T.C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATION SCIENCES

FOREIGN LANGUAGE EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A STUDY ON THE EFFECTIVENESS OF A BLENDED LEARNING MODEL IN ENGLISH LANGUAGE LEARNING IN HIGHER EDUCATION: STUDENT ATTITUDES AND OPINIONS

MASTER'S THESIS

AYNUR AKSEL

BURSA

2021

T.C.

BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATION SCIENCES

FOREIGN LANGUAGE EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A STUDY ON THE EFFECTIVENESS OF A BLENDED LEARNING MODEL IN ENGLISH LANGUAGE LEARNING IN HIGHER EDUCATION: STUDENT ATTITUDES AND OPINIONS

MASTER'S THESIS

Aynur AKSEL

SUPERVISOR

Assoc. Prof. Dr. Levent UZUN

BURSA

2021

BİLİMSEL ETİĞE UYGUNLUK

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

Aynur AKSEL

23 /06 / 2021

EĞİTİM BİLİMLER ENSTİTÜSÜ

YÜKSEK LİSANS/DOKTORA İNTİHAL YAZILIM RAPORU

ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 18/05/2021

Tez Başlığı / Konusu: A Study on the Effectiveness of a Blended Learning Model in English Language Learning in Higher Education: Student Attitudes and Opinions

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 113 sayfalık kısmına ilişkin, 18/05/2021 tarihinde şahsım tarafından *Turnitin* adlı intihal tespit programından (Turnitin)* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 15 'dir.

Uygulanan filtrelemeler:

1- Kaynakça hariç
2- Alıntılar hariç/dahil
3- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Özgünlük Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

Tarih ve İmza

Adı Soyadı:	Aynur AKSEL
Öğrenci No:	801893008
Anabilim Dalı:	İngiliz Dili Eğitimi
Programı:	Yüksek Lisans
Statüsü:	☒ Y.Lisans ☐ Doktora

Doç Dr. Levent Uzun, 18.05.2021

Danışman

(Adı, Soyad, Tarih)

*** Turnitin programına Uludağ Üniversitesi Kütüphane web sayfasından ulaşılabilir.**

YÖNERGEYE UYGUNLUK ONAYI

"A Study on the Effectiveness of a Blended Learning Model in English Language Learning in Higher Education: Student Attitudes and Opinions" adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan	Danışman
Aynur Aksel	Doç. Dr. Levent UZUN

Yabancı Diller Eğitim ABD Başkanı

Prof. Dr. Zübeyde Sinem Genç

T.C.

BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 801893008 numaralı Aynur AKSEL'in hazırladığı "YÜKSEKÖĞRETİMDE İNGİLİZCE ÖĞRENİMİNDE HARMANLANMIŞ ÖĞRENME MODELİNİN ETKİNLİĞİ ÜZERİNE BİR ARAŞTIRMA: ÖĞRENCİ TUTUM VE GÖRÜŞLERİ" başlıklı Yüksek Lisans Tezi ile ilgili tez savunma sınavı, 11/06/2021 günü 14:00-15:00 saatlerini arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin/~~çalışmasının~~ …….. (başarılı/~~başarısız~~) olduğuna ……. (oybirliği/~~oy çokluğu~~) ile karar verilmiştir.

11.06.2021

Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)
Doç. Dr. Levent UZUN
ULUDAĞ ÜNİVERSİTESİ

Üye
Dr. Öğr. Üyesi Çiğdem KARATEPE
ULUDAĞ ÜNİVERSİTESİ

Üye
Dr. Öğr. Üyesi Onur ULUDAĞ
AFYON KOCATEPE ÜNİVERSİTESİ

TEŞEKKÜR

Hem ders hem tez sürecinde bizlere destek ve ilham veren sayın hocam Doç. Dr. Levent UZUN'a, yüksek lisans eğitimim süresince beni destekleyen ve bizlere birçok katkısı olan Uludağ Üniversitesi İngiliz Dili ve Eğitimi bölümündeki tüm değerli hocalarımıza, Mustafakemalpaşa Yüksekokulu idaresi ve öğrencilerine ve sınıf arkadaşım Öğr. Görevlisi Yaşar Erdin'e çok teşekkür ederim.

Beni her zaman destekleyen sevgili aileme, eşime ve bana her zaman mutluluk ve ilham veren biricik kızım Nehir Aksel'e de çok teşekkür ederim.

Aynur AKSEL

BURSA

2021

Özet

Yazar	: Aynur AKSEL
Üniversite	: Bursa Uludağ Üniversitesi
Ana Bilim Dalı	: Yabancı Diller Eğitimi
Anabilim Dalı Bilim Dalı	: İngiliz Dili Eğitimi Bilim Dalı
Tezin Niteliği	: Yüksek Lisans Tezi
Sayfa Sayısı	: x/103
Mezuniyet Tarihi	:
Tez	: Yükseköğretimde İngilizce Öğretiminde Harmanlanmış Öğrenme Modelinin Etkinliği Üzerine bir Araştırma: Öğrenci Tutum ve Görüşleri
Danışmanı	: Doç. Dr. Levent UZUN

YÜKSEKÖĞRETİMDE İNGİLİZCE ÖĞRETİMİNDE HARMANLANMIŞ ÖĞRENME MODELİNİN ETKİNLİĞİ ÜZERİNE BİR ARAŞTIRMA: ÖĞRENCİ TUTUM VE GÖRÜŞLERİ

Son yıllarda Bilgi ve İletişim Teknolojisi (BİT) araçlarının eşi görülmemiş gelişimi, İngilizce eğitiminde yeni modellerin yayılmasına yol açmıştır. Geleneksel yüz yüze öğretime ek olarak, çevrimiçi kaynakları sınıfın içine ve dışına dahil ederek oluşturulan 'harmanlanmış' eğitim modeli, son yıllarda yaygın olarak uygulanmaktadır. Bu açıdan bu çalışmanın amacı, öğrencilerin *Easyclass* web sitesi (Easyclass, n.d.) üzerinden oluşturulan sanal bir sınıf ortamında gerçekleştirilen harmanlanmış öğrenme modeline yönelik tutum ve görüşlerini değerlendirmektir. Bu çalışma bir devlet üniversitesinde 15 hafta boyunca başlangıç seviyesinde İngilizce öğrenen 61 meslek yüksekokulu öğrencisi ile yapılmıştır. Bu çalışmada

karma yöntem araştırma deseni kullanılmıştır. Nicel verilerin toplanmasında Cabı ve Gülbahar (2013) tarafından geliştirilen Harmanlanmış Öğrenme Ortamı Ölçeği kullanılmıştır. Nitel veri toplamak için 10 gönüllü öğrenci ile yarı yapılandırılmış görüşmeler yapılmıştır. Bu görüşmeler içerik analizi kullanılarak analiz edildi. Nicel verilerin analizi için IBM SPSS 23 programı ile tanımlayıcı istatistikler yapılmıştır. Ölçekte dört faktörlü 55 madde bulunmaktadır: Çevrimiçi Öğrenme, Yüz yüze öğrenme, Harmanlanmış Öğrenme ve Teknik Sorunlar. Elde edilen veriler, öğrencilerin Harmanlanmış Öğrenme ve Çevrimiçi Öğrenme modellerine göre en çok yüz yüze öğrenmeyi (Ortalama = 4.35) tercih ettiğini ortaya koymuştur. Öğrencilerin en yüksek algısının 'eğitmenin rehberliğinde öğrenme' olduğu bulunmuştur (Ort = 4.60). Harmanlanmış model ile ilgili olarak ise oldukça olumlu bir yaklaşıma sahip oldukları ortaya çıkmıştır (Ort = 4.15). Çevrimiçi öğrenmeye gelince, öğrenciler bu modele oldukça olumlu olmakla birlikte, öğrencilerin puanları yüz yüze ve harmanlanmış öğrenme modelinden görece daha düşüktür (Ort = 3.64). Çevrimiçi öğrenmeyle ilgili olarak, ‘eğitmenden anında geri bildirim almak’ en yüksek puana sahiptir (Ort = 4.03). Teknolojik konularla ilgili olarak, öğrencilerin teknolojiyle ilgili sorunları nadiren yaşadıklarını belirttikleri için olumsuz algılara sahip olmadıkları tespit edilmiştir (Ort = 2.51). Öğrenci görüşmeleri sonuçları, İngilizce derslerinde Harmanlanmış modelin oldukça faydalı ve motive edici bulunduğunu göstermiştir. Öğrenciler, bu modelin en çok kelime dağarcığını ve gramer bilgilerini geliştirdiğini belirtmişlerdir. Öğrenciler, sınıfın dışında eğitmenden geri bildirim almanın ve öz değerlendirme alıştırmaları yapmanın İngilizce öğrenimlerini geliştirmeye yardımcı olduğuna inanmaktadır. Araştırmanın nitel ve nicel verilerinin nirengi, meslek lisesi öğrencilerinin yükseköğretimde İngilizce öğrenimi için bir öğrenme yönetim sistemi aracılığıyla harmanlanmış bir öğrenme modelini kullanmaya yönelik algılarının oldukça yüksek olduğunu ortaya koymuştur.

Anahtar Kelimeler: Harmanlanmış öğrenme, çevrimiçi eğitim, sanal sınıf, İngilizce eğitimi, WEB 2.0 araçları

Abstract

Author : Aynur AKSEL

University : Bursa Uludag University

Field : Foreign Languages Education

Branch : English Language Teaching

Degree Awarded : MA

Page Number : x/103

Degree Date :

Thesis : A Study on the Effectiveness of a Blended Learning Model in English Language Learning in Higher Education: Student Attitudes and Opinions

Supervisor : Assoc. Prof. Dr. Levent UZUN

A STUDY ON THE EFFECTIVENESS OF A BLENDED LEARNING MODEL IN ENGLISH LANGUAGE LEARNING IN HIGHER EDUCATION: STUDENT ATTITUDES AND OPINIONS

The unprecedented development of Information and Communication Technology (ICT) tools in recent years has led to the spread of new models in English education. In addition to traditional face-to-face teaching, the 'blended learning' model of education, which was created by incorporating online resources into and out of the classroom, has been widely applied in recent years. From this point of view, the aim of this study is to evaluate students' attitudes and opinions about the blended learning model realized through a virtual classroom environment created through the *Easyclass* website (Easyclass, n.d.). This study was conducted in a state university for 15 weeks with 61 vocational school students with a beginner level of English. In this study, mixed method research design was used. Blended Learning Environment Scale developed by Cabı and Gülbahar (2013) was used to collect quantitative data. Semi-structured

interviews were conducted with 10 volunteer students to collect qualitative data. These interviews were analyzed using content analysis. For the analysis of quantitative data, descriptive statistics were made with SPSS 23 program. There are 55 items in the scale with four factors: Online Learning (OL), Face-to-face (FtF) learning, Blended Learning (BL), and Technical Issues. The obtained data revealed that the students favored FtF learning the most (Mean=4.35) compared to BL and OL models. The students have the highest perceptions of 'learning with the guidance of the instructor' (Mean=4.60). With regards to the BL model, it was revealed that they have a very positive approach (Mean=4.15). As for online learning, although the students are quite positive, their ratings are relatively lower than those of FtF and the BL model (Mean=3.64). Regarding online learning, 'getting instant feedback from the instructor' has the highest rating (Mean=4.03). With respect to technological issues, it was found that the students do not have negative perceptions as they stated they rarely had technology-related problems (Mean=2.51). Student interviews indicated that they found the BL model in English lessons quite useful and motivating. They stated that the BL enhanced their vocabulary and grammar knowledge the most. They believed that getting feedback from the instructor outside the classroom and doing self-assessment exercises helped improve their English language learning. The triangulation of the qualitative and quantitative data of the study revealed that the vocational school students had quite high perceptions towards utilizing a blended learning model via a learning management system for English language learning in higher education.

Keywords: Blended learning, online education, virtual classroom, ELT, WEB 2.0 tools

TABLE OF CONTENTS

Page

List of Tables

Table **Page**

List of Figures

Figure **Page**

List of Abbreviations

COVID-19: Coronavirus disease 2019

ICT: Information and Communication Technology

BL: Blended Learning

FtF: Face-to-face

OL: Online Learning

MALL: Mobile-assisted Language Learning

CALL: Computer-assisted Language Learning

SPSS: Statistical Package for Social Sciences

EFL: English as Foreign Language

ELT: English Language Teaching

LMS: Learning Management System

Chapter I

Introduction

The introduction part is made up of six sections. The first one gives the background of the study. The statement of the problem, the research questions are presented in the second and the third sections. The aim and significance of the study are stated in the fourth and fifth section. In the last section, definitions are presented.

1.1. Background of the study

Technology, particularly the Internet, has become an inevitable part of modern education recently. It has become "one of the primary media of literacy and communication practices" (Shetzer & Warschauer, 2000, p. 171). Technology and the need for digital transformation have penetrated all aspects of education. Therefore, methodologies equipped with current technologies to serve the needs of the new generation, who are entitled as "Digital Natives" (Prensky, 2001, p. 2), have been producing new perspectives in English Language Teaching (ELT). The widespread usage of ICTs (Information Communication Technologies), mobile phone technologies, the Web 2.0, Web 3.0 and Web 4.0 tools have led to the transformation of traditional FtF language teaching into web-enhanced, BL in the current digital era. BL is a popular learning delivery model that combines traditional FtF teaching through asynchronous and/or synchronous technologies (Osguthorpe & Graham, 2003). Dziuban, Moskal, and Hartman (2005) define BL as an educational approach that combines the socialization forms of the classroom with the dynamic learning outcomes of the online environment enhanced with innovation. Similarly, Jou, Lin, and Wu (2016) emphasize that BL provides positive effects on learners' performance by supplying it with technological equipment.

Since BL has many benefits for language education, selecting and/or designing the right platform to apply this in language teaching is a good starting point for educators. There

have been many systems called Learning Management Systems (LMSs) such as *Moodle, Edmodo,* and *Blackboard* that are designed to serve this need. LMSs are among the most effective educational tools which allow educators to share course content via videos, audios and other related documents, and create quizzes, questionnaires and tests. They also provide opportunities for teachers to track their students' progress, and thus help them monitor and evaluate their achievement.

The world has been witnessing an incredible transformation from the existing traditional situations to a digital phase at an unpredictable pace due to the outburst of Coronavirus Disease (Covid-19) pandemic. Most of the institutions in the state and private sectors had already started their digital transformations in the last decades, but the current pandemic accelerated the change as there is no other option rather than digitalization in the times of lockdowns. While this thesis is being written, extraordinary circumstances are being experienced all over the world. The quarantine of many workplaces, schools and higher institutions has created an enormous need for digital transformation that the world has never needed before. Hodges, Moore, Lockee, Trust, and Bond (2020) define this transformation as a solution to the current lockdown crisis worldwide and see it as an emergency teaching model. The need for this shift has been realized so rapidly that people have started to inquire about the best methods to adapt themselves to the current life conditions as quickly as possible. According to UNESCO (UNESCO, n.d.), 60% of the world’s students are not receiving traditional FtF education due to the pandemic. It has been underlined that great educational innovations and extraordinary measures are on the agenda of many countries, so they are working on alternative ways of improving virtual places for learners and educators.

1.2. Statement of the Problem

The present study was conducted to analyze students' perceptions on BL practices, which were done in order to supplement in-class FtF education in English courses at a vocational school of a state university. According to recent statistics of Council of Higher Education (YOK, n.d.), there are over eight million university students in Turkey and over three million of them attend vocational schools. These schools are higher education institutions that carry out four-semester (2-year) education aimed at training intermediate manpower for certain professions. The graduates of these schools, who are given vocational training in almost all sectors at the level of two-year associate degree, are given the identity of 'intermediate staff'. Intermediate staff is the level between worker and engineer, manager and administrative staff. With the employment of this level, it is certain that efficiency and quality will increase in industry and service sectors (Davras & Bulgan, 2012). The task of meeting the need for trained manpower, which is one of the key elements of productivity and development, has been given to Vocational Schools. These schools have become an important institution that strengthens the competitiveness of countries (Akyurt, 2009) and aim to provide qualified personnel support to meet the business needs in institutions (Cohen & Brawer, 2003). It is aimed that the students who study in the vocational schools, where the graduates receive the title of 'technician', have more theoretical knowledge than technicians and more application skills than engineers. Therefore, the applied professional and technical knowledge provided to these students is very important. As Vocational Schools are the most important branch of vocational and technical education, it is essential to provide an education that can meet the expectations of the business world and meet the interests and needs of the students. Foreign language education is a crucial part of this process as it has become a necessity at every stage of the developing and changing business world. Higher Education Council made English courses compulsory in higher education for the purpose of equipping vocational

school students with linguistic competencies they need in the fields of profession and business. Accordingly, it is stated in the National Qualifications Framework for Higher Education in Turkey that within the scope of lifelong learning, students are required to have at least A2 level of proficiency in a foreign language in order to follow the advancement in their professionals and communicate with their colleagues (YOK, 2010).

Every facet of traditional classrooms has changed in the twenty-first century. As a result, new methods of teaching/learning have become a prerequisite in order to keep up with the digital age. One of the methods that has been gaining popularity in education in recent years is BL. A number of studies on BL have been carried out to evaluate the method in education in the world (Banditvilai, 2016; Eydelman, 2013; Gilbert, 2013; Glover, Lasko-Skinner, Ussher, Carr, Atay and Jones, 2020; Krake, 2013; Nazarenko, 2015; Tang & Chaw, 2013) as well as in Turkey. Most studies in Turkey evaluate BL from students' and/or instructors' perspectives (e.g. Balcı, 2017; Bodur, 2019; Deniz, 2016; İnce, 2015; İstifci, 2017; Tayşı, 2016; Yapıcı, 2019), but the number of studies focusing on vocational school students' perceptions of English language programs, English lessons, and learning strategies is limited (Berkant & Baysal, 2020; Bozok, 2019; Durucasu, Aydın & Er, 2020; İzci, Gökçen, & Kara, 2019; Kuzucu & Kartal, 2020; Ödemiş & Arı, 2019; Parlak, 2011; Şimşek, 2014). Therefore, investigating the effectiveness of BL for English teaching/learning at vocational schools would be benefical for finding new ways for making it permanenet learning in the near future.

1.3. Research Questions

1. What are the attitudes of vocational school students towards blended learning while learning English?

2. When students compare face-to-face, online, and blended learning models, which model do they find favorable?

3. For which language skills do students particularly prefer BL in English learning?

4. What are the advantages and disadvantages of blended learning for the students?

1.4. Aim of the Study

The aim of this study is to evaluate the effectiveness of a BL model that has been utilized in English courses with the help of an LMS called *Easyclass* throughout an academic term at a vocational school of a state university. It also aims to compare BL with FtF education and solely online learning. It aspires to discover if students have problems related to technical issues, and finally find out the strengths and weaknesses of BL from students' perspectives. Students' perceptions of FtF, OL, BL, and technical issues regarding the last two models are aimed to be evaluated through a scale. Through interviews, it is aimed to gain insights into more effective BL methods by understanding the students' opinions, preferences and suggestions about the study more deeply.

1.5. Significance of the Study

Based on previous experience in teaching at vocational schools and a review of the literature on the needs analysis of these students, it was seen that students need more out-of-class exercises, self-accessed quizzes and assignments in order to enhance their English because neither the time allocated for lessons nor the physical conditions of crowded classrooms would allow whether students can check their progress and develop their language skills.

In his master's thesis, Şimşek (2014) reported that vocational students face a number of problems in English lessons, and the research showed that students need more interactive methods rather than traditional grammar teaching, and they demand more student-centered materials designed to promote both academic and vocational needs. The significance of integrating ICTs through BL models into ELT has been suggested in various recent studies in Turkey (Balcı, 2017; Bodur, 2019; Deniz, 2016; İnce, 2015; Istifci, 2017; Tayşı, 2016;

Yapıcı, 2019). Therefore, more and more state and private institutions have been using various LMSs and blended learning methods in order to supplement traditional in-class language teaching. Yet, utilizing BL at vocational schools of universities for FLT seems to be neglected as relevant literature lacks studies on this issue. Students at vocational schools constitute a large part in higher education. In this sense, it is believed that this study would be of great importance for academics seeking ways to enhance students' English language learning and find new ways for permanent and effective learning at vocational schools of universities. Moreover, the current lockdown of schools due to the pandemic has already made online and/or BL compulsory for many departments, and it seems that BL methods are going to be implemented more often in higher education in the future since post-pandemic world will certainly need BL models more than ever. Therefore, it has become a necessity for both learners and academics to utilize BL models in higher education and incorporate them into their curricula in order to meet the demands of the students. Therefore, the present study may make a contribution to the related literature.

1.6. Definitions

ICT: It refers to the Internet and Communication Technologies; a web-site, an online program or application can be considered as a part of ICT.

Learning Management Systems (LMSs): They refer to web-based platforms that allow both teachers and students to access and share instructional materials, make class announcements, submit course assignments and interact with the teacher and/or each other online (Lonn & Teasley, 2009).

Blended Learning (BL): It refers to the systems which mix in-class instruction with online instruction (Graham, 2006).

Mobile Assisted Language Learning (MALL): It refers to the "formal or informal learning of a foreign language with the assistance of mobile devices" (Chen, 2013, p.21).

Computer Assisted Language Learning (CALL): The term refers to the study of utilizing computer technologies in language teaching and learning (Levy, 1997).

Web 2.0 tools: It alludes to different web sites and applications through which online data can effectively be made and shared with other individuals. Davies, Otto, and Rüschoff (2013) define Web 2.0 as "a social platform for collaboration, knowledge sharing and networking" (p. 32).

Web 3.0 tools: These tools are described as "the addition of the semantic web to Web 2.0 Internet applications" (Allison & Kendrick, 2015, p. 111).

Web 4.0 tools: Web 4.0 tools refer to human and machine interaction (Aghaei, Nematbakhsh & Farsani, 2012).

Web 5.0 tools: They refer to the web which includes sensory features such as recognizing users' emotions and reactions (Benito-Osorio et al., 2013; Trunfio & Della Lucia, 2017).

Chapter II

Literature Review

This chapter provides an analysis of the relevant literature on computer-assisted language learning (CALL), mobile-assisted language learning (MALL), LMSs, Web tools, and BL. The chapter also covers subtopics and relevant recent studies on these topics.

2.1. CALL

The integration of technology into language learning is gaining more and more popularity due to the benefits it provides. According to Bates and Poole (2003), technology can be used in education for the following purposes:

- producing more flexibility to teachers and students,
- accomplishing different learning aims suitable to learners' needs,
- enhancing the quality of learning,
- effective time management for teaching and controlling workload,
- ensuring the best alignment of technology-based and face-to-face teaching for different branches (Bates & Poole, 2003, p.128).

With the introduction of computer technologies into our lives around the 1960s, computer-based methods started to be applied in language education as well. One of these methods is CALL. According to Tafazoli, Huertas Abril, and Gómez Parra (2019), CALL was first used by Davies and Steel (1981), and then it became a widespread term. Levy (1997) defined CALL as "the search for and study of applications of the computer in language teaching and learning" (p.1). CALL can also be defined as an effective approach to teach and learn foreign languages through computer and computer-based resources in order to present, reinforce and assess educational materials (Al-Mansour, 2012).

From a historical perspective, Warschauer and Healey (1998) split the development period of CALL starting from the 1960s into three phases as behaviorist, communicative, and

integrative CALL. The first form of CALL was mainly based on the behaviorist learning and thus include repetitive, mechanical exercises and tutoring. In the second stage of CALL, fostering communicative competence of learners and meeting their language needs became more important than mechanical drills (Levy, 1997; Warschauer & Kern, 2000). The last stage of CALL is defined as integrative CALL since it seeks to coordinate different language skills (listening, speaking, writing, and reading) with technology (Warschauer & Healey, 1998). Warschauer and Kern (2000) emphasize that the current CALL stage features the interaction with other people via computers rather than interaction with computers. Integrative CALL includes multimedia computers and the Internet which help learners access audio-visual materials with a computer. This way, learners can use computers as efficient tools to use language (Khamkhien, 2012). Since multimedia-networked computers provide learners with a lot of tools for communication, practice and publishing, they can enter into new discourse communities in which they can perform real-life assignments and unravel real-life problems (Warschauer, 2004).

A number of benefits of CALL are highlighted in various studies. As for the positive outcomes of CALL, Lee (2000) states that CALL gives learners the chance to study collaboratively thus promotes the interaction skills of shy students. Moreover, CALL helps create a relatively more relaxed environment by reducing the stress traditional classroom settings may create, thus a sense of safety increases (Arslanoğlu, 2015). Both learners and teachers could get a chance to access authentic materials around the world, which leads to the exposure to the culture and mood of the native speakers (Chapelle, 2001; Lee, 2000). Zaini and Mazdayasna (2014) reported in their experimental study on CALL that students' writing skill improved significantly through CALL practices. Similarly, Rahnavard and Mashhadi (2017) found that CALL was effective in developing students’ motivation and pronunciation in learning pronunciation.

Tafazoli et al. (2019) state that the integration of 21st century technology in our lives has transformed the shape of CALL programs into e-learning/online learning, or virtual learning. Therefore, both language teachers and learners are provided with various opportunities thanks to these CALL-related developments in various institutions including governmental and non-governmental entities, higher education institutions, and schools, which have begun to offer courses held online with the help of software and mobile applications to enhance learning.

2.2. MALL

Technological tools have been used to provide English language learners with comprehensible input, which is a very important factor in their language acquisition and further scholarly success (Stairs-Davenport & Skotarczak, 2018). Mobile devices are among the most commonly used and effective tools to be used in educational contexts, which has led to the emergence of the term MALL. MALL is regarded a fast growing field (Mospan, 2018), and described as the "formal or informal learning of a foreign language with the assistance of mobile devices" (Chen, 2013, p. 21), and thus provides flexible opportunities for learning since time and space constraints of formal learning could be eliminated through this practice (Chen, 2013). Kukulska-Hulme and Shield (2008) describe it "learning mediated via handheld devices and potentially available anytime, anywhere" (p. 273). Traxler (2009) defines MALL as using mobile learning tools inside and outside learning environments for the purpose of language learning. What distinguishes MALL from CALL is that MALL uses personal cartable apparatus which enhance novice models of learning, highlighting continuum of access and cooperation over different settings (Kukulska-Hulme & Shield, 2008). Kukulska-Hulme (2012) emphasizes that the ubiquity of mobile phones offers portability and situated learning for learners, supporting all four language skills and promotes individual and/or collaborative learning. It also facilitates collaboration and personalization through authentic materials (Kearney, Schuck,

Burden, & Aubusson, 2012). Morita (2003) claims that MALL may enable students to have a more flexible learning environment. All these definitions highlight the two major features of MALL: portability and accessibility. These features help ensure the continuity of learning by eliminating time and space constraints, which are two barriers of language learning (Miangah & Nezarat, 2012).

There are a great number of studies in the literature revealing the effects of MALL on different aspects of language learning. In a meta-analysis of mobile tools on students' achievement, Cho, Lee, Joo, and Becker (2018) revealed that mobile devices had positive effects on language acquisition and achievement, which implies that the use of mobile devices facilitates language learning. There has been a lot of recent research on the impacts of mobile technological tools on enhancing learners' language development (Dang, 2013; Davie & Hilber, 2015; Köse & Mede, 2016). In an experimental study conducted by Gürkan (2018), students' perceptions on a MALL application that was designed by the researcher to enhance their vocabulary learning process were investigated. The study indicated that the use of mobile application was efficient, useful, and motivating for the learners. In a similar study on the benefits of mobile phones for lexical development, Mohd Asraf and Supian (2017) reported that language learning with the help of mobile technology had a lot of potential for learners by offering affordances for increased metacognition. Their study illustrated that learner-driven practices for lexicon improvement expanded metacognition, proposing that the utilization of the smartphone has positive effect on learning (Mohd Asraf & Supian, 2017). Rosdiana and Sulistyawati (2019) investigated students' readiness of using MALL in EFL speaking classes. The results of the study revealed that students had positive perceptions towards MALL and they were willing to use MALL inside the classroom to access websites, social media and online dictionaries, to do their assignments, presentation projects, and for

other educational purposes. It was also found that students consider mobile devices helpful to improve collaboration in the classroom.

With the rapid advancement in mobile device technology, language learning/teaching will definitely embrace the affordances of MALL more.

2.3. Web 2.0, Web 3.0, Web 4.0, and Web 5.0 Tools

The constant evolution of the Internet has provided new opportunities in web-based education and opened up new paths for effective BL practises. The Internet tools have evolved from being read-only information serving systems to artificial intelligence-supported systems which foster interconnectivity and rapid performance of both human and machine collaboration (Aghaei et al., 2012). Developed in the 1990s, the first form of these tools are called Web 1.0 tools. These are defined as linear tools where the webmaster could control the web page content. The second generation tools, which are called Web 2.0 (or the Social Web), are non-linear ones in which the control is held by the users as in networking sites like Facebook or MySpace (Dumitrescu, 2015). In this sense, Web 2.0 tools are more dynamic in the education process (Dumitrescu, 2015). Albion (2008) states that Web 2.0 focuses on user created content by utilizing social software, applications through which generating, repurposing and consuming content is easier for users. Tafazoli, Chirimbu and Cartis (2014), similarly, state that Web 2.0 tools help provide the user with interactive knowledge sharing, collaboration, and learning opportunities. Web 2.0 tools are a participative medium for collaboration allowing learners to reconstruct and present information with the help of various online applications (Elam & Nesbit, 2012; O'Reilly, 2007). Since Web 2.0 facilitates participatory, collaborative practices where users flexibly design, reuse, update, and create content, it helps gather collective intelligence as in social networks such as MySpace, Facebook, Twitter, YouTube, Slideshare, Flickr, Wikipedia, podcasts, blogs, and other

content providers (Patel, 2013). These affordances of Web 2.0 tools have made them an indispensable part of modern education.

In 2006, Web 3.0 emerged as the third generation of the web tools, which pointed to the beginning of Internet of Things (IoT) and the fast advancement of mobile applications (Atzori, Iera, & Morabito, 2010). Aghaei et al. (2012) state that Web 3.0 is seen as a web of collaboration combining semantic technologies with a social computing environment. The main features of Web 3, which are intelligence, global database, personalization, interoperability (reusability), and virtualization, help create a smart Web, where users can be directed to the information that they need effectively and quickly (Lal, 2011; Miranda, Isaias, & Costa, 2014). Web 3.0 is the transformation of the Web into a database, which makes content "more accessible through multiple *non-browser* applications, artificial intelligence technologies, the semantic Web, the geospatial Web and the 3DWeb" (Benito-Osorio, Peris-Ortiz, Armengot, & Colino, 2013, p. 277). By combining human and artificial, Web 3.0 provides more accessible and relevant information for users.

The fourth generation of Web form, Web 4.0, is considered as an "Ultra-Intelligent Electronic Agent", which includes "read-write-execution web with concurrency" (Patel, 2013, p. 416). The improvement of Web 4.0 stamped the birth of artificial intelligence that develops interconnectivity and speedier execution of human and machine interaction (Aghaei et al., 2012). This advantageous interaction of users and machine learning in artificial intelligence plays a central part in cultivating the improvement of social orders (Demartini & Benussi, 2017). Web 4.0 is based on wireless communication of mobile tools to connect humans and things anytime anywhere in either physical or virtual places (Benito-Osorio et al., 2013). Using GPS technology to control someone's car or house can be given as an example for Web 4.

The recent generation of web, Web 5.0, is called as "Symbionet web" or "decentralized smart communicator" (Patel, 2013, p. 416). It is also called as Emotional Web

or Sensory Web because it aims to advance computers that can communicate with people by recognizing users' emotions and reactions (Benito-Osorio et al., 2013; Trunfio & Della Lucia, 2017).

All these aforementioned rapidly-evolving forms of Web technologies have transformed the current digital world from the passive Web of information (Web 1.0) to the Web of thought (5.0) (Trunfio & Della Lucia, 2017). With this advancement of the internet, it has become necessary to plan today's faculty and education programs with effective web tools in order to keep up with the digitally transforming world.

2.4. Learning Management Systems (LMSs)

LMSs refer to web-based platforms that allow both teachers and students to access and broadcast educational materials, instructional announcements, share course assignments and interact with each other online (Lonn & Teasley, 2009). Traditional, book-based systems are being replaced by new systems which offer a wide range of functions nowadays. A number of LMSs such as *Blackboard, MOODLE, Canvas, Edmodo, D2L, KoaLA, Jusur, Desire2Learn, MOOC, Sakai, Olat, eCollege, Easyclass, OpeneClass* have become widely used in every level of education thanks to the affordances they provide. These platforms are natural components of BL, so all studies on BL covers some and/or all aspects of LMSs.

The primary facility of LMSs is that they provide a social network-like platform. Social networking technology involves assembling people or organizations in an online setting where interaction is facilitated (Manowong, 2016). Muñoz-Luna and Taillefer (2018) state that social networking tools such as forums, synchronous and asynchronous means of communication, have become widespread in facilitating language learners' communicative competence. These technologies such as emails, online forums and Skype has proven to be beneficial for learners when engaging in genuine communication (Muñoz-Luna & Taillefer, 2018). Balasubramanian, Jaykumar, and Fukey (2014) carried out a similar study to determine the student preference towards Edmodo, a commonly preferred LMS, on their engagement

and responsible learning in Malaysia. The result of the study showed that incorporating this LMS encouraged both student engagement and students' preference of using this system was primarily for the assets, support and communication, and for online activities.

LMSs have proved many positive outcomes for learning. In a recent study, Dogoriti, Pange, and Anderson (2014) investigated the role of MOODLE, a very popular LMS, on students' learning process. The study indicated that Facebook-supported MOODLE facilitated participation and collaborative learning. In another study, Adas and Bakir (2013) researched the effects of BL via MOODLE on students' writing skill. The experimental study revealed that students who were included in BL instruction through MOODLE outperformed the group who had been instructed with traditional learning with regards to writing. Ünal (2013) conducted a study with 24 students to investigate the effects of MOODLE on writing activities in a German learning class. The results indicated that the interactive work with this LMS was received very positively for writing activities.

Various studies on LMSs have been carried out to analyze them from the views of both learners and their instructors. Tayşı (2016), for instance, investigated the university EFL students' and lecturers' perceptions of utilizing an LMS, MyELT, in tertiary level. 129 students and 4 instructions reported their views on the effectiveness of MyELT. The results indicated that the students had positive perceptions of the usability of the framework, but expressed a negative opinion about its usefulness. The instructors found it valuable in terms of pedagogy but not useful in practice. This study indicates that technical consideration including learners' ICT skills and technical issues should carefully be calculated when designing and utilizing an LMS. In various worldwide studies on perceptions of Edmodo, it was found to be a useful and beneficial system to back traditional FtF classroom environments (Manowong, 2016; Sanders, 2012; Thongmak, 2013; Al-Said, 2015; Essa, 2018; Durak, Çankaya, & Yünkül, 2014; Kara, 2018).

The effects of LMSs on language achievement of learners is another topic studied. Bilgin (2010) conducted a study on the effects of an LMS, named MAC, on the achievement level of preparatory class students at a state university. The study revealed that MAC had positively affected the students' overall achievement including reading and listening skills, despite the fact that it was found not very efficient for learners' vocabulary and grammar improvement. On the benefits of Edmodo for language achievement, Yagci (2015) conducted a study in Iran with university students. It was observed in the study that Edmodo encouraged and motivated the students in reading classes, and also helped develop their listening skills as well. Essa (2018) conducted an experimental study to examine the effect of utilizing Edmodo as a BL medium on advancing Saudi female EFL students' linguistic use. The study showed that the achievement of the experimental group was higher than that of the control group with statistically significant different scores, implying that Edmodo was efficient in grammar teaching. It was also revealed that Edmodo provided easy access and immediate feedback to students which helped to save time and effort for teachers and learners. In a study by Kumelashvili (2016) it was revealed that a number of positive changes were attained in Edmodo classes, including "a better way of management of large-sized class, an easier and more effective method of assigning homework, a more convenient way of giving a test and assessment, and powerful way of giving preliminary discussion" (p. 7).

All these aforementioned studies have suggested positive outcomes of LMSs in language teaching and learning, so they have become a very effective tool for BL implementations.

2.5. Blended Learning (BL)

The unprecedented development of ICTs within the last three decades has given a huge breakthrough in supporting new methods of delivery in training, educating and learning by assisting learners' competence in learning English and improving the quality of education (Samuel & Zaitun, 2007). Technology has become "one of the primary media of literacy and communication practices" (Shetzer & Warschauer, 2000, p. 171) and has a significant role in improving pedagogy. The widespread usage of ICTs, mobile phone technologies, Web 2.0, Web 3.0, Web 4.0, and Web 5.0 tools have led to the transformation of traditional FtF language teaching/learning into web-based/enhanced, BL in the current digital era. There are various definitions of BL. Garrison and Kanuka (2004) define it as an integration of conventional classroom learning with online learning experiences. It is also defined as a combination of FtF learning and teaching interceded by technology (Chapelle, 2001; Chew, Turner, & Jones, 2010; Dziuban, Moskal, & Hartman, 2005; Neumeier, 2005). Garrison and Vaughan (2008) define it as "the organic integration of thoughtfully selected and complementary FtF and online approaches" (p. 148). Sharma (2010), similarly, defines BL as "the combination of a number of pedagogic approaches, irrespective of the learning technology used" (p. 457). In a BL model, compulsory lessons which require FtF education are held in a classroom setting while all remaining components of education are offered on the Internet (Balaban, 2012). Therefore, traditional instruction is integrated with Web-based methods (Oliver & Trigwell, 2005), where the online component gets to be a common expansion of FtF learning (Colis & Moonen, 2001). There are some basic components of BL. Carman (2002) outlines the key elements of BL as follows:

- Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time, such as in a live virtual classroom.

- Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, such as interactive, Internet-based or CD-ROM training.
- Collaboration: Environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat.
- Assessment: A measure of learners' knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer.
- Reference Materials: On-the-job reference materials that enhance learning retention and transfer, including PDA downloads, and PDFs (p. 2).

According to Sharpe, Benfield, Roberts, and Francis (2006), there are eight dimensions of BL:

1. delivery different modes (face-to-face and distance education),
2. technology (mixtures of web-based technologies),
3. chronology (synchronous and asynchronous interventions),
4. locus (practice-based vs. classroom based learning),
5. roles (multi-disciplinary or professional groupings),
6. pedagogy (different pedagogical approaches),
7. focus (acknowledging different aims),
8. direction (instructor-directed vs. autonomous or learner-directed learning) (p. 18).

According to Tomlinson and Whittaker (2013), there are various ways to design courses with BL principles depending on the context of education. When the course is designed with BL principles, the consideration of how to deliver the mode, materials required, learners and

teachers' needs, assessment and evaluation of the course should carefully be done (Dudeney & Hockly, 2007). Therefore, Dudeney and Hockly (2007) propose three course designs: a 100 per cent online, 75 per cent online and 25 per cent face-to-face, and lastly a face-to-face language learning courses with additional online materials. For the current study, the last design, in which online materials were used as a support for FtF learning, was utilized.

2.5.1. Why Blending?

As a result of the breakthrough of technologies, ELT has undergone a great change, so methodologies equipped with existing technologies to serve the needs of the new generation bring new perspectives in ELT. In this sense, BL has become a key concept in language teaching (Kara, 2018). According to Brown (2003), BL provides a number of benefits including cost reductions, effective time use, convenience for location, and motivation. Osguthorpe and Graham (2003) came up with six reasons for choosing BL system, which are as follows:

- pedagogical richness,
- access to knowledge,
- social interaction,
- personal agency,
- cost-effectiveness, and
- ease of revision (as cited in Bonk & Graham, 2012, p. 8).

According to Driscoll (2002), BL helps to integrate traditional education with education and training technologies by bringing together various pedagogical strategies, so it should be applied more widely. Garrison and Kanuka (2004) state that BL facilitates a community of inquiry by providing "the condition for free and open dialogue, critical debate, negotiation and agreement - the hallmark of higher education" (p. 97). Since BL facilitates learning by integrating the advantages of ICT and classroom interaction (Thorne, 2003), social interaction required for active learning through FtF classroom instruction and flexibility

provided by online learning are presented to learners effectively (Akkoyunlu & Soylu, 2008). Hence, BL shows an idealized combination of classroom and online learning to supply a conducive environment for today's learners (Tang & Chaw, 2013).

On the benefits of blended learning practices, Singh (2003) states that BL has many benefits over a single learning delivery method since it extends the reach of a learning program via a virtual classroom setting and it optimizes cost and time allocated for learning. Hockly and Dudeney (2018), similarly, state that since hardware and software programs have become more and more available and affordable, it is easier to overcome difficulties resulting from large class sizes, insufficient classroom space, possible teacher dissatisfaction in FtF teaching. Another benefit of BL is that it provides autonomy for students so that they take get more responsible for their own learning, which helps improve their self-discipline and motivation (Smyth, Houghton, Cooney, & Casey, 2012). According to Jou, Lin, and Wu (2016), BL provides positive effects on learners' performance by supplying it with technological equipment. Similarly, Aborisade (2013) claims that BL empowers an improved learning involvement by giving assorted learning situations, hence cultivates support, incrases availability of learning materials, and makes a difference to construct a sense of community and collaboration through collaborative and communication stages for sharing encounters of learning.

In a thorough meta-analysis of classroom applications, Bernard, Borokhovski, Schmid Tamim, and Abrami (2014) reported that when a learner is engaged in meaningful, functioning exercises with the aid of technological tools which provide cognitive support, learning could be supported the best. In another study, Means, Toyama, Murphy, and Baki (2013) conducted a meta-analysis of the empirical literature with 45 studies in the USA and concluded that solely online learning was equivalent to FtF instruction in terms of

effectiveness, and blended methods have been reported to be more efficient compared to entire FtF mode.

In *2020 EDUCAUSE Horizon Report* (EDUCAUSE, n. d.), which profiles key patterns and advancing technologies and practices that shape the future of education and anticipates a wide range of implications for the future of education, Brooks and McCormack, (2020) point out that the digital educative environment has given way to a transformational change in the way institutions arrange their educational ecosystems. Thus, more and more institutions from around the world are requiring support and assistance of educational digital applications, which can enable them to offer more adoptable models of learning. The report highlights that since online education is increasingly regarded as a versatile way of providing courses to the nontraditional student population, faculties need to be prepared to teach in online, blended, and FtF modes of learning. The report foresees that institutions will increasingly engage with online programs that offer synchronous and asynchronous learning.

The need for technology-integrated methods have widely been realized due to the global economic, political, and health issues. The world is witnessing a global spread of COVID-19 that has been affecting millions of people according to the World Health Organization (WHO, n.d.). Public Health Emergency of International Concern on January 30, 2020 declared the outbreak. Among all other social structures, education is facing the largest disruption ever witnessed. Therefore, a shift to online learning has become a necessity all over the world. A great number of schools, museums, libraries, universities, day cares have been closed as a precaution against the spread of the virus. Because of these closures, more and more schools and higher education institutions around the world have started to provide online courses for their learners. Besides, universities and schools, educational organizations such as *British Council, Pearson, Cambridge,* and *Google* have been providing free educational infrastructure support and training for educators and learners worldwide. It seems

that this will trigger online learning and various models of BL in more countries in the near future as well.

2.5.2. Blended Studies Worldwide

In a thorough analysis of the theses and dissertations written through 2011 that addressed BL, Drysdale, Graham, Spring, and Halverson (2013) revealed that studies on BL had increased steadily. They discovered that 'learner outcomes' was the most popular research topic and 'perception' was the foremost widely-studied sub-topic of BL studies. Drysdale et al. (2013) concluded that most research focused on "higher education, student performance, and comparing the effectiveness of blended learning to other modalities of instruction" (p. 98). It was also revealed that there was a positive disposition towards BL.

In a quasi-experimental study by Nouby and Alkhazali (2017), the efficiency of designing BL environments on the accomplishment and deep learning of students was analyzed. The results of the study indicated that the difference between the achievement test scores of the experimental group and control group was statistically different. This suggested the positive effect of a BL environment on students' achievement. Rovai and Jordan (2004) analyzed BL in comparison with traditional and OL and concluded that blended courses delivered a more grounded sense of community among students compared to traditional courses. López-Pérez and Rodríguez-Ariza (2011) investigated university students' perceptions of BL in comparison with FtF learning and found that students perceived a high degree of utility, inspiration and a sense of fulfilment towards BL, which created a positive attitude towards learning. Their study also showed that the online activities were found beneficial for students and had a favorable effect on their independent study. Similarly, Tang and Chaw (2013) conducted research on the attitudes of university students towards BL, and reported that students who have a positive demeanor towards online learning, study management, online communication, and learning adaptability tend to adjust to BL better.

They concluded that “the more positive the attitude, the more adaptable the students will be and the readier they are for blended learning” (Tang & Chaw, p. 95). This study highlights the importance of raising an awareness for BL environments for learners.

To compare the outcomes of traditional learning with BL, Chang, Shu, Liang, Tseng, and Hsu (2014) carried out an experimental study and concluded that BL had significantly positive effects on learners’ self-assessed cognition and skills. In a recent report on how the UK harnesses online and blended learning, Glover, Lasko-Skinner, Ussher, Carr, Atay and Jones (2020) pointed out that OL is one of the foremost dynamic strengths within the nation improving skills for wellbeing, economic and educational purposes. A striking finding of the report is that 77% of the people who used online learning thought that it improved their mental health. Moreover, 20 million people benefited from online learning to do their jobs more efficiently (Glover et al., 2020). The report summarizes that:

> Given the ubiquitous nature of internet access, learning can now happen any time, any place and is no longer confined to the classroom. This is opening up access to education for those that may have previously been excluded, whether due to income, caring responsibilities, disability, or geography. We are also learning online off our own backs; a nation of self-starting learners. This too represents a dramatic change in the nature of learning away from a paternalistic, top-down approach to a learner-controlled approach…. (Glover et al., 2020, p. 38).

Digital transformation of institutions is obvious in the American continent as well. According to Johnson, Bates, Donovan and Seaman (2019), BL is prevalent in Canada and has been offered at the majority of universities and colleges. They report that a great deal of institutions holds strategic plans in order to advance blended/hybrid course offerings and

approximately one-half of them expect an increase in blended/hybrid enrolments in the coming years.

BL in English language teaching/learning is another method that has been increasingly implemented worldwide in recent years. Bañados (2006) implemented a BL model with university students in Chile and investigated its outcomes for language. The results obtained indicated that students' language skills improved substantially through BL. In a similar study, Liu, Chen, Lesgold, Feng, and Wang (2017) analyzed the effects of BL on college students' English language skills by comparing it with traditional education. The findings revealed that thanks to the collaborative group discussions and self-assessment exercises held through BL practices, all language skills of students, especially speaking skills, have improved a lot. In another relevant study, Banditvilai (2016) conducted an experimental study to investigate how students' language skills could be enhanced through BL in an Asian university and concluded that BL helped improve students' all four language skills as well as their autonomy and motivation. Eydelman (2013), similarly, investigated the effects of BL on undergraduate students' writing skills and found that BL helped students to gain courage in writing and promoted collaboration among them. Al Zumor, Al Refaai, Eddin, and Al-Rahman (2013) explored 160 EFL students' views on BL. The findings of the study revealed that it enhanced students' reading opportunities, developed their English vocabulary and positively affected their indirect learning. The positive effect of BL on university students' vocabulary learning in Russia was explored in research by Vasbieva, Klimova, Agibalova, Karzhanova, and Bírová (2016). In another study, Sejdiu (2014) investigated the effectiveness of BL in comparison with FtF with 40 students at secondary education level. The findings of the experimental study indicated that BL was favored by the students positively and also students' linguistics performances improved through BL. Nezakat-Alhossaini (2018) followed an experimental study to explore the effects of BL on Iranian EFL learner's (N=50) writing

proficiency including dimensions as complexity, accuracy, and fluency. The findings of the study indicated that BL enhanced writing proficiency of learners. Challob, Bakar, and Latif (2016) investigated the contribution of BL to EFL students' writing apprehension and performance. They found that BL helped reduce students' anxiety in writing, enhanced their writing skills and collaboration. In another experimental study on the utility of BL in EFL reading and grammar, Bataineh and Mayyas (2017) found that BL was more effective than traditional FtF method in improving students' reading comprehension and grammar knowledge. Qindah (2018) investigated the effects of BL on EFL learners' use of grammar in context and found that students who were taught with BL outperformed the ones who did not, suggesting the positive effects of BL on grammar. Moreover, it was also reported in the study that BL helped improve students' long term learning and their pronunciation. Ginaya, Rejeki, and Astuti (2018) investigated the effects of BL through the application WebQuest on EFL students' (N=51) speaking ability in a vocational college in Bali. The research showed that BL improved students' speaking skills and their motivation and interest in language learning. Nazarenko (2015) conducted a case study in order to investigate university students' perceptions of BL in comparison with traditional FtF learning in FLT in Moscow. It was revealed that there was a complete consensus among the students (N=62) in favor of BL. It was also revealed that the majority (96%) of the students were positive about the blended format of the course. Tomlinson and Whittaker (2013) comprised twenty case studies conducted through BL principles in various countries. It is seen in these studies that different techniques can be utilized for language learning/teaching and there is an ongoing need for support in how to implement the techniques effectively.

2.5.3. Blended Learning Studies in Turkey

There has been a remarkable increase in the studies conducted on BL in Turkey since 2009 (Kök, 2018). A review of the literature yields a number of master's theses and doctoral

dissertations on BL in different fields of education including FLT in Turkey. In fact, it was found that FLT through BL was the most studied subject among all BL studies until 2015 (Kök, 2018). Kurt, Yıldırım, and Cücük (2017) conducted a meta-analysis on the effects of BL on students' success in Turkey. The analysis included BL studies in all fields of education including ELT. They analyzed the studies carried out between 2000 and 2016, and found that BL incorporates a solid effect on students' accomplishment with an added-value of 70.8% as seen in 32 experimental studies including 1064 learners.

After the review of the literature of BL in ELT, it has been found that the main themes of the relevant studies are student and/or instructor perceptions (Akkoyunlu & Soylu, 2008; Balcı, 2017; Bodur, 2019; Deniz, 2016; İnce, 2015; Istifci, 2017; Tayşı, 2016; Yapıcı, 2019) , effects of BL on learners' language achievement, motivation and engagement (Boyacıoğlu, 2015; Sarıtepeci & Çakır, 2015), effects of BL on specific language skills (Ağgün, 2019; Avcı & Adıgüzel, 2017; Hos, Yagcı, & Çınarbaş, 2016; Yapıcı, 2019), and comparison of BL to FtF teaching (Bodur, 2018; Istifci, 2017; Yapıcı, 2019).

Since designing learning environments to optimize efficient and flexible learning is regarded as a key feature for BL (Uğur, Akkoyunlu, & Kurbanoğlu, 2011), evaluating university students' views constitute a crucial factor to take into consideration as they are at the center of learning. To attain this, Uğur et al. (2011) investigated students' opinions on BL implementation in terms of their learning styles. It was found that students with different learning styles had highly positive opinions of BL implementation. In another study, Karaaslan and Kılıç (2019) analyzed university students' attitudes towards BL courses and concluded that high-achiever students tended to have positive attitudes towards BL while low-achievers needed more in-class time, interaction and support for study. This study reveals that variables such as language proficiency, learner autonomy and attitudes may affect BL implementation. Hos et al. (2016) analyzed Turkish EFL students' (N=101) perceptions

towards BL courses and concluded that students mostly held positive attitudes towards BL courses and they thought these courses had advantages and benefits in enhancing their language skills. The students also reported that their lexical knowledge and listening improved the most thanks to BL.

When studies related to ELT in vocational schools were scanned, it was found that studies mostly focused on students' perceptions of English language (Aysu, 2019), English teaching lessons and programs (Bozok, 2019; Davras & Bulgan, 2012; İzci, Gökçen & Kara, 2018; Metin, Karaman, & Şaştım, 2017; Ödemiş & Arı, 2019; Semerci, 2013; Tugen et al., 2010), English learning strategies (Berkant & Baysal, 2020), and challenges in English language learning (Şimşek, 2014). It is seen that analyzing BL practices in English courses at vocational schools is a niche to fill in the field of ELT.

In 2019, prior to the COVID-19 pandemic, Turkey Higher Education Institution had declared 'The Digital Transformation in Higher Education Project' (YOK, n. d.), which aimed to provide technical support to universities on digital technologies and related issues. Within the scope of the project, it was aimed to provide students with skills and knowledge in digital literacy, mobile technologies, social media literacy, lifelong learning, LMSs, and information ethics. The project had foreseen the urgency of digital transformation in higher education and, thus, initiated pilot studies across Turkey. Due to the current worldwide pandemic, it has become a necessity to switch to online education or BL models, so a great number of universities in Turkey have already adopted BL in specific faculties such as medicine, veterinary sciences, applied sciences, dentistry, where theory and practice are taught together. Considering all this, BL is expected to be applied widely in various educational programmes in higher education, not only because it offers safer solutions to possible health problems that the world is facing, but also because of the advantages it brings to the education system.

Chapter III

Methodology

This chapter describes the research methodology of the present study in detail. The research design, the settings and participants, data collection instruments, the procedure, materials/instruments, data collection procedures, and the data analysis are covered in detail respectively.

3.1. Research Design

The present study was carried out in order to investigate the students' perceptions of the BL model utilized in English lessons at a vocational school at Bursa Uludag University. The students' attitudes, opinions, comments, critics, and suggestions regarding the BL model were analyzed by means of both qualitative and quantitative data analyses.

Mixed method research design was used for the current study because this design includes the intentional collection of both quantitative and qualitative data (Creswell, Klassen, Plano Clark, & Smith, 2011). All the students in the classes were included in the study, but only volunteers who actively participated in BL practices participated in the data collection procedure. The data were collected both quantitatively and qualitatively in order to get a deeper understanding of the situation. To answer the research questions 1 and 2, the quantitative data were collected through a scale developed by Cabı and Gülbahar (2013). In order to find answers to research question 3 and 4, qualitative data were collected through semi-structured student interviews. This way, the theoretical triangulation of the data collected was realized.

3.2. Settings and Participants

The present study was conducted at a vocational school at Bursa Uludag University. 2-hour English lessons are compulsory for all freshmen. The proficiency level of the students is A1 according to the Common European Framework of Reference for Languages. The course

book selected for the English lesson is *EnglishHood A1&A2* (YDS Publishing). All the classrooms are equipped with a computer and a projector connected to the Internet. Besides, there is a computer laboratory for the students to study after classes at the school. Moreover, the students can access the net via 'eduroam' (education roaming), which is a free service provided by the university with their mobile devices.

As shown in Table 1, 30 female and 31 male students participated in the study. They are enrolled in Marketing, Food Industry, Business and Management, Accountancy, Organic Agriculture, and Seeding programmes. Their ages ranged between 17-30 years. Although the BL model was addressed to all the students in the vocational school, due to dropouts and attendance issues only 61 students (N=61) who were the active users of *Easyclass* responded to the questionnaire.

Table 1

Demographic Information of Participants with Percentages and Frequencies

Study Variables	**Variable Level**	**Frequency *(f)***	**Percentage *(%)***
Gender	Female	30	49.2
	Male	31	50.8
Age	17-20	45	73.8
	21-25	14	23
	26-30	2	3.3
Virtual classroom experience	Yes	6	9.8
	No	55	90.2
Use of technology for English	Yes	57	93.4
	No	4	6.6

Among those 6 students who stated they had a virtual classroom experience, 2 wrote '*Dynet*', 1 wrote 'language course' and 2 wrote 'mobile applications'. This table clearly shows that a vast majority of the students had no prior virtual classroom experience when learning English.

3.3. Data Collection Instruments

This study followed a mixed method research design with two data collection instruments: a scale and semi-structured interviews with students. The following subsections explain the features of the instruments in detail.

3.3.1. The scale

The quantitative data was collected through a valid and reliable scale developed by Cabı and Gülbahar (2013) (see Appendix B). In order to check the reliability of the scale, Cronbach Alpha coefficient was found between .70 and .93 for four factors. The validity of the scale was examined by factor analysis: Kaiser-Meyer-Olkin (KMO) value on the scale was found to be 0.91 and Bartlett's test was found significant ($p<.01$). The total variance of all factors was found 43.585. For the content validity, 5 experts' and 17 students' opinions had been taken and the scale was formed accordingly. All these validity and reliability checks had been done by the researchers of the scale, Cabı and Gülbahar (2013).

The reason for using this instrument was that it was able to comprehensively compare FtF, BL and OL and technical issues related to OL. It also included items revealing students' evaluations of the course materials, the instructor, content, classroom interaction, and preferred learning style. In this sense, it was believed that the scale could help find answers to the following two research questions:

1. What are the attitudes of vocational school students towards blended learning while learning English?

2. When students compare face-to-face, online, and blended learning models, which model do they find favorable?

The scale was in Turkish because it is the students' mother tongue, and also the students' English language level was A1 or A2, so in order not to cause any confusion, the original version of the scale was used in Turkish. It consists of two parts. The first part

consists of 8 questions about students' demographic information (age, gender, nationality), how many years they have been learning English, whether they use technology while learning languages, what technological tools they use for language learning, and their previous experience of an LMS. The second part of the scale has 55 items with four factors: FtF learning (10 items), OL (20 items), BL (20 items) and technological issues (5 items). The subscale items in the second part of the scale are rated on a 5-scale Likert-Type, which is pointed as reliable by Brown (2011). The responses for each item mean: 1: Never, 2: Rarely, 3: Sometimes, 4: Frequently, 5: Always.

3.3.2. The interview

Interviews enable interviewers to gather information to comprehend the interviewees' ideas, judgments, perceptions, and expectations (Patton, 2002). Moreover, they help provide an economical and effective method to collect a wide range of data without solely depending on formal testing (Marczyk, DeMatteo, & Festinger, 2005). That is why the final data collection instrument of this study was student interviews. The interviews were conducted in Turkish language at the end of the academic term (Appendix C). Each interview lasted approximately 5-6 minutes. The students were asked 5 questions regarding the BL model applied throughout the term in order to get a deeper understanding of the research questions. The following interview questions were asked to students in order to find answers to the research questions:

1- What do you think about the BL implementation?

2- Which language skills and components do you think BL helped improve?

3. What are the advantages and strengths of the BL model?

4. What are the disadvantages and/or weaknesses of BL?

5. What are your suggestions for BL?

It was aimed to reveal students' perceptions of BL, the advantages and / or weaknesses they identified, their preferences and suggestions.

3.4. Materials/Instruments

For the current study, *Easyclass* (Easyclass, n.d.) was selected as the Web 2.0 tool through which BL practices were held. It is a popular and safe form of LMS which allows teachers to create online classes where they can store their course materials online; oversee assignments; tests and exams; screen due dates; review their progress and provide students with input all in one for free (Easyclass, n.d.). It also helps teachers and students to streamline the resources safely and easily. This platform also works like a social network in which students can connect with their teacher and their classmates. Once students register to a classroom with the code that is given by their teacher, they can access the materials uploaded by their teacher anytime anywhere. Because of these affordances of the system, it was chosen as the LMS of this study. As for FtF learning, the courses were taught with *EnglishHood A1&A2* course book.

3.5. Procedure

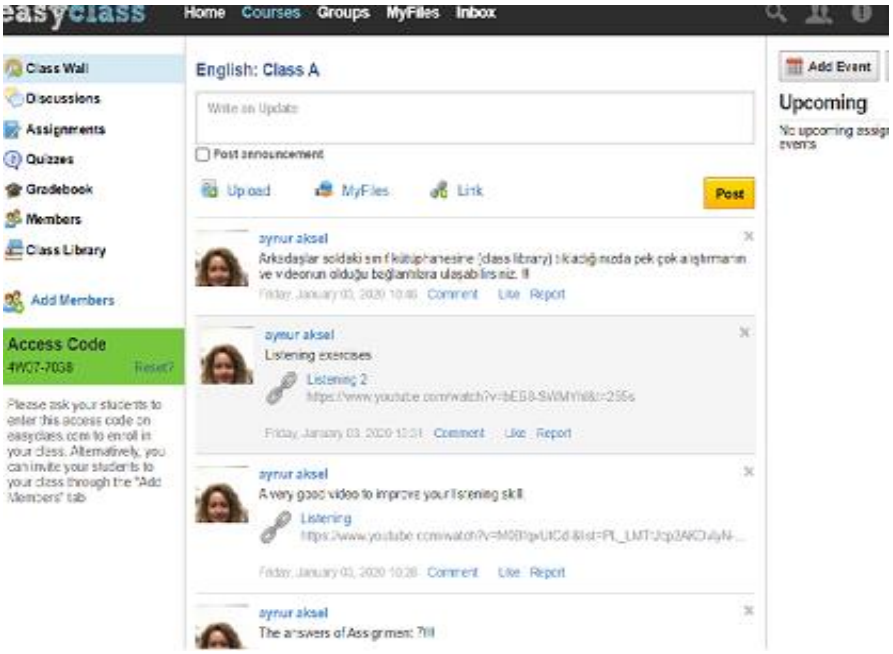
Prior to the implementation of the study, required permissions were taken from the Research and Publication Ethics Committee for Social Sciences and Humanities (see Appendix A). Within the framework of BL, FtF lessons were held in the classrooms for two hours a week according to the lesson schedule planned by the School of Foreign Languages, Bursa Uludag University. The course curriculum is implemented according to the same schedule in all associate degree programs at the university. Therefore, the first three units were covered in the book and taught in the classroom with FtF throughout the 2019-2020 fall semester.

For BL implementation, in the first week of the academic term, a virtual classroom named ‘English: Class A’ was created via *Easyclass* web site. The students were asked to

register *Easyclass* via the class code given by the researcher. They, then, were given a tutorial about how to use the platform. There were 'class wall, discussion, assignments, quizzes, notebook, members and library' sections on the platform, which were explained in detail for students to use efficiently. They were also informed that all the announcements, updates, course materials, videos and useful links would be shared on the 'class wall'. The image of the 'classroom wall' is given in the Figure 1 below.

Figure 1

Image of the "Class wall"



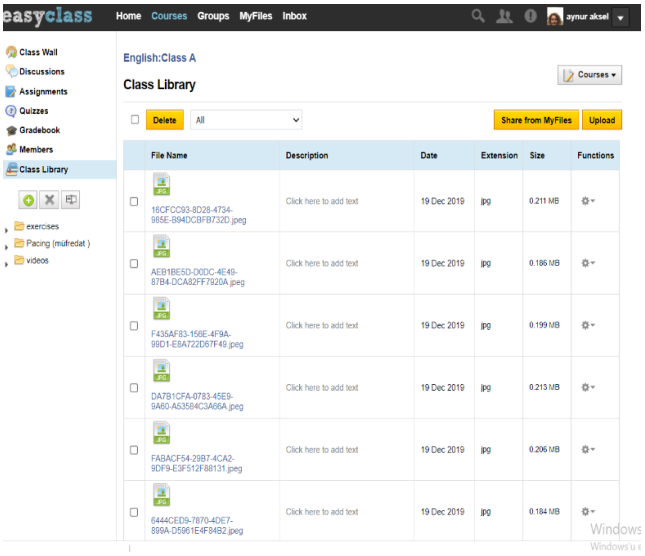
After FtF courses were held in the classroom environment for two hours a week, online materials (quizzes, assignments, links, etc.) were immediately shared on *Easyclass* as an extension and support of FtF. The researcher shared the course schedule, weekly online tests/quizzes, revision tests, writing assignments, exam announcements, useful links including videos and visuals related to the topics studied in the classroom on this platform for 15 weeks. *Figure 2* is the screenshot of the researcher's announcement of assignment and course supplementary materials.

Figure 2

Image of the video and exercise links shared

Figure 3

Image of the classroom library

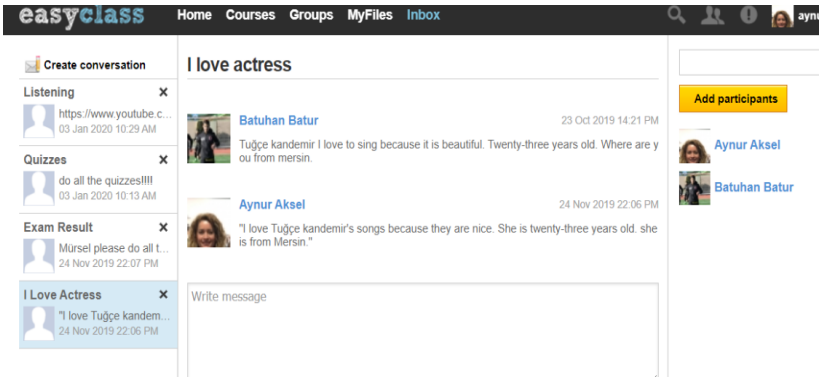


Whenever a student submitted his/her assignment, sent a message or commented on a discussion, the teacher received a notification, so that it was easier to track the students' progress and contact them whenever there was a problem and/or need for feedback. Besides this, the students could see the results of the quizzes and revision tests after completing and submitting them within the deadline determined by the researcher. They could also get

notifications whenever they were given a feedback because the platform enabled the teacher to comment on the quiz and/or assignment questions. Through this messaging service, giving instant feedback enhanced the communication between the teacher and the students. Figure 4 below is a screenshot of this messaging system. Correction and/or feedback was given either explicitly in the class wall where all students could see it or through a direct message. This way, written communication between the student and the teacher and among the students was provided.

Figure 4

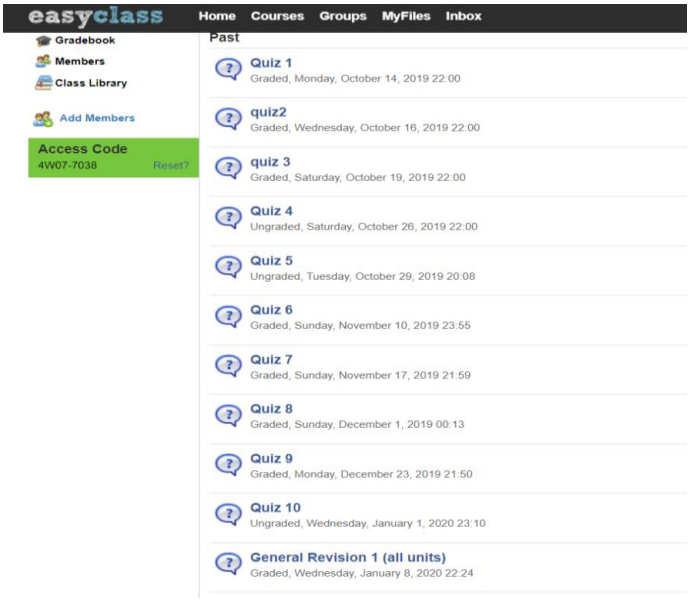
Image of the Messaging system



The materials uploaded by the researcher were accessible in the virtual class library, so it was practical for the students to access them any time anywhere. The materials uploaded were related to the lessons studied in the classroom. Besides, there were extra exercises for general language achievement as well. All the materials shared could be downloaded by the students so that it was easy for them to follow the course schedule and revise their study by doing online quizzes and assignments. Figure 5 below shows the image of the uploaded quizzes.

Figure 5

Image of the uploaded quizzes



The virtual class did not include synchronous lectures given by the researcher, instead, it functioned as a complement to FtF teaching with various online exercises including written assignments, useful videos and visuals. Through BL practices, the instructor aimed to guide the students, monitor their progress, provide various course materials, give them feedbacks when needed, create a collaborative atmosphere within both FtF and OL settings. In order to direct students to the online activities and remind them of the deadlines and announcement, an Instagram account was also created by the researcher. All the students in the *Easyclass* were added to this Instagram account. This way, the flow of communication between the instructor and the students was not interrupted. Whenever the students had a question about the online exercises, they could either ask it via Instagram or *Easyclass* message system. Every three weeks, the activities uploaded in *Easyclass* were done in the classroom setting as well. This helped the students to revise the online materials in the classroom and get used to follow the activities uploaded in *Easyclass*. The implementation of BL lasted for 15 weeks in the academic year 2019-2020 fall semester.

3.6. Data Collection Procedures

This study followed a mixed method research design with two data collection instruments: a scale and semi-structured interviews with students. The following subsections explain how the data collection was done in detail.

3.6.1. The scale

The first procedure to collect quantitative data was through a scale developed by Cabı and Gülbahar (2013) (see Appendix B). To check the reliability of the scale, the Cronbach Alpha coefficient was calculated via SPSS 23 and found to be 0.893 by the researcher. As this value is higher than 0.70, it indicates the internal consistency was achieved (Tavakol & Dennick, 2011) and the scale had excellent reliability (Cortina, 1993). As for face validity, expert opinion was obtained from three academicians with expertise in academic studies.

Since the original form of the scale was in Turkish language, this form was used accordingly to avoid confusion among students, who were all Turkish. The participation in the study was on a voluntary basis, so the students were informed about the aim and content of the study in detail. They were asked to evaluate the course in terms of FtF, solely online, and BL models and technical issues of OL. They were informed that when answering the online learning items of the scale, they would only evaluate the online part of the learning model, while for BL, FtF and online aspects be considered together. They were informed that their responses would be confidential and be used only for academic purposes. The scale was created on Google Forms and distributed to students via email in the 15th week of the 2019-2020 fall semester. The data were collected within a week.

3.6.2. The interview

To ensure the reliability of the interviews, prior to the interviews the questions were checked by an expert. The interviews were conducted with 10 randomly selected students who used *Easyclass* and completed the online activities, quizzes, assignments given by the instructor on the platform. The interviews were conducted in the teachers' office during the lesson breaks in the last week of the academic year 2019-2020 fall semester. Permission was requested from the students to audio-record their interviews on the researcher's mobile phone. They were also asked to answer the questions wholeheartedly and they were ensured that all their replies would be used for an academic purpose only and their personal information be kept confidential. The interviews were held in Turkish.

3.7. Data Analysis

This study utilized a mixed method research design, thus both quantitative and qualitative data analyzes were applied. Quantitative data were analyzed via Statistical Package for Social Sciences (SPSS) 23. Before running parametric or nonparametric tests for comparisons, the normality and homogeneity of the data were tested initially. To do this, Kolmogorov-Smirnov and Shapiro-Wilk, which are two commonly used tests to check normality (Park, 2008; Razali, 2011), were run. The results indicated that the data were not normally distributed. Upon this result, The Mann Whitney U Test was applied. This test is run to test the differences between two groups on a single, ordinal variable which has no specific distribution (Mann & Whitney, 1947). It is appropriate to use The Mann Whitney U when the data do not meet the parametric assumptions of the t-test (Karagöz. 2010; McKnight & Najab, 2010; Nachar, 2008). As for the comparison of the factors, since the data from four factors did not show a normal distribution, they were compared with the Friedman test, which is based on the nonparametric analysis of two-way analysis of variance (Karagöz, 2010). Pairwise comparisons were done after significant differences were found between the factors p=.000

p>.5 (The significance level is p>.5). In order to measure the strength and relationship between the variables, Spearman's rank correlation, which is a nonparametric (distribution-free) rank statistic (Hauke & Kossowski, 2011) was calculated. Lastly, descriptive analyses of each factor were performed in order to find out the highest mean scores.

In order to analyze the data gathered from the interviews, content analysis was done. As pointed out by Creswell (2012), content analysis allows the researcher to organize, discover and code the data; create descriptions and themes; identify, interpret, and validate the accuracy of the findings. The first procedure was to transcribe the speech in the audio recordings. Upon transcribing the speeches, themes and sub-themes were obtained from the data in order to get insights into students' perceptions of BL and related issues. The responses of each student were coded to attain emergent keywords and required headings were noted accordingly (Hsieh & Shannon, 2005). To ensure reliability, the data were recoded after the first coding cycle (Creswell, 2012). Descriptive analysis was done by identifying the frequencies of each coding and presented as tables. For validity, peer debriefing was requested from an academic who has completed a Ph.D. in ELT. The process of the analysis including transcription, interpretation of codes and categories was negotiated with the colleague to sustain the credibility of the data analysis (Janesick, 2010).

Chapter IV

Results and Findings

This chapter covers the qualitative and quantitative results of the study.

4.1. Quantitative Findings

The first analysis aimed to determine if the data was normally distributed or not. To do this, Kolmogorov-Smirnov and Shapiro-Wilk tests were run (See Table 2). As seen in the table below, significance values are p>.5, which indicates that data are not normally distributed.

Table 2

Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gen	Statistic	df	Sig.	Statistic	Df	Sig.
Facetoface	F	.172	30	.023	.857	30	.001
	M	.245	31	.000	.844	31	.000
Online	F	.123	30	.200*	.927	30	.042
	M	.109	31	.200*	.963	31	.352
Blended	F	.202	30	.003	.847	30	.001
	M	.108	31	.200*	.940	31	.085
Technical	F	.155	30	.065	.934	30	.063
	M	.153	31	.061	.914	31	.016

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The next analysis (Friedman Analysis) was done to find the significance among the four factors (see Table 3). As a result of the hypothesis test, it was found that there was a statistically significance among the factors (p=.000; p>.5).

Table 3

Hypothesis Results

	Null Hypothesis	Test	Sig.	Decision
1	The distributions of FtF, Online, BL and Technical are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	.000	Reject the null hypothesis.

Upon finding the significance among the factors, pairwise comparisons were made and the results are presented in Table 4 below. It is seen that BL and FtF scores are similar as there is no significant differences between these two ($p=.326$; $p<.05$), while all other comparisons such as OL and BL ($p=.00$; $p<.05$) and OL and FtF ($p=.00$; $p<.05$) have significantly different values. The significance level is .05.

Table 4

Pairwise Comparisons

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]
technical-online	0.672	0.234	2.875	0.004	0.024
technical-BL	1.385	0.234	5.926	0.000	0.000
technical-FtF	1.615	0.234	6.908	0.000	0.000
Online-BL	-0.713	0.234	-3.051	0.002	0.014
Online-FtF	0.943	0.234	4.032	0.000	0.000
BL- FtF	0.230	0.234	0.982	0.326	1.000

The case summaries of face-to-face, online, blended learning, and technical issues are presented in the Table 5 below. It is seen that FtF ($\bar{x}=4.34$) and BL models have the highest

mean value ($\bar{x}$=4.14) while OL has a moderate value ($\bar{x}$=3.63) and technical issues following it with the lowest value ($\bar{x}$=2.51).

Table 5

Case summaries

	Face-to-face	Online	Blended	Technical Issues
N	61	61	61	61
Mean	4.3492	3.6361	4.1484	2.5115
Std. Deviation	0.62280	0.93787	0.72675	1.22992
Median	4.5000	3.8500	4.4000	2.4000
Minimum	2.40	1.00	1.95	1.00
Maximum	5.00	5.00	5.00	5.00

As for the nonparametric correlations, Spearman's coefficient was calculated to find the correlation between the factors (see Table 6). It was found that there is a positive correlation between FtF and Online (r=.343), Blended and Online (r=.609), and Blended and FtF (r=.499; p<.001) while no positive correlation was found between Technical Issues and other two factors (r=-.194 and r=-.195).

Table 6

Nonparametric Correlations

			FtF_ort	Online_ort	BLş_ort	Tech._ort
Spearman's rho	FtF_ort	Correlation Coefficient	1.000	.343**	.499**	-.194
		Sig. (2-tailed)	.	.007	.000	.134
		N	61	61	61	61
	Online_ort	Correlation Coefficient	.343**	1.000	.609**	-.014
		Sig. (2-tailed)	.007	.	.000	.917
		N	61	61	61	61
	BL_ort	Correlation Coefficient	.499**	.609**	1.000	-.195
		Sig. (2-tailed)	.000	.000	.	.133
		N	61	61	61	61
	teknik_ort	Correlation Coefficient	-.194	-.014	-.195	1.000
		Sig. (2-tailed)	.134	.917	.133	.
		N	61	61	61	61

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7 presents the mean and deviation values of each item in the first factor of the scale: FtF learning. There are 10 items related to the FtF learning model. The values are presented from the highest mean to the lowest in order.

Table 7

Mean and Standard Deviation Values of Face-to-face Learning

Items	Mean	Std. Deviation
F06. Learning under the guidance of the lecturer increased my motivation.	4.60	0.585
F09. The instructor encouraged me to participate in the lesson.	4.54	0.78
F03. I think I learn better with FtF education	4.47	0.88
F07. I communicated more easily with the instructor.	4.44	0.90
F08. I feel more responsibility in FtF than online learning.	4.34	0.85

F01. I benefited from the instructor more compared to online learning.	4.29	0.82
F02. I could get more help from the instructor compared to online learning	4.27	0.85
F05. It is important for me to achieve the goals I set.	4.24	0.84
F04. I communicate with my classmates more easily.	4.13	1.05
F010. The assignments and research I made were sufficient for me to comprehend the topics.	4.13	1.02

It is obvious in Table 7 that all of the ten items received a value over 4.0. It means that students *frequently* favored the FtF learning. The most striking result related to this factor is regarding the sixth item, which also received the highest value in the whole scale. When the sixth item is examined, it is seen that among 10 items related to FtF, the instructor's guidance to increase students' motivation received the highest value ($\bar{x}$=4.60). It means that the students *frequently* favored face to face learning under the guidance of the instructor. Following this, the ninth item "The instructor encouraged me to join the lesson" received the second highest mean value in the scale ($\bar{x}$=4.54). "I think I learn better with FtF education" has quite a high value ($\bar{x}$=4.47) indicating the students' preference for the learning model. The items with the lowest mean value are the fourth and tenth items that received the same value ($\bar{x}$=4.13) in this factor.

There are twenty items related to online learning as presented in the Table 8 below. When the items are analyzed, it is seen that item number 3: "I got instant feedback from the instructor." received the highest score ($\bar{x}$=4.03). The following highest items are item 12 "I could get help from the instructor whenever I wanted." ($\bar{x}$=3.98), item 04 "The instructor motivated me to participate in the lesson." ($\bar{x}$=3.93), and item 01 "Interactive presentation of the course content increased my interest for the lesson." ($\bar{x}$=3.90). It is clearly seen that the

instructor's giving assistance, feedback, and motivation during OL have been appreciated by the students the most. Out of 20 items, only six items had mean values lower than $\bar{x}$=3.55. The item with the lowest value is item 17 "I think I learn better online." ($\bar{x}$=3.09). This low value indicates that solely OL is not appreciated by students compared to other two learning models.

Table 8

Mean and Standard Deviation Values of Online Learning

Items	Mean	Std. Deviation
O14. I could get instant feedback from the instructor.	4.03	1.07
012. I could get help from the instructor whenever I wanted.	3.98	1.19
O04. The instructor motivated me to participate in the lesson.	3.93	1.16
O01. Interactive presentation of the course content increased my interest for the lesson.	3.90	1.24
O21. The online resources used met my expectations.	3.83	1.14
O20. I could access the learning materials whenever I wanted.	3.81	1.07
O13. While studying I used communication tools to find answers to my questions.	3.72	1.12
O11. I enjoyed participating in collaborative activities online.	3.68	1.23
O02. I think online chatting enabled me to learn better.	3.65	1.26
O15. I used my time efficiently to complete the online tasks.	3.63	1.11
O22. The lesson content was prepared considering individual differences.	3.62	1.18
O03. I think asynchronous activities (discussions etc.) enabled me to learn better.	3.60	1.22
O07. Using technology increased my interest in the lesson.	3.59	1.30

O06. I liked studying a lot.	3.55	1.13
O05. I communicated with my classmates more easily.	3.45	1.17
O10. Using communication tools (the Internet, email, discussion lists etc.) made me feel that I was not alone.	3.45	1.16
O19. I communicated with the instructor more easily.	3.42	1.20
O18. I was usually able to solve the problems while studying.	3.40	1.21
O09. I felt more responsible compared to FtF learning	3.27	1.35
O17. I think I learn better online.	3.09	1.30

Table 9

Mean and Standard Deviation Values of Blended Learning

Items	Mean	Std. Deviation
B01. The instructor was enthusiastic while teaching.	4.45	0.78
B02. The instructor used online and FtF models efficiently.	4.37	1.00
B10. The lesson content was presented in an organized way.	4.43	0.87
B11. The content we had in FtF and online learning was suitable for the selected environment.	4.34	0.98
B09. The lesson content was comprehensible and clear.	4.27	0.98
B08. The content of the lesson was suitable for my level.	4.26	0.92
B06. The instructor was successful in managing FtF and online learning models.	4.24	1.02
B15. There was integrity in the content transferred in both learning models.	4.21	0.95

B12. Superior properties of both models were used.	4.19	0.92
B13. The lesson materials presented were suitable for me.	4.19	0.92
B16. I was told the evaluation/assessment criteria beforehand.	4.18	1.07
B14. Different teaching methods and techniques were suitable for the lesson.	4.16	0.87
B03. The guidance of my instructor was sufficient.	4.13	1.02
B05. I think experience is important in BL.	4.09	0.96
B07. The time allocated to online and FtF learning was suitable for me.	4.08	0.97
B04. I think I learn better in the BL model.	4.04	0.99
B18. If I need it, I try to communicate with my classmates face to face.	3.95	1.03
B20. I myself decided what and how to learn.	3.85	0.99
B19. I could manage my time well while realizing learning techniques.	3.78	1.14
B17. I'd like to be evaluated with different assessment techniques.	3.75	1.16

There are twenty items related to BL. Mean and standard deviations of items related to BL are presented in Table 9. It is seen that the highest mean value belongs to the item 01 "The instructor was enthusiastic while lecturing." ($\bar{x}$=4.45). This item may apply to FtF as well. Items 2, 3, 6, 10, 12, 16 were also related to the instructor's roles and teaching methods in BL, and all these items received values higher than 4.0. Items 8, 9, 10, 11, 13 and 15 reflect the students' evaluation of the content in BL. It is seen that the content presented through BL was appreciated by the students as the values range between 4.19 and 4.43. Out of 20 items, only four of them received mean values lower than 4.00. The item with the lowest values was item 17 "I'd to be evaluated with different assessment techniques." ($\bar{x}$=3.75).

Mean and standard deviation values related to Technical Issues are presented in the Table 10 below.

Table 10

Mean and Standard Deviation Values of Technical Issues in Online Learning

Items	Mean	Std. Deviation
O16.I had difficulty handing in the assignments on time due to technical issues.	2.70	1.32
O23. I had problems due to the technological infrastructure.	2.50	1.39
O24. I had technological problems.	2.50	1.39
O08. I felt sad and lonely due to technological issues.	2.45	1.33
O25. I had problems with the Internet connection.	2.37	1.39

There are five items related to Technical Issues. Since this factor evaluates the problems with online learning, lower values should be interpreted positively. Among these five items, item 16 "I had difficulty handing in the assignments on time due to technical issues." received the highest score ($\bar{x}$=2.70). The following two items received the same value ($\bar{x}$=2.50). The item with the lowest value is number 25 "I had problems with the Internet connection" ($\bar{x}$=2.37). This value indicates that the students *rarely* had problems with the Internet connection while studying online.

4.2. The summary of the quantitative findings

According to the data gathered from the analysis, it was found that FtF learning received the highest mean value ($\bar{x}$=4.35) in the scale consisting of 4 factors. This suggests that students *frequently* favored FtF learning. The item 06 in this factor has the highest score ($\bar{x}$=4.60) among 55 items, indicating that learning under the guidance of the lecturer in FtF model increased students' motivation. As for the BL model, it received the second highest score with a mean value $\bar{x}$=4.15. That means that the students *frequently* favored the BL model in English courses. Among 20 items in the factor related to BL, item 01 "The instructor

was enthusiastic while teaching" had the highest score $\bar{x}$=4.45. The role of the instructor, as in the FtF model, stands out here as well. With regards to OL, the mean value was found to be $\bar{x}$=3.64. This learning model had the lowest score compared with the other two models. Though this is the lowest of all, it has a moderate value as $\bar{x}$=3.64, meaning that the students *sometimes* favored solely online learning in English lessons. The lowest item score of this factor belongs to the item 17 "I think I learn better online" ($\bar{x}$=3.09). This score indicates that the students' perceptions for solely OL is lower than the other two models.

The analysis of the fourth factor, which is related to technical issues, showed that the students *rarely* had difficulties and problems with these issues. The mean value of this factor was found to be $\bar{x}$=2.51. The highest score of this factor was that of item 16 "I had difficulty handing in the assignments on time due to technical issues" ($\bar{x}$=2.70), while the lowest was about the Internet connection $\bar{x}$=2.37, meaning that they *rarely* had trouble with the Internet.

The data gathered showed no normal distribution, so several non-parametric tests were applied. Spearman's correlation test result showed a positive correlation among FtF, OL and BL learning, while no correlation between the technical issues factor and the other factors. Friedman test was applied and upon significance was found, pairwise comparison was applied. While BL and FtF scores were found to be similar with no significant differences, all other paired comparisons yielded significant differences.

4.3. Qualitative Results

Five questions were addressed to 10 students who attended the classes and actively used *Easyclass* and experienced BL. It is aimed at finding out the perceptions of the learners towards BL and its implication that lasted for 15 weeks.

4.3.1. The first interview question

"What do you think about the BL implementation?" was the first question asked to analyze students' general opinions on BL. The frequency of each question is presented in Table 11 below.

Table 11

Participants' opinions of BL

Variables	*f*
Useful for language learning	10
Good and effective for practice	6
Good for revision	4
Supportive	3
Necessary for extra practice	1

According to the comments made by the students, it can clearly be understood that they perceive BL useful for English language learning as the variable 'useful' is the one with the highest frequency. Six students stated that they found it 'good and effective for practice', four 'good for revision', three of them 'supportive' for language learning', and one 'necessary for extra practice'.

The following statements are directly taken from the students' responses for the first question:

"I think it is useful to mix online and classroom teaching together."

"Doing extra exercises out of the classroom supported my learning."

"I did many exercises that our teacher shared online, so I was able to check and revise what I learnt in the classroom and that was useful."

"Practicing English in both virtual and real classroom was very effective."

"I think it is very necessary to do extra online exercises, and *Easyclass* made it easier to do so."

4.3.2. The second interview question

This question is "Which language skills and components do you think BL helped improve? For which skill do you prefer BL?". These questions were asked to understand which language skill or skills were thought to have developed through BL (see Table 12), and which skills were preferred for BL (see Table 13).

Table 12

Improved language skills and components

Variables	*F*
Vocabulary	10
Grammar	10
Listening	3
Writing	2

Table 13

Preferred language skills and components

Variables	*F*
Vocabulary	10
Grammar	10
Writing	5
Listening	3
Reading	3

It is clearly seen that the students think BL helped improve their Vocabulary and Grammar knowledge the most. All of the students stated that they learned vocabulary better by practicing exercises through BL and their grammar enhanced thanks to BL practices (See Table 12). This is because they were given weekly quizzes and assignments including the words and grammar they had studied in the classroom. As for language skills, only three students said that their Listening, and two students said their Writing skills developed through BL. The following comments shed light to the questions clearly:

"Online exercises and revising them in the class with the instructor helped me revise the grammar we studied."

"I have learned a lot of vocabulary thanks to the exercises our instructor shared online."

"I think my grammar and vocabulary improved the most through these exercises."

"I think this implementation improved my Listening because there were videos with subtitles. This helped me understand English better."

"My instructor corrected my written mistakes online, so I think it is good for my writing."

"I wrote a lot of sentences in English in *Easyclass*, this helped me write better."

With regards to the preferred skills (or language components), students' responses indicated that they preferred learning vocabulary and grammar through BL the most. The results also revealed that Writing (*f*=5) is the most preferred language skill for BL. After that Listening (*f*=3) and Reading (*f*=3) are the other two preferred skills for BL. It is interesting that although the students did not mention that their Reading skill improved through BL (see Table 11), they stated that they preferred it with BL (Table 12). Another interesting conclusion to be drawn from these two tables is that Speaking skill is not seen as a skill to be developed with BL and not preferred for BL. Below are students' comments on this interview question:

"I think vocabulary and grammar exercises are best done with online and classroom exercises together, so I prefer them."

"I prefer grammar exercises done through *Easyclass* because I have more time to finish them and check them."

"I prefer writing exercises with *Easyclass* because our teacher could check it easily. We don't have enough time for this in the class."

"I always forget the words I learn in the lesson, but studying them via *Easyclass* is very useful, so I think vocabulary practice is best done online."

"I think I can understand what I read better because there I read a lot of sentences in the activities."

"There are a lot of listening exercises that my teacher shared. I prefer doing them again and again in *Easyclass*. I cannot understand everything in the classroom but when I practice them online in *Easyclass*, I think it is very helpful."

4.3.3. The third interview question

The third question is "What are the advantages and strengths of the BL model?" This question aims to get the strengths and weaknesses of BL (see Table 14).

Table 14

Advantages and Strengths of BL

Variables	*f*
Accessibility of various materials	9
Accessibility of the instructor	9
Reinforcement of lessons	8
Self-checking	7
Motivating for language learning	7

The answers indicate that the biggest advantage of the BL model is that it has enabled students to access learning materials such as videos, visuals, short texts, online tests etc. provided by the instructor. Therefore, accessing these materials is regarded as the biggest strength of the model (*f*=9). The second biggest strength is the accessibility of the instructor out of the classroom (*f*=9). Since the students have English lessons only once a week, accessing the instructor for language learning when needed is seen as a big advantage as well. Another advantage of the model, as stated by the students, is that it has enabled them to reinforce the topics they studied at school (*f*=8). Checking their own progress through quizzes

and assignments is mentioned as another advantage (*f*=7). Lastly, they stated they found BL motivating for English learning (*f*=7). The following comments obviously indicate the advantages:

"It was very advantageous to access the materials because I could use them again and again."

"It could communicate with my instructor when I had a question and I think this was very advantageous for me."

"I did some exercises online and saw my mistakes and then corrected them. I think this helped me see how much I have learnt."

"I have felt motivated because I could practise English in the class and also after school and learn a lot."

4.3.4. The fourth interview question

The fourth question "What are the disadvantages and/or weaknesses of BL?" aimed at detecting the probable weaknesses of BL from students' point of views (See Table 15).

Table 15

The disadvantages and/or weaknesses of BL

Variables	*F*
Less speaking when online	3
Difficult for A1 level	2

Overall, the students declared few comments on the disadvantages of BL. As pointed out in the following comments, the students found the online aspect of BL ineffective in terms of facilitating oral communication (*f*=3). The system does not allow synchronous video conferencing, therefore the students could only watch videos and share their voice recordings, if any. According to students, speaking was regarded as a skill to be developed only in the classroom with FtF teaching. The following statement clearly reveals this weakness:

"I don't think my speaking improved a lot with *Easyclass* and the exercises because it can only be developed in the classroom."

Two of the students in the interview group stated that they found the exercises done through BL difficult for their language level (*f*=2). Although all the selected exercises were designed taking into consideration the students' language level, which is A1 precisely, some students still had difficulty following them as their level was beginner. Below are the comments on these issues:

"Some online exercises were difficult for my level."

"I sometimes had difficulty completing the online tasks because they were a bit beyond my level."

4.3.5. The fifth interview question

"What are your suggestions for BL?" was asked to get the students' suggestions for a better BL model. The suggestions are presented in the table below (see Table 16).

Table 16

Suggestions

Variables	*F*
More BL practices	8
Compulsory in the curriculum	4
Alternative LMSs	4
Recorded lessons	3
More online games	2

The responses for the fifth interview clearly indicate that the students want more BL practices with various LMSs (*f*=8). Moreover, they suggest BL be compulsory in the curriculum so that they would feel more obliged to follow the online courses and, in return, become more successful (*f*=4). Another suggestion is using different LMSs (*f* =4) apart from *Easyclass*. It is seen that they want to try out different systems with different facilities such as

video conferencing and a better grading system. Three students suggested the courses be recorded and uploaded to the system. Another suggestion was to use more online games for the lessons (*f*=2). The following comments highlight their suggestions:

"I think it should be compulsory to use online systems for lessons like we did throughout the term because we can be more successful this way."

"We can try out different platforms apart from *Easyclass* because it does not provide speaking exercises etc."

"More online games should be included for English lessons because they really helped improve my English."

4.3.6. The summary of the qualitative findings

The aim of the interviews was to get a deeper understanding of the effectiveness of BL from the students' points of view, and find out the strengths and weaknesses of BL. Moreover, they aim at identifying the students' suggestions for better practices. After the content analyses were done, main themes were determined and, thus, conclusions were drawn based on the responses.

Chapter V

Discussion

In this chapter, the findings of the data collected through both qualitative and quantitative instruments will be discussed in order to find answers for the research questions of this study.

5.1. Discussion of the results

The first question aims to find students' attitudes towards BL. As a result of the quantitative statistical analysis of the scale, average scores were calculated and it was found that vocational high school students' attitude towards BL while learning English was quite high: 4.15 on a 5-point Likert scale. This is the second highest score ($\bar{x}$=4.15) out of four factors obtained from the scale. Similarly, in-depth analysis of the interviews yielded positive outcomes related to BL as students found BL useful for language learning, enjoyable, good for practice, effective for language learning, and good for self-check. The findings of the present study are mostly in line with previous research on BL in FLT contexts, where positive attitudes of university students towards BL courses were reported (Adas & Shmais, 2011; Alseweed, 2013; Bukhari & Mahmoud Basaffar, 2019; Hos et al., 2016; Nazarenko, 2015; Wichadee, 2018; Zhang & Han, 2012).

The second research question aims to find out which learning model was found more favorable by students and the reason why they thought so. It was found that the highest overall mean value corresponds to FtF ($\bar{x}$=4.35). The difference between the mean values of BL and FtF learning are not statistically significant ($p=.326$; $p<.05$), yet FtF learning was found to be more favorable among the students according to the quantitative analysis. The most striking result of the present study is that the highest score of the survey was item 06 ‘Learning under the guidance of the instructor increased my motivation’ ($\bar{x}$=4.60), which highlights the importance of human support during learning. Similarly, item 09 “The

instructor encouraged me to participate in the lessons" has the second highest mean value of the survey ($\bar{x}$=4.54). The instructor's guidance and encouragement during in-class teaching were apparently appreciated by the learners a lot, and could be the reason why FtF received the highest value. These results of this study regarding the comparison of FtF, Online and BL are consistent with similar previous studies. Akkoyunlu and Soylu (2008), Rianto (2020), Istifci (2017), and Wright (2017) found that students favored FtF aspects of BL more than online in foreign language learning. As stated by Clark (2006), although technological changes have reached unprecedented levels, learning is often equated with FtF classroom atmosphere. Many studies underline that teacher support is vital for learners in that it establishes an intimate atmosphere to help with learners' problems, provide interest or motivate learners (Brown, 2003; Dziuban, Moskal, & Hartman, 2004). Len (2019) investigated the effects of BL and FtF learning and came to the conclusion that students felf more comfortable with FtF learning mode than online and self-learning mode. Likewise, Karaaslan and Kılıç (2019) investigated BL from university students' perspectives and found that students reported a need and aspiration for more FtF hours with their instructors and classmates.

The third question seeks an answer to the question related to students' preferred language skill for BL. For this question, qualitative data gathered from the interviews were analyzed in detail. It was revealed that students benefited from BL for two language components: Grammar and Vocabulary mostly, and, therefore, preferred these two language components primarily for BL. As for language skills, Writing, Reading, and Listening skills were said to be preferred for BL. Similarly, previous studies on the benefits of BL have shown positive results for improving language skills (Adas & Bakir, 2013; Ünal, 2013; Yağcı, 2015). In a similar study on BL, Bataineh and Mayyas (2017) discovered that BL was effective in improving students' reading comprehension and grammar knowledge. In two

parallel studies on the effects of BL on students' language skills, Qindah (2018) and Essa (2018) found that BL helped improve students' grammar. With regards to Vocabulary learning, Al Zumor et al. (2013) reported that BL enhanced EFL students' vocabulary as well as their reading. In a parallel study, Vasbieva et al. (2016) concluded that BL enhanced university students' vocabulary in English learning. As for the improvement of Writing skill through BL, particular studies have suggested that BL helped improve language learners' Writing skills (Challob et al., 2016; Dahmash, 2020; Eydelman, 2013; Nezakat-Alhossaini, 2018). All these studies are in line with the findings of this present study. The contradicting finding of this study with other related studies is that students believed the online aspect of the BL model did not help improve their Speaking skill. This negative aspect was also expressed in the fifth research question as explained below. However, in particular studies on BL, it was found effective in promoting speaking skill in English language learning (Ginaya et al., 2018; Liu et al., 2017). This contradiction might be attributed to the lack of sychnronous online courses.

The fourth question aims to reveal the advantages and disadvantages of BL. To begin with advantages, the findings of the interview have revealed the following advantages of BL: accessibility of various materials, accessibility of the instructor, reinforcement of lessons, tracking progress and motivation for language learning. Students stated in the interview that accessing course materials any time anywhere was practical and useful for language learning (N=10). In the quantitative analysis, similarly, it was found that item 14 'I could get instant feedback from the instructor.' ($\bar{x}$=4.03), item 12 'I could get help from the instructor whenever I wanted.' ($\bar{x}$=3.98), and item 20 'I could access the learning materials whenever I wanted.' ($\bar{x}$=3.81) received quite high scores. The triangulation of the research instruments clearly indicates that accessibility of the instructor and online materials remotely are two preliminary advantages of BL. Learning flexibility in BL has been found advantageous in

parallel studies (Karaaslan & Kılıç, 2019; Sudewi, 2020; Wright, 2017), since it could provide a practical way for students to get the information without time and space constraints.

As for the disadvantages, the interview responses reveal only two negative comments on the implementation of BL. In fact, the first drawback of BL responds to its online aspect where students cannot find chances to practice speaking (*f*=3). Since the online aspect of BL via *Easyclass* did not include synchronous speaking sessions, students found it ineffective in promoting oral skills. This result contradicts with some studies in which BL was found to improve learners' oral skills (Chuang, Li, & Tseng, 2013; Ginaya, Rejeki & Astuti, 2018; Guangying, 2014; Yang et al., 2013,). This is mostly because the aforementioned studies were conducted with different LMSs and students from different profile whose English language level was higher than the participants' of this study. The other weakness that the interviewed students mentioned of the model was its difficulty (*f*=2). Although all the exercises were planned according to the language of the students, some of them still had difficulty and, thus, stated that BL was challenging for them. As Karaaslan and Kılıç (2019) point out, low achieving students tended to need in-class training with more FtF interaction and support from their teachers. These two weaknesses of BL actually respond to the online aspect of the BL model, but still need to be taken into consideration.

With regards to technical aspect of BL, it was found in the quantitavie analysis that students rarely had problems with technical issues ($\bar{x}$=2.70). Unlike this finding, this issue was found as problematic in certain BL studies (Dahmash, 2020; Gulnaz, Althomali, & Alzeer, 2020; Hos et al., 2016; Rianto, 2020). Moreover, the students of this study did not mention technical issues as a probabale disadvantage of BL in the interviews either.

Chapter VI

Conclusion

6.1. Conclusion

This study revealed that students had highly positive attitudes towards BL in English classes and found it useful, motivating, supportive, and efficient. It was also discovered that although students' preference for FtF learning is ahead of solely online and BL, the difference between FtF and BL is not statistically significant, meaning that their preference for both BL and FtF models of learning are similar. Students also stated that use of a Web 2.0 tool in English lessons enhanced their learning, especially their Grammar and Vocabulary the most. These results imply that language teachers should be aware of the importance of utilizing Web 2.0 tools, LMSs and all other ICTs in language classes more. As pointed out by Drummond and Sweeney (2017), the ability to utilize ICT should be regarded as a key factor of teacher education. Moreover, the next generation of mobile learning will be more ubiquitous, and digital learning with smart systems will be very common (Kukulska-Hulme, 2012). According to Li (2018), "technology can be an effective tool to engage, motivate and regulate learners" (p.13). Therefore, teachers' competence to integrate contemporary methods has the advantage to facilitate the way students learn content and achieve skills in creativity and communication (Dousay & Weible, 2019). Consequently, it is vital for teachers to be attentive to the changes in technology due to the opportunities they provide (Kessler, 2018), and teachers need to be adequately prepared for digital educational implementations. According to Uzun (2012), the most considerable advantage of the digital educational settings is that "they provide rich and equal 'lifelong learning' opportunities for anyone regardless of age, gender, or any other factor" (p. 110). Therefore, higher institutions need more technological settings, methods and systems to adopt in English Language Teaching (ELT) especially for vocational school students, who constitute a large portion of university students

in Turkey. In the light of the studies conducted with these students, it is seen that they need more interactive methods rather than traditional grammar teaching and need more oral practice and need tailor-suit course materials that fit their language needs (Şimşek, 2014).

Castro (2019) states that because of the rapid development of technology, there have been many challenges for educational systems around the world and this current digital transformation has urged higher education institutions to adopt various systems. According to Castro (2019), in spite of the fact that the modern advances have made a gigantic intrigued among colleges and other stakeholders to offer various educational content as alternative means of education, major social problems such as "high costs, high accessibility barriers, high dropout rates, and low course quality" (p. 2542) have not been addressed yet. Therefore, it is vitally important to analyze and evaluate the implementations of technology-based systems in order to obtain better insight into the process. It is underlined that the design, application and evaluation of BL models should carefully be taken into consideration with collaboration of all the components in the education system, namely the students, instructors, administrators, and decision makers. As argued by Karaaslan and Kılıç (2019), the design of the course content and BL model should be done with a consideration of the particular student profiles, their personal differences, and the costs included. Furthermore, students need to get prepared prior to the implementation of a blended language. Since it is mainly teachers who take care of the process as 'the organizer, conductor and facilitator', both pre-service and in-service teachers should be equipped with necessary knowledge and skills in providing technology-based teaching by utilizing the most effective Web tools. On this issue, Atmacasoy and Aksu (2018) argue that it is vital for faculties of education to include ICT into the curricula to train pre-service teachers. Similarly, Keser, Karaoğlan Yılmaz, and Yılmaz (2015) emphasize that universities need to offer technology-integrated courses to pre-service teachers with the aim of developing their skills and technology self-efficacy (Ergen, 2019).

Uzun (2016) also suggests that curricula renewal is a necessity for ELT departments to integrate technology into teaching. In fact, not only pre-service but also in-service teachers are in the need of self-developing their ICT skills in order to keep pace with the contemporary approaches. In a very recent study on factors influencing perceived technology proficiency of English language teachers in Turkey, Erdin (2021) revealed that in-service teachers are already ready to integrate technology into the way they teach, but they sometimes fail because of lack of required infrastructure and motivation. This indicates that institutions and stakeholders should give priority to the improvement of technological infrastructure in education. The ability to make use of ICT should be regarded as a key component of teacher education (Drummond & Sweeney, 2017; Krumsvik, 2014) and more emphasis should be given to this issue than before because current pandemic conditions have already made online/blended learning compulsory, and it seems that various forms of BL will be an indispensable part of education in near future. In spite of the fact that regular FtF in higher education seems to go back to that mode of instruction with a few alleviations, the courses of action put in in the midst of the COVID-19 crisis will probably leave a trace. Consequently, the development of online learning in tertiary instruction will advance and schools will organize their systems more methodically to seek after the angles of technology-supported learning (Daniel, 2020). As pointed out by Marinoni, Van't Land and Jensen (2020), the global pandemic has created an increased need for international and global perspectives to analyze the short and long term impacts of the pandemic on higher institutions. The researcher believes that considering all these conditions, this study can provide insight into English language teaching in higher education.

6.2. Limitations of the Study and Suggestions for Further Studies

Overall, the present study has shown many aspects of a BL model from the point of students throughout an academic term. It lasted for 15 weeks. One of the limitations of the study is the time limit. It would be more effective to implement it for a whole academic year. It was intended to include all the students taking English lessons at the vocational school, so control-experimental group division was intentionally abstained from the beginning, but it would be more fruitful to implement experimental studies so as to analyze the contribution of BL to students' language development in an academic sense. Another limitation of the study is the number of the participants. More students could be included to gather more data. As the BL model was not compulsory, only volunteered students who actively used the LMS were selected as the participants of the study. If it had been possible to make all the students use the system actively and then to get their responses to the scale, the study may have gathered more solid results. Due to drop outs and attendance issues, it was not possible to include all the students taking the course.

The data of the study had been gathered just a month before the Covid-19 outbreak, which completely affected the delivery of education in higher education. Face to face education was immediately disrupted after the announcement of the pandemic, which made online learning compulsory in most universities all over the world as in Bursa Uludag University. In the present context, English lessons had to be held only online via a different LMS called UKEY (the official LMS of Bursa Uludag University). Considering the present situations, an in-depth longitudinal study might be needed to analyze the effectiveness of online learning from the perspective of learners, instructors, and all the stakeholders. As it was the last academic term done face to face in the classroom, the results of this study, in this sense, may help make a comparison between teaching English with a BL model in vocational schools before and after the pandemic.

The present study has provided some insights into digital transformation of education from the perspective of BL, yet better systems are on the agenda of the world with newer models of delivery of knowledge in ELT.

References

Aborisade, P. A. (2013). Blended learning in English for Academic Purposes courses: A Nigerian case study. In Bricault, D. *Blended Learning in English Language Teaching: Course Design and Implementation Brian Tomlinson and Claire Whittaker (Eds.).* London, England: British Council. 2013. Pp. 252. *Tesol Quarterly*, *49*(1), 35-41. www.britishcouncil.org

Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International journal of humanities and social science*, *3*(9), 254-266.

Adas, D., & Shmais, W. A. (2011). Students' perceptions towards blended learning environment using the OCC. *An - Najah Univ. J. Res. (Humanities). Vol. 25*(6).

http://hdl.handle.net/20.500.11888/2719

Ağgün, N. (2019). *Tailoring Blended Instruction to Underachieving Language Learners in Order to Enhance Their Productive Language Skills* [Doctoral Thesis]. Çağ University, Turkey. http://openaccess.cag.edu.tr/xmlui/bitstream/handle/20.500.12507/325/nazlı aggün.pdf?sequence=5&isAllowed=y

Aghaei, S., Nematbakhsh, M. A., & Farsani, H. K. (2012). Evolution of the world wide web : from web 1.0 to web 4.0. *International Journal of Web & Semantic Technology, 3(1),* 1–10. https://doi.org/10.5121/ijwest.2012.3101

Akkoyunlu, B., & Soylu, M. Y. (2008). A study of student's perceptions in a blended learning environment based on different learning styles. *Educational Technology & Society, 11* (1), 183-193.

Akyurt, N. (2009). Meslek yüksekokulları ve Marmara Üniversitesi sağlık hizmetleri meslek yüksekokulu öğrencilerinin genel profili. *Fırat Sağlık Hizmetleri Dergisi*, *4*(11), 175-189.

Albion, P.R. (2008) Web 2.0 in Teacher Education: Two Imperatives for Action. *Computers in the Schools, 25*(3).

Al-Essa, N. S. (2018). The Impact of Using Edmodo as a Blended Learning Medium on Promoting Saudi EFL Female Secondary School Students' English Grammar. *Arab World English Journal*. DOI: https://dx.doi.org/10.24093/awej/th.221

Alseweed, M. A. (2013). Students' achievement and attitudes toward using traditional learning, blended learning, and virtual classes learning in teaching and learning at the university level. *Studies in Literature and Language, 6*(1), 65-73. DOI:10.3968/j.sll.1923156320130601.1464

Al Zumor, A. W. Q., Al Refaai, I. K., Eddin, E. A. B., & Al-Rahman, F. H. A. (2013). EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement. *English Language Teaching, 6*(10), 95-110.

Allison, M., & Kendrick, L. M. (2015). Toward education 3.0: Pedagogical affordances and implications of social software and the semantic web. *New directions for Teaching and Learning, 144*(2015), 109-119.

Al-Mansour, N. S. (2012). The effect of computer-assisted instruction on Saudi University students' learning of English. *Journal of King Saud University-Languages and Translation, 24*(1), 51-56.

Al-Said, K. M. (2015). Students' Perceptions of Edmodo and Mobile Learning and Their Real Barriers towards Them. *Turkish Online Journal of Educational Technology-TOJET, 14*(2), 167-180. https://eric.ed.gov/?id=EJ1057371

Arslanoğlu, A. (2015). *The Impact of CALL on the Hearing-impaired Turkish Students' Motivation and Their Vocabulary Development in English.* [Master's Thesis].Bahçeşehir University, İstanbul.

Atmacasoy, A., & Aksu, M. (2018). Blended learning at pre-service teacher education in Turkey: A systematic review. *Education and Information Technologies*, *23*(6), 2399–2422. doi: 10.1007/s10639-018-9723-5

Atzori, L., Iera, A., & Morabito, G. (2010). *The internet of things: a survey. Computer Networks, 54(*15*),* 2787–2805. https://doi.org/10.1016/j.comnet.2010.05.010

Avcı, H. & Adiguzel, T. (2017). A Case Study on Mobile-Blended Collaborative Learning in an English as a Foreign Language (EFL) Context. *International Review of Research in Open and Distributed Learning, 18*(7). https://doi.org/10.19173/irrodl.v18i7.3261

Aysu, S. (2019). The Perceptions of Students Studying at a Vocational School on the Role of English in Their Lives and Their Reasons to Learn English. *E-International Journal of Educational Research*, *10*(1).

Balaban, E. (2012). Dünyada ve Türkiye'de uzaktan eğitim ve bir proje önerisi. *İstanbul: Işık Üniversitesi*. http://erdalbalaban.com/wp-content/uploads/2012/12/UE_UzaktanE%C4%9Fitim_EB.pdf

Balasubramanian, K., Jaykumar, V., & Fukey, L. N. (2014). A study on "Student preference towards the use of Edmodo as a learning platform to create responsible learning environment". *Procedia-Social and Behavioral Sciences*, *144*, 416-422.

https://doi.org/10.1016/j.sbspro.2014.07.311

Balcı, E. (2017*). Perceptions on Blended Learning: A Study on Student and Instructor Experiences in an English Preparatory Program* [Master's Thesis]. Pamukkale University, Turkey. http://www.acikesrisim.pau.edu.tr

Bañados, E. (2006). A blended-learning pedagogical model for teaching and learning EFL successfully. *CALICO Journal*, *23*(3), 533-550.

Banditvilai, C. (2016). Enhancing students language skills through blended learning. *Electronic Journal of e-Learning*, *14*(3), 223-232.

Bataineh, R. F., & Mayyas, M. B. (2017). The utility of blended learning in EFL reading and grammar: A case for Moodle. *Teaching English with Technology*, *17*(3), 35-49.

Bates, A. W., & Poole, G. (2003). *Effective teaching with technology in higher education* 3, 33-56. Jossey-Bass.

Benito-Osorio, D., Peris-Ortiz, M., Armengot, C. R., & Colino, A. (2013). Web 5.0: the future of emotional competences in higher education. *Global Business Perspectives*, *1*(3), 274-287.

Berkant, H. G. & Baysal, S. (2020). Meslek yüksekokulu öğrencilerinin dil öğrenme stratejilerinin ve yabancı dile yönelik kalıplaşmış düşüncelerinin incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6*(1), 67-86.

Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *Journal of Computing in Higher Education*, *26*(1), 87-122.

Bilgin, H. (2010). *The effects of a learning management system on the achievement of university EFL students* [Doctoral dissertation]. Boğaziçi University, Turkey.

Bodur, A. (2019). *An Evaluation of the Blended Learning Program of Ankara Yıldırım Beyazıt University Preparatory School Based on Students' and Instructors' Perspectives* [Master's Thesis]. Gazi University, Turkey.

Bonk, C. J., & Graham, C. R. (2012). *The handbook of blended learning: Global perspectives, local designs*. John Wiley & Sons.

Boyacıoğlu, S. (2015). *The Evaluation of Blended Learning in a Private Course* [Master's Thesis]. Ufuk University, Turkey.

Bozok, Ö. (2019). *Teknik Bilimler Meslek Yüksekokullarında İngilizce Dersine Yönelik SWOT Analizi*. [Master's Thesis]. Hacettepe Üniversitesi, Turkey.

Brooks, D. C. & McCormack, M. (2020). Driving Digital Transformation in Higher Education. EDUCAUSE www.https://library.educause.edu/-/media/files/library/2020/6/dx2020.pdf?la=en&hash=28FB8C377B59AFB1855C225BBA8E3CFBB0A271DA

Brown, J. D. (2011). Likert items and scales of measurement. *SHIKEN: JALT Testing & Evaluation SIG Newsletter, 15* (1), 10-14.

Brown, R. (2003). Blending learning: Rich experiences from a rich picture. *Training and Development in Australia, 30* (3), 14-17.

Bukhari, S. S. F., & Mahmoud Basaffar, F. (2019). EFL learners' perception about integrating blended learning in ELT. *Arab World English Journal (AWEJ) Special Issue on CALL*, (5).

Cabı, E., & Gülbahar, Y. (2013). A scale development study for assessing the effectiveness of blended learning environments. *Pegem Journal of Education and Instruction*, *3*(3), 11–26. https://doi.org/10.14527/C3S3M2

Carman, J. M. (2002). Blended learning design: Five key ingredients. *Retrieved August, 18*, 2009. Agilant Learning. http://www.it.iitb.ac.in

Castro, R. (2019). Blended learning in higher education: Trends and capabilities. *Education and Information Technologies, 24*(4), 2523-2546.

Chang, C. C., Shu, K. M., Liang, C., Tseng, J. S., & Hsu, Y. S. (2014). Is blended e-learning as measured by an achievement test and self-assessment better than traditional classroom learning for vocational high school students?. *International Review of Research in Open and Distributed Learning*, *15*(2), 213-231.

Challob, A. A. I., Bakar, N. A., & Latif, H. (2016). Collaborative Blended Learning Writing Environment: Effects on EFL Students' Writing Apprehension and Writing Performance. *English Language Teaching*, *9*(6), 229-241.

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition – Foundations for Teaching, Testing and Research.*Cambridge University Press.

Chen, X. B. (2013). Tablets for informal language learning: Student usage and attitudes. *Language and Teaching. 17*(1). http://hdl.handle.net/10125/24503

Chew, E., Turner, D. A., & Jones, N. (2010). In love and war: Blended learning theories for computer scientists and educationists. In *Handbook of research on hybrid learning models: Advanced tools, technologies, and applications* (pp. 1-23). IGI Global.

Cho, K., Lee, S., Joo, M. H., & Becker, B. J. (2018). The effects of using mobile devices on student achievement in language learning: A meta-analysis. *Education sciences*, *8*(3), 105.

Clark, K. (2006). Practices for the Use of Technology in High Schools: A Delphi Study. *Journal of Technology and Teacher Education, 14*(3), 481-499. Waynesville, NC USA: Society for Information Technology & Teacher Education. https://www.learntechlib.org/primary/p/5850/.

Colis, B., & Moonen, J. (2001). Flexible Learning in a Digital World: Experiences and Expectations. Open & Distance Learning Series.

Cohen, A. M., & Brawer, F. B. (2003). *The American community college*. San Francisco: Josey-Bass, Wiley Imprint.

Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of applied psychology*, *78*(1), 98.

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health*, *2013*, 541-545.

Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Ed.* Upper Saddle River, NJ: Merrill.

Dahmash, N. (2020). I couldn't join the sessions': Benefits and challenges of blended learning amid COVID-19 from EFL students. *International Journal of English Linguistics*, *10*(5), 221-230.

Dang, T. H. (2013). Towards the Use of Mobile Phones for Learning English as a Foreign Language: Hesitation or Welcome?. *Language in India*, *13*(10).

Daniel, J. Education and the COVID-19 pandemic. *Prospects* 49(1), 91–96. https://doi.org/10.1007/s11125-020-09464-3

Davie, N., & Hilber, T. (2015). Mobile-Assisted Language Learning: Student Attitudes to Using Smartphones to Learn English Vocabulary. *International Association for Development of the Information Society*. https://eric.ed.gov/?id=ED562454

Davies, G., & Steel, D. (1981, April). First steps in computer-assisted language learning at Ealing College of Higher Education. In *CAL 81 Symposium, University of Leeds* (pp. 8-10).

Davies, G., Otto, S. E., & Rüschoff, B. (2013). Historical perspectives on CALL. *Contemporary computer-assisted language learning*, 19-38.

Davras, G. M., & Bulgan, G. (2012). MYO öğrencilerinin İngilizce hazırlık eğitimine yönelik tutumları: Isparta MYO Turizm ve Otel İşletmeciliği örneği. *Doğuş Üniversitesi Dergisi*, *13*(2), 227-238.

Demartini, C., & Benussi, L. (2017). Do Web 4.0 and Industry 4.0 Imply Education X.0?. *IT Profesional*, *19*(3).

Deniz, Ş. (2016). *A Study On The Perceptions Of The Students And Instructors Towards The Implementation Of Blended E-Learnıng At Ankara University Preparatory School Efl Program: A Case Study, A Suggestive Constructivist Perspective* [Master's Thesis]. Ufuk University, Turkey.

Dogoriti, E., Pange, J., & Anderson, G. S. (2014). The use of social networking and learning management systems in English language teaching in higher education. *Campus-Wide Information Systems 31*(4), 254-263. https://doi.org/10.1108/CWIS-11-2013-0062

Dousay, T. A., & Weible, J. L. (2019). Build-a-bug workshop: Designing a learning experience with emerging technology to foster creativity. *TechTrends*, *63*(1), 41-52.

Driscoll, M. (2002). Blended learning: Let's get beyond the hype. *E-learning*, *1*(4), 1-4.

Drummond, A., & Sweeney, T. (2017). Can an objective measure of technological pedagogical content knowledge (TPACK) supplement existing TPACK measures? *British Journal of Educational Technology*, *48*(4), 928–939. doi: 10.1111/bjet.12473

Drysdale, J. S., Graham, C. R., Spring, K. J., & Halverson, L. R. (2013). An analysis of research trends in dissertations and theses studying blended learning. *The Internet and Higher Education*, *17*, 90-100.

Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Essex: Pearson Education Limited

Dumitrescu, V. M. (2015). One step ahead: From Web 1.0 to web 2.0 technologies in higher education. In Conference proceedings of» eLearning and Software for Education «(eLSE) (No. 02, pp. 143-150). " Carol I" National Defence University Publishing House.

Durak, G., Cankaya, S., & Yünkül, E. (2014). Egitimde eğitsel sosyal ağ sitelerinin kullanımı: Edmodo Örneği [Using educational social networking sites in education: Edmodo]. *Dumlupınar University Journal of Social Sciences,* 41, 309–316. doi:10.1007/s13398-014-0173-7.2

Durucasu, R. R., Aydın, S., & Er, G. (2020). Meslek Yüksekokulu Öğrencilerinin İngilizceye Yönelik Tutumları: Anadolu Üniversitesi Örneği. *Journal of Management Theory and Practices Research, 1*(1), 1-9.

Dziuban, C., Moskal, P., & Hartman, J. (2005). Higher education, blended learning, and the generations: Knowledge is power: No more. *Elements of quality online education: Engaging communities. Needham, MA: Sloan Center for Online Education*, 88-89.

Easyclass. (n.d.). *About us*. https://www.easyclass.com/about

Elam, J. R., & Nesbit, B. (2012). The effectiveness of project-based learning utilizing Web 2. 0 tools in EFL. *Jaltcall Journal*, *8*(2), 113-127.

Erdin, Y. (2021). *Factors Affecting Perceived Technology Proficiency of Turkish Teachers of English in the Light of 21st Century Learning* [Bursa Uludag University]. http://hdl.handle.net/11452/19941

Ergen, S. (2019). *Exploring the relationship between teachers' mindset and their technology self-efficacy among the secondary school EFL teachers* [Başkent University]. http://dspace.baskent.edu.tr:8080/xmlui/bitstream/handle/11727/4035/Seher_Ergen_Tez_2019.pdf?sequence=1&isAllowed=y

Eydelman, N. (2013) A blended English as a Foreign Language academic writing course. In Tomlinson, B and Whittaker, C. Ed. *Blended Learning in English Language Teaching: Course Design and Implementation*. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, *7*(2), 95-105.

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. John Wiley & Sons.

Gibert, J. (2013). A collaborative online reading and research project. In Tomlinson, B and Whittaker, C. Ed. *Blended Learning in English Language Teaching: Course Design and Implementation.* British Council.

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf

Ginaya, G., Rejeki, I. N. M., & Astuti, N. N. S. (2018). The effects of blended learning to students' speaking ability. *International journal of linguistics, literature and culture*, *4*(3), 1-14.

Glover, B., Lasko-Skinner, R., Ussher, K., Carr, H., Atay, A., & Jones, E. (2020). The Learning Curve: How the UK is harnessing the potential of online learning: Report Summary, February 2020. www.demos.co.uk

Gökçe, A., & Batman, O. (2015). Turizm ön lisans programlarında meslek amaçlı İngilizce (EOP) öğretiminin öğrenci görüşlerine dayalı ihtiyaç değerlendirmesi. *Paradoks Ekonomi Sosyoloji ve Politika Dergisi*, 211-264.

Graham, C.R. (2006) Blended Learning Systems: Definition, Current Trends, and Future Directions. In: Bonk, C.J. and Graham, C.R., Eds., *Handbook of Blended Learning: Global Perspectives, Local Designs.* Pfeiffer Publishing, San Francisco, 3-21.

Guangying, C. (2014). An experimental research on blended learning in the development of listening and speaking skills in China. *Southern African Linguistics and Applied Language Studies*, *32*(4), 447-460.

Gulnaz, F., Althomali, A. D. A., & Alzeer, D. H. (2020). An investigation of the perceptions and experiences of the EFL teachers and learners about the effectiveness of blended learning at taif university. *Int. J. Engl. Ling*, *10*(1), 329-344.

Gürkan, S. (2018). The effects of a mobile assisted vocabulary learning application on vocabulary learning. *Turkish Online Journal of Qualitative Inquiry*, *9*(3), 288-311.

Hauke, J., & Kossowski, T. (2011). Comparison of values of Pearson's and Spearman's correlation coefficient on the same sets of data. *Quaestiones Geographicae*, *30*(2).

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, *15*(9), 1277-1288.

Hockly, N., & Dudeney, G. (2018). Current and Future Digital Trends in ELT. *RELC Journal*, 0033688218777318. https://doi.org/10.3991/ijet.v12i02.6324

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, March). The Difference Between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*.

Hos, R., Yagci, H., & Cinarbas, H. I. (2016). Turkish EFL students' perceptions about blended English courses in a teacher education program. *International Journal of Social Sciences and Education Research, 2*(3), 774-784.

https://www.who.int/

https://www.yok.gov.tr/Sayfalar/Haberler/agri-dijital-donusum-tanitim-toplantisi.aspx

İnce, A. (2015). *English Language Teachers' Perspectives Towards Blended Learning In English Language Teaching* [Çağ University].

Istifci, I. (2017). Perceptions of Turkish EFL students on online language learning platforms and blended language learning. *Journal of Education and Learning*, *6*(1), 113-121.

İzci, E., Gökçen, E., & Kara, A. (2019). Meslek yüksekokulu öğrencilerine yönelik uygulanan yabancı dil İngilizce öğretim programının değerlendirilmesi Harran Üniversitesi Sosyal Bilimler MYO örneği. *Kesit Akademi Dergisi*, (21), 84-100.

Janesick, V. J. (2010). *" Stretching" Exercises for Qualitative Researchers*. Sage.

Johnson, N., Bates, T., Donovan, T., & Seaman, J. (2019). Tracking Online Education in Canadian Universities and Colleges: National Survey of Online and Digital Learning 2019 National Report. http://www.eduq.info

Jou, M., Lin, Y. T., & Wu, D. W. (2016). Effect of a blended learning environment on student critical thinking and knowledge transformation. *Interactive Learning Environments*, *24*(6), 1131-1147.

Kara, S. (2018). Blended Learning: A model To Enhance Engagement in Readıng Class. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 18*(2).

Karaaslan, H., & Kılıç, N. (2019). Students' Attitudes towards Blended Language Courses: A Case Study. *Journal of Language and Linguistic Studies, 15*(1), 174-199. Doi:10.17263/jlls.547699

Karagöz, Y. (2010). Nonparametrik tekniklerin güç ve etkinlikleri. *Elektronik Sosyal Bilimler Dergisi, 9*(33), 18-40.

Kearney, M., Schuck, S., Burden, K., & Aubusson, P. (2012). Viewing mobile learning from a pedagogical perspective. *Research in learning technology*, *20*(1), n1.

Keser, H., Karaoğlan Yılmaz, F. G., & Yılmaz, R. (2015). TPACK competencies and technology integration self-efficacy perceptions of pre-service teachers. *Elementary Education Online, 14*(4).

Kessler, G. (2018). Technology and the future of language teaching. *Foreign language annals*, *51*(1), 205-218.

Khamkhien, A. (2012). Computer assisted language learning and English language teaching in Thailand: overview. *Mediterranean Journal of Social Sciences*, *3*(1), 55-55.

Kök, A. (2018). *Harmanlanmış Öğrenme Yönteminin Etkililiği: Bir Meta-analiz Çalışması* [Necmettin Erbakan University].

Köse, T., & Mede, E. (2016). Perceptions of efl learners about using an online tool for vocabulary learning in EFL classrooms: a pilot project in turkey. *Procedia-Social and Behavioral Sciences*, *232*, 362-372. https://doi.org/10.1016/j.sbspro.2016.10.051

Krake, A. (2013). Lessons in blended learning: Implementing an online learning platform in the adult education sector. In Tomlinson, B and Whittaker, C. Ed. *Blended Learning in English Language Teaching: Course Design and Implementation.* British Council.

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D057_Blended%20learning_FINAL_WEB%20ONLY_v2.pdf

Krumsvik, R. J. (2014). Teacher educators' digital competence. *Scandinavian Journal of Educational Research*, *58*(3), 269–280. doi: 10.1080/00313831.2012.726273

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, *20*(3), 271-289.

Kukulska-Hulme, Agnes (2012). Mobile-assisted language learning. In: Chapelle, Carol A. ed. *The Encyclopedia of Applied Linguistics.* Blackwell Publishing Ltd.

Kumelashvili, K. (2016). Teaching foreign language by using technology – virtual classroom Edmodo. *Online Journal of Humanities,*1 (1). E ISSN 234-8146

Kurt, S. Ç., Yıldırım, İ., & Cücük, E. (2017). Harmanlanmış öğrenmenin akademik başarı üzerine etkisi: Bir meta-analiz çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *33*(3), 776-802.

Kuzucu, E. A., & Kartal, G. (2020). Technology and content integration for English language learners in a vocational high school. *Journal of Computer and Education Research*, *8*(15), 114-135.

Lal, M. (2011). Web 3.0 in Education & Research. *BVICAM's International Journal of Information Technology*, *3*(2).

Lee, K. W. (2000). English teachers' barriers to the use of computer-assisted language learning. *the internet TESL Journal*, *6*(12), 1-8.

Len, K. E. (2019). Blended Learning Model: A Practical Approach for the Professional Development of University Students in Cameroon. *Creative Education*, *10*(03), 583.

Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.

Liu, T., Chen, Z., Lesgold, A. M., Feng, X., & Wang, C. (2017). Novelty blended learning pattern and its application in English language teaching. In *Proceedings of the International Conference on Digital Technology in Education* (pp. 7-12).

Lonn, S., & Teasley, S. D. (2009). Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems. *Computers & education*, *53*(3), 686-694.

López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. *Computers & education*, *56*(3), 818-826.

Mann, H. B., & Whitney, D. R. (1947). On a test of whether one of two random variables is stochastically larger than the other. *The annals of mathematical statistics*, 50-60.

Manowong, S. (2016). Undergraduate students' perceptions of Edmodo as a supplementary learning tool in an EFL classroom. *Humanities, Arts and Social Sciences Studies (Former name Silpakorn University Journal of Social Sciences, Humanities, and Arts)*, *16*(2), 137-162. www.tci-thaijo.org

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of behavioral science series.Essentials of research design and methodology*. John Wiley & Sons Inc.

Marinoni, G., Van't Land, H., & Jensen, T. (2020). The impact of Covid-19 on higher education around the world. *IAU Global Survey Report*. http://www.globalsurvey-sdgs.com

Mayyas, M., & Bataineh, R. (2019). Perceived and Actual Effectiveness of Easyclass in Jordanian EFL Tertiary-Level Students' Grammar Learning. *International Journal of Education and Development using Information and Communication Technology*, *15*(4), 89-100.

McKnight, P. E., & Najab, J. (2010). Mann-Whitney U Test. *The Corsini encyclopedia of psychology*, 1-1.

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record, 115*(3), 1-47.

Metin, A., Karaman, A., & Şaştım, Y. (2017). Öğrencilerin Uzaktan Eğitim Sistemine Bakış Açısı ve Uzaktan Eğitim İngilizce Dersinin Verimliliğinin Değerlendirilmesi: Banaz Meslek Yüksekokulu. *Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 7*(2), 640-652. Retrieved from https://dergipark.org.tr/en/pub/joiss/issue/32387/360205

Miangah, T. M., & Nezarat, A. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems*, *3*(1), 309.

Miranda, P., Isaias, P., & Costa, C. J. (2014). E-Learning and web generations: Towards Web 3.0 and E-Learning 3.0. *International Proceedings of Economics Development and Research*, *81*, 92.

Mohd Asraf, R., & Supian, N. (2017). Metacognition and mobile-assisted vocabulary learning. *Arab World English Journal (AWEJ)*, *8*(2).

Morita, M. (2003, January). The mobile-based learning (MBL) in Japan. In *First Conference on Creating, Connecting and Collaborating Through Computing, 2003. C5 2003. Proceedings.* (pp. 128-129). IEEE.

Mospan, N. (2018). Mobile teaching and learning English-a multinational perspective. *Teaching English with Technology*, *18*(3), 105-125. http://www.tewtjournal.org

Muñoz-Luna, R., & Taillefer, L. (Eds.). (2018). *Integrating Information and Communication Technologies in English for Specific Purposes*. Springer International Publishing.

Nachar, N. (2008). The Mann-Whitney U: A test for assessing whether two independent samples come from the same distribution. *Tutorials in quantitative Methods for Psychology*, *4*(1), 13-20.

Nazarenko, A. L. (2015). Blended learning vs traditional learning: What works?(a case study research). *Procedia-Social and Behavioral Sciences*, *200*, 77-82.

Neumeier, P. (2005). A closer look at blended learning--parameters for designing a blended learning environment for language teaching and learning. *ReCALL: the Journal of EUROCALL*, *17*(2), 163.

Nezakat-Alhossaini, M. (2018). Complexity, Accuracy, and Fluency in EFL Writing: A Study of Long Term Effects of Blended Learning. *Journal of Foreign Language Education and Technology*, *3*(2), 1-27.

Nouby, A., & Alkhazali, T. (2017). The effect of designing a blended learning environment on achievement and deep learning of graduate students at the Arabian Gulf University. *Open Journal of Social Sciences*, *5*(10), 248-260.

Oliver, M., & Trigwell, K. (2005). Can "Blended Learning" be redeemed? *ELearning*, *2* (1), 17-26.

O'Reilly, T. (2007). What is Web 2.0: Design patterns and business models for the next generation of software. *Communications & strategies*, (1), 17.

Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments: Definitions and directions. *Quarterly review of distance education*, *4*(3), 227-33.

Ödemiş, İ. S., & Arı, A. (2019). Meslek Yüksekokulu İngilizce Öğretim Programının CIPP Modeli Kullanılarak Değerlendirilmesi. *Journal of International Social Research*, *12*(62).

Park, H.M. (2008). *Univariate analysis and normality test using sas, stata, and spss. Working Paper.* The University Information Technology Services (UITS) Center for Statistical and Mathematical Computing, Indiana University

Parlak, D. (2011). *Iğdır üniversitesi fakülte ve meslek yüksekokullarındaki birinci ve ikinci sınıf öğrencilerinin İngilizce dersi hakkında görüşleri*. [Master's Thesis]. Atatürk Üniversitesi, Erzurum.

Patel, K. (2013). Incremental journey for World Wide Web: introduced with Web 1.0 to recent Web 5.0–a survey paper. *International Journal of Advanced Research in Computer Science and Software Engineering*, *3*(10).

Patton, M. Q. (2002). Two Decades of Developments in Qualitative Inquiry: A Personal, Experiential Perspective. Qualitative Social Work, 1(3), 261–283. https://doi.org/10.1177/1473325002001003636

Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the horizon, 9*(5), 1-6. https:// doi.org/10.1108/10748120110424816

Qindah, S. (2018). The effects of blended learning on EFL students' usage of grammar in context. *The Eurasia Proceedings of Educational and Social Sciences, 10*, 11-22.

Rahnavard, F., & Mashhadi, D. (2017). The Impact Of Computer–Assisted Language Learning (Call) /Web- Based Instruction On Improving Efl Learners' Pronunciation Ability. *International Journal of Research in English Education, 2*(1), 49-57. https://www.sid.ir/en/journal/ViewPaper.aspx?id=520994

UNESCO. (n.d.). *COVID-19 education response webinar: skills development during the COVID-19 pandemic and preparing for recovery; syntesis report.* https://unesdoc.unesco.org/ark:/48223/pf0000373451?posInSet=1&queryId=0c1a8716-9971-419b-9b3d-dde8b721321e

Razali N.M. & Wah, Y.B. (2011). Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests, *Journal of Statistical Modeling and Analytics*, *2*(1), 21-33. Retrieved from: https://www.researchgate.net/publication/26720 5556

Rianto, A. (2020). Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions. *Indonesian Journal of English Language Teaching and Applied Linguistics*, *5*(1), 55-68.

Rosdiana, I., & Sulistyawati, A. E. (2019). Mobile Assisted Language Learning: Practices and Readiness in EFL Speaking Class. *E-Structural*, *2*(01), 51-67.

Rovai, A. P., & Jordan, H. (2004). Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses. *The International Review of Research in Open and Distributed Learning*, *5*(2). https://doi.org/10.19173/irrodl.v5i2.192

Samuel, R. J., & Zaitun, A. B. (2007). Do teachers have adequate ICT resources and the right ICT skills in integrating ICT tools in the teaching and learning of English language in Malaysian schools?. *The Electronic Journal of Information Systems in Developing Countries*, *29*(1), 1-15.

Sanders, K. S. (2012). *An examination of the academic networking site Edmodo on student engagement and responsible learning.* (Unpublished doctoral dissertation). University of South Carolina College of Education.

Saritepeci, M., & Cakir, H. (2015). The effect of blended learning environments on student motivation and student engagement: A study on social studies course. *Egitim ve Bilim*, *40*(177).

Sejdiu, S. (2014). English language teaching and assessment in blended learning. *Journal of Teaching and Learning with Technology*, *3*(2), 67.

Semerci, A. (2013). Polis Meslek Yüksekokulu Öğrencilerinin İngilizce Dersine Yönelik Tutumlarının Farklı Değişkenler Açısından İncelenmesi. *Türk Eğitim Bilimleri Dergisi*, *11*(4), 389-409.

Sharma, P. (2010). Blended learning. *ELT journal, 64*(4), 456-458.

Sharpe, R., Benfield, G., Roberts, G., & Francis, R. (2006). The undergraduate experience of blended e-learning: a review of UK literature and practice. *The higher education academy*, 1-103.

Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. Network-based language teaching: Concepts and practice, 3(5), 171-185.

Singh, H. (2003). Building effective blended learning programs. *Educational Technology-Saddle Brook Then Englewood Cliffs NJ-*, *43*(6), 51-54.

Smyth, S., Houghton, C., Cooney, A., & Casey, D. (2012). Students' experiences of blended learning across a range of postgraduate programmes. *Nurse Education Today, 32*(4), 464-468.

Stairs-Davenport, A., & Skotarczak, B. (2018). Improving comprehensible input for ELLs through technology. *The Electronic Journal for English as a Second Language*, *22*(3), 1-12.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques*. Thousand Oaks, CA: Sage publications.

Sudewi, P. W. (2020). Learning Experiences Using Blended Learning on EFL Learners at Sulawesi Barat University. *JURNAL BASIS, 7*(1), 121-132.

Şimşek, E. K. (2014). *Meslek Yüksekokulu öğrencilerinin ingilizce derslerinde karşılaştıkları sorunlar: Akdeniz Üniversitesi Manavgat Meslek Yüksek Okulunda nitel bir araştırma* [Akdeniz University].

Tafazoli, D., Chirimbu, S. C., & Dejica-Cartis, A. (2014). Web 2.0 in English language teaching: Using word clouds. *Professional Communication and Translation Studies, 7,* (1-2)

Tafazoli, D., Huertas Abril, C. A., & Gómez Parra, M. E. (2019). Technology-Based Review on Computer-Assisted Language Learning: A Chronological Perspective. *Pixel-Bit. Revista de Medios y Educación,* 54, 29-43 https://doi.org/10.12795/pixelbit.2019.i54.02

Tang, C., & Chaw, L. (2013). Readiness for blended learning: Understanding attitude of university students. *International Journal of Cyber Society and Education, 6*(2), 79-100.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's Alpha. *International Journal of Medical Education, 2,* 53-55.

Tayşı, E. (2016). *An Investigation into University Efl Students' and Instructors' Perceptions Of Usıng A Learning Management System In A Blended Learnıng Context (The Sample Of Fırat University* [Dicle University].

Thongmak, M. (2013). Social Network System in Classroom: Antecedents of Edmodo © Adoption. *Journal of e-Learning and Higher Education. A*rticle ID 657749, DOI: 10.5171/2013.657749

Thorne, K. (2003). *Blended Learning: How to Integrate Online and Traditional Learning*. Kogan Page.

Tomlinson, B., & Whittaker, C. (2013). Blended learning in English language teaching. *London: British Council*.

Traxler, J. (2009). Learning in a mobile age. *International Journal of Mobile and Blended Learning (IJMBL), 1*(1), 1-12.

Trunfio, M., & Della Lucia, M. (2017). Toward Web 5.0 in Italian regional destination marketing. *Symphonya. Emerging Issues in Management*, (2), 60-75.

Tugen, İ., Aydın, Y., Kutlu, F., Taş, Z., Yılmaz, S., Yıldırım, S., Koca, İ., İm, Ö., Özkınacı, H., Bahar, A., Bahar, G. (2010). İnternet Tabanlı İngilizce Öğretimi Uygulamalarına Yönelik Meslek Yüksekokulu Öğrencilerinin Görüşleri. *Ankara Sağlık Hizmetleri Dergisi, 9*(2), 29-34. https://dergipark.org.tr/en/pub/ashd/issue/40351/482216

Uğur, B., Akkoyunlu, B., & Kurbanoğlu, S. (2011). Students' opinions on blended learning and its implementation in terms of their learning styles. *Education and Information Technologies, 16*(1), 5-23.

Ünal, D. Ç. (2013).Alman Dili Eğitimi Kapsamında Yazma Becerisinin Geliştirilmesi Amacıyla Moodle Öğrenme Platformunun Kullanımına Yönelik Öğrenci Görüşleri. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, 26*(1), 19-48.

Uzun, L. (2012). The Internet and computer-mediated artefacts for foreign language learning and practice, and intercultural communication: MOODLE, Second Life, and others. *Procedia-Social and Behavioral Sciences, 46*, 3296-3300.

Uzun, L. (2016). The educational and technical courses in the ELT program in Turkey: Do they contribute to ICT skills? *Cogent Education, 3*(1), 1141454. doi: 10.1080/2331186X.2016.1141454

Vasbieva, D. G., Klimova, I. I., Agibalova, E. L., Karzhanova, N. V., & Bírová, J. (2016). Enhancement of Students' Vocabulary Learning Through a Blended Learning Approach. *International Electronic Journal of Mathematics Education, 11*(5), 1195-1203.

Warschauer, M. (2004). *Technology and social inclusion: Rethinking the digital divide*. MIT press.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching, 31*(2), 57-71.

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge university press.

WHO. (n.d.). *Coronavirus (COVID-19) data.* https://www.who.int/data

Wichadee, S. (2018). Significant Predictors for Effectiveness of Blended Learning in a Language Course. *JALT CALL Journal*, *14*(1), 25-42. https://files.eric.ed.gov/fulltext/EJ1177330.pdf

Wright, B. M. (2017). Blended learning: Student perception of face-to-face and online EFL lessons. *Indonesian journal of applied linguistics*, *7*(1), 64-71.

Yagci, T. (2015). Blended Learning via Mobile Social Media & Implementation of" EDMODO" in Reading Classes. *Advances in Language and Literary Studies*, *6*(4), 41-47.

Yang, Y. T. C., Chuang, Y. C., Li, L. Y., & Tseng, S. S. (2013). A blended learning environment for individualized English listening and speaking integrating critical thinking. *Computers & Education*, *63*, 285-305.

Yapıcı, K. (2019). *Students' and Instructors' Perceptıons On Blended Learnıng in an English Preparatory Program* [Karabük University].

Yıldırım, A., Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri.* Seçkin Yayıncılık, Ankara.

Yılmaz, F. (2009). English language needs analysis of university students at a voluntary program. *Sosyal Bilimler Araştırmaları Dergisi*, *4*(1), 148-166.

Yükseköğretim Kurulu (2010). Yükseköğretim yeterlilikler çerçevesi 5. Düzey (ön lisans eğitimi) yeterlilikleri. http://tyyc.yok.gov.tr/?pid=32

Yünkül, E., Çankaya, S. (2017). Students' attitudes towards Edmodo, a social learning network: A scale development study. *Turkish Online Journal of Distance Education*, 18(2), 16-29. https://toad.edam.com.tr

Zaini, A., & Mazdayasna, G. (2014). The effect of computer assisted language learning on the development of EFL learners' writing skills. *Procedia-Social and Behavioral Sciences*, *98*, 1975-1982.

Zhang, W., & Han, C. (2012). A case study of the application of a blended learning approach to web-based college english teaching platform in a medical university in eastern china. *Theory and Practice in Language Studies*, *2*(9), 1961.

Appendices

APPENDIX A: Permission received from the Research and Publication Ethics Committee for Social Sciences and Humanities

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI TUTANAĞI

OTURUM TARİHİ	OTURUM SAYISI
29 Kasım 2019	2019-10

KARAR NO 15: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Aynur AKSEL'in Yükseköğretimde İngilizce Öğretiminde Harmanlanmış Öğrenme Modelinin Etkinliği Üzerine Bir Araştırma: Öğrenci Tutum ve Görüşleri" konulu tez çalışması kapsamında uygulanacak anket sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Aynur AKSEL'in Yükseköğretimde İngilizce Öğretiminde Harmanlanmış Öğrenme Modelinin Etkinliği Üzerine Bir Araştırma: Öğrenci Tutum ve Görüşleri" konulu tez çalışması kapsamında uygulanacak anket sorularının, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. Ferhan YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR
Üye

Prof. Dr. Doğan ŞENYÜZ
Üye

Prof. Dr. Ayşe OĞUZLAR
Üye

Prof. Dr. Abdurrahman KURT
Üye

Prof. Gülay GÖĞÜŞ
Üye

Prof. Dr. Alev SINAR UĞURLU
Üye

APPENDIX B: Harmanlanmış Öğrenme Ortamlarının Etkililiği Ölçeği

Harmanlanmış Öğrenme Ortamlarının Etkililiği Ölçeği

Sevgili öğrenciler,
Bu anket, Bursa Uludağ Üniversitesi İngiliz Dili Eğitimi alanında yürüttüğüm yüksek lisans çalışmamın bir parçasıdır. Bu çalışmanın amacı 2019-2020 akademik yılında İngilizce derslerinde uyguladığımız yüz yüze ve harmanlanmış öğrenme modeli konusunda yaptığınız derslerle ilgili siz öğrencilerin görüşlerini almaktır. Toplanan veriler hem çalışmanın doğru değerlendirilmesi için hem de uygulamanın kalitesini artırmak için çok önemlidir. Anket yaklaşık 7-8 dakika sürecektir. 1. bölümde 8, 2. bölümde toplam 55 madde vardır. Yanıtlarınız sadece araştırma için kullanılacak ve kişisel bilgileriniz gizli tutulacaktır. Çalışma tamamen isteğe bağlıdır ve istediğiniz zaman çekilebilirsiniz. Çalışmanın doğru değerlendirilmesi için tüm maddelere doğru ve eksiksiz cevap vermeniz çok önemlidir.
Anket veya çalışmayla ilgili herhangi bir sorunuz veya yorumunuz varsa lütfen temas kurmaktan çekinmeyin. Katılımınız için çok teşekkür ederim.

Öğretim Görevlisi Aynur Aksel
aynuraks@uludag.edu.tr

1: Hiç bir zaman
2: Nadiren
3: Ara sıra
4: Sık sık
5: Her zaman

Email *

Valid email

This form is collecting emails. Change settings

Bölüm 1

Sizin için doğru olan seçeneği işaretleyiniz.

1. Cinsiyetiniz *

- ○ Kadın
- ○ Erkek

2. Yaşınız: *

- ○ 17-20
- ○ 21-25
- ○ 26-30

3. Uyruğunuz: *

- TC
- Diğer

4. Kaç yıldır İngilizce öğreniyorsunuz? *

- 0-5 yıl
- 6-10 yıl
- 11-20
- 21-30

5. Daha önce İngilizce dersi için sanal sınıf ortamı deneyiminiz oldu mu? *

- Evet
- Hayır

6. Bir önceki sorunun cevabı evet ise nasıl bir uygulama oldu?

Short answer text

7. İngilizceyi öğrenirken teknolojiden faydalanıyor musunuz? *

- Evet
- Hayır

8. İngilizce öğrenirken en çok hangi kaynakları kullanıyorsunuz? *

- [ ] ders kitabı
- [ ] İnternet siteleri

- [ ] Cep telefonu uygulamaları
- [ ] Instagram
- [ ] Facebook grupları
- [ ] YouTube

Bölüm 2. Harmanlanmış Öğrenme Ortamlarının Etkililiği Ölçeği

1: Hiç bir zaman
2: Nadiren
3: Ara sıra
4: Sık sık
5: Her zaman

Y01. Yüz yüze öğrenme ortamlarında öğretim elemanından çevrim içi ortama göre daha çok yararlanırım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y02. Yüz yüze öğrenme ortamlarında öğretim elemanından çevrim içi ortama göre daha çok yardım alabildim.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y03. Yüz yüze öğrenme ortamlarında daha iyi öğrendiğimi düşünüyorum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y04.Yüz yüze öğrenme ortamlarında arkadaşlarımla daha rahat iletişim kurdum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y05.Yüz yüze öğrenme ortamlarında belirlediğim hedeflere ulaşmak benim için önemlidir. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y06.Yüz yüze öğrenme ortamlarında öğretim elemanı rehberliğinde öğrenmem motivasyonumu artırdı.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y07.Yüz yüze öğrenme ortamlarında öğretim elemanı ile daha rahat iletişim kurabildim. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y08. Yüz yüze öğrenme ortamlarında çevrim içi ortama göre daha fazla sorumluluk duygusu hissediyorum.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y09. Yüz yüze öğrenme ortamlarında öğretim elemanı derse katılmam için teşvik etti. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Y010. Yüz yüze öğrenme ortamlarında yaptığım ödevler ve araştırmalar konuyu kavramam için yeterliydi.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C01. Çevrim içi öğrenme ortamlarında ders içeriğinin etkileşimli sunulması derse olan ilgimi arttırdı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C02. Çevrim içi öğrenme ortamlarında düzenlenen eş zamanlı (sohbet) etkinliklerinin daha iyi öğrenmemi sağladığını düşünüyorum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C03. Çevrim içi öğrenme ortamlarında düzenlenen farklı zamanlı (tartışma vb.) etkinliklerin daha iyi öğrenmemi sağladığını düşünüyorum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C04. Çevrim içi öğrenme ortamlarında öğretim elemanı derse katılmam için teşvik etti. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C05. Çevrim içi öğrenme ortamlarında arkadaşlarımla daha rahat iletişim kurdum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C06. Çevrimiçi öğrenme ortamlarında ders çalışmak çok hoşuma gitti. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C07. Çevrim içi öğrenme ortamlarında teknolojiyi kullanmak benim derse olan ilgimi arttırdı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C09. Çevrim içi öğrenme ortamlarında yüz yüze ortama göre daha çok sorumluluk duygusu hissettim.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C10. Çevrim içi öğrenme ortamlarında iletişim araçlarını kullanmak (internet, e-posta, tartışma listeleri vb.) kullanmak yalnız olmadığımı hissettirdi.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C11. Çevrim içi öğrenme ortamlarında işbirliğine dayalı etkinliklere katılmaktan hoşlandım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C12. Çevrim içi öğrenme ortamlarında öğretim elemanından istediğim zaman yardım alabildim. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C13. Çevrim içi öğrenme ortamlarında ders çalışırken sorularıma iletişim araçlarını kullanarak yanıt aramaya çalıştım.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C14. Çevrim içi öğrenme ortamlarında öğretim elemanından anında dönüt alabildim. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C15. Çevrim içi öğrenme ortamlarında etkinlikleri yerine getirmek için zamanı iyi kullandım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C17. Çevrim içi öğrenme ortamlarında daha iyi öğrendiğimi düşünüyorum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C18. Çevrim içi öğrenme ortamlarında çalışırken yaşadığım sorunları genellikle çözdüm. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C19.Çevrimiçi öğrenme ortamlarında öğretim elemanıyla daha rahat iletişim kurdum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C20. Çevrim içi öğrenme ortamlarında öğretim materyallerine istediğim zaman kolaylıkla ulaşabildim.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C21. Çevrim içi öğrenme ortamlarında yer alan kaynaklar beklentilerimi karşıladı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C22. Çevrim içi öğrenme ortamlarında ders içeriği bireysel farklılıklar dikkate alarak hazırlanmıştı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H01. Harmanlanmış öğrenme ortamlarında öğretim elemanı ders vermeye istekliydi. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H02. Harmanlanmış öğrenme ortamlarında öğretim elemanı, yüz yüze ve çevrim içi ortamları etkili bir şekilde kullandı.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H03. Harmanlanmış öğrenme ortamlarında öğretim elemanından aldığım danışmanlık hizmeti yeterliydi.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H04. Harmanlanmış öğrenme ortamlarında daha iyi öğrendiğimi düşünüyorum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H05. Harmanlanmış öğrenme ortamlarında, deneyimin önemli olduğunu düşünüyorum. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H06. Harmanlanmış öğrenme ortamlarında, öğretim elemanı yüz yüze ve çevrim içi ortamları yönetme konusunda başarılıydı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H07. Harmanlanmış öğrenme ortamlarında, çevrim içi ve yüz yüze ayrılan süre benim için uygundu. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H08. Harmanlanmış öğrenme ortamlarında, dersin içeriği seviyeme uygundu. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H09. Harmanlanmış öğrenme ortamlarında, ders içeriği açık ve anlaşılırdı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H10. Harmanlanmış öğrenme ortamlarında, ders içeriği planlı bir şekilde sunuldu. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H11. Yüz yüze ve çevrim içi olarak gördüğümüz içerik seçilen ortama uygundu. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H12. Her iki ortamın üstün özellikleri kullanıldı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H13. Harmanlanmış öğrenme ortamlarında sunulan öğrenme materyalleri benim için yeterliydi. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H14. Harmanlanmış öğrenme ortamlarında kullanılan farklı öğretim yöntem ve teknikleri içeriğin aktarılması için uygundu. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H15. Her iki ortamda aktarılan içerikte bir bütünlük vardı. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H16. Hangi ölçütlere göre değerlendirileceğim önceden belirtildi. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H17. Başarımın değerlendirilmesi için farklı değerlendirme teknikleri kullanılmasını isterim. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H18. Eğer ihtiyaç duyarsam sınıf arkadaşlarımla yüz yüze görüşmeye çalışırım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H19. Harmanlanmış öğrenme ortamlarında öğretim tekniklerini gerçekleştirirken zamanı iyi yönetebildim.

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

H20. Harmanlanmış öğrenme ortamlarında neyi nasıl öğreneceğime kendim karar verdim. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C08. Teknik konular açısından kendimi yalnız ve mutsuz hissettim. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C16. Verilen ödevleri zamanında teslim etmekte zorlandım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C23. Teknolojik altyapı nedeniyle sorun yaşadım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C24. Teknik anlamda zorluklar yaşadım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

C25. İnternet bağlantısıyla ilgili sorun(lar) yaşadım. *

	1	2	3	4	5	
Hiç bir zaman	○	○	○	○	○	Her zaman

Anketiniz bitmiştir. Lütfen cevaplarınızı kontrol ediniz. Teşekkürler.

APPENDIX C: Interview Questions

1- What do you think about the BL implementation?

Harmanlanmış Öğrenme uygulaması hakkında neler düşünüyorsun?

2- Which language skills and components do you think BL helped improve?

Sence bu öğrenme modeli en çok hangi dil becerilerinin ve dil öğelerinin gelişmesine yardımcı olmuştur?

3. What are the advantages and strengths of the BL model?

Harmanlanmış Öğrenme modelinin avantajları ve güçlü yönleri nelerdir?

4. What are the disadvantages and/or weaknesses of BL?

Harmanlanmış Öğrenme modelinin dezavantajları ve/veya zayıf yönleri nelerdir?

5. What are your suggestions for BL?

Harmanlanmış Öğrenme modeli için önerileriniz nelerdir?

CV

Personal Info:

Name Surname: Aynur AKSEL

Education

High School: Bursa Nilüfer Anatolian Commercial High School

BA: English Language Teaching, Marmara University

Professional Experience

Instructor- ULUTOMER (Turkish Teaching Application and Research Center) (2019-...)

Instructor – School of Foreign Languages, Bursa Uludag University (2003-...)

English teacher- Mustafa Kemalpaşa High School- (2001-2002)

Publications

Aksel, A., & Gürman-Kahraman, F. (2014). Video project assignments and their effectiveness on foreign language learning. *Procedia-Social and Behavioral Sciences, 141*, 319-324.

Kara, Z. E., & Aksel, A. S. (2013). The effectiveness of music in grammar teaching on the motivation and success of the students at preparatory school at Uludağ University. *Procedia-Social and Behavioral Sciences, 106*, 2739-2745.