T.C.

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INSTITUTE OF EDUCATION SCIENCES

FOREIGN LANGUAGE EDUCATION

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A CASE STUDY

ON THE ONLINE ENGLISH CONVERSATION CLASSES

THROUGH THE USE OF LIVE LEARNING PROGRAM (LLP)

MASTER'S THESIS

Selin ÇELİKBAŞ

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BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Selin ÇELİKBAŞ

…/…./2018

YÖNERGEYE UYGUNLUK ONAYI

"A case study on the online English conversation classes through the use of Live Learning Program (LLP)" adlı Yüksek Lisans tezi, Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan   Danışman

Selin Çelikbaş   Doç. Dr. İlknur SAVAŞKAN

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Prof. Dr. Ayla GÖKMEN

İngiliz Dili Eğitimi Anabilim Dalı'nda 801510006 numara ile kayıtlı Selin ÇELİKBAŞ'ın hazırladığı "A case study on the online English conversation classes through the use of Live Learning Program (LLP)" konulu Yüksek Lisans ile ilgili tez savunma sınavı, ../…/2018 günü .....-…. saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/çalışmasının (başarılı/başarısız) olduğuna (oybirliği/oy çokluğu) ile karar verilmiştir.

Üye (Tez Danışmanı ve Sınav Komisyonu   Üye

Başkanı)   Prof. Dr. Gül DURMUŞOĞLU KÖSE

Doç. Dr. İlknur SAVAŞKAN   Anadolu Üniversitesi

Uludağ Üniversitesi

Üye

Dr. Öğr. Üyesi Derya YILMAZ

Uludağ Üniversitesi

ÖNSÖZ

Yeni teknolojilerin eğitim öğretimin her aşamasına dahil edilmesi ile çeşitli çevrimiçi öğrenme ortamları oluşmuştur ve zamandan ve mekandan bağımsız ortamlarda, etkileşimli bir şekilde öğrenmenin gerçekleşmesi sağlanmıştır. Teknolojinin öğrenmeye dair ulaşılabilirliği, zaman tasarrufu sağlaması gibi avantajları sayesinde de, çevrimiçi dil öğrenimine yönelik ihtiyaç kaçınılmaz olmuştur ve dil öğrenenler yabancı dil öğreniminde çevrimiçi dil öğrenme programlarını iyi bir teknolojik araç olarak kullanmaya başlamışlardır.

Öğrenci-öğretmen ve öğrenci-öğrenci iletişimleri internet temelli çevrimiçi dil öğrenmelerinin tasarlanmasında önemli öğelerdir. Bu araştırma kapsamında ise, çevrimiçi öğrenme ortamında Adobe Connect Çevrimiçi Öğrenme Programının kullanılması yabancı dil öğrenmede kullanılabilir yeni bir yöntem olacaktır. Bu araştırmanın amacı, çevrimiçi öğrenme ortamında Adobe Connect uygulaması ile gerçekleşen konuşma sınıflarının dil öğrenmedeki etkisini belirlemektir. Bu çalışmanın, araştırmacı öğretmenin günlük üzerinde tuttuğu programa dair yansıtıcı notlarıyla ve öğrencilerle birebir yapılan görüşmelerle Çevrimiçi Öğrenme Programının dil öğrenimine etkililiği araştırılarak, bu öğrenme programının daha da yaygınlaşmasına katkı sağlaması ve bu alandaki farklılıkları ortaya koyması beklenmektedir.

Bu çalışma, benim kişisel ve mesleki olgunluk sürecimde anlamlı bulduğum çabaların bir sonucudur. Yüksek lisans öğrenimim boyunca bana destek olan ve içten paylaşımını hissettiğim, profesyonel yaklaşımı ve bilgisi ile farklı bakış açısı kazandıran değerli hocam Doç. Dr. İlknur SAVAŞKAN'a teşekkür ediyorum. Ayrıca, tez süresince düşünce ve davranışlarıyla süreçte bana katkı sağlayan tüm hocalarıma ve arkadaşlarıma, bana gösterdikleri anlayış ve sevgiden dolayı benden desteğini esirgemeyen sevgili annem ve babam, Gülhan ve Kahraman ÇELİKBAŞ'a ve çok değerli kuzenim Bensu BAŞKURT'a sonsuz teşekkürlerimi sunuyorum.

<div align="right">Selin Çelikbaş</div>

ÖZET

Yazar	: Selin ÇELİKBAŞ
Üniversite	: Uludağ Üniversitesi
Ana Bilim Dalı	: Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	: İngiliz Dili Eğitimi
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Danışmanı	: Doç. Dr. İlknur SAVAŞKAN

LIVE LEARNING PROGRAMI KULLANILARAK ÇEVRİMİÇİ İNGİLİZCE KONUŞMA SINIFLARI ÜZERİNE BİR VAKA ARAŞTIRMASI

Uluslararası bir dil olarak, İngilizce, iletişim amaçları için birinci, ikinci ya da yabancı bir dil olarak üç yüz yirmi sekiz milyonun üzerinde insan tarafından kullanılmaktadır (Richards & Burns, 2012). Bu durumda, İngilizce öğretmenin amaçlarından biri, dili çevrimiçi öğrenme için kullanma becerisi haline gelmiştir. Bu mevcut çalışma, özel bir dil okulunda çevrimiçi konuşma dersleri veren araştırmacı öğretmenin derslere yönelik tutmuş olduğu günlük üzerindeki düşüncelerini ve bu derslere katılım sağlayan öğrencilerin Çevrimiçi Öğrenme Programı hakkındaki görüşlerini araştırmaktadır. Özel bir dil okulu tarafından hafta içi akşamları gerçekleştirilen bu konuşma sınıfları Çevrimiçi Öğrenme Programı (LLP) olarak adlandırılır. Öğrenciler, bu dersleri İngilizce pratik yapmak ve konuşma becerilerini geliştirmek için çevrimiçi bir öğrenme ortamında eşzamanlı olarak

alırlar. Dersler, Çevrimiçi Öğrenme Programı üzerindeki Orta-Seviye yeterlilik düzeyi sınıflarında çevrimiçi İngilizce dil dersleri alan az sayıdaki öğrenciye sunulmaktadır.

Bu çalışmanın amacı, Çevrimiçi Öğrenme Programı aracılığıyla konuşma sınıflarını yöneten öğretmenin yansıtıcı düşüncelerini ve öğrencilerin Çevrimiçi Öğrenme Programı üzerinde yürütülen konuşma derslerine yönelik görüşlerini incelemektir. Bu bağlamda, yansıtıcı bir öğretmen günlüğü ve öğrenci görüşmeleri üzerinden veri toplanarak niteliksel bir vaka çalışması yürütülmüştür. Araştırmacı öğretmen, Çevrimiçi Öğrenme Programı üzerinde yürütülen konuşma dersleri sırasındaki deneyimlerini ve öğretme ve öğrenme sürecini keşfetme ile ilgili düşüncelerini yansıtan durumlarla ilgili ayrıntılı notlar almak için bir günlük tutmuştur. Konuşma sınıflarında sekiz hafta boyunca devam eden görüşmeler (her görüşme yaklaşık bir saat sürmüştür) beş öğrenci ile gönüllülük esasına dayalı olarak gerçekleştirilmiştir ve bu görüşmeler kaydedilerek kelimesi kelimesine yazıya dönüştürülmüştür.

Bu bulgular ışığında, çalışma, Çevrimiçi Öğrenme Programı üzerindeki konuşma sınıflarının, bu öğrenme programının etkili tasarımı ve öğrenci ile eğitmen ve öğrenci ile öğrenci arasındaki etkileşimi açısından dil öğrenimine çeşitli avantajlar sunduğunu ortaya koymuştur. Çalışma; öğrencilerin Çevrimiçi Öğrenme Programına karşı duyduğu ilgiyi, konuşma sınıflarından memnuniyetlerini ve Çevrimiçi Öğrenme Programı üzerindeki İngilizce konuşma sınıflarının zaman kazandırıcı, motive edici ve uygun maliyetli olması açısından bu derslerin entegrasyonu hakkında öğrencilerin pozitif bakış açılarına sahip olduğunu ortaya çıkarmıştır. Öğretmen günlüğünün yansıtıcı notlarından ve öğrenci görüşmelerinden elde edilen bulgular, öğrencilerin çevrimiçi dersleri yüz yüze yapılan geleneksel derslere tercih ettiklerini de göstermiştir. Buna ek olarak, çalışma; çevrimiçi konuşma sınıflarının yararlı ve eğlenceli etkinlikleri ve çevrimiçi rahat bir ortamda öğretmen

ve öğrencilerle kurulan güçlü etkileşim açısından Çevrimiçi Öğrenme Programının öğrencilere faydalı olduğunu ortaya koymuştur.

Bu durum çalışması, çevrimiçi öğrenme ortamının avantajlarını ve dezavantajlarını ortaya çıkararak, çevrimiçi öğrenme ile ilgili gelecekte yapılacak benzer çalışmalara katkı sağlayacaktır. Araştırma bulgularıyla desteklenen öğretmenin yansıtıcı görüşleri, araştırmacıdan ve öğrencilerden toplanan verilere dayanarak başarılı bir çevrimiçi öğrenme için dikkate alınması gereken unsurlar hakkında araştırmacıları bilgilendirmeyi amaçlamıştır. Ayrıca; öğrenci görüşleri, etkili konuşma sınıflarının çevrimiçi dil öğrenme programları aracılığıyla başarılı bir şekilde planlanması ve uygulanması için var olan bilgi tabanına katkıda bulunacaktır.

Anahtar kelimeler: Çevrimiçi öğrenme, çevrimiçi öğrenme ortamı, Çevrimiçi Öğrenme Programı (LLP), konuşma sınıfları, öğrenci görüşleri, yansıtıcı öğretmen günlüğü

ABSTRACT

Author   : Selin ÇELİKBAŞ

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A CASE STUDY

ON THE ONLINE ENGLISH CONVERSATION CLASSES

THROUGH THE USE OF LIVE LEARNING PROGRAM (LLP)

As an international language, English, is used by more than three hundred twenty eight million people (Richards & Burns, 2012) as a first, second, or foreign language for communicative purposes. This being the case, one of the aims of teaching English has become the ability to use language for online learning. The present research analyzes the teacher reflections recorded in a diary belonging to the teacher responsible of conducting online English conversation classes and also investigates the students' opinions relating to the Live Learning Program (LLP) conversation classes conducted at a private online language school. These LLP conversation classes which are conducted on weekday evenings are named as "LLP" by the private language school. Students take these courses synchoronously in an

online learning environment in order to practice their English and their conversation skills. The lessons are offered to a small number of students taking online English language lessons in a Pre-Intermediate proficiency level classroom on LLP.

The purpose of this study is to investigate the reflections of the teacher conducting conversation classes through the LLP and to explore the opinions of the students towards LLP conversation classes. In this sense, a qualitative case study was conducted by gathering data through a reflective teacher diary and student interviews. As a researcher teacher, I kept a diary to take detailed notes about my reflections entailing my particular experiences and exploration of the teaching and learning process during the LLP conversation classes. The interviews (each interview lasted around one hour) were conducted with five students on a voluntary basis throughout eight weeks in the conversation classes and they were recorded and transcribed verbatim.

In the light of findings, the study revealed that LLP conversation classes offered various advantages to language learning in the way of the effective design of LLP, interaction between student and instructor, and between student and student. The overall findings of the study revealed that the students were very interested in LLP and pleased with the conversation classes and they had positive views on the integration of online English classes on the LLP because of its being time saving, motivating and cost saving. The findings emerged from the teacher's reflective diary notes and the interviews also showed that students prefer online lessons to face-to-face classes. In addition to these findings, the study revealed that these online conversation classes were very beneficial to students in terms of enjoyable and useful online conversation activities and their enhanced interaction with the instructor and peers in an online comfortable environment.

This case study may contribute to similar future research studies of online learning by revealing the advantages and disadvantages of the online learning environment. The teacher

reflections assisted with the results attempts to inform researchers of the factors that need to be taken into account, and presents recommendations for successful online learning based on the data collected from the researcher and the students. Student opinions can also contribute to a knowledge base for successful planning and implementation of effective conversation classes through online language learning programs.

ACKNOWLEDGEMENTS

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LLP   : Live Learning Program

Chapter 1

Introduction

The present study consists of five chapters. The first chapter provides an introduction to the topic of this case study expressing the background of the study, statement of the problem, purpose of the study, research questions and significance of the study. Additionally, definitions of the terms are included.

The second chapter consists of a literature review based on defining the role of technology in education, online learning, synchronous and asynchronous online lessons, online classroom learning environment and online interaction in conversation classes. This section also presents research based on learners' opinions and mentions about previous studies within this field. The chapter also classifies the dimensions of the online course which are analyzed in the present study:

- LLP conversation class environment

- Online activities

- Design and content of LLP lessons

- Students' interaction with the instructor

- Instructor feedback

- Peer interaction

- Students' ways of improving their speaking skills out of the LLP class

- Course technology and support

In the third chapter, Live Learning Program on Adobe Connect is described in detail from various aspects including the descriptions of online classes, scheduling of the lessons, designing of the instruction, the participants, classroom instruction procedures, technical aspects, interaction in LLP, assessment and evaluation of the learners.

Chapter 4 is the methodology section, firstly, qualitative research, case studies and the role of the researcher are defined under the methodological design. In this section, the research design, a detailed description of the LLP conversation classes, the LLP course outline which consists of an eight-week syllabus, the participants, the data collection tools, and data analysis are described. Additionally, this chapter includes the design of the LLP analyzed in the present study.

The results are presented in Chapter 5, including a detailed analysis of the data and the analyses' of the findings. In the chapter, the qualitative data gained from the reflective opinions of the teacher and the student interviews are introduced related to the relevant research questions. Chapter 6 describes the main findings and a discussion analyzed according to the emerging aspects of the students' opinions. Finally, Chapter 7 draws on the conclusions, the limitations of the study and suggestions for further research.

1.1. Background of the Study

In recent years, rapid technological developments have gained an undeniable role in all aspects of our lives in terms of its being to able to access information anytime, anyplace (Hoon, 2008; Motteram, 2013). The use of technology has increased considerably throughout the years and affected various educational fields (Aggarwal & Bento, 2002). Therefore, technology in education has provided various ways of using computer technologies to present meaningful learning environments (Aslan, 2010). In this context, people need to follow the changes closely and find different ways to use technology in various domains of their lives (Sethy, 2008).In his study, Seale (2006) supports the point that technology and online learning help learners to gain effective learning experiences because they offer learners useful information any time and anywhere that they need.

One of the most common ways of using technology in education is online learning as an alternative to the traditional education system (Yang & Cornelius, 2004). It is more cost

effective and convenient than traditional classes and more learners can at the same time benefit from online lessons compared to traditional ones (Palloff and Pratt, 2001; Wattakiecharoen & Nilsook, 2012). Also, with online lessons, learners do not need to be present in a specific place to take the lesson (Richardson & Swan, 2003). Reviewing recent studies in this field, it is clear that online learning is popular in all educational levels (Y1, 2014). For the development of the learners' language learning, the teachers are trying to find ways to include effective technology into language teaching and they need to provide their learners the adoption of such systems (Gagnon, 2014).

Many students are now taking online language courses. However, learners' opinions of the online courses and teachers' reflective opinions are a gap in the literature and therefore it is one of the most important criteria that should be examined (Picciano, 2002).

Herewith, this case study investigates the opinions of the students who are taking online lessons in a private language course via using a system which is called Live Learning Program (LLP). The present study evaluates both the reflective opinions of the researcher teacher and the student opinions towards on LLP online conversation classes by investigating their experiences in online English conversations.

1.2. Statement of the Problem

Various technology-integrated programs are used in language classes to increase learners' success and engagement (Motteram, 2013). Online learning lessons offer the learners good opportunities to access internet-based training from anyplace at any time (Gedera, 2014; Stacey & Wiesenberg, 2007). With these opportunities language courses can reach a good number of learners at the same time (Springs, 2015). At present, online lessons are very popular all around the world. Although many studies are being conducted to investigate if these lessons are effective, the effects of online lessons and how these lessons

should be implemented are still being questioned (Chen, Barnett, & Stephens, 2013; Krause & Lowe, 2014).

When the main focus is on learning, the learners' opinions and teachers' reflective opinions for the online language learning gain notable importance (Carman, 2005). More effective online classes can be designed via the analysis of various components which affect the learners' opinions and teachers' opinions towards the language courses (Ozan et.al., 2011; Smith, 2013). Moreover, although the previous studies have investigated learners' success (Chew, 2011; Çetiz, 2006; Davies, T. L., Lavin, A. M., &Corte, L., 2008; Yang & Cornelius, 2004), there is still a gap in the literature in terms of reflective opinions of the teachers and the opinions of the students taking online language classes towards the language programs (Shaw, 2010; Stacey & Wiesenberg, 2007). To fill in this gap, the present study attempts to investigate the teacher's reflective opinions as a researcher and the students' opinions of the LLP lessons which are undertaken as online English language learning courses and discover their opinions ranging from the following nine different dimensions; LLP conversation class environment, online activities, design and content of LLP lessons, students' interaction with instructor, instructor feedback, peer interaction, students' ways of improving their speaking skills out of the LLP class, course technology and support and student recommendations.

1.3. Purpose of the Study

Recently, there has been an incredible increase in the use of technology. There is a great wealth of research on the effects and methodology of technology use, mainly, computer, tablet, smart board, online applications and mobile devices in language education. However, there are a limited number of research studies based on the students' opinions towards online English language courses and reflective notes of classroom teachers as a case study. The present study aims to present the reflective teacher diary notes on LLP and to give a clear insight into the students' opinions towards online language classes. The findings of the study

may also contribute to the existing literature. In addition, the study also aims to reveal reflective opinions of the teacher in online English conversation classes and investigate student opinions on LLP and to define the impacts of LLP on the students who are taking this online language course by exploring their practice, needs, and the technical aspects of learning a foreign language through online lessons. In addition, the present study attempts to assist teachers who want to improve and revise their teaching practices through online courses.

1.4. Research Questions

This case study aimed to answer the following research questions:

1. What are the reflections of the teacher who is conducting online conversation classes?

2. What are the opinions of the students enrolled in LLP conversation classes?

1.5. Significance of the Study

The widespread use of technology in educational fields has led to an increase in online learning environments. This study focuses on a specific online language learning course, Live Learning Program named as "LLP" from now on, based on the opinions of the students living in different parts of Turkey. By illuminating the students' opinions and teacher's reflections as a researcher, the information gained through this study may assist to provide valuable recommendations for enhancing and revising online language learning environments for both the teachers and the students.

The study searches for the insight of the research questions to be able to make related suggestions in this field. It is also crucial for teachers and students to have a chance to express their ideas about the current online learning system. Although there are many studies on this topic which investigates online or synchronous lessons, these studies generally analyze the teaching techniques used or the learning outcomes of students and the opinions and

experiences of teachers and the perspectives of students about online learning are neglected in many studies (Stacey &Wiesenberg, 2007). In addition, studies focusing on both teacher's reflections and student opinions are rare.

The lessons are sometimes offered to a number of students and it was found in the literature that the usefulness of online lessons is still being questioned and there is no certain answer (Chen et al., 2013; Krause & Lowe, 2014). Therefore, the significance of the present study lies in the point that it is one of the first studies, attempting to investigate the reflections of the teacher and the opinions of students experiencing conversation classes conducted in the online LLP.

With the aid of the data collected for the present study, the reflections of the teacher as a researcher and the opinions of the students taking these online lessons are analyzed with the aim of shedding light onto the pros and cons of online learning and informing future action for online instruction. As a result of this study, teachers, and instructional designers may use the findings describing how students perceive these learning experiences and these results can lead to assist in the making of new arrangements and planning of future online lessons of the LLP. In addition, this study can help to understand the advantages and disadvantages of this type of teaching system and also lead to further studies to find ways in order to enhance student language learning, involve more instructors and learners in this online learning environment, and to introduce alternative or revised forms of LLP.

1.6. Definitions of the Terms

The following terms are defined below in accordance with the aims of the study :

Online learning course: A method of giving education through the internet instead of in physical classrooms.

Live Learning Program (LLP) on Adobe Connect: Live Learning English classes are defined as comfortable environments offering good learning opportunities and suitable timing

for the students. They allow neither time nor place restriction. Being entirely compatible with the students' daily schedule and lifestyle, LLP offers the easiest and the most practical method of learning English also by means of the available technological advancements. The students also will not need to participate in classes only through their computer. If they wish, they could participate in the classes by using their tablets or smartphones. LLP educational setting has been designed just like a real classroom environment. During live learning classes, each student may connect to the class at the same time through their microphone and camera, participate in the class, raise questions, listen to the whole class discussions and talks just like in a real class. The teacher may raise questions to attendees during 50-minute classes and accept the questions of the students as well. In addition, within LLP, the students communicate in the foreign language and are closely observed by the teachers.

Synchronous: Communication taking place online among more than two people at the same time, but in various places with the help of technology.

A-synchronous: Communication where the messages are not sent and received simultaneously, in which there is a time delay between the messages being sent and received.

Chapter 2

Literature Review

2.1. Technology in Education

The world that we live in is changing tremendously and it is hard to follow the speed of technological changes (Sethy, 2008). People agree with the fact that technological developments have settled in the center of our lives and therefore we can not think of our lives without technology (Yaratan & Kural, 2010). Therefore, we should follow technological developments closely to keep in step with the changes (Pallilonis & Filank, 2009).

Particularly with the advent of the internet, reaching technological information has become easier and can take place anytime from anyplace (Aggarwal & Bento, 2002). Yaratan and Kural (2010) supported the point that over the last decades we have been affected by technological developments in the field of education and our lives have changed depending on technology.

Information and communicational technologies began with the rapid growth of technological developments in this century and these developments affected education profoundly (Akkoyunlu & Soylu, 2006). In this technological age, the more information people need, the more information the educational institutions supply for people to reach (Karoğlu, 2009). In addition, instructors have started to integrate technological changes into their curriculum to encourage learners' participation (Margulieux et.al, 2014; Watson, 2011).

Education has shown diverse changes with the opportunities of internet technologies within the learning environment by providing people new experiences which were not existent before (Sher, 2009) and learning is not restricted to physical spaces anymore. The internet has spread out of the scope of traditional schools, providing learners more opportunities to personalise their learning, to give access to online educational resources, and to take part in learning (Spellings, 2008). Internet has become necessary in education and the

people using technology since the early ages refer to the internet for a variety of educational goals (Wattakiecharoen, & Nilsook, 2012).

In this age, a variety of technologies used in education have become diversified and various technological opportunities which can be integrated in education have come to existence (Motteram, 2013).

2.2. Online Learning

During the recent years, by virtue of the strong competitive environments among the learners, more effort and more success are expected from learners and teachers, but there is less time than before with their busy schedules or school programmes (Gagnon, 2014). Akkoyunlu and Soylu (2008) explained that, in an online learning environment, the training materials are transmitted via the internet where the teachers and the learners do not need to be in the same environment and this gains time.

Online learning offers unlimited opportunities such as flexibility (Gedera, 2014; Stacey & Wiesenberg, 2007) and interactive communication in different environments (Sher, 2009). By giving access to the materials, educators without being physically in the schools provide valuable chances for learners who can not go to schools due to various reasons; such as living in distant areas, taking a responsibility at home, travel costs or transport problems (Sher, 2009). Additionally, in an online setting, the teachers gain chances of having and teaching more learners than in traditional learning environments (Cavanaugh, Gillan, Kromrey, Hess, & Blomeyer, 2004).

2.2.1. Synchronous online lessons. A virtual classroom offers opportunities to the learners and teachers to communicate synchronously using a range of materials such as audios, videos, text chats, interactive whiteboards, and slides (Martin & Parker, 2014). "Synchronous learning is live, real-time (and usually scheduled), facilitated instruction and learning-oriented interaction" (Murray, 2007, p.1). Synchronous online classes request

learners and educators to be online at the same time and lessons take place at certain hours. A synchronous learning environment includes different instructional procedures by providing learners to simultaneously integrate visual, auditory and kinesthetic processes (Hastie, Chen & Kuo, 2007).

Synchronous online lessons provide many communicative opportunities. Along these lines, studies have indicated that synchronous lessons arouse the learners' interests with the help of the simultaneous communication occurring between the learners and instructors. The learners feel like they talk as if they are in a face to face classroom (Driscoll, Jicha, Hunt, Tichavsky & Thompson, 2012; Gao, Zhang, & Franklin, 2013; Martin, & Parker, 2014; Stacey, 2007).

Developing a good learning environment is one of the advantages of synchronous learning. Because the student feels like he belongs to a group and this engages him more (Murray, 2007). In addition, synchronous learning offers a lot of authentic activities which support higher level learning environment compared to asynchronous learning (Hastie, Chen & Kuo, 2007).

Another advantage of these online lessons is that it decreases management problems arising in traditional classrooms. These learning environments give every person an opportunity to participate in online classes (Murray, 2007). They are also cheaper than face to face learning classrooms and suitable for everybody at anytime and the lessons can be recorded and reused (Clark & Mayer, 2011). Synchronous online lessons also promote more interaction and increase peer to peer, and peer to teacher communication through the online chat section (Hyder, Kwinn, Miazga, & Murray, 2007).

2.2.2. Asynchronous lessons. Online learning has arisen as a necessity mostly because of advancements in technology presenting suitable asynchronous communication for students (Harasim, 1991). With the help of this kind of communication, students are not only

provided an opportunity for their own reflections, but they also specify in a community (Harrington & Quinn-Leering, 1996, pp. 49-68). Asynchronous lessons are integrated into the fields of education to enhance language learning beyond face-to-face classrooms different time and place (Xie, DeBacker, & Ferguson, 2006).

In asynchronous communication, people communicate by using a computer and various programs such as videos, weblogs, e-mails and the reading and writing of online documents and interaction does not need to be simultaneous. One of the main features of asynchronous lessons is that it does not require real time.

The researchers have investigated how asynchronous communication materials set up a strong interaction while sustaining the natural reflections of asynchronous communications (Borup, Graham & Velasquez, 2011; Griffiths & Graham, 2009). A study was conducted by (Borup et al., 2011) in which instructors used asynchronous recorded videos to teach the lessons by explaining the instructional materials and asking students questions and supported that asynchronous videos might be used effectively to set up strong connections. They have suggested that the natural reflections of asynchronous communications can be completed with videos by associating the aspect of face-to-face interaction with flexible online environments. Since their results are based on surveys, they need more in-depth studies to find out why and how asynchronous video lessons can build teacher and learner strong interaction.

Asynchronous lessons may also have limitations which can minimise the quality of interaction and prevent students' learning. The lack of online mutual interaction may influence student learning. Understanding students' behaviors for successful communication is important for preventing the limitation of asynchronous interaction. As asynchronous lessons' materials develop to present strong conversations, researchers need to study cases about more interactive communicational experiences.

2.3. Online Classroom Learning Environment

According to Sampson (2003), online learning as a way of distance learning through interactions. Holmberg (1989) also indicates that learners choose online learning for the simplicity, flexibility, and compatibility of this education type to address their own needs.

Kiser (1999) states that online language learning is effective in overcoming the obstacles while providing opportunities, individualized learning, authentic materials and feedback support in the online learning environment. Online learning technology constitutes efficient methods to be able to use the online network for education and widen language learning to an interactive and comfortable foreign language platform (Broad, 1999; Cheon, 2003). Moreover, they provide learners to make them feel free during the communication in a foreign language and minimize their fear of making mistakes.

Further studies provide evidence to support the benefits of online collaborative environments. Mason (1994) supports the view that the social and educational aspects of language learning have a big role to create a prosperous online learning environment" (p. 52). Swan, Shea, Fredericksen, Pickett, Pelz & Maher (2000) also support these findings in their study and say that technology has developed a phase in synchronous classrooms which provide valuable learning that is thought more effective than learning in real classes and highlighted student-teacher interactions' importance in these environments. Likewise, Huffaker (2004) suggested that adopting storytelling activities in online interaction gives learners opportunities to tell their ideas freely and reply to their classmates' questions.

Online technologies also ensure valuable sources as synchronous for the language learners while practicing the foreign language. For instance, Cheon (2003) stated that online technological sites and applications provide learning environments to promote good synchronous interactions for the learners and also revealed that learners are able to communicate from different places in these kinds of online environments and they gain

enough time to reflect what they learn through online sources students during their communication with other learners. Additionally, these conversations can be recorded constantly for the purpose of going back to past learnings and they can be easily returned to at anytime. In conclusion, online environments improve learners' motivation and provide chances to interact together in foreign language classrooms.

2.4. Online Interaction in Conversation Classes

One of the significant components of learning in online courses is the conversation which occurs between student-teacher and student-student interaction. Because students are satisfied with the feelings of mutual interconnections, self-confidence and conversational relations during their interactions with other students, they pursue common purposes and needs (Davies & Graff, 2005; Rovai, 2002).

In conversation classes, online interaction occurs via conversations which take place between the teacher and the students or with other students. Teacher and students need to regulate online language learning to get valuable interactions which will exist during these classes. In addition, online learning lessons offer good interactions with computer applications, conversational classes, web-logs and emails (Fulford & Zhang, 1993).

Studies have focused on the useful impacts of online interaction with regards to enhancing learner involvement, developing the standard of conversations in comparison with the interactions that arise in the real classrooms, as well as research on the useful impacts online discussions in order to enhance a virtual community. For example, Citera (1988) supported the view that online interaction promotes quieter students to attend conversation classes and encourages them to participate in the conversation on large scales. Furthermore, Warschauer (1997) claims that online interactions in a conversation class in which the possibility of feeling disappointment and stress among students is minimum in comparison with the students in face-to-face classes. In the light of these; online interaction supports

student-centered environment, promotes further participation, and create wide-ranging interactions than face-to-face classes do (Chen, Bennett, & Maton, 2008; Karayan & Crowe, 1997; Martin & Parker, 2014; Smith & Hardaker, 2000).

2.5. Online Lessons

By the rapid developments of technology, the ways of providing information have changed (Curtis & Lawson, 2001). Distance education has improved through online lessons by providing more interaction between the learners and instructors. In recent years, educators have been using online learning as a support to face-to-face lessons. In the study of Smith (2013), students prefer online lessons to traditional lessons. Moreover, with online lessons, it is possible to expand the training time without changing the school program, such as taking supportive online lessons at evening time (Gagnon, 2014).

Online lessons are very important for the learners in language courses because learners prefer to see a live instructor on the screen that they can communicate with and ask questions whenever they want (Carman, 2005). For learners who prefer to learn in a non-face-to-face classroom at their own pace, online classes are very helpful (Woodall, 2012).

There are various important components for the quality of technology increased instruction (Bates & Poole, 2003). In their study, Bargh and McKennas (2004), defined these components as the design of the learning system, the content, abilities and disabilities of the students and quality of the instructor. Puzziferro and Shelton (2014) also added in their study that interaction, assessment and evaluation, and course technology should be considered in an online course**.**

2.5.1. Design of instruction and lessons' content. The main purpose of creating course design is to offer environments and activities enhancing the learning to the learners. Therefore if the materials are designed according to instructional design criteria, teachers can

engage their learners to create effective online learning experiences (Creasman, 2012; Gormley, 2014).

Instructional designs include activities to motivate and engage the learners (Naidu, 2013). To ensure the quality of online education, a language course model should include a common framework for a design and well-designed lesson content (Puzziferro & Shelton, 2014).

Designing instruction, creating lesson content and materials for online lessons are important to provide a better learning. Interiorizing the lesson contents and materials for online lessons can sometimes be difficult. Therefore, educators need to pay more attention by designing these materials in order to create effective lesson contents (Top, 2007; Kotzer and Elran, 2012).

2.5.2. Course technology and learners' support. By implementing online learning in education, learners' support has become even more important in online learning environments (Zawacki-Richter, 2004). Online lessons which enhance the learners' success offer good opportunities to the learners to direct their learning on their own. In many aspects, this helps them to make them feel independent. However, the difficulties that the learners experience while they are taking online lessons at home may cause disappointment and discouragement (Parkes, Zaka, & Davis, 2011). Therefore the learners need to be supported when they have technical problems in online courses (Yang & Cornelius, 2004).

It must also be considered that not only learners but also teachers need support during the online lesson sessions. In Larsen's (2012) study the instructors stated that having technical support is necessary and valuable for themselves as well as the learners in online courses.

2.5.3. Learner and instructor interaction and learner collaboration. In online learning environments, communicative interactions between learner-instructor and learner-learner are very important (Su, Bonk, Magjuka, Liu & Lee, 2004). Learners can ask questions,

share their ideas or disagree with other opinions to be able to learn better. This can be possible through conversations, discussions, and collaboration among the learners. In online classes, these are supplied with discussion boards, synchronous chat, and electronic bulletin boards (Ni, 2013).

In online learning environments, learners often need to participate in the activities and to collaborate and cooperate with their peers. Instructors should create these environments by providing synchronous interaction opportunities to the learners as much as possible (Bendar, Cunningham, Duffy, & Perry, 1992; Carman, 2005).

According to Parkes et al. (2011), learners interact with their peers synchronously by increasing their engagement. They feel isolated and lack of support may discourage them if they take online lessons individually. Therefore, interaction has a key role in learners' engagement (Falloon, 2012).

Croxton (2014) supports that interaction is a very crucial factor for the satisfaction and permanence of online learners. Carman (2005) mentioned that there are two types of interaction; student-student and student-teacher. Student-student interactions give the learners good opportunities to share their ideas and discuss with the others by enhancing their learning. In addition, student-to-teacher interactions give opportunities to the instructors to give useful feedback to the learners and direct them according to their needs and interests. Su, Bonk, Magjuka, Liu & Lee (2004) in their study stated that instructors accept the student-teacher and student-student interactions as main dimensions in online language courses.

2.6. Opinions

For a long while, researchers have investigated what contributes to the achievement of the learners to develop their success and motivation. One of the main contributions is what the learners obtain in the learning environments (Doppelt & Shunn, 2008). Besides this, not only

learners but also the opinions of educators in online learning environments are very important (Carman, 2005).

2.6.1. Learners' opinions. During their education, students need to be satisfied with their experiences for the purpose of enhancing better learning (Carman, 2005). Interaction is accepted as one of the key components in achievement and in online classes when the learners communicate with their classmates and instructors, it makes them feel more satisfied in learning. This can improve the students' opinions on their learning experiences as much as their pleasure from the lessons (Smith, 2013).

As it is stated in a study conducted by Davies et.al.(2008), learners enjoy using technology in their learning environments. When the effects of technology on their learning asked, they supported that their participation increases and their language learning improves with the help of the technology they use (Davies, Laving, & Corte, 2008). If the instructors and lesson designers become aware of the opinions of learners they can arrange necessary changes in learning environments so that the students' pleasure and success increase (Çetiz, 2006).

Most of the students give positive answers when their opinions about technology use during online lessons are asked. Most of them like using technology integrated activities in the lessons. This is very clear but there is still limited research on the learners' opinions in online courses (Shaw, 2010).

Chapter 3

Live Learning Program (LLP) on Adobe Connect

LLP is offered by a private international language school for people who want to enhance their speaking skills. The students who register in this language school can either take part in the traditional classroom setting or they can prefer to take LLP courses online through Adobe Connect system.

Figure 1. Student Login Main Homepage

3.1. Descriptions of Online Classes in LLP

Live Learning English classes are defined as comfortable environments offering good learning opportunities, suitable timing for the students and supporting the speaking skills of the students. LLP facilitates the benefits of online learning to the language learners from the idea of sharing and using networking opportunities within the program. It is widely respected in the fields of language teaching as a part of the online environment and creates a live non-threatening classroom atmosphere with various enjoyable tasks and authentic materials, unlike the traditional ones. They allow neither time nor place restriction. Being entirely

compatible with the students' daily schedule and lifestyle, LLP offers an easy and practical method of learning English also by means of the available technological advancements.

The lessons are mainly based on the various topics and activities that are presented synchronously on Adobe Connect in conversational classes. The LLP class offers each learner a brief lesson on the usage of Adobe Connect. They practice English with the teacher and their classmates in order to communicate in English during the conversations, group and pair-work, several tasks, dialogues, role-plays etc. Lesson schedules and materials are designed for the needs of the students. This also enables the learners to move on faster.

LLP also provides an advantage of recording the synchronous interactions and communication of the lessons for asynchronous learning. If the students can not attend the required lessons, they have an opportunity to watch the recorded online lessons asynchronously whenever they want by logging into their system. In this way, they can participate in these classes at anytime and anyplace and practice previous lessons they did not attend for some reasons.

3.1.1 Scheduling of the lessons. These online lessons are planned and implemented on weekday evenings from 7 pm. to 12 pm. At the beginning of the course, a proficiency exam is administered and the learners are grouped according to their language proficiency levels for each class. There is one curriculum for each level and the lesson activities are different at each language level. According to the records of the private course, the attendance is really high in the classes; nearly all of the learners take part in these lessons.

3.1.2. Designing of the instruction. There are field specialists who are assigned in the duty of designing the weekly program of the course and creating the resources and materials in accordance to the appropriate level of the students. These levels are defined as: Beginner, Elementary, Pre-intermediate, Intermediate, Upper-Intermediate. Most of the time the

previous topic is revised briefly in the beginning of the lesson as a warm-up activity then daily routine questions towards students are presented.

There are no set objectives of these lessons or a written lesson plan. Since the objectives of these lessons are not defined beforehand they cannot be shared with the students. Students are just informed about the subject on the system to be revised in LLP lessons whenever they log in the system the day after each lesson.

3.1.3. The participants in LLP. There are only two types of participants in the LLP; the teachers and the learners.

3.1.3.1. The learners in the LLP. The learners take part in these online lessons voluntarily. There are also companies which encourage their workers to take these lessons and some companies make these courses compulsory. The students are at the same language proficiency level but they have different backgrounds, interests or learning styles. In these courses, the students from different parts of Turkey attend the same lessons. However, there is no detailed learner analysis of the students' profiles.

The learners from different language levels participate in LLP on Adobe Connect, as a part of learning English with the learners of all around Turkey five times a week at 9 pm for fifty minutes. Courses are attended by using a computer. If they wish, they could participate in the classes by using their tablets or smartphones also. LLP educational setting is designed similarly to a real classroom environment. During live learning classes, each student connects to the class at the same time through their microphone and camera. This makes it possible for them to participate in the class, raise questions, listen to the whole class discussions and talk just like in a real classroom setting. The teacher may raise questions to the students during the 50-minute classes and at the same time, the students are also free to ask questions. In addition, within LLP, the students practice their speaking, listening and communication skills in the foreign language.

3.1.3.2. The teachers in the LLP. Teachers selected for the program have to meet the criteria set by the language school and they are assigned for these LLP lessons according to their experiences and their conformity criteria. These teachers are capable of using technology efficiently and have enough information about how to handle the problems encountered, the communication language, and pedagogical aspects of teaching online.

3.1.4. Classroom Instruction Procedures in LLP. Before each lesson, the teacher is responsible for uploading the course materials in the LLP conversation class. When the teacher logs into the system, s/he activates the webcam and asks the learners to activate their headphones and microphones as well as to be able to hear her/his and other students' voices. In each class, as a warm-up activity, the previous topic is briefly discussed at the beginning of the lesson. The topics addressed in the LLP conversation classes are selected beforehand according to the student's proficiency levels. The topics aim to attract the learners' interest so as motivate them to 'speak English' and share their ideas with their classmates during the conversations.

Figure 2. Teacher Login

3.1.5. Technical aspects of LLP. A link and a password are provided to the students before the lessons. At the beginning of the lesson, the LLP conversation class meets in the online classroom setting synchronously. The students are able to log into their system with their usernames and passwords from any place which has internet connection and in order to connect to the conversation class, the instruments that the students need are a computer or a tablet, a microphone, a headphone and a camera.

Figure 3. A Sample of Student Homepage

Both the teacher and the students are equipped with a microphone and headphones so as to communicate with each other. Each learner could hear what the teacher and the others say synchronously, seeing the course materials on the screen. The software used to have these

online lessons is Adobe Connect. The software is user-friendly and neither students nor

teachers need detailed information.

Figure 4. A Sample LLP session. (https://www.youtube.com/watch?v=1QiSJU2-BMc).

The visual materials are projected on the smart board and the teacher is able to

conduct the lesson by writing, drawing and showing information with the relevant materials

on the smart board. The students can see the teacher, smart board screen and the chatting

section and/or the hand-raising section. The students write their questions, answers or

comments in the chatting section if it is permitted. Although they can communicate with their

classmates due to the point that they may use inconvenient language, direct messaging

between the students is closed. Therefore, students can only write in the chatting section. Just

in case there are any problems, the students can get technical support during these lessons and

an employee from the IT department connects to help the teacher and students when

necessary. Students can also use supportive web links on the main screen of the system or

report the problem to the course administration.

3.1.6. Interaction and collaboration in LLP. The interaction level of the lessons

varies according to the size and language proficiency level of the classes. In this online

program, small groups of students take these lessons. There isn't any collaboration; all of the

students participate in these lessons individually.

3.1.6.1. LLP Online lessons in small classes. In the LLP, the lessons are designed according to the participation of 5 to 15 students. It is accepteed that the most effective lessons are conducted with these students on the condition that the number of students does not exceed 15. When compared to the traditional crowded classes, the level of interaction is higher in these lessons. The students use the chat section and also the hand-raising section to ask or answer the questions or to comment on the lesson. The teacher gives feedback to the whole group when he/she writes comments on chat section and the students think that they can ask their questions to the teachers comfortably and interact with other students.

3.1.7. Assessment and evaluation of the students in LLP. While the learners are not assessed at the end of the lessons, the students are also not assigned any project, homework or task during or at the end of the course. There is no assessment or evaluation procedures for the learning outcomes. The only time for measurement is at the beginning of the course because the students' needs are defined before the lessons and therefore the students are subject to a placement test so that their language level can be identified before they begin the online language course suitable for their level.

Chapter 4

Methodology

This chapter introduces the methodological design of the present case study. Firstly, the research design, methodological analysis of this study and the participants are introduced. Secondly, the data collection tools and data analysis procedures are presented.

This case study aims to gather reliable data and to give a meaningful interpretation that can contribute online learning literature in terms of reflective teacher diary notes and students' opinions of LLP lessons. The study examines the teacher's reflections and the online learners' general opinions towards the Live Learning Program (LLP) and their recommendations for the conversation classes conducted in this program.

4.1. Research Design

The present study is designed as a case study. There is a reflective diary kept by the researcher and it is about the students and the LLP lessons on an online environmental platform. In addition, there are interview transcripts attempting to explore the students' opinions and recommendations on LLP conversation classes.

4.2. Methodological Analysis

4.2.1. Qualitative Research. In qualitative studies, research design and the questions should be consistent with each other and the researcher is responsible for using the appropriate procedures in line with the purpose of the study. The main components of qualitative researches are: natural settings, researches in a process, providing the researchers a main role to make interpretations and to create interactive research designs (Hays & Singh, 2012). All of these defined characteristics have encouraged me to adopt a qualitative approach which is defined by Creswell (2013, p.44) as follows:

"Qualitative research begins with assumption and the use of interpretative/theoretical frameworks that inform the study of research problems addressing the meaning individuals or

groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflexivity of the problem, and its contribution to the literature or a call for change".

Based on the research questions stated in Chapter 1, the present study aims to investigate the reflections of the teacher on LLP and the opinions of the students relating to taking online conversational classes and their understanding of LLP as an online learner. Analyzing the data through the interpretations and various opinions to obtain a better understanding, the students and the whole process match my aims with the purpose of presenting the research questions in the most suitable ways.

4.2.2. Case Studies. A case study is accepted as a common preference to conduct researches with qualitative inquiries (Stake, 2003). In case studies, the focus of the research needs to be on a specific item or set of items or programs and the goal has to offer the detailed descriptions of the item(s) (Richards, 2003). Additionally, case study researches involve the study of cases in real life contexts and settings (Cresswell, 2013) particularly when the boundary between the facts and the contexts is not clear (Yin, 2009).

Case studies seek to give in-depth descriptions of a case through interpretations in natural settings to provide a holistic view on particular cases. According to Yin (2009), if the studies are conceptualised in more than one context with various data sources; such as additional data from a group of participants, it means the researcher uses an integrated multiple-case study design.

Being descriptive in a natural setting, a case study includes multiple sources in terms of data collection. In addition, multiple data sources assist the researchers to obtain clear insights for these studies with the help of various perspectives (Hays & Singh, 2011).

Within this context, a single case study design was used in the present study, since it aimed to give an in-depth understanding of a specific process. In addition, there were only 5 participants included within the study and two sources of data collection (reflective teacher diary and student interviews) were used in depth.

4.2.3. The Role of the Researcher. Different from the quantitative inquiry, it is crucial for researchers to understand and report their roles and stands in a study when adopting a qualitative methodology since the researcher is the main means of data collection, analysis and interpretation (Creswell, 2013). In this respect, Unluer (2012) reviews the roles of a researcher can undertake by referring to Adler and Adler (1994), Breen (2007), Bonner and Tolhurst (2002), DeLyser (2001), and Hewitt and Taylor (2002). According to this review, a researcher's roles can vary from *an insider* which is defined as the researcher's being a member of the group or context under study, to *an outsider* meaning the researcher's being a complete stranger to the group or the context under study (Adler & Adler, 1994). In some occasions, these roles can show variations; the researcher can become an insider although s/he has started as an outsider, or the reverse case can take place (Punch, 1998).

Moreover, Unluer (2012) lists a number of advantages for the insider researchers. An insider can have a deeper understanding of the contextual culture under study, the flow of the social interaction in the group or the context is natural, and having a shared intimacy "promotes both telling the truth and the judging of truth" (p.1). In other words; since the researcher is already familiar with the flow of social interaction, s/he can easily describe what really happens in the classroom and how s/he can facilitate the relationship with participants.

Similarly, DeLyser (2001) and Smyth and Holian (2008) identify certain disadvantages of being an insider; such as *loss of objectivity*, *role duality* and *access to sensitive information*. Loss of objectivity can be defined as the researcher's bias due to familiarity and the prior knowledge of the context or the group, while role duality is the struggle of the researcher to balance his/ her role. This struggle can also show itself in easy access to information related to participants or institutions, which can lead to problems in terms of the ethical concerns of the participants or the institution.

Given the roles of a researcher in a qualitative study as well as the advantages and disadvantages, I was an insider researcher and had an adequate knowledge about how daily communications and interactions work in an online classroom. Therefore, I had a chance to contact the students for their interaction and to analyze their feelings in relation to their opinions and views.

4.3. Description of LLP lessons

Within the course, LLP lessons are undertaken for supporting the speaking skills of online language learners. I was assigned the level of Pre-Intermediate level conversation classes in LLP to teach English. The classes are mainly based on basic topics that I presented at my Pre-Intermediate level classes. They include the following main topics; daily routines, lifestyles, culture, history, food, media, social networks, trends, TV shows, holidays, education, sports.

4.3.1. LLP Course Outline. As a researcher, I informed the students about the purpose of this study before I started to collect the data. I told them that participating in this study would be beneficial for them to develop their language skills. In line with the program, I prepared the suitable materials and activities considering the students' needs and interests. And then, the lessons were put into practice. In the implementation of the study, I used warm up activities, different kinds of lesson activities, crossword puzzles, slides, enjoyable

exercises, pictures, videos and audio records. The whole implementation period lasted for

eight weeks starting from February till March 2018 (See table 1).

Table 1

Eight-Week Framework Program for Live Learning Program (LLP) Conversation Classes for the Students in Pre- Intermediate Class

Weeks	TIME	PRE-INTERMEDIATE CLASS COURSE OBJECTIVES	MATERIALS
Week 1	**50 minutes**	Describing characters and appearances	A computer, a PowerPoint presentation for new vocabulary and relevant topic, some pictures about characters and physical appearances and a video about the topic.
Week 2	**50 minutes**	Discussing family relationships based on a short story.	A short story 'Family Forever' , a PowerPoint presentation for new vocabulary, a crossword puzzle, some pictures about family members.
Week 3	**50 minutes**	Talking about present events related to culture	Pictures, a PowerPoint presentation for new grammar point (Simple Present Tense)
Week 4	**50 minutes**	Discussing friendships & relationships	Videos, a PowerPoint presentation for new vocabulary, some pictures about friendships.
Week 5	**50 minutes**	Telling good and bad habits	Discussion questions, pictures.
Week 6	**50 minutes**	Talking about holiday and free time activities in Simple Present Tense	Pictures, comprehension questions and a PowerPoint presentation for grammar point (Simple Present Tense).
Week 7	**50 minutes**	Talking about information technology and social media and making predictions about their future.	A related video, PowerPoint slides for comprehension questions and new vocabulary, blank A4 size paper (one for each student).
Week 8	**50 minutes**	Describing jobs and discussing Turkish education system.	A video related to the jobs, pictures, A powerpoint slide for a new vocabulary.

The following subsection presents detailed information about the speaking-skill based

conversation classes and what we have done during the whole week in detail.

4.3.1.1. Week One.

Aim: To enable students to practice describing characters and appearances in a

relaxing classroom atmosphere with materials and activities.

Materials Used: A computer, a PowerPoint presentation for new vocabulary and relevant topic, some pictures about characters and physical appearances and a video about the topic.

Procedure: For warm-up activity, some pictures about character adjectives (e.g. serious, honest, trustful, considerate) and a video clip were displayed. Then, the teacher asked the students to guess some of the vocabulary based on character adjectives and then askes their opinions about the video. During the lesson, the teacher showed the PowerPoint slides for the new vocabulary items. There were funny pictures related to the vocabulary on the slides. Students followed the slides curiously. Then, the teacher asked the students to practice discussion questions and ask some questions to each other related to their personality. After the discussion, students asked their questions directly to the teacher if needed and the lesson was over.

4.3.1.2. Week Two.

Aim: To enable students to practice discussing family relationships with materials and activities based on a short story.

Materials Used: A short story 'Family Forever' , a PowerPoint presentation for new vocabulary, a crossword puzzle, some pictures about family members.

Procedure: Firstly, the teacher asked questions to the students to guide them to summarize the story. As a post-reading activity, the teacher had the students do a crossword puzzle that included the names of the family members in the story. Thirdly, the teacher chose some voluntary students to act out some dialogues. During the implementation of this activity, the lesson was full of enjoyment. Lastly, the teacher showed pictures about family members and asked the students to choose two family members and describe their characters and appearances in the storyboard of the pictures.

4.3.1.3. Week Three.

Aim: To enable students to practice talking about present events related to culture in a relaxing classroom atmosphere with materials and activities.

Materials: Pictures, a PowerPoint presentation for new grammar point (Simple Present Tense)

Procedure: For the warm-up activity, the teacher showed the pictures in it. Then a related video-clip was shown. Next, the teacher asked the students to talk about Turkish culture and traditions in two topics (values & traditions). Then, in pairwork the students tried to compare different cultures and traditions of other countries. They curiously wanted to move on to asking questions each other in simple present tense. While they were discussing, they helped each other. The teacher listened to the students and helped them whenever they needed. When the activity was over, the pairs shared their ideas with their classmates.

4.3.1.4. Week Four.

Aim: To enable students to practice discussing friendships & relationships with materials and activities based on videos.

Materials Used: videos, a PowerPoint presentation for new vocabulary, some pictures about friendships.

Procedure: First, the students watched relevant videos and the teacher asked questions to the students what they thought about relationship in the videos. During the implementation of the activity, the students were very interested in the topic and asked each other the comprehension questions presented in the slides. Lastly, the teacher showed some pictures about friends and asked the students to discuss their relationship in pairs. After this activity, the students talked about their relationship with their best friends in turn and described them in positive and negative categories with the appropriate adjectives in the vocabulary for the class.

4.3.1.5. Week Five.

Aim: To enable students to practice telling good and bad habits with materials and activities.

Materials: Discussion questions, pictures.

Procedure: An the beginning of the lesson, the students talked about some comprehension questions regarding their good habits and asked them if they know someone who has bad habits. During Pre-activity, the teacher presented the students a picture which reflects a bad habit (e.g. smoking cigarettes) and good habit (e.g.doing sport) and then, they discussed their opinions about the pictures using dialogues. As a follow-up activity, the students were guided to think of a particular time in their past and shortly described a day in their lives when they used both good and bad habits at that time.

4.3.1.6. Week Six.

Aim: To enable students to practice talking about holiday and free time activities with materials based on Powerpoint slides presenting simple present tense.

Materials: Pictures, comprehension questions and a PowerPoint presentation for grammar point (simple present tense).

Procedure: For the pre-activity, the teacher showed the students some holiday pictures and asked their favourite places and free-time activities they did in their holidays. Next, the students shared their opinions practicing simple present tense in pairs and asked each other related questions in present form. The teacher monitored the pairs separately and helped them whenever they needed. When the activity was over, the students discussed comprehension questions related to holiday and free-time activities in three groups.

4.3.1.7. Week Seven.

Aim: To enable students to practice talking about information technology and social media and making predictions about their future in an enjoyable classroom atmosphere with activities.

Materials: A related video, PowerPoint slides for comprehension questions and new vocabulary, blank A4 size paper (one for each student).

Procedure: In the pre-activity stage, a video about technology and social media was shown to the students to introduce some vocabulary items (e.g. smartphone, contact, timeline, application, blog) and to create some awareness in their mind. Then, each student expressed their ideas about the video and made their predictions about the future of social media. Secondly, the teacher gave a PowerPoint presentation for the new vocabulary items related to the video and relevant topic. Following this activity, the teacher asked the students how well they used the social media in their lives and some students raised their hands to share their opinions. Then, the students discussed comprehension questions in pairs by talking about the place of technology today and making some predictions for the future. At the end of the lesson, they were motivated by the topic.

4.3.1.8. Week Eight.

Aim: To enable students to practice describing jobs and discussing Turkish education system with materials and activities.

Materials: A video related to the jobs, pictures, A powerpoint slide for a new vocabulary.

Procedure: Firstly, a video and some pictures about various jobs (e.g. nurse, engineer, architect, taxi driver) were shown to the students to introduce some vocabulary items and to promote a whole class discussion. When the students finished their discussion, they moved on to a role-play activity in pairs using dialogues related to jobs and then created

their own conversation playing different roles. As a follow-up activity, the students were asked to discuss their opinions about the education system of Turkish and existing, well accepted jobs in Turkey. Discussions and role-plays supported the students' learning creatively.

All levels (Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate) on this online language course last for 10 weeks and due to the time limitation, the data in Pre-Intermediate class was collected in 8 weeks. The interviews were held in Turkish so that the participants can in detail freely express their opinions. The transcripts of the recordings were translated from Turkish into English in order to present in-depth findings (See Appendix C). The interviews were recorded and transcribed by the researcher teacher on the purpose of investigating the students' opinions and views throughly.

4.3.2. Scheduling of the lessons in LLP. LLP online lessons are planned and implemented on weekday evenings from 7 pm. to 12 pm. The students at pre-intermediate language level attend the classes from 9 pm to 10 pm. The curriculum was comprised of weekly plans and the lesson activities differ in each lesson.

4.3.3. Designing of the instruction in LLP. As the Pre-Intermediate conversation course teacher, I planned the lessons and designed resources such as powerpoint presentations, pictures, and videos relating to the relevant topic one week beforehand and uploaded these materials to the system prior to the start of the actual lesson.

Pre-intermediate level students were informed about the daily topics stated on the system to be revised in LLP lessons whenever they log in the system only the day after each lesson was completed.

4.3.4. The Participants in LLP. Students participated in this study voluntarily and they were given nicknames to protect their privacy. In my LLP pre-intermediate conversation class which was composed of a total of 10 students, 5 students who were actively

participating willingly volunteered to be part of the present study. Therefore, being a qualitative study, participant selection of the present study was also based on the convenience sampling strategy (Fraenkel & Wallen, 2000). The language proficiency level of all the participants was pre-intermediate and they were connecting online from various cities of Turkey. The students who participated in the study had different ages ranging from 20 to 38. These profiles are as follows (for the sake of anonymity the real names of the participants have been changed); participant 1, Selcen was a 26- year-old translator (female from Adana), participant 2, Aslıhan was a 20-year-old university student (female from İzmir), participant 3, Muzaffer was a 30-year-old sales assistant in a tour company (male from İstanbul), participant 4, Murat was a 32-year-old sales assistant in a tour company (male from İstanbul), and participant 5, Burçin was a 38-year-old graphics designer (male from Eskişehir)**.**

4.3.5. Technical aspects of LLP. The students in the pre-intermediate class had their lessons conducted synchronously in an online class and all participants (the teacher and students) were equipped with a camera, a microphone and a headphone in order to communicate with each other. A link and a password were given to the learners at the time of registering so that they can connect before the lessons. The students were able to log in the system from any place where there was internet connection.

The materials I uploaded to the system was projected on the smart board and I taught each lesson by presenting the relevant materials and writing on the board. The students could hear what I and the other students said during the lessons, were able to see the course materials and use the chatting section on the screen. The students were able to write their questions, answers or comments in the chatting section when permitted by the teacher.

An employee from the IT department was also there at the lesson time to help and assist the students when necessary. When the students had any serious problems, they could

get technical support from the department or use supportive weblinks on the main screen of the system.

4.3.6. Interaction in LLP. In my pre-intermediate class, 10 students participated in the lessons (only 5 students willingly took part in the present study) and they used the chat section to write their opinions or to express something about the lesson and I could give direct feedback to the whole group both in written and spoken form comfortably.

4.3.7. Assessment and evaluation of the students in LLP. The students' needs were defined before the lessons and they were subject to a placement test to identify their language level before they began their online language course for pre-intermediate level. However, the students were not assessed with any project, homework or task during or at the end of the lesson and there was no measurement for the learning outcomes. LLP conversation course lacks such a component of assessment and evaluation.

4.4. Data Collection Tools

In this case study, qualitative data was collected. The reflective teacher diary and students interviews were the data collection tools of this study. Upon the preparation of the conversation classes, the day before the program actually started, permission was granted from all of the learners taking this online course, regarding the point if they would like to take part in this study. Five of the participants accepted to contribute and voluntarily participated in the personal interviews at any time that was suitable for both sides (the interviewee and interviewer)

4.4.1. Teacher Diary. The first data instrument used in this study was the teacher diary. Richards and Farrell (2005) describe researcher diary as an undergoing written reflections, observations or opinions about teaching, often in a notebook, diary or computer which presents a source of reflections and discussions. As a teacher researcher, I kept a diary to take notes about the general process of the lessons, activities and materials that I used

during the classes. After each lesson, I wrote my diary entries in order to keep track of the participants' feedback relating to the lesson. Since the LLP conversation course duration was of 8 weeks, there is a total of 40 diary entries.

These entries that I had made, helped me to reflect on the activities performed in the class and to develop new activities related to the relevant topics. Diary-keeping also helped me to evaluate what worked well and what did not. Accordingly, I made minor changes in my activities when necessary. When I noticed that an activity or topic did not work, or there was no response on the part of the learners towards speaking English, after the lesson I immediately noted this in my diary. These entries guided me to review the activities I used in the previous days and change my teaching techniques accordingly within the teaching process.

4.4.2. Student Interviews. Interviews have an important role in qualitative researches (Creswell, 2013), because they offer an opportunity for researchers to have a better understanding of students' behaviours (Seidman, 2006). In this study, the interview involved one question related to the students' general opinions and recommendations towards LLP in the online course. I generated the interview questions to sustain a stability among the participants one week after their online language course period which lasted eight weeks. The interviews were performed on Adobe Connect. The second interview question consisted of follow-up questions that probe the students' opinions on the LLP environment. The follow-up questions were designed and adapted according to the questions asked in the interviews of other studies (Chew, 2011; Çetiz, 2006; Picciano, 2002; Kudrik, 2009; Yang & Cornelius, 2004). These questions were asked to the students individually within a main research question and they were mainly categorized in nine parts (Appendix A);

- Students' opinions of LLP conversation class environment
- Students' opinions of online activities in LLP

- Students' opinions of course design and content of LLP lessons

- Students' opinions of interaction with instructor in LLP

- Students' opinions of instructor feedback in LLP

- Students' opinions of peer interaction in LLP

- Students' opinions of improvement their English out of LLP classes

- Students' opinions of technology and support in LLP

- Students' recommendations for LLP

Here, it must be noted that before beginning the case study, permission to conduct this study was also taken from the administration and the interviews were done synchronously. Student interviews aimed to determine the students' opinions and recommendations towards LLP based online conversation classes. Before the interviews, the researcher explained the goal of this study and the participants were informed that their comments during the interviews would not be shared with another stakeholder to let them express their feelings and experiences about the course confidentially. Also, the students' permissions were taken before the interviews so that they can take part in this study.

The researcher had the interviews on Adobe Connect Platform with five volunteer students participating in the current study at convenient times (in the afternoons during the week and at the weekends) for each participant. The interviews were conducted in the afternoons during the week and at the weekends at an appropriate time for the students and each interview lasted an hour.

The interviews were conducted in Turkish so that the participants can express themselves comfortably in their own language and then they were translated into English by the researcher. The interviews were conducted individually and were recorded on Adobe Connect to be transcribed verbatim, in this way the interviews were kept on the course system and then transcribed and students names were hidden in the study by protecting the

participants' anonymity (Creswell, 2013). In the end, the outcomes obtained from the interviews were compared.

4.5. Data Analysis

Qualitative data were analyzed in this study. In qualitative data analysis, the reflective notes of the teacher in a diary and the students' answers in the interviews were categorized as main components and interpreted in depth.

4.5.1. Qualitative data analysis procedures. Due to my role as a researcher, I was able to present this case study in detail which helped me offer useful descriptions of the program and the participants. I informed the participants by assuring that their privacy was protected and started collecting the data in line with the permanent reflections by building trust with the students and testing for misinformation which stems from failures (Creswell, 2013).

In the present study, qualitative data were collected from the teacher diary notes and students' interview questions. The study consists of two parts including Reflective Teacher Diary and open-ended interview questions (General Opinions of the Students towards LLP) and the data were qualitatively analyzed by the researcher.

In qualitative data analyses first, the student interviews were translated into English and then they were transcribed by the researcher. Also, the recommendations of students in LLP were presented as the final part. After that, the researcher read the data to overview the common opinions about LLP. The repeated words were collected from the learners' responses during the interviews and then they were categorised and grouped in order to interpret them properly and to reach meaningful conclusions depending on the data collected from the relevant sections of the interview questions.

Chapter 5

Results

This chapter presents the findings gathered through reflective teacher diary and student interviews. The findings related to qualitative data are presented in two parts using two research questions a basis for discussion. The first part (Part 1) focuses on the results regarding the reflective opinions of the teacher and the diary entries about the students' learning process and LLP and the importance of conversation classes are also reported. As for the second part (Part 2), the results about the participants' interview analyses and emphasizes the data related to the opinions and recommendations of the students about LLP on conversation classes referring to speaking skill.

It is noteworthy that the interviews were conducted in Turkish and the transcripts of the recordings were translated from Turkish into English. In the students' quotations presented, the students were defined with different names.

5.1. Results of Reflective Teacher Diary Entries

Reflective teacher's diary also supports the findings obtained from the interviews. The most important point emerged from the teacher's diary was the fact that the use of various activities helped the students to depart from the routine procedures in the classroom and this resulted in a positive language learning environment. Some of my diary entries regarding these findings are as stated below:

- *In the first week of the study, shy students started to participate in the conversations eagerly at the end of the lesson. (Week one – February 7)*

- *Dialogues were acted out by students. That activity was very funny and motivating for the students. (Week two – February 16)*

- *Today, towards the end of the lesson, students were more willing to discuss the relevant topic and to answer comprehension questions than previous days. (Week five – March 7)*

During the lessons, I tried to use useful materials according to the students' interests presenting the students a more relaxing class environment than routine procedures in the classroom and got students' positive feedback on the activities and materials. The diary entries regarding the activities and lesson resources according to the topics of the first month of the study as follows:

- *Discussion topics about character and appearance were very interesting for the students. They enjoyed much while describing their characteristics. (Week one- February 6)*

- *Students found stories about family relationship very fruitful and they put forward that pictures and slides were motivating and essential.(Week two –February 15)*

- *Today, students practiced traditions & cultures using simple present tense from powerpoint slides. They compared Turkish culture and other nations' cultures by asking questions each other and described their ideas about the traditions of the counties they visited before.(Week three – February 20)*

- *Today, I used some videos related to friendship and relationships and they attracted students' interests well. They asked each other some questions about the videos.(Week four – March 1)*

I continued to write my reflections with some concepts about the second month of the conversation classes. The summary of the ongoing diary entries as follows:

- *Today, I organized pair-work activities about good and bad habits of the students and in different sections, they discussed the relevant questions on the slides prepared for*

them in advance. I helped them and gave feedback in written form when needed. (Week five – March 6)

- *According to my reflections, students had fun with holiday & free time activities while practicing simple present tense and talked in group works to discuss the questions. (Week six – March 14)*

- *Students were very interested in the topic of Information Technology & Social Media and discussed comprehension questions in pairs more eagerly compared to previous lesson topics. (Week seven – March 19)*

- *Students watched some videos about various jobs, then they had role-plays creating virtual environments and asked questions each other. That was funny and meaningful for supporting their creativity and all of us enjoyed a lot. (Week eight – March 28)*

This diary also helped me to evaluate what worked well and what did not work regarding teaching and learning environment of the class. Accordingly, I made minor changes in my programs when needed. Some diary entries reveal these changes:

- *Today, we spent too much time on the warm-up activities. The students got tired of being asked to guess the vocabulary items during the activity. So, I decided to make warm-up activities shorter in the next weeks. (Week two – February 13)*

- *Today, I made the students listen and watch the related video in a native voice. Students seemed to get bored. This might have happened because the native was speaking too fast and too mechanically. (Week four – March 2)*

- *Today, they practiced Present Perfect Tense but some students had problems when asking and answering questions and I changed the course of proceeding to teach the topic with supportive materials by giving real life examples. (Week seven – March 21)*

- *Today, one of the students had problems with his microphone and I arranged the lesson considering his situation and we continued our conversations on chatting*

section. He also raised his hand and expressed his ideas in written form when

communicating with other students. (Week eight – March 26)

5.2. Reflections of the teacher as a researcher in online conversation classes

The first research question in the study aimed to introduce the reflections of the teacher as a researcher in online conversation classes. In this part, qualitative data about how the teacher perceives LLP lessons and its environment will be presented from different perspectives. They include reflective opinions of LLP conversation class environment, online activities, course design and content of LLP lessons, students' interaction with their instructor, instructor feedback, peer interaction, students' ways of improving their speaking skills outside the LLP classroom and course technology and support.

5.2.1. Teacher's reflections of LLP conversation class environment. This part includes reflections of the teacher about LLP classes and its environment. As a researcher teacher, I believe that the activities and videos uploaded for the LLP lessons have a positive influence on the students' success and engage them during conversation classes. I think the materials encourage the students to participate in these lessons. According to my observations, students have fun in the lessons and in parallel with this enjoyment, their contribution to the conversations have increased.

Additionally, the main purpose of online lessons is to offer good opportunities for the learners to integrate technology into their learning. It is important to give a chance to the students to see their teachers and to practice the structures in different environments. I believe that a variety of teaching methods need to be used in the lessons with the help of technology to engage the learners with supportive activities. Therefore, LLP lessons are useful for learners.

I mentioned in the reflective diary:

I believe that students find LLP lessons very effective because these lessons are provided to the students in smaller groups and I also have eye contact and enough interaction with them as in face-to-face lessons. (Week two – February 15)

I added :

Planning of LLP lessons and resources are important. The students want to have fun in the lessons. They want to practice English with their instructor and classmates and answer the questions that they asked each other eagerly. (Week eight – March 29)

LLP lessons have many advantages for the students and I believe that they are undeniable support and a great help for students' achievement and they reinforce their learning substantially.

5.2.2. Teacher's reflections of online activities in the LLP. This part investigates the teacher's reflections about online activities. The activities and materials designed for LLP classes are proper for the course objectives. I mostly used more visual materials to raise learners' interest and the learners have fun with the activities of LLP lessons.

Additionally, I stated in the diary that the main purpose of the online activities is to give a learning opportunity to the learners. Additionally, the activities in the LLP are effective for the students' learning and motivation and they are enhanced with supportive materials such as presentations, exercises, videos, role-plays etc. I think students also find LLP lessons important to offer a chance to them to see their instructor and to practice various activities with pair or group work in this online environment. One of my reflections about the activities is stated in the diary and it is as follows:

All students do the activities with their own interests and pleasure. Therefore, I am pleased with their performances during these activities. Online activities especially role-plays and pair work discussions provide the students meaningful communication skills and social interactions in the LLP lessons. (Week seven – March 19)

5.2.3. Teacher's reflections of the course design and content of LLP lessons. This part focuses on how the researcher perceives LLP experiences in terms of the course design and content of the lessons. The lessons in LLP are planned in terms of the students' needs but students are not given any information about the objectives and content of the LLP lessons in advance.

The interview results and observation notes are also in line with my reflection notes that appropriateness of the level of the content and resources is proper for the students' level and the objectives are designed by course instructors before they plan their lessons by considering the learners' needs and interests. LLP structures and contents are also revised at the beginning of the classes before presenting a new topic and students find this revision and content of the lessons very helpful for their learning.

I mentioned in the diary that:

Most of the time I revise the previous topics in LLP classes at the beginning of each lesson before I start to present a new topic or introduce an activity. This also matches the content of LLP lessons well. (Week six – March 12)

I also addressed the importance of students' needs by taking part in the process of teaching plan and stated:

The students' needs should be considered while planning these lessons. I plan LLP lessons and resources for pre-intermediate level students. Firstly, I personally identify the outcomes according to learners' needs, then I prepare the contents of the lessons and materials. (Week two – March 12)

5.2.4. Teacher's reflections of students' interaction with their instructor in the LLP. This part investigates the researchers' reflections of the students' interaction with their instructor in the LLP lessons.

According to my observations, students can interact with their instructor well and ask questions comfortably during the lesson. Corresponding with the qualitative data presented in students' interviews, the interaction level with the instructor is high in the LLP lessons and the students also get motivated and feel more comfortable when they have more interaction and direct communication with their instructor. The sample quote from my diary as follows:

I think students build a strong relationship with me when they communicate well and get feedback expectedly. They are all open to interact with me as a priority compared to the interaction they have with their classmates. (Week three – February 23)

5.2.5. Teacher's reflections of instructor feedback in the LLP. This section investigates the researcher's reflections on instructor feedback in the LLP lessons. During the LLP lessons, I tried to provide sufficient and effective feedback to the students both in oral form and written form on chatting section according to their performances. I also use the learners' names while answering their questions and praising them with their names separately. I think this has a profound effect on their language learning and development in a positive way.

5.2.6. Teacher's reflections of peer interaction in the LLP. This section investigates the researcher's reflections on peer interaction in the LLP lessons. In accordance with the students' interviews, as a researcher teacher, I agreed that the students were able to have good interaction with their classmates during the LLP lessons. Apart from Muzaffer, who does not like to interact with his friends, four students are satisfied with pair or group activities and said that they need to work and promote collaboration and that they enjoy communicating with their friends eagerly. Thus, this may affect students' language learning when planning lessons and pairs or group work should be issued.

I wrote in the diary:

The students practice their communication skills in pair or group works or write in

chatting section and I slowly withdraw while they are doing their group work

activities. This enhances their collaboration they established with their classmates in

the LLP lessons. (Week six – March 14)

5.2.7. Teacher's reflections of the students' ways of improving their speaking skills outside the LLP classroom. This section investigates the researchers' reflections on the students' ways of improving their speaking skills outside the LLP classroom. The following reflective quote of the researcher is presented in the diary:

Three students improve their communication skills out of LLP classroom in various

ways such as practicing English with friends, reading newspapers, reviewing the

lessons and topics by taking notes, communicating with foreign people from different

countries and they use LLP as a real-life communication. I can see their language

development gradually when they support their learning with these external

practices.(Week seven – March 23)

5.2.8. Teacher's reflections of the course technology and support in the LLP. This part seeks information on the reflections of the teacher about course technology and support. Advantages and disadvantages of the course technology were asked to the students and they all mentioned that the program used, Adobe Connect is very easy to use. Also, I never found the system difficult for both writing on the board and looking at the camera or practicing the learners at the same time.

I can verify that the instructors and students do not need any training to use the online system. An email with a link is sent the learners to allow them to insert their user information including a username and a password in order to log into the system. Then, they can connect to the classes easily.

Some students also stated that they had some technical problems such as screen freezing, voice problems arising from the headphones, and internet connection problems. When they have these problems, they can receive immediate help from someone in the IT department via help button. They also reported their problems to the administration after the lessons and the problem was transmitted to the IT department the following day. Therefore, the students were satisfied with the help provided by both their instructor and IT department, and they did not complain about the course's technical support.

Fortunately, I did not experience any technical problems during my lessons and therefore, I did not get technical support from the IT department.

5.2.9. Teacher's reflections of students' performance in the LLP. Although it was not mentioned in the research questions the results of the interviews revealed some information about the students' performance during LLP lessons.

Firstly, I believe that the students like LLP lessons because of the feedback they get from their instructor. They mention that they have fun in these lessons and they are pleased with these lessons and they want to have more LLP lessons. If the student is self-motivated and responsible with his/her learning then LLP lessons can be useful for them otherwise these lessons are not helpful. Additionally, LLP lessons are effective for the students' learning considerably. The students are motivated enough and they take these lessons seriously.

5.3. Students' Data Collected Through Interviews

The second research question in the study aimed to introduce the students' opinions and recommendations towards LLP. The answers given to this question showed that all of the participants seemed to agree that learning a foreign language on LLP is very important for them to communicate with different people. They also explained the most beneficial aspects of this course which they find necessary for online communication.

5.3.1. Students' opinions of the LLP conversation class environment. Online classroom environments are one of the contextual factors admitted to having an impact on the students' mood, emotions and needs in the classes. The purpose of the case study was to analyze the dimensions of the LLP environment which the students define useful and challenging during the learning process. The findings indicate that the students were always seen to hold ready impressions of the class atmosphere. All of the students showed interest in speaking English on LLP and claimed that they are very pleased with taking this course synchronusly. Their expectations were consistent with the online education they took during this language course in terms of the appropriate learning environment provided by the LLP. Instructor factors, including teaching styles and methods, peer and group work and online activities were reported to make a huge contribution to the classroom environment. In this study, online learning classes have opened some doors for the learners in order to interact with the teacher and their peers. Students stated that this environment provided them good opportunities to feel free during the lesson and to be able to ask questions freely to their teacher.

Aslıhan said, "I was thinking that I was really bad at learning English before I started this course but I think I'm really good now. LLP consists of almost no Turkish words and I am very pleased with that. I also like speech and meaning-oriented aspect of the course. I pay less money for this course getting more efficient education instead of paying much money for other courses. The course creates a more entertaining and competitive environment for us at the same educational level and thus it affects us positively.

She also mentioned that she liked the way of LLP environment with its facilities and stated in the following:

"I believe that online learning is important for me and the best way to improve myself is LLP. LLP allows us to participate in the course actively. With the help of LLP as a personal resource, you obtain a more comfortable environment and more time. It improves my speaking skill even if I know that I will make mistakes. I think that participating in online learning is worth it. I am aware of the benefits of LLP and it is a great way for the students who are often disturbed by other students' looks **(Aslıhan)**."

Another participant, Selcen supported Aslıhan and expressed the same feelings on the issue:

"Online learning is important for me. It is advantageous and participating in LLP is worth it. It serves me best because I have limited time and it is comfortable at home. LLP is an effective tool and authentic resource to improve my language learning and it might be the best technology. One of the effects of LLP as a personal resource on my development is to make me feel more comfortable while speaking outside. I am quite satisfied with the course especially due to the instructor's existence. The reason why I take this online course is to save time and to attend in a more comfortable environment like home. Practicing speaking is very important for me and English is a part of my job. As to this, I think I improved myself in speaking skills. I find myself very good at English with the help of this program and I think I improved myself in speaking skills **(Selcen)**."

According to the answers given to the opinions about LLP conversation class environment, two of the students stated that LLP as an effective language tool is very beneficial and the activities are useful. They also claimed that it is worth attending this online course to be able to practice English well. Some of the extracts taken from the interviews reflecting the students' ideas are as in the following:

According to Murat:

"LLP provides me good speaking practice every day. Classes start on time and course topics are taught regularly. LLP is an effective communication tool because you get a chance to learn a new thing every day wherever you are. Learning a new vocabulary and practice speaking activities are among the greatest benefits of the program. Your self-confidence improves with the help of LLP. LLP has a positive effect on my language learning and it is useful to learn English every day. I think it is worth participating in online learning activities **(Murat)**."

Muzaffer also commented that :

"Learning English is one of the priorities of my life and I find it useful to speak English interactively on LLP. Everything that LLP provides is good and the reason that I take this course is to learn English excellently. LLP is a very effective language tool and it encourages us to be able to speak only English. Reviews of the lessons are also very beneficial in a comfortable environment and they improve my language development. It is really worth attending LLP. Personally, I have no drawbacks about this program. In terms of the synchronous and unexpectedness aspects of LLP, it becomes a part of our lives **(Muzaffer)**."

The opportunity of improving speaking practice on LLP was also accepted to be an effective factor that made a big contribution to Murat and Muzaffer's language development and took the precedence of their reasons for taking this course. Besides, as can be seen from the quotations' of these participants, the company they were working provided them to take this course as the possibility of developing their English speaking skills.

Murat mentioned:

"My company provides me a good opportunity to take this course. In your daily life, you speak more confidently, try to understand the language and your opinions become

more sensitive. I feel good when I attend online classes because I learn something new and repeat it all the time **(Murat)**."

On the other hand, one student, Burçin, indicated that he has some difficulties in learning and need to improve his language skills with LLP. He said that "The speaking aspect of the language course is useful because I'm having difficulty in speaking English."

Burçin and Murat also expressed their satisfactoriness related to this course and said that they were satisfied with this course and that their expectations suit with course activities and pair work."

In addition, Burçin added that :

"The reason I took this course is to improve my speaking skill. LLP is very important for me and serves very well. It is worth attending this course and I believe that I have to take this online language course. LLP is also a very effective language source for my learning because there are not enough language learning courses like this in Turkey. I have a positive improvement in my self-esteem. I find the impacts of LLP and its synchronous and unexpectedness aspects very useful **(Burçin)**."

It was also observed that students experienced a good communicative competence in speaking within this online platform. They expressed their opinions on LLP compared to the traditional classroom and most of the students explained their desires to have LLP in terms of providing a comfortable environment in which they can talk and interact comfortably.

 "LLP seems to have a secure and unstressful environment. LLP as a different learning platform is more effective compared to a traditional classroom experience **(Selcen)**."

 "The online learning program on Adobe Connect also provides me a comfortable environment. I think I have made more progress in this course for a year compared to traditional English language lessons I took during my education process **(Burçin)**."

"I feel very comfortable in this virtual platform. LLP is a good opportunity to study in English with the instructor and other students in a natural and stress-free environment instead of question and answer teaching method **(Muzaffer)**."

Two of the students also supported LLP classes usefulness compared to traditional classrooms and stated that LLP affected their learning positively. Below are the interview transcriptions which confirm the findings obtained from the relevant follow-up question:

"LLP provides a non-threatening environment for me. Personally, the course is more beneficial for me when I become more willing to talk about myself. I think online learning is a more disciplined environment than a traditional classroom setting. LLP is an online learning platform where people can not make up too many excuses **(Aslıhan)**."

"LLP enables a very comfortable and stress-free environment on my foreign language learning. LLP is more effective and sustainable than the education provided in traditional classrooms **(Murat)**."

In addition to the synchronous aspect of LLP classroom environment, I also asked the students if they watched the previous recorded lessons when they did not attend the lessons. In spite of the positive outcomes of LLP for asynchronous learning, all students stated that they did not watch any of previous recorded lessons and use LLP asynchronously. I did not ask the reasons but there might be some aspects of unavailability, lack of time and non-verbal communication.

5.3.2. Students' opinions of online activities in the LLP. One of the primary characteristics of online courses is the existence of online learning activities that provide communication more naturally. These online activities support learners with unique opportunities in which learners ask questions, interact with others and internalize new

knowledge (Bryant & Bates, 2015). Therefore, in this part of the study, students' opinions about online learning activities were also aimed to investigate. Participants expressed their main interests and opinions related to the activities and topics as the primary forms of communication they enjoyed the most during the conversations. The relevant answers gathered from participants are presented in Appendix C.

Only Burçin presented a different opinion and commented that he loves the idea of feeling relaxed by having the opportunity for practicing English with enjoyable activities although he is having difficulties with his lack of grammar or vocabulary knowledge. He expressed his opinions in the following way:

> "I find online activities very enjoyable and feel fine practicing them. I think I find myself skilled at online activities and I am satisfied with my performance because I am trying to talk a lot. I find the conversation topics very enjoyable except for some grammar topics. Because I sometimes find them difficult due to my lack of grammar and vocabulary. However, I feel relaxed having a good time in the classroom. I prefer online materials which arouse my curiosity even if it is difficult to learn. I don't think that I can attend a better language course than that one **(Burçin)**."

The most common advantageous parts of the online activities were that they were fun and enjoyable. The students stated that they enjoy participating in conversations and activities which arouse their curiosity and keep their interest alive during the classes. The feelings of other participants are presented in Appendix C.

Students also need collaboration they do with their peers to become successful in online courses (Chen, Bennett, & Maton, 2008; Davies & Graff, 2005; Driscoll et al., 2012; Parkes et al., 2011; Rovai, 2002). According to results gathered from the study, four of the students found themselves successful and skilled in online activities compared to others but only one student, Muzaffer had an opposite opinion and expressed his view, "I think I'm good

at online activities but I don't agree that I am doing better at online activities compared to other students. However, I am quite satisfied with the course performance in the class because there are people who speak English with you and you don't speak any Turkish."

5.3.3. Students' opinions of the course design and LLP lesson content. The learners agreed that they enjoy online lesson designs and resources used in these lessons. They also think that the level of the activities is proper for their level and none of them agreed that they have difficulties in comprehending the content of the lessons and answering the questions in online lessons. Based on the qualitative results, learners indicated that these online lessons are helpful for their language learning. The answers by the students are presented in Appendix C.

5.3.4. Students' opinions of their interaction with the instructor in the LLP. In this study, online lessons in LLP have opened a road for the learners to interact with their instructors. Students said that they wanted to ask questions to the instructor when they had difficulty in understanding something new and they got satisfied when they interacted with the instructors well. The analysis of the qualitative data revealed that students felt very comfortable and eager when they initiated communication with the instructor. Interview participants of the study stated that their instructors' responses and support influenced their communication. Most of the students found the role of the instructors important and expected positive attitudes from them to enhance their self-confidence. The students especially appreciated the support of the instructor such as giving examples only in English, doing warm-up activities at the beginning of the class and all of the participants claimed that the online environment provided them more opportunities and a relaxed atmosphere to ask their questions to their instructors comfortably. Additionally, all the students agreed with the idea that an advantage of having the instructor on the camera screen in the classes was a good indicator of immediate feedback, feeling gestures and better communication and they

explained that they did not avoid talking with their instructors in the class and felt very comfortable and eager when they initiated communication with her.

Here are some excerpts from the students' real words concerning their instructor's influence on improving their language learning. Murat had positive opinions about his interactions with the instructor and stated that:

"The attitude of the instructor determine if I would communicate in English in and out of the class. The teacher arouses my interest in the classroom. I feel comfortable and eager when I communicate with her (**Murat**)."

Selcen who expressed her pleasure while communicating with the instructor and her satisfaction with the instructor's lessons stated the importance of the instructor in her communication skills and expressed her feelings about the support of the instructor. She had positive views saying that:

"The role of the instructor is very important for me and speaking with her is more beneficial than practicing with other students. Thanks to the instructor, LLP affects me a lot to develop my self-confidence. I feel very sure and relaxed in this class with the instructor's attitude which gives me encouragement. The way she teaches is very wise. For this reason, one speaks enthusiastically on his/her own in such an environment. My communication is stronger with her because she directly addresses our needs and gives me her full support (**Selcen**)."

When I asked Muzaffer how he describes his relation and interaction with the instructor, he stated that:

"I feel comfortable when I communicate with the instructor because she can understand what I mean while I am talking."

Burçin also added:

"The instructor has high communication skills and she keeps my interest alive during the activities."

Aslıhan also supported their opinion, by expressing the role of the instructor in her language learning and said:

"The biggest role in my learning is my instructor. My greatest admiration is that she behaves the students equally, gives equal time to each student during the conversations and approaches the students sincerely. I have a good interaction with her and this strengthens the relationship between us and it is the reason why the students come to the class every day."

In accordance with the interview results, the data show that the instructor's interaction level is really high among students. Three students stated that they did not hesitate to be corrected by their instructor and ask for help from her when they may not understand the questions or topics during the lessons except for Selcen and Burçin. In addition, they enjoy communicating with their instructor and think that the time spent with her is useful. See Appendix C for the views.

According to Selcen, asking for help from the instructor is also really efficient for her learning and she supports the others in the same manner. Her opinions are presented in Appendix C.

5.3.5. Opinions of the instructor feedback in the LLP. All of the participants indicated that the teacher feedback is useful, both to know their mistakes and their grades and they all prefer receiving feedback about their performance in LLP lessons. In addition, While two of the participants are not pleased with learning their mistakes, three participants are feeling happy about learning their correct answers for the LLP lessons. For instance, Murat mentioned as follows :

"Feedback is useful because I learn my mistakes better. When I say something wrong in the class, I am satisfied that the instructor corrects my mistake and gives me feedback. I like the way my instructor corrects my mistakes since I learn the language properly (**Murat**)."

Based on the findings on the issue of instructor feedback, Muzaffer and Aslıhan were in the same opinion. The followings are the comments on the experience of Muzaffer:

"When I say something wrong in the class, I ask my instructor to correct my mistake because I become motivated when she gives feedback and she is doing this exactly the way it should be. I feel confident in the classes because I can see my mistakes well when I get feedback on whether my English has improved (**Muzaffer**)."

Aslıhan also supported Muzaffer and expressed her opinions in the following:

"I can see which of my answers are wrong when I receive feedback and I try not to do the same mistakes again. When my instructor asks me a question, I feel comfortable and she knows how to teach the lesson well and does not correct my mistakes in a disturbing way (**Aslıhan**)."

All of the above excerpts taken from participants clearly represent their satisfaction with having the feedback. Students explain that they usually feel happy about having feedback and learning their mistakes that they lack.

However, as stated in their comments, only 2 of the students did not prefer their instructor corrected them when they made mistakes. Selcen said, " I don't ask my instructor to correct me when I talk something wrong because if it is a constant mistake, she already does that on herself. If not, I think it is better to ignore small, momentarily mistakes because it may make me think I always make mistakes" and Burçin also suggested that his instructor should be more tolerant to his mistakes and noted that *"*I'd rather not to be corrected while I am

talking something wrong in conversation classes because I don't like being corrected and I lose my concentration when it happens. I prefer to get feedback indirectly."

5.3.6. Students' opinions of peer interaction in the LLP. In some studies, the role of the peers was seen to be one of the major factors affecting learners' foreign language learning (Cao, 2011; Cao & Philp, 2006; Kang, 2005, Parkes et al.,2011; Driscoll et al., 2012). It concerns the students' ideas on whether they need peers in the learning environment and how they perceive their friends helpful in language learning. In this study, the peer support in comparison to the teacher support is found to be less according to the participants. The majority of them engaged in pair-work interaction with their classmates and they seemed to be comfortable about interacting with others. When the students were asked to talk about the factors that promote their enthusiasm in class participation, participants explained that they like communicating in the classrooms where they could practice with their classmates eagerly. See Appendix C for the quotes of three students.

Two of the students, Aslıhan and Murat also mentioned that they felt comfortable and found the lesson more efficient when they participated in the lessons with the students at the same level. They rationalized their points of view as stated in the following quotes:

"I think, having classes with the students in the same level makes the lessons fun and it enables us not to be afraid of making mistakes **(Aslıhan)**."

"In addition, when I have classes with the classmates in the same level, I feel comfortable and find the conversation activities more effective **(Murat)**."

On the other hand, participants, Muzaffer and Selcen, revealed that they don't enjoy learning the language with their classmates together while others show interest in communicating and interacting with their peers and classmates and the role of the classmates did not have any effect on their language learning (See Appendix C).

5.3.7. Students' opinions of the ways of improving their speaking skills outside the LLP classroom. As communication appeared to be the priority of LLP, all of the participants supported the idea that learning English online on LLP was not a waste of time and each student indicated different needs and interests they did out of class for their language learning development. Three of the students (Murat, Burçin and Aslıhan) stated that they were trying to practice English to be able to improve their language learning with their friends or foreigners when possible. The examples of these students related to their beliefs are presented in Appendix C:

However, two of the student interview entries do not support the same findings obtained from their interview results and the students can not communicate with their friends or others out of the classes due to their workload :

"I always concentrate on my learning during conversation classes. However, I can't read something English or communicate with others for language development outside my online English lessons because I am so busy at work **(Muzaffer)**."

"Unfortunately, I can't practice English with my friends because I am a bit busy to do that **(Selcen)**."

Regarding the student's ways of improving their speaking skills out of LLP classes, Selcen also added, " I read English newspaper and watch movies outside online lessons because I need to be aware of the world."

5.3.8 Students' opinions of the course technology and support in the LLP. In the interviews, the use of online course technology and the support that the learners get in the LLP lessons were asked to the learners. All five students accepted that the Adobe Connect system is a user-friendly program. However, they stated that they sometimes had technical problems in the lessons. Screen freezing, voice interrupt, headphone problem, slow access or connection are the problems that the learners mentioned.

The majority of the difficulties emerge from technology, the problems relevant to technological devices and internet related problems. The students mentioned these technical problems in their interviews. When they were asked how they solved the problems, they stated that they used the help button and they could get a response from the IT department and someone managed to solve these problems they faced. Some quotes are stated below:

"I had experienced connection problem once, though not always **(Selcen)**."

"I had a problem with my screen. My computer screen froze due to the internet connection but the IT department solved the problem immediately. **(Muzaffer)**."

"Once, my headphone did not let me take LLP lesson comfortably but I could get help from the IT department and the problem was solved **(Burçin)**."

"I had a slow internet connection access twice **(Murat)**."

"Technology isn't always reliable. There were some technical problems related to my devices. Otherwise, I had no problem with the system **(Aslıhan)**."

In parallel with these data, the reflective notes of the teacher in the diary also shows that the students have some technical problems:

The IT support staff helps the students on the website during the lessons. The course designer claimed that if the students also report their problems to the administration the day after the LLP lesson then they can give them written directions to be able to solve their problems as well (Week eight –March 27).

5.3.9. Students' recommendations for the LLP. Towards the end of the interviews, the participants were invited to give recommendations regarding LLP conversation classrooms in terms of the dimensions that determine they will communicate in English online.

"I think that if you have more home activities to practice, you will be able to improve yourself better in a short time **(Aslıhan)**." (See Appendix C for more quotes)

"LLP is very important in terms of career planning in Turkey and I think learners can use LLP to be able to speak English better for their future **(Muzaffer)**."

"It can be explained to others how LLP is comfortable and useful **(Selcen)**."

Selcen also mentioned that she wanted to learn what they are going to practice in that lesson and agreed with the statement that the teachers can give information about the daily content of online classes before the lessons:

"I prefer my instructors inform me about the contents and objectives of the online classes beforehand."

However, two of the participants especially pointed out that student participation in the classes is limited and stated that more students should get involved in English conversation classrooms so as to enhance student interactions. The followings were their expressions on the issue:

"I think student participation is not enough. Maybe this is due to the grammar-oriented education system which has been used since early childhood education years and this reveals a phobia for all students. Additionally, easy and vocabulary memorization methods can be used during the classes **(Burçin)**."

"I think students should participate the classes regularly. One-to-one conversations can also be used on specific topics. In addition, if the instructor mentions about the lessons to be taught a day in advance, it encourages my interest to communicate. Besides this, if the technological background of LLP is organized better, I can communicate in a more comfortable way **(Murat)**."

According to all these findings, the teacher's diary supports the findings obtained from the interview analysis. The most important point emerged from the teacher's diary and students' interviews was fact that the use of online activities and supportive materials were found effective for the students' learning and encouraged them to participate in conversation

classes having fun in the classroom and this resulted that students were enjoyed to practice English in a comfortable language learning class environment and LLP had a huge improvement in their language and conversation skills. Apart from the reflections of the teacher, students also stated in their recommendations that they found LLP very useful for their career planning in order to speak English better in future.

In addition, the researcher teacher felt that she built a good relationship with the students during their communication by supporting their performances and giving effective feedback them in oral and written form and the students were also pleased with the instructor's interaction and support. Students added that they felt very comfortable when they communicated with the instructor and stated that has a profound impact on their language learning and development. On the other hand, apart from teacher's reflections, only two students did not enjoy being corrected by their instructor when they made a mistake and they preferred to get indirect feedback. In line with the qualitative data presented in students' interviews, teacher reflections also presented that students enjoy communicating and learning the language with their classmates during pair and group work activities but prefer to interact with their instructor more than their friends and see their instructor as a priority compared to the interaction they have with their classmates.

In parallel with the interview results of the students, the reflective notes of the teacher also showed that the students found the system easy to connect but had some technical or internet connection problems during the lessons. However, the instructor and students stated that they could get immediate help from the IT department in order to solve their problems and report their problems to the course administration the day after the lessons. In short, the students were satisfied with the technical support of the language course provided by the IT department but as the participant, Murat recommended in his interview, the technological

background of the system is constructed much better, students do not need to call the IT department and have any technical or communication problems in their lessons.

However, with the difference of the system in which the weekly program of the course is designed and the topics and objectives of the lessons are not shared with the students beforehand, students preferred to get informed by their instructor about the contents and topics of the online classes and to learn what they are going to practice in the next lesson in advance.

Although it was not stated in the reflections of the teacher, Burçin and Murat also recommended in the interviews that they found the student participation limited and more students should attend these conversation classes. According to their recommendation, the LLP can also be designed to enable the students to make one-to-one conversations which might be used on specific lesson subjects.

Chapter 6

Discussion

6.1. Overview

The discussion related to the results of this case study is introduced in accordance with the research questions. The results which provide an insight into the research questions are discussed separately:

RQ1: What are the reflections of the teacher who is conducting online conversation classes?

RQ2: What are the opinions of the students enrolled in LLP conversation classes?

This study was conducted in a Pre-Intermediate online classroom on LLP, based on video-recorded hours of various classroom interactions with five participants. The study focused on the reflective views of the researcher as a teacher about the students and LLP and the opinions of the students in LLP and the data from this study show that it is crucial to have objectives for this online learning explicitly indicated in order to help me to have a better understanding of what is expected.

In the study, the opinions of students and teacher's reflections concerning the nine main criteria of LLP (as discussed earlier in the results) were gathered. These criteria cover: (1) LLP conversation class environment ; (2) online activities; (3) the design and content of LLP lessons; (4) students' interaction with instructor; (5) instructor feedback; (6) peer interaction; (7) students' ways of improving their speaking skills out of the LLP class; (8) course technology and support; (9) student's recommendations for LLP.

In order to collect my data, I redirected my focus on five students to study closely as a case. Therefore, my discussion will present two research questions related to five participants, Aslıhan, Murat, Burçin, Muzaffer and Selcen.

6.2. Discussion of Findings for the Research Questions

This part of the study investigated the teacher's reflective opinions and the students' general opinions of LLP. Various highlights came up from the deeper data analysis. The data obtained from the interviews revealed that students in conversation classes on LLP mostly adopt positive opinions on the integration and implementation of online English classes as educational tools. In addition to this, the findings also suggest that the students are aware of possible challenges. Findings on topics are presented respectively with the support of the data from the student interviews and teacher reflections.

6.2.1. Opinions of LLP conversation class environment. This subsection aims to give a clear idea of the voluntary participation of the learners and online learning environment on LLP.

6.2.1.1. Voluntary participation. Zeidler (2014) stated that learners' voluntariness is important for their language learning and in the present study, the learners commented that they enjoyed LLP lessons and they attended the classes voluntarily and according to reflective my notes, it is enough to consider the language course successful. In line with the students' responses, as a researcher teacher, I can also state that the learners attend the classes voluntarily and nobody forces these learners to participate, only encouraging them.

6.2.1.2. Online Learning Environment. In the present study, when both the students' and teacher's answers are overviewed, it was found a relation between the students' opinions about LLP lessons and teacher's reflective notes. Both the students and the researcher teacher think that LLP lessons and its environment are beneficial for their learning and this stops them from getting bored easily.

As the answers given to the research question indicate, all of the students held positive views towards the online English classes because they were enjoyable, easier to learn, provided useful feedback and was an encouraging process. Most of the students expressed

that these classes are fun because they feel free when they can use computers and they can see materials on the screen in addition to being able to watch the videos through the listening tasks. Besides, since all of the students know how to use computers and they are so used to use online technology. Cheon (2003) and Prensky (2001) also expressed that being digital native makes the students respond well to technology-based activities regarding their familiarity with technology.

Depending on the findings concerning the research questions; comfortable environment, good online environmental classroom design, online activities, and useful materials were one of the main components stated as useful for online classes. The components students used in this research are similar to those defined in the literature. The students enjoy taking online conversation classes. They are new and different for them, and chatting with their teacher and classmates during the lessons supports them to engage with the language. In contrast to Pallilonis and Filak's (2009) study, in which the materials and activities did not engage the students and they got bored in class, the students in the present study said that the materials uploaded to the Adobe system are not boring.

The findings support the previous studies which have found that learning environment has facilitative roles in educational settings (Birjandi & Tabataba'ian, 2012; Dewaele et.al., 2008; Ergün, 2011; Rouhani, 2008). The results displayed that the LLP learning environment enhances collaborative and meaningful learning. According to the learners' opinions related to their interaction and the teacher's reflective notes within LLP, research has shown that online interaction effects learning outcomes and the student and teacher satisfaction within online courses. The findings also imply that the collaborative activities of the LLP were influential in getting the students to actively participate in the activity. Teacher and peer support along with useful online materials within an online learning environment is very

important for effective communication and for those involved in the online learning environment.

The findings of this research are also aligned with the main concepts of the framework of the study. The research revealed that the basic dimensions of online learning were cooperation and interaction in the online classroom. These findings were issues that took part in the literature review and support the previous findings relating to the importance of interaction and communication in language environments (Cheon, 2003; Chen et.al., 2008; Davies & Graff, 2005; Fulford & Zhang, 1993; Martin & Parker, 2014; Rovai, 2002; Sampson, 2003; Swan et al., 2000). According to the reflective notes in my diary, this study revealed that when given the opportunities, learners choose to use LLP on Adobe Connect for communication unhesitantly and that is was much preferred than the traditional classroom setting.

According to Chen et.al.(2013), one of the biggest advantages of online courses is accessibility and flexibility. The students can attend these lessons wherever they are and this encourages them more. Similarly, in this study, the results revealed that, according to the students, online activities on LLP are preferable for their learning because they arrange their own schedule.

I observed that the students may not attend the online lessons every time . However, I did not obtain any findings from the students regarding the asynchronous aspect of LLP because none of the students participating in this study watched any previous recorded lessons so as to not to fall behind in the classes. The students being responsible for their own learning has its advantages, as well as its disadvantages. As the participants in Kudrik's (2009) study, when there is a teacher in a lesson, he or she motivates the students, but if the students are alone then they may simply shut down the computer and abandon the lesson. To conclude the learners feel better and more engaged when they are together with their friends, and when

they can ask questions to their teachers if they do not understand a point. At this point, it can be concluded that online activities which ensure interaction and collaboration should be designed so that it can be more motivating for the students and that the students can benefit from these synchronous lessons.

Overall, the commonly used tool, Adobe Connect on LLP, can be supportive to create "any time/any place" environment for online language learning that enables facilities in learner adoption. Therefore, the gaps between face-to-face communication and online interaction will narrow day to day as online technologies improve and learners feel less inhibited (and have more control) in their usage.

6.2.2. Opinions of online activities. As it was discussed in Watson's (2011) study, teachers think that integrating technology is a good way to diversify learning activities, and they are willing to use any technology to attract students' interest and to support their learning more.

I have mentioned in my diary notes that:

LLP activities are interesting for students. Particularly in the technological era, it is a good opportunity for students' language learning to integrate technology as online classes in education (Week three – February 22).

The data obtained from the interviews and teacher's reflective notes revealed that the students held positive opinions about the usefulness of the online activities. In this study, experiences with online activities affected the students' opinions about how effective LLP was for language learning. Hooper & Rieber (1995) supported the importance of the activities to be key elements in the prospering usage of online technologies for language learning.

As Lochard (2010) supported that enjoyment is one of the basic components in language learning and it is important for students' improvement. He also supported if the students enjoy the time they spent in the class then their success increases. Similarly, as it was

found in the Yang and Cornelius (2004) study, nearly all of the students did not see the

lessons as fun and were not freely willing to take part in them, recommended having more

enjoyable activities. When it was asked what kind of activities could be done in these lessons,

most of them said that they prefer to play games. The course designers and the instructors

supported the idea that the language classes need to have a scenario to attract learners'

interests (Yang and Cornelius, 2004). In line with these findings, the students' interview

results and the reflective notes of the teacher in the present study also supported that the

online activities and topics are enjoyable and effective in motivating them. They all stated that

if the lessons resources and activities are more enjoyable, this attracts their interests more and

the lessons become more effective. All five learners claimed that they did the activities with

their own volitions, interests, and pleasure. It is noteworthy that students attend conversation

courses as they would like to improve their language speaking skills as a necessity for their

future career plans. Although the company which Murat and Muzaffer were working for

provided and supported them in taking this online course, in their interviews they explained

that LLP made a big contribution to their learning as a good opportunity and that in the future

they could participate in these classes with their own financial support.

Depending on the findings of the interviews and as I noticed during the lessons, all

students were motivated by the conversation activities which were integrated into the online

course. They thought that the lessons and activities done in these lessons were designed

according to their needs and interests and found them very useful for their learning, and this

made them feel satisfied. The results are also in line with the quantitative data collected from

Brooke's study (2015). As it was stated in Brooke's (2015) article, the students did not get

bored because the online lessons were in line with their needs. According to the reflective

notes of the teacher that there is always a detailed students' needs analysis before designing

the course instruction. Saville-Troike (2016) claims that the more interested learners are, the

better they learn new languages. The findings also indicated that online activities were found to provide more positive opinions of students' interests and to focus on enhancing students' oral language skills. Parallel with my reflective diary notes, it was also found in the study that online materials, different situational tasks and activities have a more positive impact on the feelings of the students' interests during online conversations, so their behaviors may be surrounded by deep, long-lasting interests (Davis et al., 1992; Renninger, 2000; Thornbury, 2005). From the notes I took in the lessons, I also mentioned that the resources are found to be fun and enjoyable by the students but it is also possible that the activities can be designed in a more colorful way in order to have more considerable outcomes.

Online activities provide learners with meaningful learning and social connections within their learning environment (Bolliger, 2003; Martinez, 1999; McManus, 2000). Both the learners and the researcher teacher in this study also stated availability as one of the major advantages of online learning.

6.2.3. Opinions of the design and content of LLP lessons. This subsection investigates the students' opinions and teacher reflections of the design and the content of LLP lessons. The highlights came up with the findings are the importance of needs analysis and quality of design and content of the lessons.

6.2.3.1. Needs analysis. The findings of the study and the interviews indicate that the lesson objectives should be presented to the students themselves before the lessons. Caravias (2014) and Marsh (2012) mentioned that an online learning environment is considered as a learning environment which improves learners' engagement and meets their needs and various learning styles. Additionally, Caravias (2014) supported that lesson objectives need to be considered carefully so that the instructors can apply the new technology and useful resources which will work best for the learners' needs (Top, 2007; Kotzer &Elran, 2012). In accordance with the researcher's reflections, it was clear that the classes in LLP are designed

according to the outcomes and the learners' needs defined by the course instructors. In addition, the researcher added that she also spent time to define the students' needs. However, the results of the interviews show that only Selcen wanted to learn the objectives of the lessons before the classes started. As it was mentioned in Naidu's (2013) study the learners are pleased with the lessons more when they are informed about the content and resources of the lessons beforehand. Perhaps they feel the need for preparation. If the lesson contents and materials are designed according to learners' needs and interests, the students may benefit more from these lessons. In addition, the results of the current study were also in accordance with the expression of Gao, Zhang, & Franklin (2013) supporting that language lessons should include effective communicative tools.

6.2.3.2. Design and the content of LLP lessons. As a researcher teacher, I can state that since all of the students were able to participate in these lessons regularly, they could revise topics easily and it was possible for me to introduce the new materials. In addition, I also observed that the activities were varied in themselves in line with the students' needs.

According to the findings, both the students and researcher teacher also report that the design and resources of the lessons match the students' needs in relation to the lessons' content and therefore, they did not get bored during the lessons. Bargh and McKennas (2004) and Puzziferro & Shelton (2014) also reported in their study that the design and resources of the lessons match the online lessons' content, As they mentioned, creating lesson design, content and resources for online lessons are important to provide student engagement and better learning quality. As a result, it may be concluded that the content and resources have a considerable impact on students' interest and they should be created more carefully. If the lessons' content and resources are also designed according to students' needs and some defined objectives, then the students may benefit more from these lessons and they may get more motivated (Creasman, 2012; Gormley, 2014; Naidu, 2013).

6.2.4. Opinions of their interaction with instructor. This subsection investigates the students' opinions of their interaction with the instructor and teacher's reflective notes of LLP during the lessons. There are some highlights coming up from the data analysis. Data have proven that interaction the students set up with the instructor is important on students' opinions of LLP lessons. It is presented with the support of the data from the interviews and reflective notes.

The findings of this case study are consistent with the qualitative results of the previous studies carried out in similar language contexts. Like other studies (Harmer, 2001; Harmer, 2007; Yashima, Zenuk-Nishide, Shimizu, 2004) the instructor's support is directly related to students' interests. All of the students participating in interviews declared that the support of instructors had a strong impression on their English speaking competence and particularly on how to encourage their participation in the classroom. In line with this study, the interviews also showed that the instructor teaches in supportive ways and students' learning environments enhance their motivation intrinsically. Cho and Rathbun (2013) found in their study that instructors' roles in language courses pertain to activities to set up the conversation environment, to develop clear instructions for tasks completion, and to facilitate learning activities within the language courses. Similar to the study conducted by Ni (2013), the teachers think that with a higher student-teacher interaction level they would be able to engage their students more easily.

Another study by Martin, Parker and Deale (2012) claims that building an environment with high-level teacher interaction depends on the teacher's teaching style. In line with their statement, as a researcher, I believe that with useful resources promoting higher communication and interaction, I could provide a learning environment to the students that they can interact with me. Also, according to the interview data of the students, they feel more comfortable with their instructor in class rather than their peer interaction. In the study of

Martin, Parker and Deale's (2012), it was also expressed that in the online learning environment the student-instructor interaction is higher than the traditional learning environment. However it was also added that the students use hand-raising and microphone to interact with the instructor but in this case, hand-raising section and microphone cannot be used due to the number of students in one session (Martin, Parker and Deale's, 2012).

In this current study, in respect of communication and interaction with the instructors and classmates, all students' views indicate that the online environments give the learners the opportunity of being 'interactive' which allows them to be able to ask questions freely to their instructors. As a result, online conversation classes in a way ensured advanced communication mostly between the learners and instructors in online classrooms. According to my diary notes, instructor's support, just as peer support, was found crucial for language learning of the students and I felt that I need to be aware of the difficulties every time which may create communication gaps in online environments. One of the results I took note was that all learners constructed the interpersonal and social relationship with me during the LLP lessons. During the lessons, I facilitated enjoyable and useful online tasks and gave the learners feedback to be open to communicate and interact with each other in a very comfortable and non-threatening environment. Therefore, the advantages of being interactive in LLP' environment provided the learners good opportunities to be able to communicate with the instructor comfortably and most of the learners indicated that they did not hesitate to ask questions while communicating with the instructors.

In this study, students admitted that LLP gave them more opportunities to reveal their own language skills with the help of the instructor and they recognized that more speaking practice is necessary for their own language learning. This finding is in accordance with the opinions recommended by Habte-Gabr (2006) who stated that learners' good interaction with the instructors is crucial because they may not have much opportunity to interact with people

other than their instructors in learning contexts. However, the participants Selcen and Burçin pointed out that the instructor should not correct their mistakes when they make a mistake. Either responding them in a different way or reminding them the right answers by recalling the similar subjects can minimize the delay. Therefore, online instructors should create a strong interaction to encourage students for communication rather than immediate answers to the questions that may cause barriers to effective learning (Caravias, 2014).

The study also revealed that online conversation classes are autonomy-supportive because the students believe that their opinions are valued, their feelings are taken into consideration and they are responsible for their own learning with greater enjoyment, positive affect, and satisfaction to language learning contexts.

The instructor also needs to teach in supportive motivating styles by listening to students, giving feedback, understanding their feelings and so on. Additionally, to maintain interest, the instructors should provide a variety of focus and activities within lessons. The last but not the least, setting tasks which are challenging and satisfying will help the students build their self-confidence and provide them with a sense of success since success breeds success.

On the contrary, Posey et.al (2010) stated in their study lack of student-teacher interaction is one of the disadvantages of virtual classes and in this case, it was clearly shown through the surveys, interviews and observations that student-teacher interactions are not satisfactory. In all of the data collected in their study, both the students and the teachers complain about the level of interaction. Also, it was mentioned in the study by in Gillani et.al. (2014) that in online courses it is sometimes difficult to keep the interaction level high and lack of interaction discourages the students. Both students and teachers think that they need more interaction during the lessons. Therefore, teachers need to create a learning environment for their students that they can interact with them comfortably.

6.2.5. Opinions of instructor feedback. This subsection aims to investigate the students' opinions of instructor feedback and the researcher teacher's reflections about the lessons. The highlights came up from the data analysis are explained below with the support of interviews and reflective notes.

As for the levels of student-teacher in the online classroom, Poe and Stassen (2002) support that students also get engaged more when they also get immediate feedback from the teachers. The students want to receive feedback, but most of the time the teachers unable to supply the feedback desired. The main reason for this is simply that they do not see the students' answers in the chat section. The teachers think that effective and varied types of feedback are crucial to learning, and this was also comprised one result of the Hatziapostolou and Paraskakis' (2010) study. Their study support that the students lost their eagerness and give up asking questions when they did not receive any feedback. Since there were no tasks assigned before or after the lessons, it was not possible to assess the students' or the lesson's success thoroughly (Hatziapostolou and Paraskakis, 2010).

In the present study, the students stated that they like hearing their instructor' comments about their success. The results came up from their interviews and the teacher's reflective notes also prove that the students like getting immediate feedback. I also mentioned in my reflective notes that the interaction level is desirable in the class and the learners can answer my questions without hesitation even if they know that they will make mistakes and I give them feedback in written form in the chatting section or spoken form properly according to the needs.

6.2.6. Opinions of peer interaction. This subsection aims to give a clear idea of the opinions of the students about peer interaction. In addition to the interviews, as a researcher teacher, I also observed that in these lessons, students are generally pleased with pair work or group work activities to promote collaboration. As Belderrain (2006) mentioned new

technologies offer a vast range of opportunities for promoting peer collaboration in both synchronous and asynchronous learning environments. Indeed, as it was presented in Engle's article (2013), collaboration with classmates in online learning develops learning skills, encourages students to clarify ideas through discussions, and generates solutions that are better than what one student can develop working individually.

As Hyder et al., (2007) mentioned in his study, synchronous learning environments encourage learners' interaction and increase the communication level and in the present study, the students like to interact with their peers synchronously. Regarding the student–student communication, student interviews and teacher reflective notes of the present study also showed that other four students apart from Muzaffer wish to communicate with other students. It is indicated in the study that if learners did not see each other, they could answer others' questions or request for help more comfortably and participate in online communication together with them.

However, the literature also presents that learners can not communicate unless the communication is designed for the language classes. Wilson and Whitelock (1998) stated in their study that most of the learners did not communicate with others and take part in group or pair works which were available to them. Similarly, as consistent with my reflective notes, Muzaffer indicated in the present study that he is a little bit reluctant to ask for help from other students and he keeps away from answering their classmates' questions or requesting help. Thus, it might be a delay factor that might have an impact on language learning and when planning lessons pairs or group works should be issued.

6.2.7. Opinions of the students' ways of improving their speaking skills out of the LLP classroom. This subsection aims to give a clear idea of the results gathered from the data which show that the students participate in classroom activities, engage in speaking activities for various reasons and evaluate their instructors' motivating style as supportive.

Interviews and teacher's reflective notes also revealed that three of the students except Selcen and Muzaffer expressed their interest in their communication with their friends out of LLP classroom. My reflections also support that these students were willing to use English for a communicative purpose in their lives and as a tool which they could use out of the class. Therefore, this finding may make sense that they would like to learn it not for a purpose of practice but for a real-life communication.

6.2.8. Opinions of the Course Technology and Support. This subsection aims to give a clear idea of the language course's technology and its support. As it was revealed in study of Al Zumor, Al Refaai, Eddin, & Al-Rahman, 2013), technical problems are the most challenging obstacles that must be overcome in online learning environments and it is obvious that these problems discourage students. Posey, Burgess, Eason and Jones (2010) considered technical problems as one of the disadvantages of virtual lessons. In contrast to their study, in the present study in the LLP lessons, the students could use hand-raising section efficiently. However, on one occasion, the participant Muzaffer who had a problem with his microphone in one of the lessons and continued all of his interaction in written form on the chat section. Due to the small number of students in the classroom, there were no serious problems of communication failure and the hand-raising section was used skillfully.

In the LLP lessons of this study, apart from Muzaffer four students stated that they did not experience serious technical problems such as the screen freezing, the voice interrupt or internet connection problems. However, problems similar to these were faced by participants in Gedera's (2014) study which revealed that students complained about not receiving any help from the IT department during their lessons. It was observed, however, that since there were so many students logged into the system from their houses, it was nearly impossible for the IT staff to assist them during these sessions. They could only help the teachers when the teachers experience a technical problem (Gedera, 2014). On the other hand, similar to the

results of Pina's (2012) study, in accordance with the responses to the student's interview question of this study, show that the students enjoy using the Adobe Connect program and see it as completely easy-to-use. They added that they do not face long-standing, serious problems during these lessons. Similarly, in these LLP classes, students could get help and technical support on Adobe Connect any time from IT departments during the lessons.

Consequently, as a result of interviews of this study, it was clearly understood that the participants are satisfied with the help provided by their instructor, and they do not have complaints about the course's technical support. In accordance with this result, I also did not face any technical problems during my lessons and not to need any technical support from IT department. However, it is important to minimize the problems as far as possible by accomplishing it in a variety of ways, including ensuring the students' overview of online programs and managing the internet connections which are used for these programs.

The findings of this case study based on the data gathered from the reflections of the teacher and opinions of the students showed that all of the students held positive views towards the LLP conversation classes. Both the students and the teacher thought that LLP lessons and classroom environment are useful for the students' language learning and they found the online resources and conversation activities beneficial and enjoyable. According to the data supported by the reflections of the teacher, the learners are pleased with the lessons and they thought that LLP was a good opportunity making a big contribution to their learning. The results are also in line with the qualitative data collected from the teacher's reflections and students' opinions, design and resources of the lessons match the students' needs and interests related to the lessons' content.

Interview analysis confirmed the findings obtained from the reflections of the teacher and the analysis of the student interviews revealed that support of the instructor, the interaction with the students and effective feedback given by the instructor to the learners had

a strong impact on the students' conversation skills and language learning development. However, student-instructor interaction through discussions is found higher than the student-student interaction even if students are generally pleased with pair work or group work activities.

In addition to the student interviews, the data gathered from the teacher reflections which show that the students' interest in their communication with their friends out of LLP classroom support that the students except for Muzaffer were willing to use the foreign language for a communicative purpose out of the classroom for a real-life communication.

Another area that deserves attention in this study is the language course's technology. It was observed that the students were generally satisfied with the help and technical support they could get from IT department during and after their lessons when they had technical problems with their connection or experienced a problem using their headphone and microphone.

The results of this study enrich and extend the existing inferences about LLP learning environment from the participants' point of view and the teacher's reflections. LLP conversation classes can be beneficial for students' increased learning if they are planned in accordance with the students' needs and interests. On the other hand, the general response of the students and the researcher teacher is that the LLP is very useful as a learning resource. Perhaps, the reasons for this opinion are due to having an opportunity to practice at home, an advantageous form of support for the traditional learning environment, taking a part in a learning community including their peers and teacher, the useful materials used and, lastly, the effectiveness of using the LLP's comfortable technology-integrated learning environment.

Chapter 7

Conclusion

7.1. Introduction

This case study explored the researcher teacher's reflections and opinions of the students who are taking online conversation classes in LLP language course. This study had two research questions. Throughout the study, the answers to these questions were investigated. The first section of this chapter gives a brief summary of the study. Then, the conclusions are presented using the research questions as a basis. Next, the limitations and suggestions of the study to enlighten future studies are explained.

7.2. Summary of the Study

The study purposes to answer two research questions by providing an insight to the usefulness of LLP on conversation classes:

1. What are the reflections of the teacher who is conducting online conversation classes?

2. What are the opinions of the students enrolled in LLP conversation classes?

The data were collected both qualitatively through interviews and teacher's reflective diary notes. The data collection tools of the study were the students' interview transcripts and a reflective teacher diary. This eight-week study was conducted with 5 students at LLP on conversational classes. The participants of the study were the students aged from 20 to 38. During the eight-week study, conversational lessons were conducted in an online language course. A framework program was prepared following the objectives for the students' needs and interests.

7.3. Conclusion

The main aim of this study was to have a better understanding of the reflections of the teacher as a researcher and the students' opinions on the LLP. Therefore, the study

specifically focused on reflective notes of the teacher and the student opinions and their recommendations towards the use of online English classes and examined the conversation classes of Live Learning Program (LLP) on Adobe Connect from different aspects and this study also presented communicative experiences of foreign language students in LLP language course. It was aimed for the students to obtain an effective online education during conversation classes.

The findings obtained through interviews and teacher's reflective notes demonstrated that students have mostly positive opinions on the integration of online English conversation classes. It can be inferred that students are pleased to use conversation classes on LLP for various reasons. According to the findings, it can be concluded that the students are very interested in LLP and pleased with the conversation classes. All students describe the course enjoyable and useful as a learning source and all of them want to participate in these lessons. Moreover, it was revealed from the findings that the students like lively, colorful and amusing activities. So, the teacher as a researcher prepared these types of activities for the students to motivate them during the online lessons. They reported that they were seized by online activities. In teacher's diary there is an entry about this conclusion:

'The students were generally willing to practice various conversation topics with enjoyable activities until the end of the lesson'. (Week one – February 9)

This is most probably due to the use of some supplementary materials (pictures, videos, slides, etc.) that added variety to the lessons. Students' positive feedback on the activities and materials might be assumed to suggest that they are quite useful resources for teaching. Namely, it can be concluded that LLP activities are very fruitful in presenting the students a more relaxing atmosphere than routine procedures in the classroom. Similarly, most of the students put forward that pictures are motivating and essential. The different

activities for each session (pre-while and post reading) acted as a guide for the organization of the lesson.

They also think that LLP lessons give opportunities to practice at home, useful support, reliable educational materials and adequate interaction and feedback from the students and teachers for the various modes of the online learning environment. Online interaction, learning environment, teacher and peer support, teacher feedback are also necessary for language learning and they are all settings of good communication in English. They are affected by the patterns of needs, curiosity, and interest and in the contexts of learning activities during this online language course.

On the whole, the research showed that feedback, peer-works, support of the instructor and enjoyable activities were key dimensions that instructors could use to maintain learners' interests towards LLP lessons.

Technology-supported online discussions in an online learning environment might be effective to stimulate students via the usage of contents and activities and raise curiosity and interest. In this respect, conversation classes enhance students' knowledge by engaging them in interesting and challenging activities, arousing their perception of curiosity, providing them to exercise control with regard to setting their own paces during online learning tasks (Duffy & Cunningham, 1996)

The study also showed that this non-threatening learning environment provided students some opportunities to practice their speaking skills in an instructor-assisted and relaxing environment. In addition to this, students indicated more participation in the classes and showed positive feelings of support towards LLP's relaxing learning platform. This study regarding a relaxing environment supplied by LLP also revealed that when students perceived enjoyable activities and tasks in comfortable learning environments, their learning autonomy was increased. It would appear at this point that online learning activities supported by audios,

videos, and other data technologies on Adobe Connect are crucial in setting up a conducive environment in the classes.

According to the results, students were more likely to begin to speak more in the relaxing activities of online classes. Additionally, the research demonstrated that establishing a comfortable learning environment and providing useful activities at any time and place that are in support of students' English communication skills. Setting up effective and relaxing learning environments require balancing the requests of the learners against some challenges imposed by an online language course (Aslan, 2010; Gulikers, Bastiaens & Martens, 2005; Richardson & Swan, 2003). Online technologies enable a range of learning tasks for various learning forms and they move the students in the direction of 'have it your way' learning rather than "have it our way" education within the educational expectations.

Regarding the topics that were favored by the students, it was found that the students would prefer entertaining activities that were not too difficult or above their level and activities which were beneficial to them. Students could be more willing to join in discussions and pair-work or group-work activities when they believed it was beneficial to them. Related to students' speaking experience, they favor speaking to easier or entertaining extracts, which is important to provide knowledge for them and help them develop social and affective strategies while speaking or even provide correct pronunciation. Thus, students might understand the aims of foreign language learning better.

The implementation of online conversation classes also provides instructors a valuable guide to design a comfortable learning atmosphere where the students may find themselves in an environment that encourages them to generate more effective and meaningful knowledge than ever before compared to traditional face-to-face lessons (Bendar, Cunningham, Duffy, & Perry, 1992; Wattakiecharoen & Nilsook, 2012). Findings of the study are also crucial for teachers to evaluate their practices in the sense of interacting with the learners and presenting

useful activities for effective communication among learners. Teachers should try to understand learner expectations relating to the online environment for successful learning. According to Palloff and Pratt, 2001; Yang & Cornelius, 2004), learners should learn to adopt to be able to obtain their own learner autonomies and to become active learners in their online learning experiences.

The results of this study enrich and extend our existing inferences about online learning environments from the participants' point of view. LLP courses can be beneficial for students' increased learning only if they are targeted, oriented and well planned in accordance with the students' needs. This conclusion is in line with those of Brooke's (2015) and Saville-Troike (2016) which assert that the online classes and course resources should be prepared and designed according to the students' needs and interests in order to make them more motivated and interested in the lessons. However, they need to be more attractive and more interesting resources and technical support might be provided to prevent students' discouragement towards online classes (Caravias, 2014; Larsen, 2012; Yang & Cornelius, 2004).

Finally, the data collected through interviews and teacher' reflective diary notes concluded that students' opinions towards many aspects of the course are positive and they are more optimistic about the future courses as such.

7.4. Limitations

In this case study, reflective notes of the researcher and the opinions of the students towards LLP obtained through interviews were investigated. Especially, in qualitative data analysis, the trustworthiness of the researcher is crucial and might seem as a limitation as in other qualitative research studies.

In data collection, the main source of data are the participants aged 20 to 38. The research had to rely on these participants' answers. The researcher was present while they

were answering the interview questions and guided them, but still the honesty of the participants cannot be guaranteed. Due to the fact that, the findings of the research were based on qualitative data, it is not easy to reflect the opinions of all the participants thoroughly without the effect of the understanding of the data by the researcher. While the participants were answering the interview questions, the answers could be affected from their current mood or they might not prefer to signify their own opinions in order not to be considered as unwilling to the researcher. Besides, since the study is done by a researcher, the study lacks the interrater reliability and qualitative rating by different researchers.

Despite these limitations, this study is expected to make a considerable contribution to the other research studies regarding the students and teachers opinions about an online language learning environment.

7.5. Suggestions for Further Studies

For future studies regarding the reflections of the teacher and opinions of the students towards LLP in relation to online conversational classes, similar studies can be conducted as to obtain data for longer periods to reflect a more integrated learning process.

In this study, the sample size was small and it would be beneficial if the study could also be conducted for a large number of participants who are taking online conversation classes on LLP in a wider range of contexts to provide deeper insight into communication difficulties. Thus, a more comprehensive picture is given of the students' opinions for LLP in various communication contexts.

The students were mostly satisfied with the technical support but there might be more technical support provided to the students.

Although it was not studied in this study, other language level students' (Beginner-Elementary- Intermediate- Upper Intermediate) opinions of the online courses seem as a remarkable subject to be studied and analyzed in future studies. It was observed that this area

has not been very well covered in previous studies even though online courses are becoming a topic drawing attention across all levels of education.

Another area that deserves attention in future research is assessment of the students. For a further study, it might also be necessary to follow an appropriate assessment which measures the students' speaking level of proficiency in the LLP classes. In addition, enhancing writing skills which are not be addressed on LLP need to be supported. The written practice supported by reading mode might be carried out along with different classroom activities. LLP can be beneficial if it is applied through other language tools. Online assessment of the tasks and activities in written and reading form is a contributory factor for the spoken form to be able to evaluate the learner's performances at the end of the course and to ensure the effects of this language tool (Gao, Zhang, & Franklin, 2013; Judd, T., Kennedy, G. & Cropper, S. 2010).

Finally, more research can be designed and carried out in order to enhance and support online learning programs offered to online instructors for softer transitions from educational teaching programs to online teaching environments.

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APPENDICES

Appendix A:

A.1 Main Interview Question

    1. What are the opinions of the students on LLP conversation classes?

A.2 Follow-up Interview Questions for Students

    1. What are your opinions of LLP conversation class environment?

    2. What are your opinions of online activities in LLP?

    3. What are your opinions of course design and content of LLP lessons?

    4. What are your opinions of interaction with instructor in LLP?

    5. What are your opinions of instructor feedback in LLP?

    6. What are your opinions of peer interaction in LLP?

    7. What are your opinions of improvement your speaking skills out of LLP classes?

    8. What are your opinions of technology and support in LLP?

    9. What are your recommendations for LLP?

Appendix B:

B.1. Temel Görüşme Sorusu

1. Öğrencilerin Çevrimiçi Öğrenme Programı (LLP) konuşma sınıflarına yönelik görüşleri nelerdir?

B.2. Temel Görüşme Sorusu Kapsamında Öğrencilere Yöneltilen Görüşme Soruları

1. Çevrimiçi Öğrenme Programı (LLP) konuşma sınıfları ortamına ilişkin görüşleriniz nelerdir?

2. Çevrimiçi Öğrenme Programı (LLP) derslerindeki çevrimiçi etkinlikler hakkındaki görüşleriniz nelerdir?

3. Çevrimiçi Öğrenme Programı (LLP) derslerinin içeriği ve tasarımı hakkındaki görüşleriniz nelerdir?

4. Çevrimiçi Öğrenme Programı (LLP) derslerinde eğitmen ile olan etkileşiminiz hakkındaki görüşleriniz nelerdir?

5. Çevrimiçi Öğrenme Programı (LLP) derslerindeki eğitmen geribildirimi hakkındaki görüşleriniz nelerdir?

6. Çevrimiçi Öğrenme Programı (LLP) derslerindeki akran etkileşimi hakkındaki görüşleriniz nelerdir?

7. Çevrimiçi Öğrenme Programı (LLP) sınıfları dışında konuşma becerilerinizin gelişimi hakkındaki görüşleriniz nelerdir?

8. Çevrimiçi Öğrenme Programı (LLP) teknolojisi ve desteği hakkındaki görüşleriniz nelerdir?

9. Çevrimiçi Öğrenme Programına (LLP) yönelik önerileriniz nelerdir?

Appendix C :

C.1. Students' Data Collected Through Interviews

C.1.1. Students' opinions of online activities in the LLP

"Doing online activities is crucial for me. They are effective and I like my instructor's wide area of interest since we can talk about anything. Having a conversation always relieves stress level. But since it is in English, it is both beneficial and enjoyable. Online activities are really interesting and I have fun and feel relaxed during the activities. I think I am doing well in class better than my friends. Therefore, I am pleased with my performance at online activities. They always hold my attention because I am interested in all topics. I look forward to the lessons every day **(Selcen)**."

"It is very important for me to learn online learning activities and I enjoy them a lot. I really love conversation activities because I speak English every day. They are interesting and useful and they keep my interest alive. I sometimes find myself very good and skilled when compared with the students. I always try to participate in the activities and take notes during the classes. I am generally pleased with all activities. It is more effective when you begin to use the things that you learned in the LLP class **(Murat)**."

"It is really important to practice online activities because I want to improve myself continually. It is very nice to have this chance in the classes. According to my instructor, I'm pretty good at online activities. I don't find online activities difficult in contrast, I really enjoy doing them and having conversations and I feel relaxed during the classes. This is the reason I chose to participate in online activities and I find them fun and fruitful. My pleasure from the lessons depends on the topics. Speaking English all the time is a good reason to keep my interest alive **(Aslıhan)**."

"I'm very glad to see that I'm trying to improve myself on conversation activities and find them useful and enjoyable. I think it's very fun to learn something different. I'm satisfied with online lessons and I feel very comfortable during online activities. They contribute to my language development gradually. Some words impress me a lot and I feel good when there are lesson reviews **(Muzaffer)**."

C.1.2. Students' opinions of the course design and content of LLP lessons

"The topic and design of the lessons, different contents, sincerity of the instructor, my classmates and my mood on that day promote my enthusiasm in class participation **(Aslıhan)**."

"Actually, I love communicate in English in every situation but especially when the topic is something I am interested in class participation. Because I like talking about interesting topics. Contents and activities of the course are also most satisfying and proper for me but they are a bit limited. The instructors help to widen it and they should be inform us about the lesson topics and contents beforehand **(Selcen)**."

"I participate the lessons eagerly when I talk about the topics I know and have a good command of a subject. I could communicate better if I have studied the words or topics **(Murat)**."

"The level of the activities is proper for our level. Moreover, interesting topics and content of the lessons which improve my speaking and reading comprehension skills promote my enthusiasm in class participation **(Burçin)**."

"Design of the classes and materials are useful and meaningful for me. I always prefer they arouse my curiosity during the lessons **(Muzaffer)**."

C.1.3. Students' opinions of their interaction with the instructor in the LLP

"If I don't understand what she says, I'd ask her help without hesitation because I need to learn my mistakes. She is friendly and I think she has strong communication skills. I am not afraid of being corrected by my instructor **(Muzaffer)**."

"I frequently ask for help from my instructor. I am not afraid of giving answers in the class because she is always in a normal conversational mood and prefers to say "it is better to say that.." instead of telling my mistake. In this way, I become aware of my mistakes and try to correct them. At the end of the conversation, she says my mistakes, so I can communicate easily because my conversation is not interrupted. I really enjoy communicating with her in such an environment **(Aslıhan)**."

"I also ask her to repeat the right answers, use new words and new sentence patterns in order to enhance my self-confidence. In addition, I ask my instructor to slow down if I don't understand what she says. She corrects me and explains it in different ways **(Murat)**."

"I find it very useful to ask my instructor to slow down or get help from her to repeat it again if I have some difficulty in understanding what she says because I am here to learn. I don't avoid to communicate with my instructor because it would be unwise while my aim was to learn **(Selcen)**."

C.1.4. Students' opinions of peer interaction in the LLP

"I can learn something new and improve my speaking skill when I learn something from other students. I prefer to ask for my instructor's or classmates' help during conversations. I also talk with my classmates and ask them questions during the activities because it is beneficial for me **(Murat)**."

"I like practicing English with other students a lot. I can communicate better when I feel my friends understand what I'm saying. I wish I could keep in touch with my friends all the time. I also ask for help from my classmates in order to practice English more. I become willing to ask them questions during the activities because I believe the more I speak the more I improve my English skills. I also find pair-work activities very efficient for my learning. It's pretty good to learn with them but I sometimes feel that some students speak English better **(Burçin)**."

"It's fine for me to learn and practice English with my classmates and my classmates increase my interest of learning English. I am usually willing to ask them questions during the activities because it makes the lesson more efficient and fun. I am also much more willing to help other students who can't speak English well when there is no student who speaks English better than me in the class. In addition to thise, I am not afraid of others' reactions such as laughing at me or mocking while I am talking. Even if they laugh at me, I'm not the kind of person who cares what the students say about me **(Aslıhan)**."

"I don't like learning together and communicating with my classmates very much. I only enjoy learning with my instructor because she provides much more improvement on my learning. Moreover, I just need some time and I'm not afraid of being laughed by my peers when I speak English **(Muzaffer)**."

"It is good to hear others' opinion but I believe that it is not effective, rather a loss of time for me. I rarely ask for help from my classmates during the activities because I am afraid I may adopt their mistakes by time because I get used to hearing it in this way during the lessons. **(Selcen)**."

C.1.5. Students' opinions of the ways of improving their speaking skills outside the LLP classroom

"I pay attention to what is taught in conversation classes and try to do everything to enhance my oral proficiency. I talk with my friends about what I learn from online classes but I am not as comfortable as I am in the online class. If I have opportunities, I'll stay abroad **(Burçin)**."

"I always practice English in my daily life. I try to repeat what I learned in the classes by taking notes. Moreover, I check grammar and vocabulary parts on newspapers because I don't understand the whole part very well. I can also communicate with foreigners to practice English **(Murat)**."

"After each lesson, I practice the words I learned in the classes and at the end of the classes, I usually review the topics I don't understand. It's more effective to learn something new. Additionally, I read English newspapers on the road. I have lots of friends from different countries and often communicate with them **(Aslıhan)**."
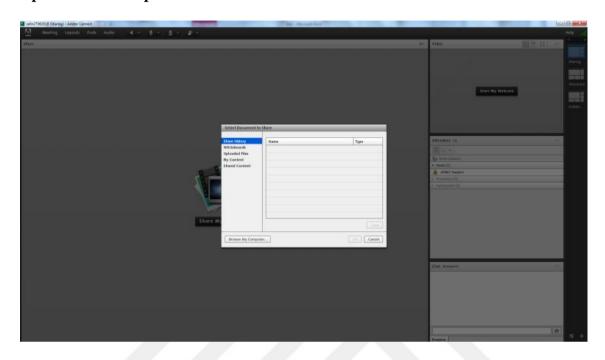
C.1.6. Students' recommendations for the LLP

"If the students attend the lessons to improve their English language in real terms, they might become more active and willing in the activities during the conversation classes. Thanks to this online course, I had some milestones in my life. If I had not learned English on LLP, I would not have experienced it in my life. I prefer that it should be different languages of this program, such as German, Russian, French **(Aslıhan)**."
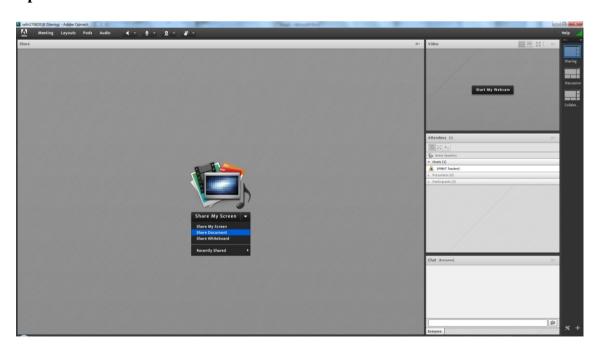
Appendix D:

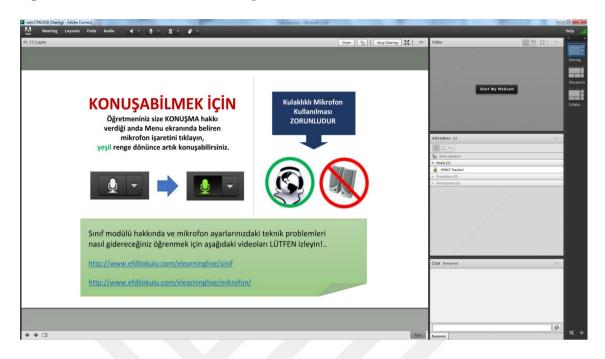**D.1. Sample Lesson Sessions on Adobe Connect System**

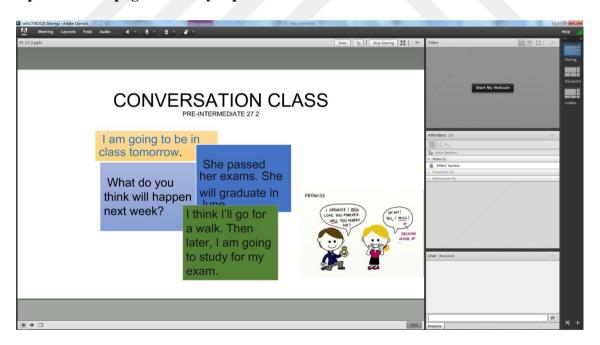**Sample 1:   How to upload a file to the classroom**
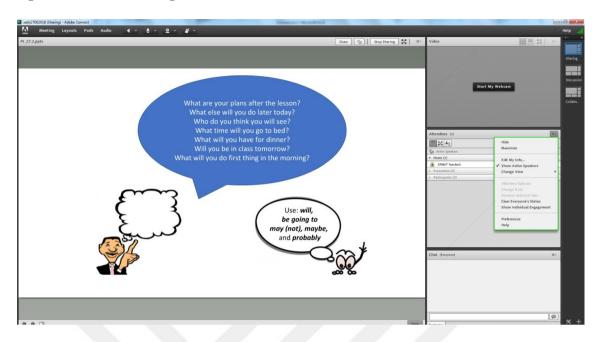

Sample 2: How to share a document in the classroom

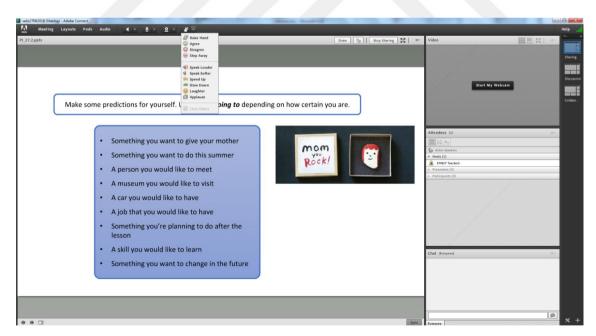**Sample 3: Instructions for connecting to the course**

Sample 4: Home page of weekly topics

Sample 5: Conversation questions in the Future Tense

Sample 6: Discussion topics

Özgeçmiş

Doğum Yeri ve Yılı : Denizli - 1989

Öğr. Gördüğü Kurumlar	: Başlama Yılı:	Bitirme Yılı:	Kurum Adı :
Lise	2004	2007	Lütfi Ege Anadolu Öğr. Lisesi
Lisans	2007	2011	Pamukkale Üniversitesi
	2011	2016	Anadolu Üniversitesi
Yüksek Lisans	2015	2018	Uludağ Üniversitesi
Doktora			

Bildiği Yabancı Diller ve Düzeyi : İngilizce - İleri

İtalyanca - Orta

Almanca - Az

Çalıştığı Kurumlar : Başlama ve Ayrılma Tarihleri	Kurum Adı
1. 2012 – 2013	Istituto Comprensivo Trofarello (Italya)
2. 2013 – 2014	British Culture Association
3. 2013 – 2014	Denizli Özel Kocatürk Sağlık Meslek ve Anadolu Lisesi
4. 2014– 2015	Gümüşhane Üniversitesi Kelkit Aydın Doğan Meslek Yüksek Okulu
5. 2014 – 2016	EFINST International House İstanbul
6. 2016 –	Aydın Adnan Menderes Üniversitesi

Yurt Dışı Görevleri : 2012-2013 Eğitim Dönemi Ulusal Ajans Comenius Dil

Asistanlığı (İtalya)

Yurt İçi ve Yurt Dışında

Katıldığı Projeler :

3 Şubat – 3 Mart 2011 : Orfeas Organizasyon, Yunanistan/ Xylokastro'da Avrupa Gönüllü Hizmeti (AGH), Youth Together For Xylokastro Forest

20 – 29 Haziran 2011 : A.R.T Fusion Organizasyon, Braşov, Sighisoara/ Romanya'da "Build your future! Don'twait for it!" Forum Theatre Eğitim Semineri Projesi

5 – 30 Ağustos 2011 : Gençlik Otobüsü Projesi (Youth Bus Project); 12 farklı Avrupa ülkesinde (Yunanistan, İtalya, İspanya, Almanya, Fransa, Belçika, Hollanda, Çek cumhuriyeti, Avusturya, Macaristan, Romanya, Bulgaristan,) proje asistanlığı

17 - 28 Ekim 2011 : Veiklus Jaunimas, Litvanya/ Kaunas'da "Dance For Young Soul" Gençlik Değişim Projesi

29 Şubat - 04 Mart 2012 : PBA Work in Progress, Danimarka/ Hoje Taastrup'da eğitim semineri

2012 Haziran : Gençlik ve Spor Bakanlığı'nın "SEYYAH" hareketlilik projesi ile Bursa kültür tanıtım gezisi

2012 Temmuz : Gençlik ve Spor Bakanlığı'nın "Gençlik Treni" projesinde "Çukurova Treni" ile Adana, Kayseri, Mersin, Sivas ve Divriği kültür tanıtım gezisi

Yayımlanan Çalışmalar :

Celikbas, S. (2017). The Effectiveness of Online Conversation Classes through the Use of Adobe Connect Live Learning Program. *Journal of Foreign Language Education and Technology*, *3*(1).

Collingwood, R.G. "Tarih ve Bilim Farklı Bilgi Türleri midir?" .Çev. Selin Çelikbaş. Augustinus'tan Paul Weiss'a Tarih Felsefecileri. Der. Prof. Dr. Talip Kabadayı. Ankara: Bilgesu Yayınları, 2017. 91-99. Baskı.

Diğer Profesyonel Etkinlikler:

"Communicative Language Assessment Methods in ELT" by Michael WITBECK, Nisan 2008, *Pamukkale University Methodology Training*, Denizli.

"Trends and Issues in Language Studies" by Prof. Dr. Abdulvahit ÇAKIR, Nisan 2010, *Gazi Üniversitesi,* Ankara.

10 -17 yaş arası öğrencilere İngilizce Öğretmenliği, *1 Mart – 17 Mayıs 2010*, *Denizli Gençlik ve Spor Merkezi,* Denizli.

Selin ÇELİKBAŞ

09.11.2018