

*Gender: Male ( ) Female ( )

*Level of your computer literacy skills:

Excellent ( ) Fair ( )

Good ( ) Poor ( )

In the following section, we would like you to answer some questions by simply giving marks from 1 to 5.

1 2 3 4 5

QUESTIONS	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree
a.Online Learning Management System (LMS) (usage – content)					
1	Thanks to online LMS, I can follow the lessons more easily.	1	2	3	4	5
2	I can receive help from online LMS whenever I need.	1	2	3	4	5
3	I can give access to online LMS wherever I need.	1	2	3	4	5
4	The instructions in online LMS are quite enough.	1	2	3	4	5
5	I think online LMS is quite understandable and useful.	1	2	3	4	5
6	The studies in online LMS are not as effective as the ones I have in class.	1	2	3	4	5

7	The exercises in online LMS are quite comprehensive and target-specific.	1	2	3	4	5
8	The objectives of every part in the online LMS are articulate.	1	2	3	4	5
9	All the assignments in the online LMS are explained clearly.	1	2	3	4	5
10	The studies in the online LMS meet my learning needs.	1	2	3	4	5
11	The studies in the online LMS complete face-to-face education.	1	2	3	4	5
12	I can do the exercises in the online LMS parallel to face-to-face schedule.	1	2	3	4	5
13	The online LMS provides many opportunities to practice my reading skill.	1	2	3	4	5
14	I can do a writing exercise easily in the online LMS.	1	2	3	4	5
15	I can improve my vocabulary knowledge with the exercises in the online LMS.	1	2	3	4	5
16	The listening exercises in the online LMS meet my need for this skill.	1	2	3	4	5
17	Grammar practice in the online LMS helps me develop my competency.	1	2	3	4	5

b.Face-to-face lessons (implementation – content)

18	I can understand what I learn thanks to the worksheets given in the lessons.	1	2	3	4	5
19	The instructor repeats the course subjects I miss.	1	2	3	4	5
20	Generally, I can find the answers to my questions in face-to-face lessons.	1	2	3	4	5
21	I can learn the content of the unit in detail thanks to face-to-face lessons.	1	2	3	4	5

22	I think the discussion and knowledge sharing in face-to-face lessons are very good.	1	2	3	4	5
23	The speaking exercises in face-to-face lessons are better than the ones in the online LMS.	1	2	3	4	5
24	I need face-to-face communication to understand the lesson better.	1	2	3	4	5
25	Non-verbal communication and facial expressions in face-to-face lessons are effective to understand better.	1	2	3	4	5
26	Face-to-face lessons enable me to learn better and permanent learning.	1	2	3	4	5
27	When I have a problem with the studies in the online LMS, I can get support in face-to-face lessons.	1	2	3	4	5

c.Assessment

28	The assessment criteria of the exercises in the online LMS direct me in how and what to do in the tasks.	1	2	3	4	5
29	The guidance of the instructors about the tasks in face-to-face lessons helps me a lot.	1	2	3	4	5
30	The assessment criteria of the exercises in the online LMS are quite clear and understandable.	1	2	3	4	5
31	The exams and studies carried out during the face-to-face lessons help me to understand what I have learned and reflect my progress.	1	2	3	4	5

d.Students' views on blended learning in general

32	Learning through the online LMS makes me responsible for the course.	1	2	3	4	5
33	Learning with the studies in the online LMS is more interesting than	1	2	3	4	5

	learning with the ones in face-to-face lessons.					
34	While studying in the online LMS, my motivation is very low.	1	2	3	4	5
35	The studies in online LMS are quite new and different.	1	2	3	4	5
36	Studying in online LMS is quite difficult for me.	1	2	3	4	5
37	The studies in the online LMS along with face-to-face lessons make a great contribution to my learning process.	1	2	3	4	5
38	I think learning in the online LMS is a very effective method.	1	2	3	4	5
39	I can study in the online LMS alone in a quiet and cozy place.	1	2	3	4	5
40	It is easier to learn with the exercises in the online LMS.	1	2	3	4	5
41	The online LMS enables me to make plans for my studies.	1	2	3	4	5
42	I can study according to my own learning pace in the online LMS.	1	2	3	4	5
43	I get bored when I study in online LMS.	1	2	3	4	5
44	The online LMS helps me prepare for the face-to-face lessons.	1	2	3	4	5
45	I can study again and again in the online LMS.	1	2	3	4	5
46	The studies in the online LMS boosts my effectiveness in classroom.	1	2	3	4	5
47	The practices in the online LMS make me more competitive in my own learning.	1	2	3	4	5
48	The online LMS makes me spend more time on my learning.	1	2	3	4	5

49	Studying on computer and mobile devices provides huge practicality.	1	2	3	4	5
50	The online LMS is a very useful tool for self-studies.	1	2	3	4	5
51	Teaching program with online practice shifted my whole understanding of language learning and sparked my interest.	1	2	3	4	5
52	The studies in online LMS are unnecessary and annoying for me.	1	2	3	4	5

QUESTIONNAIRE – TURKISH VERSION

Üniversite öğrencilerinin harmanlanmış eğitim (yüz yüze ve internet üzerinden) ve uygulama süreci üzerine görüş anketi

Bu anket yabancı dil eğitimi kapsamında üniversite öğrencilerinin harmanlanmış eğitim hakkında görüş ve düşüncelerini tespit etmek amacıyla hazırlanmıştır. Ankette bulunan sorulara vereceğiniz yanıtların doğruluğu, araştırmanın niteliği açısından oldukça önemlidir.

Okt. Kübra Yapıcı — Karabük Üniversitesi

Doç. Dr. Özkan Kırmızı — Karabük Üniversitesi

Bu bölümde lütfen uygun boşluklara kişisel bilgilerinizi yazınız. Üçüncü şahıslarla paylaşılmayacaktır.

*Seviye:

*Sınıfı:

*Cinsiyet : Erkek ( ) Kadın ( )

*Bilgisayar kullanım beceriniz:

Mükemmel ( ) Orta ( )

İyi ( ) Kötü ( )

Bu bölümde ki ifadelere kişisel görüşlerinizi 1'den 5'e kadar olan değerlendirme kriterlerini esas alarak belirtiniz.

1 2 3 4 5

SORULAR	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum

a.İnternet portalı (Kullanım – İçerik)

1	İnternet üzerindeki çalışmalar dersleri daha kolay takip etmemi sağlıyor.	1	2	3	4	5

2	İnternet portalında ihtiyaç duyduğum her an yardım alabiliyorum.	1	2	3	4	5
3	İnternet portalına istediğim her yerde erişim sağlayabiliyorum.	1	2	3	4	5
4	İnternet portalındaki yönlendirmeler oldukça yeterli.	1	2	3	4	5
5	İnternet portalını oldukça net ve kullanışlı buluyorum.	1	2	3	4	5
6	İnternet üzerinden yapılan çalışmalar yüz yüze yapılan eğitimler kadar etkili değil.	1	2	3	4	5
7	İnternet portalındaki bölümler oldukça kapsamlı ve hedeflere yöneliktir.	1	2	3	4	5
8	Tüm bölümlerdeki amaçlar açıkça belirtilmiştir.	1	2	3	4	5
9	İnternet portalındaki tüm alıştırmalar net bir şekilde açıklanmıştır.	1	2	3	4	5
10	İnternet portalındaki bölümler öğrenme ihtiyaçlarımı karşılıyor.	1	2	3	4	5
11	İnternet üzerinden yapılan çalışmalar yüz yüze yapılan eğitimleri tamamlıyor.	1	2	3	4	5
12	İnternet portalındaki çalışmaları yüz yüze derslere paralel olarak yapabiliyorum.	1	2	3	4	5
13	İnternet portalı bana birçok okuma pratiği yapma fırsatı veriyor.	1	2	3	4	5
14	İnternet portalında kolayca yazma alıştırması yapabiliyorum.	1	2	3	4	5
15	İnternet portalındaki alıştırmalarla kelime bilgimi geliştirebiliyorum.	1	2	3	4	5
16	İnternet portalındaki dinleme çalışmaları bu konudaki ihtiyacımı gideriyor.	1	2	3	4	5

17	İnternet portalındaki gramer çalışmaları bu konudaki yeterliliğimi geliştiriyor.	1	2	3	4	5

b.Yüz yüze dersler (Uygulama – İçerik)

18	Sınıfta verilen çalışma kağıtları öğrendiklerimizi anlamamızı sağlıyor.	1	2	3	4	5
19	Yüz yüze derslerde öğretmenimiz kaçırdığımız konuları tekrarlıyor ve eksikliklerimizi gideriyor.	1	2	3	4	5
20	Yüz yüze derslerde genellikle tüm sorularıma cevap bulabiliyorum.	1	2	3	4	5
21	Yüz yüze dersler ünitenin kapsamını detaylı bir şekilde öğrenmemizi sağlıyor.	1	2	3	4	5
22	Yüz yüze derslerdeki tartışma ve paylaşım ortamını çok iyi buluyorum.	1	2	3	4	5
23	Yüz yüze derslerde iletişime dayalı çalışmalar yapmak internet üzerinden yapılan çalışmalara göre daha iyi.	1	2	3	4	5
24	Yüz yüze iletişim, dersi daha iyi anlamamız için gerekli.	1	2	3	4	5
25	Yüz yüze derslerdeki sözsüz ifadeler ve mimikler anlamamızda etkili.	1	2	3	4	5
26	Yüz yüze dersler daha iyi öğrenmemi ve öğrendiklerimin kalıcı kalmasını sağlıyor.	1	2	3	4	5
27	İnternet çalışmalarında sorun yaşadığımızda yüz yüze derslerde destek alabiliyoruz.	1	2	3	4	5

c.Değerlendirme

28	İnternet portalındaki alıştırmaların değerlendirme kriterleri bizi neyi nasıl yapacağımız konusunda yönlendiriyor.	1	2	3	4	5

29	Yüz yüze derslerdeki alıştırmalarda öğretmenlerin kılavuzluğu bize çok yardımcı oluyor.	1	2	3	4	5
30	İnternet portalındaki alıştırmaların değerlendirme kriterleri oldukça net ve anlaşılır.	1	2	3	4	5
31	Yüz yüze dersler süresince yapılan sınav ve çalışmalar neyi ne kadar öğrendiğimizi ve gelişmemizi gösteriyor.	1	2	3	4	5

d.Öğrencilerin harmanlanmış eğitim üzerine genel görüşleri

32	İnternet üzerinden yapılan çalışmalar beni daha sorumlu kılıyor.	1	2	3	4	5
33	İnternet üzerinden yapılan çalışmalarla öğrenmek sınıfta kullanılan materyallere göre daha ilgi çekici.	1	2	3	4	5
34	İnternet portalında çalışırken motivasyonum düşük oluyor.	1	2	3	4	5
35	İnternet üzerinden yapılan çalışmalar oldukça yeni ve farklı bir yöntem.	1	2	3	4	5
36	İnternet üzerinden çalışma yapmak benim için oldukça zor.	1	2	3	4	5
37	Yüz yüze derslerle birlikte internet üzerinden yapılan çalışmalar öğrenmeme büyük katkı sağlıyor.	1	2	3	4	5
38	Bence internet üzerinden öğrenme çok etkili bir yöntem.	1	2	3	4	5
39	İnternet portalında kendi başıma daha sessiz ve rahat bir ortamda çalışabiliyorum.	1	2	3	4	5
40	Konuyu internet üzerinden yapılan çalışmalarla öğrenme benim için daha kolay.	1	2	3	4	5
41	İnternet portalı bana çalışmalarımda plan yapma imkânı sağlıyor.	1	2	3	4	5

42	İnternet üzerinden yapılan çalışmalarda kendi hızıma göre çalışabiliyorum.	1	2	3	4	5
43	İnternet üzerinden yapılan çalışmalarda sıkılıyorum.	1	2	3	4	5
44	İnternet portalı bizi yüz yüze derse hazırlıyor.	1	2	3	4	5
45	İnternet portalında tekrar tekrar çalışabiliyorum.	1	2	3	4	5
46	İnternet üzerinden yapılan çalışmalar sınıf içindeki etkinliğimi arttırıyor.	1	2	3	4	5
47	İnternet üzerinden yapılan çalışmalar beni daha mücadeleci yapıyor.	1	2	3	4	5
48	İnternet portalı kendi öğrenmeme daha fazla vakit harcamamı sağlıyor.	1	2	3	4	5
49	Bilgisayar veya mobil cihazlar üzerinden ders çalışmak bana büyük kolaylık sağlıyor.	1	2	3	4	5
50	Bireysel çalışmalarda internet portalı çok yararlı bir araç.	1	2	3	4	5
51	İnternet portalı dahil edilmiş bir eğitim programı dil eğitimine olan bakış açımı değiştirdi.	1	2	3	4	5
52	İnternet üzerinden yapılan çalışmalar benim için gereksiz ve sinir bozucu.	1	2	3	4	5

APPENDIX C:

INTERVIEW QUESTIONS – ENGLISH VERSION

1. What do you think about Blended Learning in general?

2. What challenges do you face when implementing this Blended Learning course?

3. Do you think this course has any advantages for the teachers?

4. Do you think this course has any advantages for the students?

5. Do you think this course has any disadvantages for the teachers?

6. Do you think this course has any disadvantages for the students?

7. What do you like the most about this course?

8. What do you like the least about this course?

9. If you could make changes in this course, what would you change? Why?

10. How would you describe the amount of support available to you during the teaching process?

INTERVIEW QUESTIONS – ENGLISH VERSION

1. Genel olarak harmanlanmış öğretim hakkında ne düşünüyorsunuz?

2. Harmanlanmış öğretim dersini uygularken ne gibi zorluklarla karşılaşıyorsunuz?

3. Sizce bu dersin öğretmenler için herhangi bir avantajı var mı?

4. Sizce bu dersin öğrenciler için herhangi bir avantajı var mı?

5. Sizce bu dersin öğretmenler için herhangi bir dezavantajı var mı?

6. Sizce bu dersin öğrenciler için herhangi bir dezavantajı var mı?

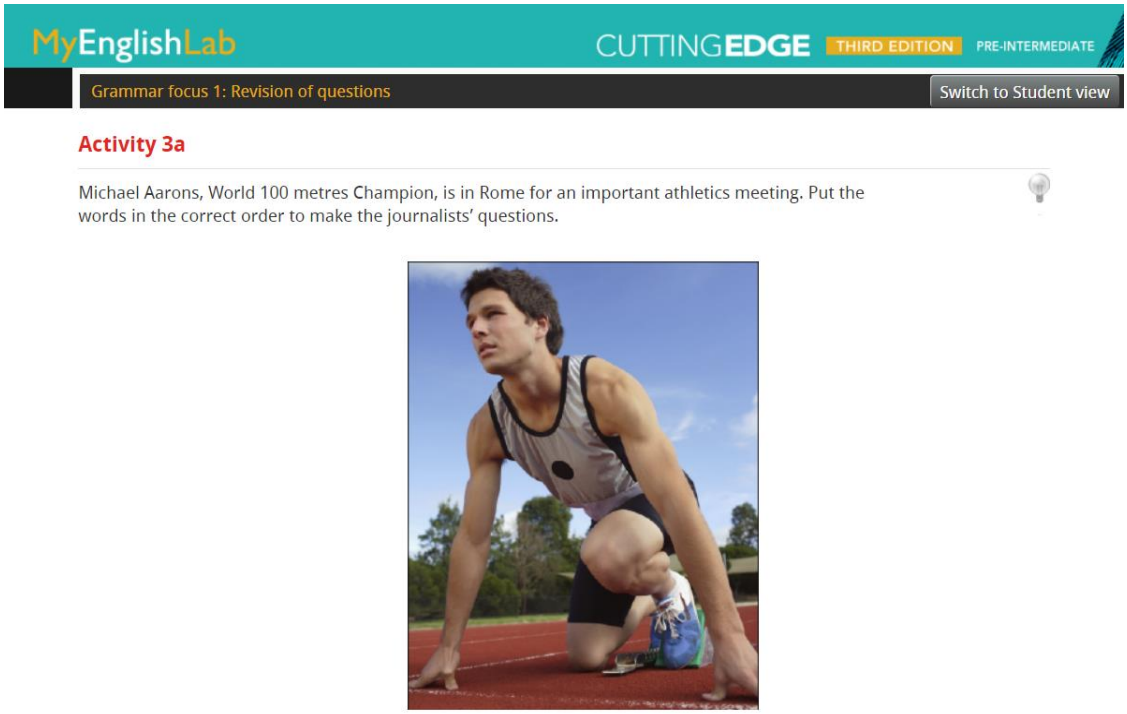
7. Bu dersin en çok neyini seviyorsunuz?

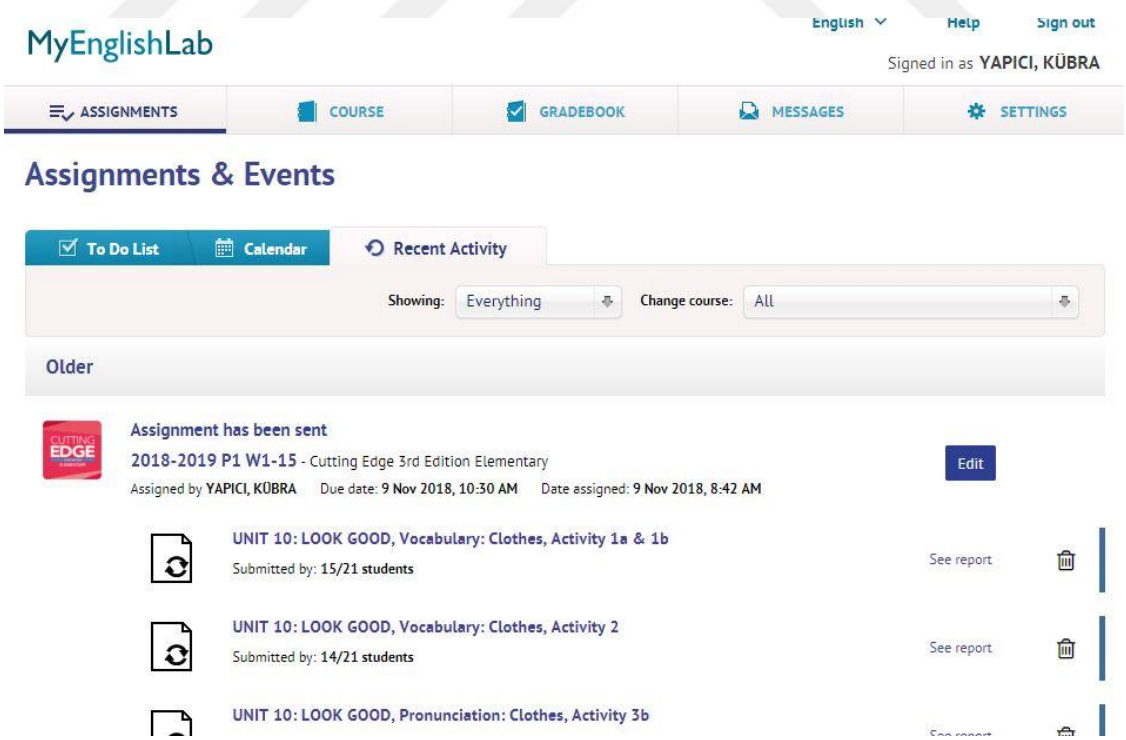
8. Bu ders hakkında en çok hoşunuza gitmeyen şey nedir?

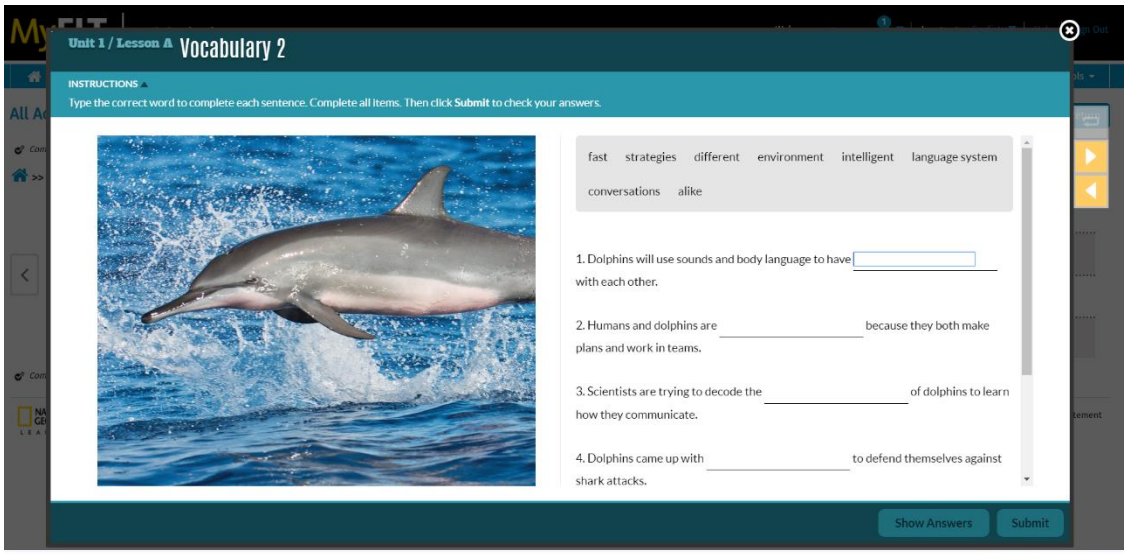
9. Eğer bu derste değişiklikler yapabilseydiniz neleri değiştirirdiniz? Niçin?

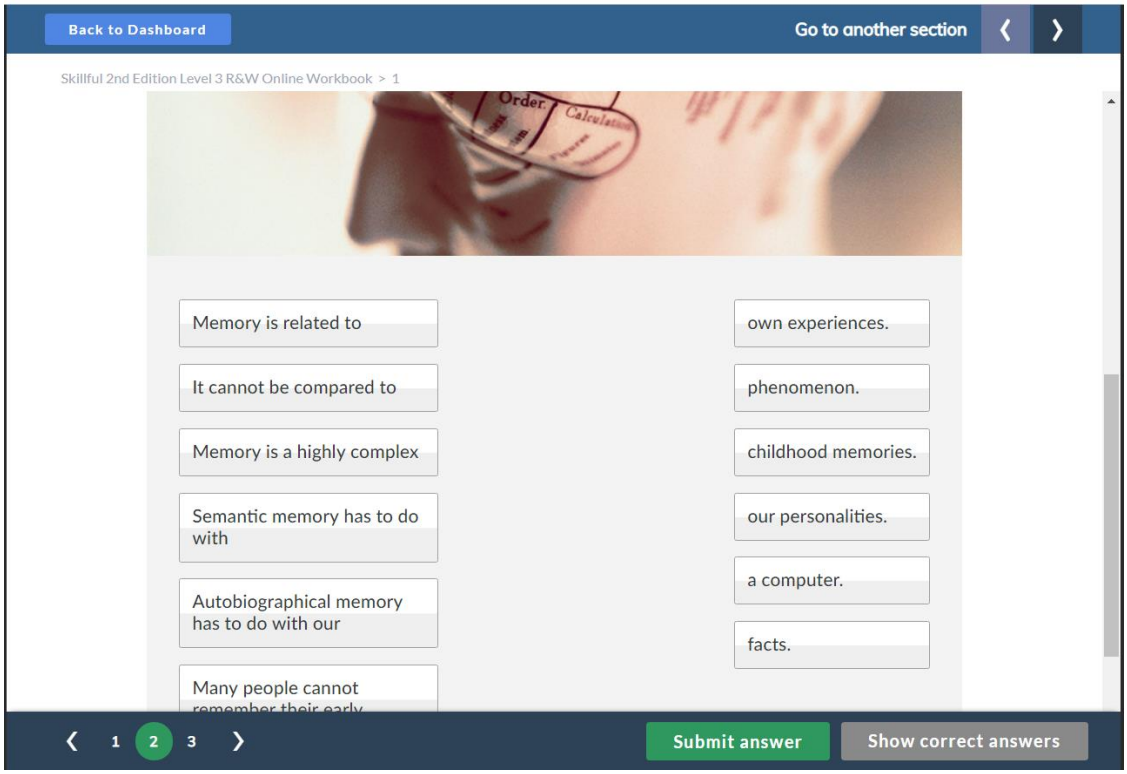
10. Öğretim sürecinde size sağladığı desteğin derecesini nasıl tarif edersiniz?

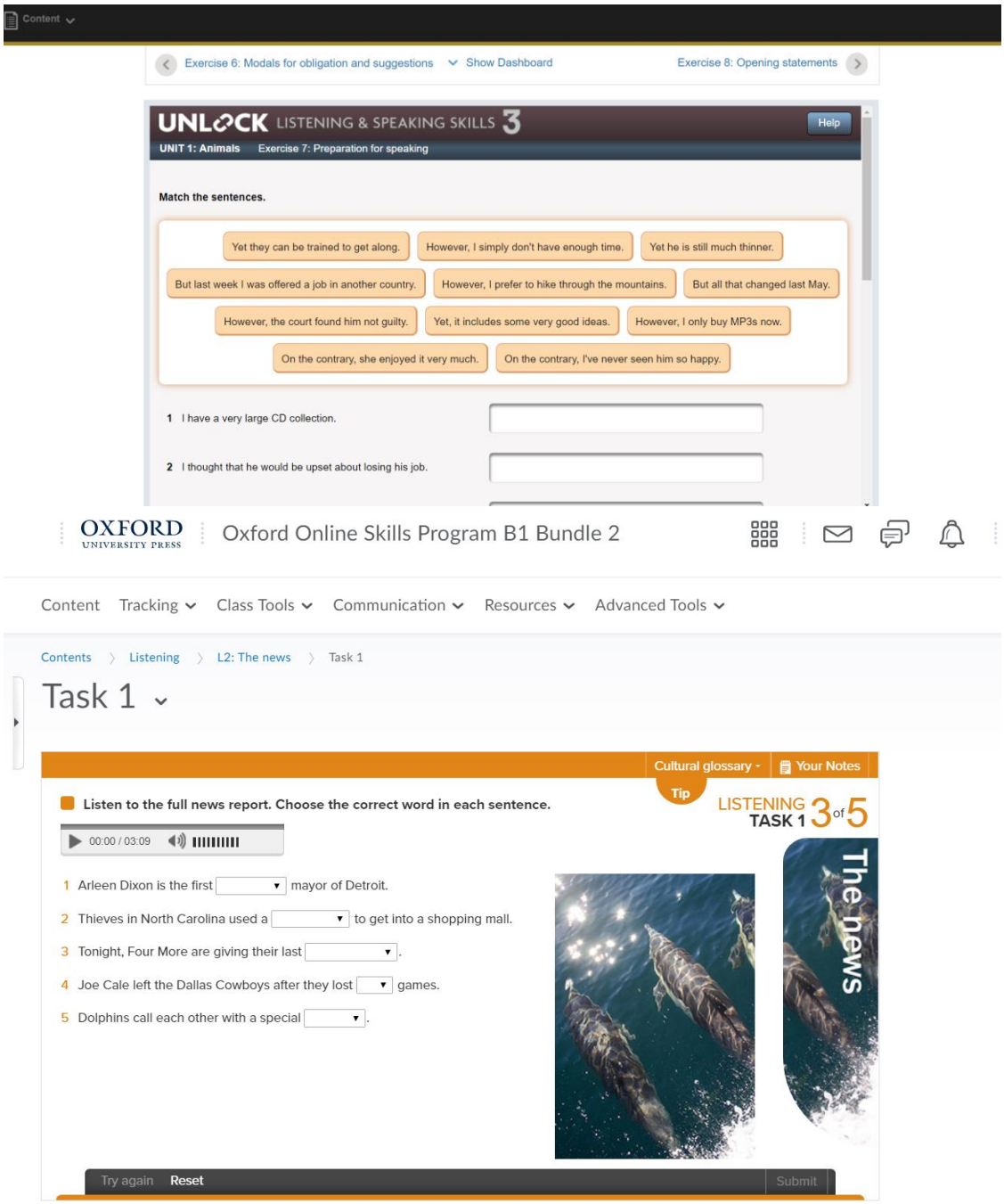
APPENDIX D: SAMPLES FOR LMSs






Unit 1 / Lesson A Vocabulary 2
INSTRUCTIONS
Type the correct word to complete each sentence. Complete all items. Then click Submit to check your answers.
fast strategies different environment intelligent language system conversations alike
1. Dolphins will use sounds and body language to have with each other.
2. Humans and dolphins are because they both make plans and work in teams.
3. Scientists are trying to decode the of dolphins to learn how they communicate.
4. Dolphins came up with to defend themselves against shark attacks.
Show Answers
Submit


Back to Dashboard
Go to another section
Skillful 2nd Edition Level 3 R&W Online Workbook > 1
Memory is related to
It cannot be compared to
Memory is a highly complex
Semantic memory has to do with
Autobiographical memory has to do with our
Many people cannot
own experiences.
phenomenon.
childhood memories.
our personalities.
a computer.
facts.
1 2 3
Submit answer
Show correct answers


Content
Exercise 6: Modals for obligation and suggestions
Show Dashboard
Exercise 8: Opening statements
UNLOCK LISTENING & SPEAKING SKILLS 3
Help
UNIT 1: Animals
Exercise 7: Preparation for speaking
Match the sentences.
Yet they can be trained to get along.
However, I simply don't have enough time.
Yet he is still much thinner.
But last week I was offered a job in another country.
However, I prefer to hike through the mountains.
But all that changed last May.
However, the court found him not guilty.
Yet, it includes some very good ideas.
However, I only buy MP3s now.
On the contrary, she enjoyed it very much.
On the contrary, I've never seen him so happy.
1 I have a very large CD collection.
2 I thought that he would be upset about losing his job.
OXFORD UNIVERSITY PRESS
Oxford Online Skills Program B1 Bundle 2
Content
Tracking
Class Tools
Communication
Resources
Advanced Tools
Contents
Listening
L2: The news
Task 1
Task 1
Cultural glossary
Your Notes
Tip
Listen to the full news report. Choose the correct word in each sentence.
LISTENING TASK 1 3 of 5
00:00 / 03:09
1 Arleen Dixon is the first mayor of Detroit.
2 Thieves in North Carolina used a to get into a shopping mall.
3 Tonight, Four More are giving their last .
4 Joe Cale left the Dallas Cowboys after they lost games.
5 Dolphins call each other with a special .
The news
Try again
Reset
Submit

APPENDIX E:

APPROVAL BY ETHICS COMMITTEE

T.C.
KARABÜK ÜNİVERSİTESİ
SOSYAL ve BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU
KARARLARI

TOPLANTI TARİHİ 26.03.2019
TOPLANTI NO : 2019/06

Karar 24:

22/03/2019 tarih ve E.12816 sayılı DoçDr.Özkan KIRMIZI 'nın dilekçe ve ekleri görüşüldü.

Karabük Üniversitesi öğretim üyelerinden DoçDr.Özkan KIRMIZI 'nın danışmanlığında yürütülen **"İngilizce Hazırlık Programında Öğrencilerin ve Öğretmenlerin Harmanlanmış Öğrenme Üzerine Algıları"** konulu çalışma kapsamında uygulanmak üzere ekte sunulan anket çalışmasının etik kurallara uygunluğu oy çokluğu ile kabul edilmiştir.

ASLI GİBİDİR

Prof. Dr. Zeki TEKİN
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurul Başkanı

CURRICULUM VITAE

Kübra Yapıcı

English Language and Literature

Masters of Arts (MA)

Education

B.A. 2011 Atatürk University, English Language and Literature Department

H.S. 2006 Safranbolu Super High School

Work Experience

She has been working as an instructor at School of Foreign Languages, Karabük University since 2011.

Personal Information

Date and Place of Birth: 28.06.1988 / Karabük

Foreign Language: English

e-mail: kubrayapici@karabuk.edu.tr