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EDUCATION INFORMATICS NETWORK (EIN) BASED BLENDED LEARNING IN EFL CONTEXT: HIGH SCHOOL STUDENTS' PERCEPTIONS AND ATTITUDES

Master's Thesis

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YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİ BAĞLAMINDA EĞİTİM BİLİŞİM AĞI (EBA) TEMELLİ HARMANLANMIŞ ÖĞRENME: LİSE ÖĞRENCİLERİNİN ALGILARI VE TUTUMLARI

Hazırlayan
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Tez Danışmanı
Dr. Öğr. Üyesi. Hayriye AVARA

AMASYA – 2023

Dedicated to my precious family…

TEZ ONAY SAYFASI

Elif AY KAYA tarafından hazırlanan "EDUCATION INFORMATICS NETWORK (EIN) BASED BLENDED LEARNING IN EFL CONTEXT: HIGH SCHOOL STUDENTS' PERCEPTIONS AND ATTITUDES" (Yabancı Dil Olarak İngilizce Öğretimi Bağlamında Eğitim Bilişim Ağı (EBA) Temelli Harmanlanmış Öğrenme: Lise Öğrencilerinin Algıları ve Tutumları) başlıklı çalışma aşağıdaki jüri tarafından 19/06/2023 tarihinde yapılan savunma sınavı sonucunda oy birliği ile Amasya Üniversitesi Sosyal Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

EDUCATION INFORMATICS NETWORK (EIN) BASED BLENDED LEARNING IN EFL CONTEXT: HIGH SCHOOL STUDENTS' PERCEPTIONS AND ATTITUDES

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Amasya University, Institute of Social Science

Department of Foreign Language Education, M.A., June/2023

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The main purpose of the present study is to ascertain high school students' perceptions of the efficacy of blended learning in English as a Foreign Language (EFL) classes based on the Education Informatics Network (EIN) which is used as a learning management system in the Turkish state schools. The sample of the study was composed of ninth and eleventh-grade EFL students studying at a state high school in Samsun, Türkiye. All participants gave their consent to participate in the data collection procedures and were selected using the convenience sample technique. The study was designed with a convergent research design, one of the mixed-methods research designs. While the quantitative strand included a questionnaire with 122 students, the qualitative part consisted of semi-structured interviews conducted with 16 students. Quantitative data were analyzed through the SPSS program. Descriptive statistics were performed to understand students' views. In addition, a one-way ANOVA and independent samples t-test, as well as Kruskal Wallis and Mann-Whitney U tests, were used to examine the differences in participants' perspectives according to factors such as gender, grade level, and computer literacy. The MAXQDA software, on the other hand, was employed to evaluate qualitative data through the content analysis method. The quantitative results showed that students' general views on the EIN portal, assessment, and blended learning were neutral about EIN-based blended learning, but positive about face-to-face lessons. Furthermore, while there was no statistical difference in students' general attitudes toward EIN-based blended learning based on their gender or computer literacy skills, a statistical difference was discovered when the data was evaluated by grade level. Accordingly, ninth-grade students had more favorable opinions than eleventh-graders. On the other hand, the obtained qualitative findings mostly converged with the quantitative data results, and they also clarified that EFL students expected the EIN portal to be free of technical problems, easily accessible and to include more enjoyable and various activities for a better implementation of the EIN-based

blended learning. Additionally, it was found that in an EIN portal designed in accordance with students' expectations, students' views about EIN would be more positive, and they would continue to benefit from the EIN in their future studies. Lastly, several suggestions for further research were put forward as well as some educational implications for teaching EFL in an EIN-based blended learning environment. Taken together, these findings and pedagogical implications can be informative and fruitful for EIN material and content developers, English language teachers, teacher educators, and curriculum developers about effective blended learning through the EIN portal.

Keywords: blended learning, educational technologies, EFL, EIN,

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİ BAĞLAMINDA EĞİTİM BİLİŞİM AĞI (EBA) TEMELLİ HARMANLANMIŞ ÖĞRENME: LİSE ÖĞRENCİLERİNİN ALGILARI VE TUTUMLARI

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Bu çalışmanın temel amacı, Türk devlet okullarında bir öğrenme yönetim sistemi olarak kullanılan Eğitim Bilişim Ağı (EBA) temelli harmanlanmış öğrenmenin yabancı dil olarak İngilizce derslerindeki yeterliliğine ilişkin lise öğrencilerinin algılarını belirlemektir. Araştırmanın örneklemini Samsun'da bir devlet lisesinin dokuzuncu ve on birinci sınıflarında öğrenim görüp yabancı dil olarak İngilizce dersi alan öğrenciler oluşturmaktadır. Tüm katılımcılar, veri toplama prosedürlerine katılmak için onay vermiş ve uygun örneklem tekniği kullanılarak seçilmiştir. Çalışma, karma yöntemli araştırma desenlerinden biri olan yakınsak araştırma deseniyle tasarlanmıştır. Nicel kısımda 122 öğrenciyle yapılan bir anket yer alırken, nitel kısım 16 öğrenciyle yapılan yarı yapılandırılmış görüşmelerden oluşmaktadır. Nicel veriler SPSS programı ile analiz edilmiştir. Öğrencilerin görüşlerini anlamak için betimsel istatistikler yapılmıştır. Ayrıca, katılımcıların cinsiyet, sınıf düzeyi ve bilgisayar okuryazarlığı gibi faktörlere göre bakış açılarındaki farklılıkları incelemek için tek yönlü ANOVA ve bağımsız t-testinin yanı sıra Kruskal Wallis ve Mann-Whitney U testleri kullanılmıştır. Nitel veriler ise içerik analizi yöntemi ile MAXQDA yazılımı kullanılarak analiz edilmiştir. Nicel sonuçlar, öğrencilerin EBA portalı, değerlendirme ve harmanlanmış öğrenme hakkındaki genel görüşleri açısından, EBA tabanlı harmanlanmış öğrenme hakkında nötr olduklarını, ancak yüz yüze dersler hakkında olumlu olduklarını göstermiştir. Bunun yanında, öğrencilerin EBA temelli harmanlanmış öğrenmeye ilişkin genel görüşlerinde, cinsiyet ve bilgisayar okuryazarlık becerilerine göre istatiksel bir farklılık olmadığı görülürken, sınıf düzeyine bağlı olarak değerlendirildiğinde istatistiksel farklılık olduğu görülmüştür. Buna göre dokuzuncu sınıf öğrencileri on birinci sınıf öğrencilerine göre daha olumlu görüşlere sahiptir. Öte yandan, elde edilen nitel bulguların çoğunlukla nicel veri sonuçlarıyla örtüştüğü ve EBA temelli harmanlanmış öğrenmenin daha iyi uygulanması için, yabancı dil olarak İngilizce öğrenen öğrencilerin, EBA portalının teknik problemlerden arındırılmış ve kolay erişilebilir olmasının

yansıra daha eğlenceli ve çeşitli etkinlikler içermesini bekledikleri açığa çıkmıştır. Ayrıca, öğrencilerin beklentileri doğrultusunda geliştirilen bir EBA portalında, öğrencilerin EBA'ya yönelik tutumlarının daha olumlu olacağı ve bundan sonraki çalışmalarında da EBA portalından yararlanmaya devam edecekleri sonucuna ulaşılmıştır. Son olarak, ilerideki araştırmalar için çeşitli önerilerin yanı sıra, EBA temelli harmanlanmış öğrenme ortamında yabancı dil olarak İngilizce öğretimi için bazı eğitimsel çıkarımlar ortaya konmuştur. Birlikte ele alındığında, bu bulgular ve eğitimsel çıkarımlar, EBA materyal ve içerik geliştiricileri, İngilizce öğretmenleri, öğretmen eğitimcileri ve müfredat geliştiricileri için EBA portalı aracılığıyla etkili harmanlanmış öğrenme hakkında bilgilendirici ve verimli olabilir.

Anahtar Kelimeler: EBA, eğitim teknolojileri, harmanlanmış öğrenme, yabancı dil olarak İngilizce

FOREWORD

I take this opportunity to express my first and foremost thanks to Allah, for granting me the ability to accomplish this thesis. Then, I am pleased to pay tribute to those who made significant contributions to the completion of this thesis either directly or indirectly.

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Additionally, I want to express my gratitude to all my students who enrolled in the 9th and 11th grades at Köprülüler Anatolian High School in the 2021–2022 academic year for their participation in this study and for sharing their opinions about the implementation.

I am also grateful to my dear mother and father, Gönül AY and Hasan AY, who raised me by emphasizing the importance of education and being hardworking, especially to my mother who still supports me with her prayers.

Last but not least, I would like to extend my endless thanks to my beloved husband Hüseyin KAYA, for aiding me in achieving my goals, showing love and patience, and being such a caring father. My awesome daughter Beyza, I appreciate your patience when I couldn't play with you as much as you wanted to due to time limitations. "Yes, your mom is finally done with assignments," at least for the time being.

Elif AY KAYA

19/06/2023

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ABBREVIATIONS

Abbreviations	Explanations
CALL	Computer assisted language learning
EFL	English as a foreign language
EIN	Education informatics network
ICT	Information and communication technologies
LMS	Learning management system
MoNE	Ministry of national education
SPSS	Statistical package for the social sciences

CHAPTER I

1. INTRODUCTION

The present study seeks to unveil the perceptions of high school EFL learners' perceptions and attitudes towards the Education Informatics Network (EIN) based blended learning. This chapter provides information on the background of the study, the purpose of the study, the significance of the study, the limitations of the study, and the research questions.

1.1. Background of the Study

The 21st century has witnessed rapid advancements in information and communication technologies (ICT), and this has influenced not only other areas but also the field of education substantially. Since the beginning of this century, many countries throughout the world have invested in ICT in schools to get the advantage of diverse technologies in education sufficiently and effectively (Macaro et al., 2012). Moreover, at the same time, the concept of educational technology, characterized as the utilize of instruments in education, has changed its meaning and now educational technology covers many topics ranging from human-technology interaction to performance technologies, computer-aided education to virtual education (Şimşek et al., 2009).

Educational technology naturally adapts to adolescent brain function when used wisely, and it can be a tool to stimulate student thinking (Crawford, 2007, as cited in MoNE English Curricula, 2018). Since today's students grow up interacting with technology frequently, they are accepted as "digital natives" and thus they think and absorb information in completely different ways than their predecessors (Prensky, 2001, p.1). Therefore, it would not be meaningful and effective to teach them without using technology.

All these developments have indeed had a direct influence on foreign language education, as well. In the high school English curriculum in Türkiye, it is clearly pointed out that English language teachers should benefit from ICT tools by encouraging language learners to engage in a blended-learning environment in which face-to-face education is combined with online content and materials (MoNE English Curricula, 2018).

According to Singh and Reed (2001), the ingredients of blended learning consist of both synchronous and asynchronous formats and learning management systems can help to provide online content and activities asynchronously. Thus, it would be useful to benefit from an LMS during the implementation of a blended learning design. Furthermore, teachers can track if their

learners complete the learning activities or not and monitor their performance and assessment results thanks to LMS (Bielawski & Metclaf, 2013).

Blended learning expands the scope of a learning program through the use of a virtual classroom setting and optimizes the time and cost spent on learning (Singh, 2003). In blended learning design, students can utilize multiple authentic materials that they can progress according to their own pace regardless of time and place (Staker & Horn, 2012).

Therefore, depending on both the advantages of blended learning and the suggestion about its use in foreign language classrooms by MoNE, blended learning design was thought to be fruitful in foreign language education. During the implementation of this design, Education Informatics Network (EIN) which is an online educational platform in Türkiye was integrated into a blended learning design as a learning management system.

1.2. Purpose of the Study

Due to the previously stated facts regarding the use of blended learning in foreign language classrooms, the objective of the present study is to investigate the efficacy of the learning process experienced in EIN-based blended learning design through students' views and attitudes. Likewise, this study aims to demonstrate the importance of blended learning in foreign language education by revealing how it assists in closing the gap between teaching and learning.

1.3. Significance of the Study

Türkiye's Education Vision 2023 which was published in 2018 supports the use of online learning and mobile technologies in foreign language learning. It is also pointed out that the digital content on EIN will be expanded through resources provided by national and international publishers and all digital content will be designed to develop students' four language skills holistically (MoNE, 2018). Therefore, it is believed that integrating EIN as a part of a blended learning environment into foreign language programs would be useful to teach English in accordance with these goals.

When the literature is reviewed, it is seen that though there are many studies related to the effect of blended learning on students' perceptions, these studies mostly have focused on university students and there are only a few studies carried out with high school students. Moreover, there is a paucity of studies on EIN-based blended learning and its effect on high school EFL students' perceptions. It is significant to discover what students' opinions and

attitudes related to the current learning design are to figure out the effectiveness of learning processes (Akkoyunlu & Yılmaz-Soylu, 2008). Therefore, this study is expected to contribute to a better understanding of the role and the efficacy of EIN-based blended learning by revealing students' opinions and attitudes towards it. This issue will be addressed in the present study.

1.4. Research Questions

Two main objectives of this study can be summed up as follows:

- To investigate in what ways EIN-based blended learning can facilitate and promote high school students' foreign language learning process.
- To manifest the importance of blended learning through EIN portal in foreign language education.

In compliance with the objectives above, this study was carried out in response to three research questions:

1. What are the students' opinions about EIN-based blended learning regarding:
    a) EIN portal
    b) Assessment
    c) Advantages
    d) Disadvantages
    e) Motivation
    f) Learner autonomy
    g) Classroom atmosphere
2. Is there a significant difference in students' overall views about EIN-based blended learning in terms of (a) the EIN portal, (b) face-to-face courses, (c) assessment, and (d) general views by their gender, grade level, and computer literacy skills?
3. What are the students' suggestions for a better implementation of EIN-based blended learning and intentions of using the EIN platform in the future?

1.5. Limitations of the Study

This mixed-methods study was conducted at Köprülüler Anatolian High School, in Samsun, Türkiye to discover the students' views and attitudes toward blended learning

implementation in the EFL context. Even though the study's thorough investigation and analysis process yielded significant findings on students' opinions and suggestions for blended learning, the study had inevitable constraints that made it challenging to generalize to other situations. The following is a list of the study's limitations:

- The online part of blended learning in this study were restricted to the EIN portal as it was preferred as a learning management system. Hence, students' perspectives on online part were confined to their perceptions of the EBA portal.
- The sample of the study is limited to high school students in a state school in Samsun, Türkiye. Therefore, the findings cannot be generalized to all students in Türkiye.
- The school type was limited to an Anatolian high school. Thus, the findings cannot be generalized to all high school students in Türkiye.
- The number of participants was limited to 122 high school students enrolled in 9^{th} and 11^{th} grades during the 2021-2022 academic year.
- The study's scope was restricted to the deployment of blended learning in the EFL environment, which provides weekly 4-hour English lessons.
- The implementation procedure was constrained to 8 weeks.
- This study included only the students’ perceptions of blended learning.

CHAPTER II

2. LITERATURE REVIEW

This section contains in-depth information regarding educational technologies, blended learning, and its application in the context of EFL, learning management systems, and EIN as a learning management system. It also incorporates past research on blended learning in the Turkish and global contexts.

2.1. Educational Technology

Educational technology is defined as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" by the Association for Educational Communication and Technology (Januszewski & Molenda, 2008, p.1, as cited in Huang et al., 2019). Reiser (2001) provides a broader definition of educational technology stating that it does not include only using technological resources for educational goals but also the use of systematic educational design procedures. Likewise, Lazar (2015) points out that educational technology is a systematic and structured approach to using modern technology to improve educational quality and evaluate the educational process. In addition, it has been observed that the term "instructional technologies" can be used instead of educational technologies in the literature, but it is worth noting that both terms are not clarified in the literature in terms of scope and content (Reisoğlu et al., 2016).

The benefits of educational technology are listed as freedom, first-hand information, equality of opportunity, diversity, quality, creativeness, individualized instruction, productive and fast learning, and a copied system for others (Alkan, 2011, as cited in Alabay, 2015). Educational technologies attract students' attention and motivate them in addition to saving time and making the content easier to remember and understand (Yalın, 2002, as cited in Kalemkuş, 2016).

The history of educational technology dates back to pre-historic times when abacus, scrolls, and petroglyphs were used to facilitate learning however the onset of non-text media in education started in the 19th century and the fastest development was observed in the twentieth century with the advent of computer and internet (Huang et al., 2019). Though there are different historical timelines related to educational technology, Alkan (2001, as cited in Alabay, 2015) investigated the developments in the field of educational technology in five

periods as illustrated in Table 1 below.

Table 1. The Developmental Period of Educational Technologies

1st Period	Oral and Written Period	Preliteracy, The Period of Writing and Printing	Until the 1500s
2nd Period	The Period of Video and Audio Tools	The beginning of using video and audio tools in education	Between the 1500s and the 1900s
3rd Period	The Period of Dilemma	Computer-assisted learning and internet use in education	The 1990s
4th Period	The Period of Automation	The beginning of automation and virtual educational environment	21st Century
5th Period	The Period of Cybernation	The radical changes in education systems	Following Centuries

When the development of educational technology is analyzed, it is evident that it has always shaped and helped education. Besides, it is an inevitable fact that the integration of educational technology will always stay as an indispensable part of the learning and teaching process as it contributes to the quality of education and provides meaningful learning.

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2.1.1. Educational Technologies in Türkiye

When it comes to identifying the beginnings of technology use in the Turkish Education system, most of the studies in the literature focus on the period between 1920 and the present. Therefore, educational technologies in Türkiye will be analyzed under the historical timeline and this timeline will be centered around mainly four periods, namely, 1920-1935, 1935-1950, 1950-1984, and 1984- 2022.

As Akkoyunlu (2002) highlights, Türkiye's Ministry of National Education has given paramount importance to the use of technology in schools since its foundation. To this end, in 1926, school museums were established to introduce new educational tools and approaches to the students and teachers (Erdem,1949, as cited in Reisoğlu et al., 2016). These school museums were also filled with projectors and cinematographs and teachers were educated about how to use them effectively for instructional purposes (İnci, 2002, as cited in Reisoğlu et al., 2016). Following the exhibitions of educational tools in school museums, the use of maps and laboratory equipment in schools became common (Akkoyunlu, 2002).

During the years between 1935 and 1950, village institutes were founded to train teachers in village schools, and it was stated that each institute had to have musical instruments, a radio, a gramophone, and a sufficient number of records to meet the educational needs of students (Reisoğlu et al., 2016). In so doing, new technological devices were integrated into the education system. Moreover, the effect of visualization on learning was understood and picture dictionaries were used as an educational tool to facilitate learning (Gülbahar, 1948, as cited in Reisoğlu et al., 2016).

The period between 1950 and 1984 witnessed the increased importance of educational technology and the advent of the centre of educational film. In this centre, movies were shot, educational movies from different origins were translated into Turkish, and leaflets were published (Reisoğlu et al., 2016). In 1960, it was observed that letter, radio, and television technologies were used in education and training, and for the first time, a computer was used at universities in 1964 (Reisoğlu et al., 2016). Information Technologies Centres were founded at Middle East Technical University in 1965 and Hacettepe University in 1969. Furthermore, with the establishment of TRT in 1968, it was attempted to gain from television technology in teaching. (İnci, 2002 as cited in Reisoğlu et al., 2016) To summarize, the media were widely used to support education during this period.

The greatest development in educational technologies that took place between the 1984 and 1993 period was the use of computers in education and the onset of computer-assisted learning in education. In addition, the use of new technologies in the field of education was accelerated (Fiş-Erümit et al., 2016). The beginning of distance education which takes advantage of different media such as TV, radio, and printed documents was first brought forward and for this purpose, open education faculties were founded in higher education. Courses were broadcast on the TRT channel on television to assist this faculty (Fiş-Erümit et

al., 2016).

During 1993 and 2003, the most important development is the use of the internet in education. The Basic Education Project which was signed between MoNE and the World Bank accelerated the use of educational technologies in Türkiye. As an objective of this project, an important part of the work was devoted to purchasing hardware and software for schools, connecting these schools to the Internet, and increasing the knowledge of educators about information technology. To this end, in the first phase of the project, the ministry established 3,188 computer labs in 2,802 primary schools in 81 cities between 1998 and 2003, and these schools were equipped with computers, printers, educational software, educational games, electronic references, videos, TVs, projectors, whiteboards, educational videotapes (MoNE, 2007). Thanks to this development, the use of computer-assisted learning in schools increased.

Since the internet became a popular educational tool, distance education through the internet which was also named after e-learning, online learning, and web-based learning also gained momentum in higher education within this period (Akdemir & Koszalka, 2008; Akdemir, 2011, as cited in Fiş-Erümit et al., 2016).To illustrate, Bilkent University worked on conducting some lessons from the USA by utilizing a video conference system in 1996 and Istanbul Technical University practiced synchronous learning in 2000 (Fiş-Erümit et al., 2016).

According to the 8th five-year development plan of Türkiye, which was planned for the term 2001-2005, it was stated that it was critical to begin computerized instruction at all levels of education, with a focus on primary education, by providing an internet connection to every school and developing curriculums as software applications to ensure satisfactory advancements in the use and extension of new technology in education (DPT, 2000). Therefore, it goes without saying that the use of technology in education was underlined once more.

MoNE launched a new project with the collaboration of the Ministry of Communications in 2010 to ensure equal opportunities in education for every student and promote technology in schools by incorporating more senses into the educational process. This project was named Movement of Enhancing Opportunities and Improving Technology, with a Turkish acronym FATIH project and it was accepted as the largest and the most comprehensive educational movement in order to use technology in education (MoNE, 2022). As a part of this project, every classroom was provided with interactive boards and wireless internet access, and every student was supported with educational content.

To support students with educational content and to give teachers a chance to share their course notes and use e-books, an online educational platform called EIN (Education Informatics Network) was created as one of the main components of the FATIH Project. By using EIN, students can reach course notes, e-books, assignments given by teachers, and classroom projects regardless of time and place. Besides, they can share their knowledge with their teachers and other students, and review the topics presented with EIN content. Moreover, it was aimed to help students to develop 21st-century skills such as technology use, analytical thinking, effective communication, cooperation, collaboration, and problem-solving (MoNE, 2022).

EIN platform has also helped to fulfill educational goals during COVID-19. As a collaboration between TRT and EIN, TRT EIN TV was established for primary, secondary, and high schools on three distinct TV channels to provide students with education at home (MoNE, 2020a). EIN was used to deliver an online class and students had synchronous lessons with their teachers (MoNE, 2020b). In so doing, it is understood that the power of technology was also utilized to eliminate the interruptions experienced in the field of education during COVID-19. Moreover, the impossibility of fully transitioning to face-to-face education during the pandemic led to the emergence of hybrid learning environments as students were required to take some of the courses through EIN and some of them face-to-face at school.

When it is looked at the point where educational technologies have arrived today in Türkiye, it is understood that Türkiye has always tried to take advantage of educational technologies to support and develop its education system and has come a long way in this field.

2.1.2. Educational Technologies in Foreign Language Education

The use of computers in foreign language education dates back to almost six decades ago. Over time, as the use of computers in language education has grown, a new phrase, Computer-Assisted Language Learning (CALL), has emerged in the literature. According to Levy (1997, p.1), CALL is “the search for and study of applications of the computer in language teaching and learning”. Chapelle (2010) defines CALL as utilizing a wide range of technological applications for language learning, such as CD-ROMs, grammar checkers, and online dictionaries in addition to email, blogs, and wikis that are used for digital communication in the target language.

As the use of technology in language teaching is mostly associated with the beginning of using computers for language education, it would be fruitful to analyze the history of CALL to get a better understanding of the point it has reached today and its recent implementations in classrooms. Warschauer and Healey (1998) divided the history of CALL into three stages: Behaviourist CALL, Communicative CALL, and Integrative CALL based on the different roles of computers in language learning.

During the 1960s and 1970s, the computer was considered as a mechanical tutor that never got tired or critical and allowed students to study at their own pace. Behaviouristic CALL, influenced by the behaviourist learning model, included repetitive language drills known as a drill-and-practice. With the introduction of the first economical microcomputers, which arrived in educational institutions in growing numbers from the late 1970s onwards, the influence of CALL and technology-enhanced applications for language acquisition altered substantially (Davies et al., 2013).

Meanwhile, at both the academic and pedagogical levels, behaviouristic approaches to language education were being dismissed and this gave way to the emergence of Communicative CALL during the late 1970s and early 1980s. Communicative CALL was consistent with cognitive theories that emphasized learning as a process of discovery, communication, and improvement and that’s why computer-based exercises were used to restructure words and texts to identify language and meaning patterns and to spark conversation and discovery among students working in pairs or groups (Warschauer & Healey, 1998).

By the end of the 1980s and the beginning of the 1990s, the Integrative CALL emerged due to the shift from a cognitive to socio-cognitive view of learning a foreign language that requires authentic social environments for learners to practice all language skills in an integrated way (Warschauer & Healey, 1998). In this stage, learners practiced different language skills through multimedia and the internet.

In the late 1990s, as the Web expanded, faster and more effective internet access became accessible, allowing language teachers to take advantage of programs that extended beyond delivering sets of grammar exercises (Davies et al., 2013). Besides, thanks to the use of the internet, the term "e-learning" became popular, and there was an expansion of virtual learning environments such as Blackboard and Moodle to meet this need (Davies et al., 2013).

Since the early 2000s, the number of Web 2.0 tools such as discussion boards, blogs, wikis, and podcasts, in addition to social media websites and virtual worlds that promote sharing, cooperation, and engagement has increased dramatically (Thomas, 2009, as cited in Davies et al., 2013). Moreover, to add a variety of output-oriented project work in language learning, web 2.0 tools including Wikispaces along with podcasts and videocasts such as Youtube evolved into a viable choice.

As Jewell points out, using technology to improve language learning "allows for increased learner autonomy and control, providing a more student-centered pedagogy," and "more actively engaged in their learning than traditional direct instruction methods" (2006, p.178, as cited in Stanley,2013). Lee (2000) points out that using CALL in language teaching enhances students' motivation as they link computers with fun and games. Teachers can assist students in gaining a foothold in new debate communities by providing students with the tools for their own social, cultural, and linguistic study as well as opportunities for authentic and meaningful interaction (Warschauer & Meskill, 2000). In addition, teachers can better educate pupils about the types of worldwide cross-cultural interactions that are becoming increasingly important for academic, occupational, or personal success by incorporating modern technologies into the language classroom (Warschauer & Meskill, 2000).

2.2. Blended Learning

In the most basic and widely stated definition, blended learning is "the thoughtful integration of classroom face-to-face learning experiences with online learning experience" (Garrison & Kanuka, 2004, p.96). In other words, it is the merging of traditional learning with communications technology, including CD-ROM video services, virtual classrooms, voicemail, email, and conference calls, as well as online text animation and video streaming (Thorne, 2003). Singh and Reed (2001) state that blended learning is "optimizing achievement of learning objectives by applying the "right" learning technologies to match the "right" personal learning style to transfer the "right" skills to the "right" person at the "right" time" (p.2). Tarnopolsky (2012) describes blended learning as a synergic learning framework that dynamically and naturally integrates traditional classroom learning with online learning to provide a more flexible learning atmosphere to enhance and facilitate practical training. Thorne (2003) also points out that:

> Blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning (p. 16).

Another definition for blended learning was provided by Staker and Horn (2012) as follows:

> It is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home (p.3).

Moreover, Dziuban et al. (2004) point out that blended learning is not a temporal construct instead it should be viewed as a complete redesign of the educational model which has:

- a shift from teacher-centered instruction to learner-centered instruction by making students active and interactive,
- increases in the interaction between learner-instructor, learner-learner, learner-content, and learner-outside resources,
- formative and summative evaluation techniques that are integrated for students and instructors.

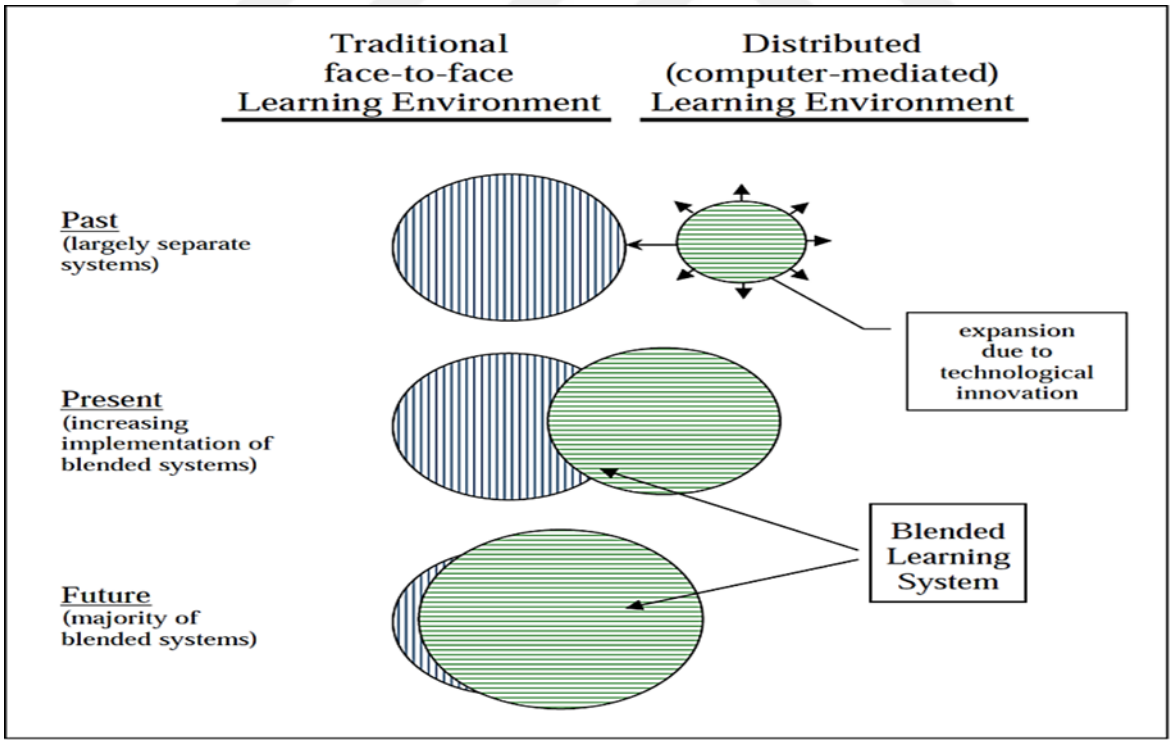
Because all the preceding definitions concentrated on two various types of learning, it is essential to define traditional learning and online learning as well. In brief, traditional learning describes a course in which no online technology is used, and all subject matter is presented verbally or in writing to a group of students in face-to-face communication while online learning exemplifies a course in which most or all of the content is delivered online and usually has no face-to-face gatherings (Allen & Seaman, 2007). The apparent absence of in-person interaction was frequently brought up in discussions of the benefits and drawbacks of online learning and this has led to a practice known as blended learning, which combines online learning and more traditional learning methods (Holmes & Gardner, 2006). What remains to be seen, though, is how much online learning was included in blended learning, yet the important thing is the efficient integration of the two modes of learning (Garrison & Kanuka, 2004). On the other hand, Smith and Kurthen (2007) offered percentage-based classifications in Table 2 to clarify blended learning from other related concepts (as cited in Gruba & Hinkelman, 2012, p.4).

Table 2. Taxonomy of Terms Related to Blended Learning

Term	Definition
Web-enhanced	Subjects that make use of a minimal amount of online materials, such as posting as syllabus and course announcements
Blended	Subjects that utilize some significant online activities in otherwise face-to-face learning, but less than 45%
Hybrid	Subjects in which online activities replace 45% to 80% of face-to-face class meetings
Fully Online	Subjects in which 80 percent or more of learning materials is conducted online

When analyzing the emergence of blended learning systems, Graham (2006) highlights how dispersed learning environments are expanding quickly and integrating with face-to-face learning settings in Figure 1 remarking that these two learning environments were previously distinct as they catered to different groups' needs using a variety of tools and methodology combinations.

Figure 1. Development of Blended Learning Systems



Regarding the implementation of blended learning, Osguthorpe and Graham (2003) defined six purposes for teachers to adopt including pedagogical richness, access to knowledge, social interaction, learner agency, cost-effectiveness, and revision with materials easily.

Besides, Huang and Zhang (2008) suggest that several observations and analyses must be made to determine whether blended learning could be implemented. These analyses mainly consist of three factors: 1) learner characteristics, regarding their prior knowledge, learning preferences, and learning styles 2) analysis of learning objectives 3) analysis of blended learning environments (p.6). Other certain preliminary questions to respond to were recommended by Hockly and Clandfield, 2010 (as cited in Whittaker, 2014) as follows:

1) how much of the course could be delivered online?
2) what components of the course could be offered online?
3) how are the online components of the course going to be provided?

Course designers should also consider whether they want to employ a set of resources that are all in one 'location,' such as a Virtual Classroom which enables to create of an online group easily and track students' activity, grades, and participation grades (Hockly & Clandfield 2010, as cited in Whittaker,2014).

2.2.1. Types of Blended Learning in K-12 Schools

Previously, blended learning was used mostly in corporate and higher education settings, but it rapidly began to be used in K-12 education (Picciano et al., 2011; Staker et al., 2011; as cited in Graham, 2013). It had also been assumed by a report published in the North American Council for Online Learning that blended learning was most likely to appear as the dominant teaching model of the future (Watson, 2008). Though its gaining popularity in K-12 education, the types of blended learning differ from each other.

Staker and Horn (2011) describe four models of blended learning used in K-12 schools consisting of the rotation model, the flex model, the self-blend model, and the enriched-virtual model. They categorize the rotation model into four-different sections as station-rotation model, the lab rotation model flipped classroom model, and the individual rotation model.

In the rotation model, students switch between learning modalities, at least one of which is online, on a set plan, or at the teacher's choice. In the station-rotation model, at least one station for online learning is included in the rotation. Small-group or whole-class education, group projects, individual coaching, and pencil-and-paper tasks are examples of other stations. Some implementations have the full class rotating through activities at the same time, while others have the class divided into small groups or one-by-one rotations. The lab rotation model requires a learning lab for primarily online training. Students rotate among school places instead of staying in one classroom for the whole subject. In the Flipped Classroom Model,

students get online instruction at home and complete the assignments and extra activities in face-to-face classrooms. Implementation of the rotation model requires students to shift among learning modes, at minimum one of which is online learning, on an individually personalized, defined timetable within a specific course.

In the flex model, information and instruction are predominantly given through the Internet, students move between learning modalities on an individually designed, flexible schedule, and teachers offer on site-support through small group sessions. In the self-blend model, students select to enhance their regular courses by taking one or more totally online courses, with the online teacher serving as the official instructor.

In the enriched-virtual model, students split their time between attending classes at school and learning remotely through the use of online content and instruction. It differs from the Flipped Classroom in that students rarely attend school every weekday in Enriched-Virtual programs. It is also distinct from the self-blend model as it includes all school programs rather than course-level blending.

2.2.2. Learning Management Systems (LMSs) in Blended Learning

In simplest terms, learning management systems can be defined as multiuser software program that is connected through a web browser (Foreman, 2017). It aids in the administration of educational activities, self-paced courses, and blended learning programs. In addition, it delivers automation that eliminates time-consuming and costly manual labour while also allowing course designers to arrange their material, data, and students (Foreman, 2017). LMSs are also known as Virtual Learning Environments or Learning Platforms (Dudeney & Cockney, 2007).

In the 1990s, a variety of multimedia and internet advancements prompted the onset of LMSs in educational institutions and when it comes to the 2000s, as a consequence of the developments in LMSs, many colleges throughout the world embraced them (Coates et al., 2005). Therefore, it goes without saying that learning management systems have a recent history. Besides, the widespread adoption of LMSs and technology-equipped classrooms led instructors to benefit from them in blended learning environments (Bonk & Graham, 2004 as cited in Mutlu-Bilgin, 2020).

While the specifics change from one system to the next, LMSs commonly include tools for course organization and pedagogical roles of varying sophistication and potential. These include asynchronous and synchronous communication, content development and delivery,

formative and summative assessment, and class and user management (Coates et al., 2005). According to Aydın and Biroğul (2008), the success and practicality of LMSs depend on how many of the following components it has:

- Support for creating and adding content
- Video conferencing support
- Having an exam module or an online exam
- Monitoring students' processes
- Multi-language support
- Calendar
- Chat tool
- Whiteboard
- Discussion Forums
- Polls

The correct components may build an effective course that students can actively participate in while the wrong components can demolish it and thus each LMS component is critical to a pupil's educational experiences (Lewis et al., 2005). Additionally, the success and efficiency of the online course depend on how easily users can navigate the learning management system (Lewis et al., 2005) and like any other information system, the LMS's users' contentment is essential to its continued usage (DeLone & Mclean, 2003). To illustrate this, Diep et al. (2017) investigated 138 adult students who enrolled in teacher training courses in different blended learning modes, one with 25% online and the other 50%, and concluded that learners who joined intensive blended courses placed greater demands on the platform's functionality and usability as they were required to work more closely with it. Therefore, they suggested that LMS developers should make a greater effort to create more streamlined, powerful, and functional LMS in order to increase student motivation to use the LMS more frequently.

A good and practical LMS with the aforementioned components can offer a number of benefits in terms of offering a more qualified education. Thanks to the learning management systems, students are assigned tasks, and teachers can track whether students complete the tasks on time, give them feedback about their performance and create polls to get feedback from students (Duran et al., 2006). Similarly, Snodin (2013) performed research with 28 university students in Thailand by utilizing an LMS in a blended learning setting and reported that learners became more aware of the importance of feedback as well as more autonomous, strong, and

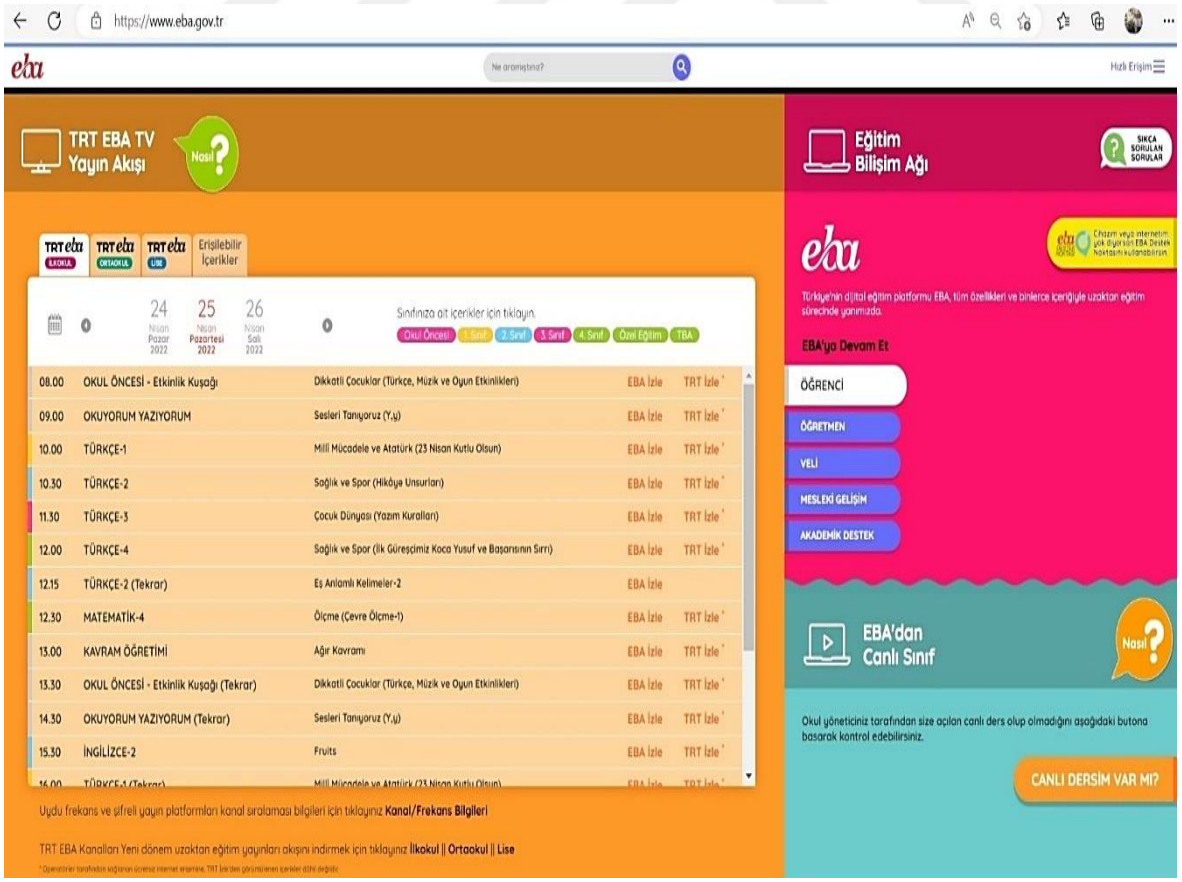
competent in their work.

Furthermore, online modes of instruction practiced through a learning management system (LMS) can enhance individual learning by providing students with more access to a wider choice of resources and materials (Coates et al., 2005). AI IHassan and Shukri (2017), for example, used a learning management system, Blackboard®, in their experimental study to explore the influence of blended learning on EFL learners' satisfaction. According to their findings, students were satisfied with the simplicity of use of Blackboard®, appropriateness and variety of content, depth of learning resources, and the possibility to interact in a foreign language.

It can be inferred that LMS plays a crucial role in digital education for both teachers and learners, hence, additional attention and understanding are required to adopt and integrate LMS effectively into blended learning.

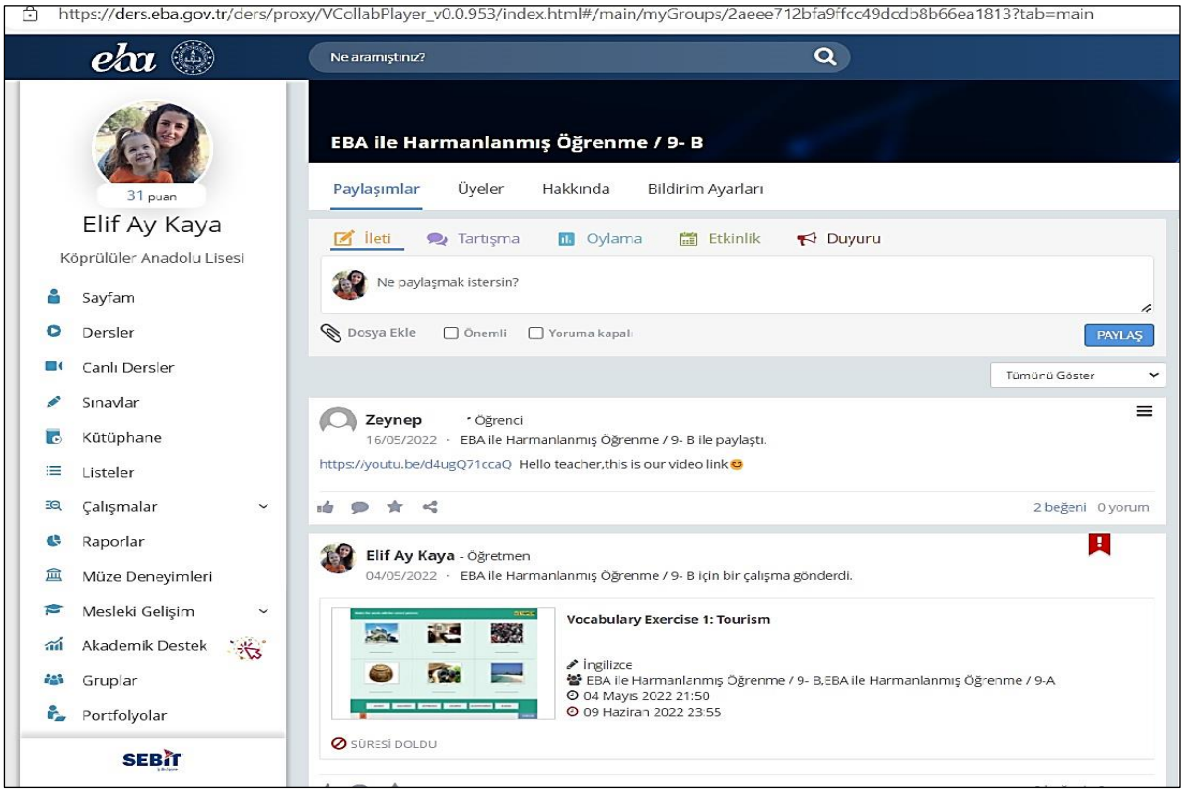
2.2.3. EIN (Educational Informatics Network) as a Learning Management System in Blended Learning

Figure 2. EIN Homepage.



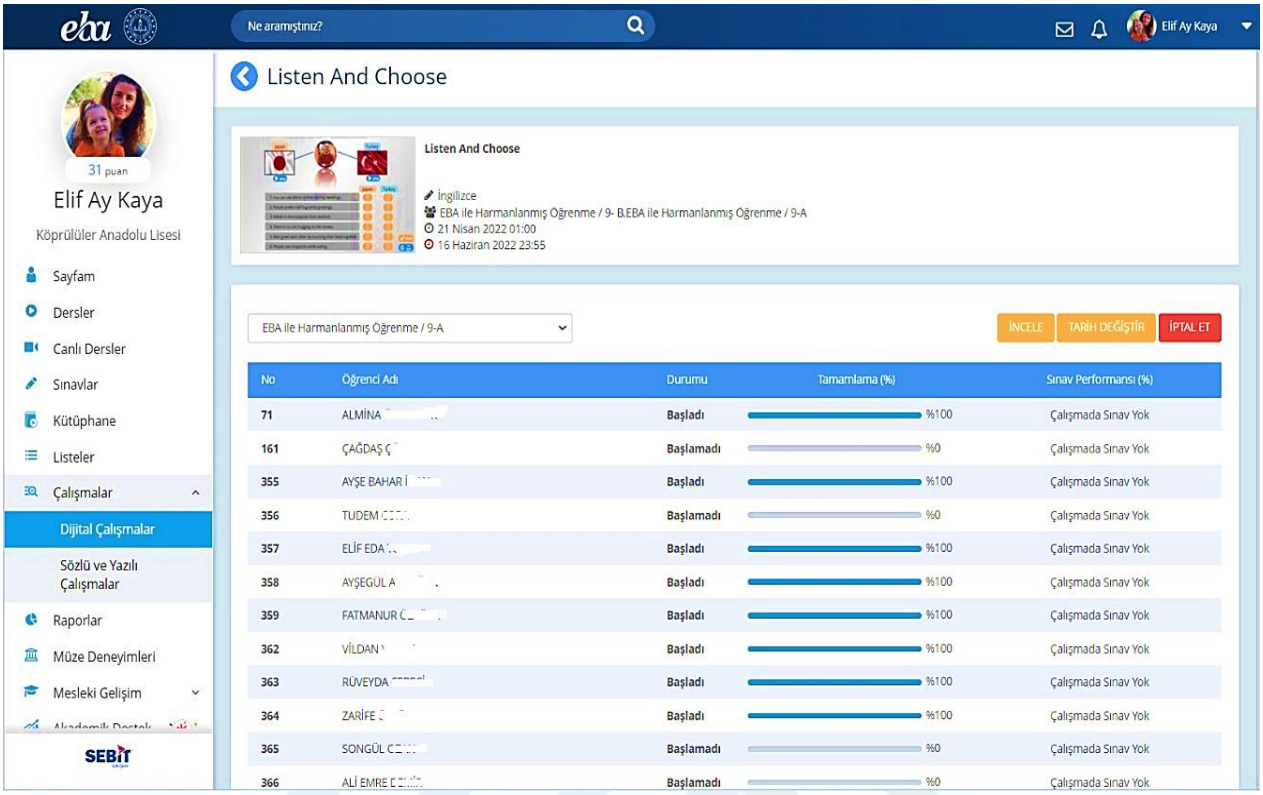
Educational Informatics Network, for short, EIN is a digital, social, and educational platform designed by the General Directorate of Innovation and Educational Technologies and founded by the Ministry of National Education for all K-12 students (MoNE, 2021). The EIN homepage is divided into two sections: EIN TV Lecture Broadcasting and Educational Information Network (EIN) as illustrated in Figure 2. While the lecture videos and broadcast streams are available on the left part of the homepage, the right part enables teachers, students and parents to access the platform by entering their password as well as providing professional training videos and academic support for students.

Figure 3. EIN Course Page



The EIN course portal provides learners with content for curriculum-based learning and supports personalized learning with interactive books, exercises, questions, subject videos, and revision notes. Besides educational materials presented on the EIN platform, teachers can also create and upload their own educational materials to the system to share them both with their own students and the other students who use EIN from different cities in Türkiye. EIN, as a social education platform, allows students and teachers to communicate with one another, exchange messages on their profiles, and send direct messages as illustrated in Figure 3. Furthermore, teachers and learners can create discussions and vote.

Figure 4. EIN Page for Digital Studies



As shown in Figure 4, teachers can use EIN to set assignments for their students and evaluate their performance depending on their EIN usage in terms of assignment-specific performance.

Figure 5. Educational Publications on the EIN Portal

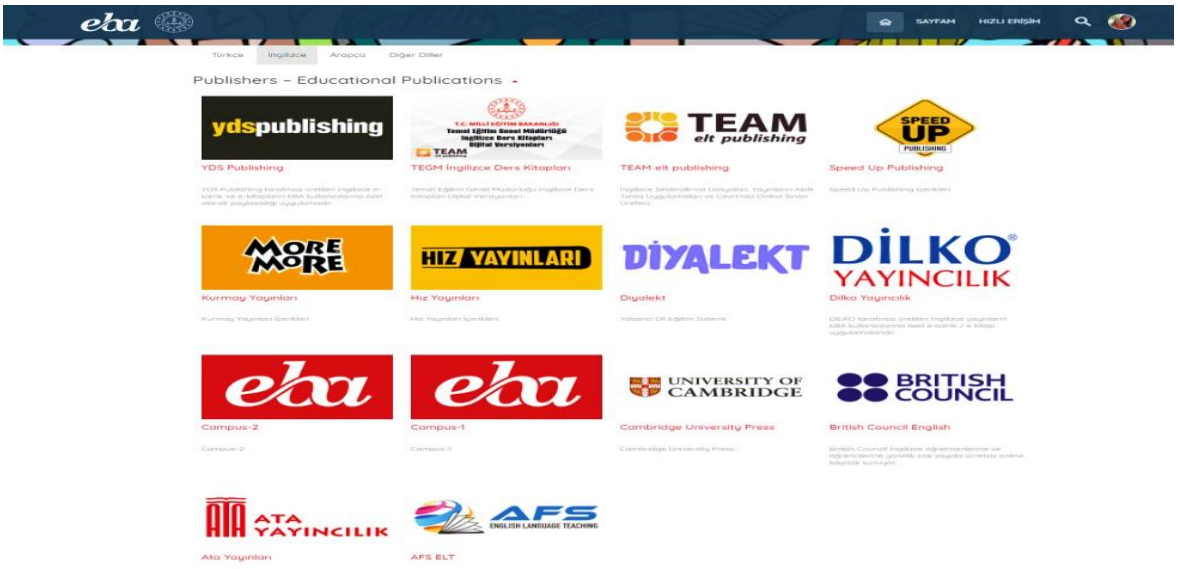
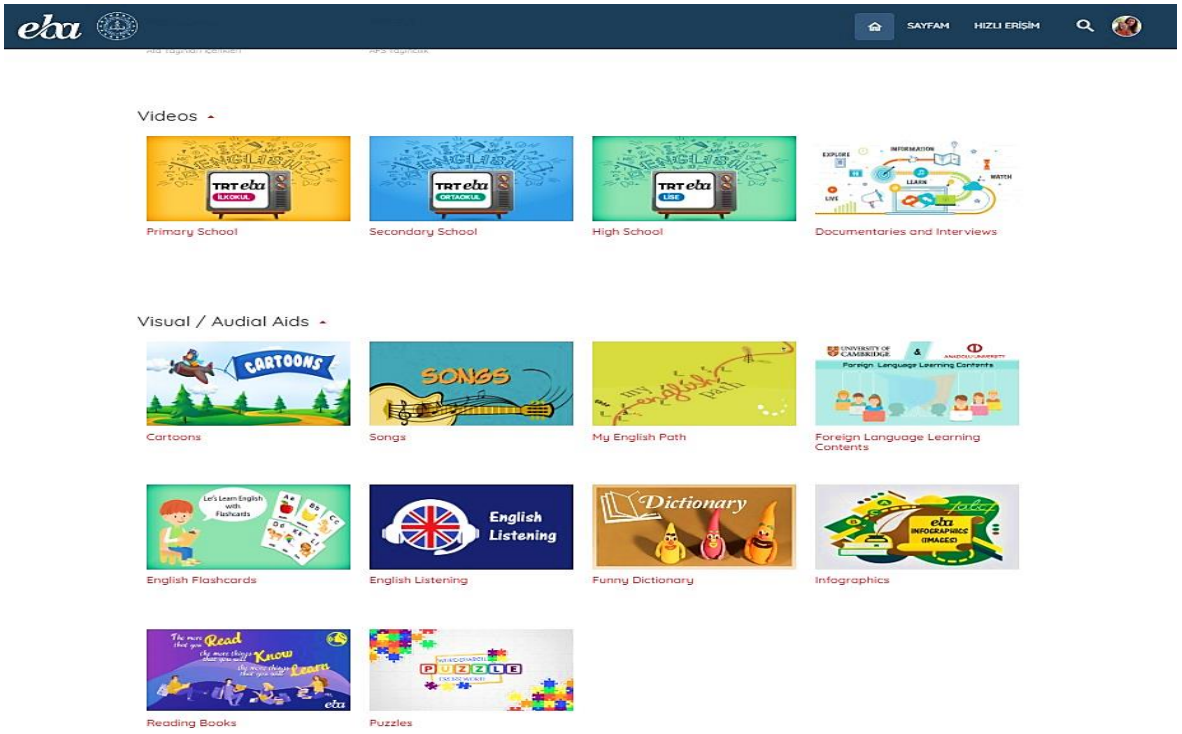


Figure 6. English Videos and Visual / Audial Aids on the EIN Portal



As one of the specific portals created on the EIN platform, EIN Language Learning Portal empowers foreign language learners to practice English with enriched learning materials such as different publications, videos, visual and audial aids including cartoons, songs, flashcards, documentaries, reading books as can be seen in Figure 5 and Figure 6.

EIN has also got mobile applications for Android and IOS devices which were launched in 2016 and 2017 respectively so that teachers and students can reach it through their mobile phones. Last but not least, EIN, prepared with Zoom infrastructure, has been enabling teachers to have online classes with their students since the beginning of the Covid-19 pandemic.

When reviewing the literature, it was seen that many researchers investigated how the use of the EIN portal for their classes influences students' perspectives and success. Some examples of these studies were explained below.

Pehlivan (2020) conducted an experimental study to investigate how online follow-up activities employed on the EIN portal influenced students' vocabulary and grammar development, as well as how EFL 4th-grade students perceived and felt about these activities. Throughout the 7-week procedure, the experimental group engaged in online follow-up activities, while the control group engaged in traditional ones. The findings showed that the experimental group outperformed the control group by a large margin and that traditional

activities did not help students retain language skills as well as online activities on the EIN portal did. Besides, semi-structured student interviews with students revealed that young students gained favourable perspectives and attitudes regarding online activities since EIN built an attractive learning environment and most of the young students were naturally inspired to keep up their studies on the EIN platform.

In another experimental design study, Kılıç (2020), in his master's thesis, investigated the impact of the EIN site on sixth-grade pupils' listening abilities and their perceptions of the platform. The results of the study revealed that the experimental group that used the EIN material got higher listening scores compared to the control group. According to the results of the semi-structured interviews with students, it was discovered that learners' opinions of the platform were good, as they claimed that utilizing the platform was appealing, engaging, and inspiring. Furthermore, students thought that listening activities on the EIN platform were beneficial to improve their pronunciation skills and better than the listening activities in their coursebooks.

Alabay (2017) researched the perceptions of secondary school teachers and students which included 208 teachers and 211 students from five different institutions in Istanbul. The findings gathered through questionnaires indicated that students agreed that the EIN portal gave them the opportunity to apply what they learned and take control of their own learning. It was also found that there were no significant differences in students' opinions based on their gender, class, and computer-tablet skills.

Tüysüz and Çümen (2016) tried to examine the opinions of middle school students on the EIN portal. Their sample included 181 students from two different schools and the data was collected through a survey. The findings revealed that students found the EIN portal helpful for reviewing material and getting ready for exams. However, various challenges with using the EIN platform have been raised, including delays in streaming videos and difficulties in displaying the teacher's uploaded assignments on the portal. In addition, the majority of the students reported that desired additional games and fun educational activities on the EIN website.

In a more recent mixed methods study, Biçer (2022) sought to demonstrate to what extent and how secondary school students' engagement skills and self-regulated learning capacities are affected by their usage of EIN in English lessons after 8 weeks of application. According to the findings of the study, using the EIN platform in English instruction improved students' self-regulated learning ability and it was revealed that the EIN platform is beneficial for pupils in terms of simplicity, sub-dimension knowledge, and basic self-regulated learning.

Additionally, it was noted that students were able to assess themselves and keep track of their progress thanks to the statistical data on each activity's results in the portfolio section, a crucial feature provided by the EIN.

On the other hand, the study by Kalemkuş (2016) provided contradictory results about students' perceptions of EIN portal usage. The researcher carried out a survey study to learn about the views of high school teachers and 12th-grade students on the EIN portal. The sample included 195 teachers from six different institutions as well as 452 students. According to the study's findings, students had neutral views on the influence of the EIN portal on promoting motivation, attentiveness, and facilitating learning. In addition, it was discovered that the students were unsure whether the technical infrastructure of the FATIH project in their school was adequate for them to access the Education Informatics Network (EIN).

Based on the aforementioned features, advantages, and, most significantly, positive findings from prior EIN studies, it was assumed that it might be employed as an effective learning management system (LMS) during the implementation of the blended learning design in this study.

2.2.4. Advantages and Disadvantages of Blended Learning

The literature on the advantages of blended learning has been well-documented by many researchers. For instance, Hew and Cheung (2014) suggest that blended learning can promote contact with students by utilizing computer-mediated communication tools including asynchronous and synchronous digital technology. This advantage is reinforced by the results of a study by Rojabi (2019), which revealed that blended learning with a learning management system improved interaction between teachers and learners, learners and their classmates, and learners and resources.

As an additional advantage of blended learning, Singh and Reed (2001) highlight that blended learning can enhance learning outcomes by improving the fit between how a learner wishes to study and the programmed instruction, suggesting the concept of blended learning is founded on the notion that learning is an ongoing activity rather than a one-time experience. Miyazoe and Anderson (2010), for example, analyzed the learning outcomes of students in an EFL blended learning context using wikis, blogs, and forums and discovered substantial progress in improving students' writing skills on a qualitative level. Additionally, blended learning has a significant advantage in facilitating higher levels of learning through critical dialogue and reflective thinking by combining synchronous oral and asynchronous textual

communication in the context of a unified learning community (Garrison & Kanuka, 2004).

Personalized learning has been cited by scholars as another significant benefit of blended learning. Blended learning can come out in support by allowing for personalized learning and self-regulated learning since learners differ in terms of learning methods, learning competency, and learning aptitude in this way, teachers can employ a combination of ways to meet the demands of different learners and offer a chance for everyone's learning to be equally successful (Huang & Zhang, 2008). When researching students' satisfaction with blended courses for her master's thesis, Roff (2017) came to a similar conclusion, finding that the students valued flexibility, accessibility, and the freedom to learn at their own speed as key benefits of blended learning.

Furthermore, thanks to blended learning, lots of paperwork have been substituted with a minimal amount of online work (Huang & Zhang, 2008). Blended learning can help to assure educational quality, provide feedback, and offer extension activities and tasks specially to cope with difficult topics for learners (Sharpe, 2006, as cited in Huang & Zhang, 2008). These advantages were also corroborated by Aksel (2021), whose Ph.D. study with university students found that students' English language abilities improved throughout their blended learning when they received feedback from the teacher outside of the classroom and completed self-assessment tasks.

Despite all its educational benefits, blended learning may also have certain drawbacks. Graham (2006) identifies six major problems for implementing blended learning design, including the importance of live engagement, learner autonomy and self-regulation, models for support and training, closing the digital divide, cultural adaptability, and balancing innovation and production. He emphasizes the significance of live involvement by claiming that when online and face-to-face parts are combined, learners usually place a larger priority or attention on the face-to-face aspects of the blended learning experience. As a result, face-to-face participation may take precedence over asynchronous contact or learning. Supporting this claim, Srichanyachon (2014) carried out a study with 198 undergraduate students at Bangkok university and revealed that though students believe that LMSs in blended learning is a useful tool that can help them learn English in a variety of ways, they still believe that conventional face-to-face training is more effective. Regarding learner autonomy and self-regulation, it is stressed that students may have difficulty regulating their own learning and may need extra self-discipline while working with online components (Graham, 2006). Similarly, Tosun (2015) examined the attitudes of EFL students studying English on blended language learning and online learning sites and indicated that students were happy with the blended learning

approach to teaching vocabulary, yet they were not eager to spend time outside of class learning new vocabulary words in the online environment because of their lack of motivation and self-discipline. With respect to models for assistance and training for blended learning, Graham (2006) recommends offering training for teachers, equipping students with computer knowledge, and altering institutional culture to support blended learning strategies. As for closing digital divide, it is important to create blended learning models that are both inexpensive and capable of meeting the needs of various global populations in various socioeconomic contexts. As another issue, making the information culturally relevant for the local audience might be challenging at times (Graham, 2006). With respect to balancing innovation and production, Graham (2006) stresses that new technology developments open new possibilities, but it's important to come up with solutions that are also affordable. Therefore, it may be difficult for those creating blended learning systems to strike a good balance between innovation and production.

Besides, AI Zumor et al. (2013), listed some problems with blended learning as a result of their research with 160 university students. Internet access concerns and other technical difficulties were the main issues that prevented students' use of Blackboard, an LMS, for successful learning in a blended learning setting. Other problems included respectively the students' preference for printed materials over online resources, their perceptions of e-inefficiency, the simplicity of cheating, the challenge of comprehending some Blackboard directions, social exclusion, a sense of frustration, and the issue of not having access to personal computers. In a literature review of the advantages and difficulties of using Schoology, an LMS, in a blended learning environment, Rojabi (2019) found that the main challenges for students are a general lack of student interest and IT literacy, inadequate infrastructure, a bad and inconsistent internet connection, as well as the need for teacher assistance in its utilization.

2.2.5. Blended Learning in EFL Context

It is impossible to pinpoint the precise moment the phrase "blended learning" emerged to be used in English language teaching, yet Whittaker (2013) argues that it happened around the time Sharma and Barrett's book Blended Learning was published in 2007. According to McCarthy (2016), the tremendous increase in computer use in the 1980s and 1990s, notably the emergence of the internet, was the biggest element that led educational practitioners to implement blended language learning. In addition to the numerous benefits of blended learning including pedagogical richness, access to knowledge, social interaction, learner

agency, cost-effectiveness, and revision with materials easily (Osguthorpe & Graham, 2003), Hockly (2011) lists some other reasons why we should employ blended learning in ELT as follows (p:58, cited in Whittaker, 2013):

- *Learners' expectations* – learners nowadays expect technology to be integrated into their language classes.
- *Flexibility* – learners expect to be able to fit learning into their busy lives.
- *Ministry of Education (or similar) directives* – in some contexts teachers are expected to offer blended learning options.

On the other hand, to attain best practise in blended language learning, it is a must to comprehend the complexity of how individuals learn second and foreign languages (McCarthy, 2016). In this sense, depending on second language acquisition research, Thornbury (2016, as cited in Hockly, 2018) recommends that the technology-based portion of a blended course should provide opportunities for learners "input, output, noticing, scaffolding, feedback, interaction, automaticity, the use of chunks and formulaic language, personalization, and flow." Moreover, the web platform should allow learners to create their own learning tools and incorporate several interconnected language subsystems, including grammar, vocabulary items, phonology, speech, and pragmatics (Thornbury, 2016, as cited in Hockly, 2018). Other important factors in second language learning are motivation and autonomy, which can alter language learning outcomes as they rise or decrease (Paiva, 2011). Therefore, another crucial aspect of blended learning covered in studies has been its usefulness in boosting learners' motivation and autonomy in language acquisition.

When the literature was reviewed, it was seen that much have been published about the positive effects of blended instruction on foreign language learning and the following sub-titles provide detailed explanations and examples of related studies on how blended learning influences foreign language learning in regard to the SLA principles and other significant factors described above.

2.2.5.1. Skills Development in EFL Blended Learning Environment

Reading, writing, speaking, and listening are the four main skills in English. There are also sub-skills within the primary skills, including vocabulary, grammar, and pronunciation. The literature has several investigations that have been conducted on the impact of blended learning on the development of language skills, including main skills and sub-skills.

For instance, in order to examine the effect of blended learning on university students' writing proficiency, Sheet (2019), used a case study by providing students with 13 weeks of writing assignments on the Edmodo platform. The results showed that there is a statistically significant difference in the experimental group's degree of proficiency in English writing skills. The blended learning environment also helped students learn better by supplying them with a wider range of multi-media tools. Ataizi and Kömür (2021) conducted a mixed-methods study in a K–12 setting with 92 high school students to investigate the efficacy of blended learning for improving students' writing abilities. They implemented a rotation model of blended learning by integrating several online platforms into traditional classes for 8 weeks. The study's findings demonstrated that participants' writing abilities significantly improved as a result of blended learning, participants developed a positive attitude towards blended writing courses and greatly outperformed in writing examinations. Similarly, Keshta and Harb (2013) performed a quasi-experimental study in a state high school context to examine the development of writing skills in tenth-grade pupils. The data revealed that there were significant variations in the students' accomplishment rates before and after adopting the blended program in favour of the post-application. Additionally, Miyazoe and Anderson (2010) developed a blended course incorporating forums, blogs, and wikis to determine how university EFL students' learning outcomes in writing classes might be improved. According to the findings gathered through qualitative text analysis of forum and wiki writings, improvement in participants’ capacity to distinguish between English writing styles and grammar was revealed. Besides, the interview text analysis shed light on the various benefits that learners received from each activity.

Regarding the improvement of reading skills in a blended language course, Bataineh and Mayyas (2017) performed experimental research with Jordanian university students by using Moodle as an LMS to complement conventional face-to-face instruction. According to the results, students in the experimental group significantly improved their skimming, scanning, and overall reading comprehension abilities when compared to those of the control group. Likewise, Tsai and Talley (2014) conducted a study in an experimental design to assess the effect of Moodle-supported blended education on EFL university students' reading comprehension and strategy use. Results indicated that this implementation, which provides students with extensive online resources and self-paced practice, had a positive influence on the EFL learners' general reading ability and strategy usage. Furthermore, Behjat et al. (2012) looked into whether traditional or blended learning environments could improve the reading comprehension of EFL students more effectively. The sample was made up of 107 English

majors from an Iranian university. Participants were administered a pre-test and a post-test to determine the change in their reading proficiency. The control group was given paper reading comprehension materials to review and compose an overview of, whereas the experimental group was assigned online reading texts on a blog. The findings showed that those who exercised reading comprehension in a blended learning setting were able to improve their understanding of English far more than those who just used the traditional approach.

Listening and speaking skills were also proved to be enhanced through blended learning design. The experimental research by Guangying (2014) examined the blended learning strategy to determine whether it enhanced the speaking and listening abilities of university students. The experimental group was exposed to the blended learning approach and was given more chances to develop their speaking and listening abilities, including authentic listening assignments, audio-visual clips, group discussions, internet chat rooms, forums, and the like. As a result, it was discovered that the experimental group's speaking and listening abilities were clearly superior to those of the control group. Another study by Yang et al (2013), examined the usefulness of incorporating Moodle, a virtual learning environment into traditional English listening and speaking training with a one-group pretest- posttest design. The pupils were provided with a wide range of elements, including audio-visual and digital content, adapted to their level, as well as online discussion forums and personalized feedback. The empirical findings showed that Moodle-supported lessons aided learners in enhancing their English listening and speaking skills. In a case study by Grgurović (2011), the quality of blended instruction using an LMS for an intermediate English listening and speaking class within an intensive English program was evaluated. The sample included participants from a public university in the US. The results of the questionnaires indicated that the majority of learners were satisfied with how the online exercises assisted them to improve their speaking and listening abilities as well as their pronunciation. In a more recent study, Balcı (2017) undertook a study to determine the students' perceptions towards blended learning in terms of some variables. This study included 400 students from an English preparatory program in a university. According to survey and semi-structured interview data, students believed that of all the abilities they practiced online, listening was the one that this implementation benefited the most.

In terms of improving subskills through blended learning, the study by Mohammadi and Mirdehghan (2014) shows the value of blended learning environment to teach phrasal verbs to EFL high school students in Iran. Students at the pre-intermediate level made up the sample, which was split into two groups as the control group and the experimental group. The study's

conclusion was that the experimental group, which received an online course on phrasal verbs for eight weeks, outperformed the control group in terms of learning achievement. Yapıcı (2019) examined the perspectives of students in an English prep class on how blended learning affects their learning process in her master's thesis. Students believed that this implementation had the greatest impact on their vocabulary skills, according to questionnaire data. Similarly, a recent study by Öztaş (2022) conducted with students enrolled in schools of foreign languages to understand their opinions of blended learning showed that students believed they increased their vocabulary skills the most in terms of skill improvement in the online setting. Besides, Alipour (2020) indicated the positive effect of blended learning on the vocabulary achievement of students. The study was carried out with 90 Iranian students for 8 weeks in an experimental design. According to the result of the study, the experimental group surpassed the control group that received only traditional instruction in terms of their post-test score. Qindah (2018) sought to determine whether blended learning fosters EFL students' achievement in the utilization of grammar in context. The study used an experimental methodology and included a sample of secondary school pupils. The results demonstrated that blended learning was more efficient than conventional face-to-face training for promoting the acquisition of grammatical knowledge, as demonstrated by the higher test scores achieved by experimental group students compared to control group students. Sabat et al. (2022) aimed to examine the influence of blended instruction on pronunciation lessons through the perceptions of Indonesian EFL students in a case study. According to the students, blended learning was beneficial for learning pronunciation as online activities such as singing English songs and pretending to be an English news reporter facilitated them to practice pronunciation in a fun way.

2.2.5.2. Assessment in Blended Learning

Teachers have long viewed giving feedback to students as a crucial part of the process of developing a variety of abilities in foreign language learning (Herra & Kulinska). The development of online learning has resulted that feedback is now also used to represent numerous types of autonomously provided data, whereas it was originally mainly utilized to refer to teacher comments on students' progress (Jensen et al., 2021). Digital tests with pre-set responses, for instance, are frequently seen as feedback in online learning (Förster, et al., 2018; Maier, et al., 2016, as cited in Jensen et al., 2021). According to Newhouse (2011), online tests typically give students a chance to exhibit what they have learned, assist in tracking their progress towards proficiency, and contain a strategy for evaluating their performance.

Furthermore, research on assessment in the online component of blended learning has shown that students are satisfied, motivated, and profit from online feedback. For instance, Güçlü (2018), in her Ph.D. thesis conducted with 65 English preparatory school students aimed at comparing segregated and integrated reading skill practices in blended learning environments and identifying student perceptions of online practice. During the implementation, students had more chances to talk about their reading challenges and get personalized comments from various peers via group conversations. The data gathered showed that student evaluations of online practice and the corresponding feedback were quite favourable. Besides, students' responses in interviews revealed that they found the automatic grading of the assignments and online feedback to be very motivating. A more recent study by Aksel (2021) also offered confirmatory results for the positive impact of blended learning on assessment. At Uludağ University, Aksel (2021) examined the perspectives of students attending vocational schools on receiving feedback online. The findings showed that students appreciated getting instant feedback from teachers the most and they thought getting feedback improved their language learning.

Nevertheless, Balcı (2017) found that students did not favour the online tool in terms of assessment, and they still preferred the feedback they get from their instructors during face-to-face sessions. Likewise, Yapıcı (2019) concluded that students' reactions to face-to-face assessments were more positive, despite the fact that learners had neutral opinions about the simplicity and comprehensibility of the online assessment. Furthermore, Öztaş (2022) revealed that while student participants had moderate views regarding the online assessment, they largely agreed that face-to-face assessment was significantly more practical and beneficial for them.

Though the positive effect regarding the influence of blended learning on the assessment was proved by previous studies, conflicting findings by Balcı (2017), Yapıcı (2019), and Öztaş (2022) may be due to the fact that in their studies, students received feedback from the software program rather than from a teacher or peer in an online portal, as was the case in Güçlü's and Aksel's studies.

2.2.5.3. Learner Autonomy and Motivation in EFL Blended Learning Environment

In simplest and most cited definition, learner autonomy is described as the “ability to take charge of one’s own learning” (Holec, 1981, p.3.). The autonomous language learner accepts accountability for all aspects of his learning environment by setting his own goals,

specifying the material to be covered and the order in which the course will proceed, choosing the methods and procedures to be applied, paying close attention to the process, and assessing the knowledge he has gained (Holec, 1981). On the other hand, motivation is described as follows:

In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out (Dörnyei & Ottó, 1998, p. 65, as cited in Dörnyei & Ushioda, 2011).

Regarding motivation in language learning, Dörnyei (1998) points out that since motivation is a prerequisite for all other second language acquisition elements, it serves as the fundamental incentive to begin learning a second language and later serves as the key driver to continue the lengthy and frequently arduous learning process.

Based on the importance of learner autonomy and motivation in language learning, numerous investigators have examined the role of blended learning in enhancing the motivation and autonomy of EFL learners (Balcı, 2017; Banditvilai, 2016; Bitlis, 2011; Snodin, 2013; Wang, Chai, Zhen, & Zhang, 2021; Wong et al., 2020; Yapıcı, 2019). For instance, Bitlis (2011) conducted an exploratory study to determine whether blended learning promotes student autonomy in an EFL context, and she constructed a blended learning environment by incorporating a language learning program into a traditional learning setting. The participants were 36 pupils from a preparatory school, and the data was gathered through surveys, interviews, learner diaries, and the researcher's observations. The findings showed that pupils engaged in autonomous behaviours such as taking control of their education, creating objectives, selecting materials to achieve those goals, carrying out a learning plan, assessing their process of learning, and directing their language acquisition. Therefore, it was suggested that a mixed learning environment could assist EFL students in developing learner autonomy. Furthermore, Snodin (2013) made a mixed-methods study with 28 EFL university students in Taiwan to analyze the influence of blended learning on enhancing learner autonomy. The results demonstrated that, once the teacher established the guidance with the use of an LMS, students gradually gained autonomous thinking and behaviour as a result of their participation in this blended learning environment. In another study by Banditvilai (2016), which analyzes university students' perceptions towards blended learning, participant students reported that their motivation and autonomy have greatly improved thanks to this implementation. Wong et al. (2020) made a quasi-experimental study to determine the effect of blended learning

implementation on upper-secondary school students' autonomy and motivation. The data collected from 116 students through questionnaires and the findings showed that compared to traditional teaching, blended learning had a stronger impact on students' motivation though the degree of autonomy did not significantly change after participation in blended learning. Besides, Wang et al. (2021) conducted research by using the survey-based approach with 1603 EFL students in China to identify their perceptions of blended learning in terms of enhancing their motivation and autonomy. The researchers concluded that students were encouraged to improve their learning autonomy and their motivation to study and utilize English was effectively increased by the blended learning environment.

However, some studies conclude that blended learning has no positive impact on increasing students' motivation or autonomy. For instance, in her research to ascertain how English prep school students saw blended learning in terms of specific characteristics, Yapıcı (2019) examined how the application had an impact on their autonomy. The questionnaire results showed that students' opinions on blended learning's potential to increase their autonomy were neutral. Moreover, Balcı (2017) made research on students' perceptions of blended learning implemented in English preparatory schools by applying a mixed-method study. The results revealed that using blended instruction did not influence the pupils' motivation in any positive way as pupils reported their motivation was low while doing online activities.

2.2.5.4. Interaction, Engagement, and Classroom Atmosphere in EFL Blended Learning

The study of language acquisition theory has long focused on the importance of interaction (Gass et al., 1998). Long (1996) defines the role of interaction as "connecting input, internal learner capacities, and output in productive ways" and facilitating language learning (p. 452, as cited in Gass et al., 1998). Similarly, interaction, discussion, and cooperation among pupils and educators may help develop more fruitful content more productive content development in communities with diverse language demands (Akbari et al., 2016). On the other hand, engagement is defined as "the amount of physical and psycho-logical energy that the student devotes to the academic experience" (Astin, 1984, p. 518). In the context of language learning, the prevailing models of communicative and constructivist language learning and teaching, which prioritize language usage and interaction as essential to language development, firmly include the idea of learner engagement for learning (Hiver et al., 2021).

While class attendance has long served as the primary indicator of learner engagement in traditional educational settings (Douglas & Alemanne, 2007), blended learning instruction has made it possible to foster interaction and engagement by giving students additional opportunities to interact with one another, teachers, and courses collaboratively both within and outside the classroom (Ehsanifard et al., 2020). For instance, Şahin-Kızıl (2014) made an effort to understand how engaged the students felt with the Moodle-integrated blended course. The sample consisted of 68 university students who attended weekly English classes. The findings of the survey showed that students believed Moodle was effective in maintaining them engaged since it offered them to participate at any time and location, interact with each other, and gave them a variety of language tasks to complete that couldn't be completed in a two-hour class period. In another study, Mohamed (2022) investigated pre-service teachers' impressions and thoughts on the advantages and difficulties of blended learning through a questionnaire and reflection essays. The collected data showed that this implementation enhanced the collaboration and interaction between the students and teachers. Besides, Sheet's Ph.D. study (2019) demonstrated that blended learning was particularly effective at encouraging timid students and underachievers to participate and communicate in both synchronous and asynchronous activities as well as improving their writing skills.

In terms of the effect of blended learning on classroom atmosphere, in his master's thesis, Balcı (2017) examined students' perceptions of how blended learning affects the classroom environment through a questionnaire. He discovered that the online component of the blended program isn't really a supplement designed to boost students' engagement and effectiveness, and as a result, it doesn't really have much of an effect on how well students perform in class. Likewise, Yapıcı (2019) used survey questions to find out what students thought about how blended learning affected the classroom environment. The study's findings showed that students' perceptions of how the online component affected their performance in face-to-face classes were neutral.

2.2.5.5. Studies on EFL Students' Perceptions of Blended Learning in Türkiye

Most of the studies carried out in Türkiye to examine the EFL students' perceptions of blended learning were at the higher education level (Aksel, 2021; Avcı & Adıgüzel, 2017; Bahçe & Taşlacı, 2009; Balcı, 2017; Güçlü, 2018; Hoş et al., 2016; İstifçi, 2017; Öztaş, 2022; Tayşı, 2016; Tosun, 2015; Şahin-Kızıl, 2014; Yapıcı, 2019;). Additionally, studies examining

this topic at the high school level (Khasawneh, 2020) were found to be less common.

In the study of Bahçe and Taşlacı (2009) which integrates Blogs into EFL writing classes to create a blended learning environment, students' perceptions towards blended learning were investigated. The sample consisted of 55 intermediate-level EFL students in Anadolu University's preparatory school. Student reflections served as the data source and the findings demonstrated that students had positive attitudes toward blended writing class.

Şahin-Kızıl (2014) used a survey-based approach to investigate the perceptions of EFL students in a Moodle-based blended course. The data was collected from 68 university students who attended the Faculty of Engineering for two academic semesters. According to the findings, students expressed a high degree of satisfaction with the course.

Tosun (2015) conducted a study to examine the impact of blended learning on vocabulary teaching and students' opinions of blended learning. For six weeks, 40 pupils enrolled in an English preparatory school participated in the study. Interviews with students in the experimental group revealed that, while they embraced and valued acquiring new vocabulary items through blended learning, they did not enjoy the online tools as much as the in-class activities and did not desire to commit time studying outside of the classroom.

Hoş et al. (2016) conveyed research on 101 ELT students studying at a private university in Türkiye to determine their perspectives on blended learning on language proficiency development, as well as the benefits and drawbacks of blended learning. The data was obtained through a questionnaire. According to the findings, blended learning was thought to be excellent at improving language abilities, particularly vocabulary, and listening by students. Furthermore, students identified the usage of multimedia resources as the main benefit of blended learning while the connectivity issue was the top drawback perceived by them.

Tayşı (2016) aimed to understand students' perceptions of a blended learning course that incorporates an LMS named MyELT in another study that was conducted at the School of Foreign Languages at Fırat University with 129 students. The findings showed that even though most of the learners considered that MyELT added diversity to their educational environment thanks to its practicality, not even half of them thought that MyELT was effective in meeting their academic goals and giving them a beneficial atmosphere to develop their English.

Another study, done by Avcı and Adıgüzel (2017), with 85 students from a university's English prep programs sought to investigate the impact of utilizing WhatsApp on the development of EFL skills. Throughout the seven-week session, students were instructed to develop a class magazine as an after-school activity using the app WhatsApp since it was intended to give them a chance to participate in project-based, realistic, and interactive mobile-

blended learning. The results of this mixed-methods study illustrated that virtually all of the students were enthusiastic about engaging in both asynchronous and synchronous interactions with their classmates and teacher for educational reasons.

Balcı (2017) sought to analyze how instructors and students reacted to using blended learning. The participants of the study were 400 students and 100 instructors in the English preparatory program at Dokuz Eylül University. Both instructors and students were surveyed and interviewed to reach the target data. According to the study's findings, students had neutral attitudes toward blended learning and valued face-to-face teaching more than the online component of blended learning.

İstifçi (2017) set out to investigate 167 EFL students' opinions of online and blended language learning environments in a mixed-method study. The findings collected through a questionnaire and the semi-structured interviews revealed that the students loved online learning for receiving immediate feedback and learning at their own speed, thus they favoured blended learning over face-to-face learning.

With a quasi-experimental methodology, Güçlü (2018) presented study on 65 students enrolled in English prep courses at Bozok University. The objective of this study was to contrast discrete reading practices with reading practices utilizing interconnected abilities in blended learning environments, as well as to identify student opinions of online activities. The data showed that students loved practicing online activities and that they found online feedback and automated assessment for the tasks to be very encouraging.

Yapıcı (2019) conducted research on how instructors and students perceived the blended learning model that was used at Karabük University's school of foreign languages. The sample included 120 students and 5 instructors. While students were surveyed to determine their views, the instructors were interviewed. The results revealed that students' opinions of blended language training were mostly moderate, but the face-to-face component of the approach was still ranked higher than the online part.

Khasawneh (2020) performed the sole study that examined the perceptions of high school EFL students in Türkiye. The participants of this study consisted of 90 students from private secondary and high schools. The results of an online survey revealed that students preferred the implementation of blended learning over fully face-to-face instruction since it granted them more flexibility, mobility, opportunities for peer communication, and an improvement in their English language proficiency.

Aksel (2021), in her Ph.D. thesis, attempted to figure out learners' perspectives on the effectiveness of a blended learning program created through the Easyclass website. This mixed

methods study was conducted with 61 university students who takes English courses for 15 weeks and the combination of qualitative and quantitative data showed that learners' perceptions of using a blended learning paradigm were extremely positive though students preferred face-to-face learning over blended learning and online learning models.

Öztaş (2022) conducted a study to understand the opinions of Turkish EFL students who took the English for Academic Purposes course at Nevşehir Hacı Bektaş Veli university in a blended approach. A questionnaire and semi-structured interviews were used to collect the data from the sample of 160 individuals. The study's quantitative and qualitative results demonstrated that students usually had a neutral view of blended learning and still preferred conventional face-to-face learning to online learning delivered by a learning management system in a blended instruction setting.

2.2.5.6. Studies on EFL Students' Perceptions of Blended Learning Worldwide

Reviewing the literature in a global context revealed that research conducted in higher education (Akbarov, Gönen, & Aydogan, 2018; Alaidarous & Madini, 2016; Banditvilai, 2016; Bueno-Alastuey & Pérez, 2014; Gamble, 2018; Huang, 2016; Miyazoe & Anderson 2010; Mohamed, 2022; Rianto, 2020; Wang et al., 2021) accounted for the majority of studies on EFL students' impressions of blended learning. Moreover, it was discovered that there is a scarcity of studies carried out on the same subject in the high school setting (Ahmed, 2019; Qindah, 2018; Purnawarman, Susilawati & Sundayana, 2016; Rachman, Sudiyono & Phonix, 2021). Except for the research of Rianto (2020), which concluded that students preferred face-to-face teaching while enjoying the online component of blended learning, all the studies analyzed indicated students' positive opinions of blended learning.

Miyazoe and Anderson (2010) made an effort to investigate how EFL university students felt about adopting blended course designs with online writing tools including blogs, wikis, and forums. In this mixed methods study, data obtained from 61 students via a survey, interview, and text analysis revealed that students appeared to have developed favourable judgments of the online components, leading to favourable assessments of the entire course.

In another study that took place in Japan, Gamble (2018), examined EFL learners' attitudes and acceptability of Google Sites as a learning management system in a blended learning EFL setting. 35 university students taking English classes were surveyed to get the data for this study. This survey discovered that students' attitudes of utilizing Google Sites as an LMS were moderately favourable.

Bueno-Alastuey and Pérez (2014) looked into how students perceived the value of ICT across all language skills and domains in a blended English and Spanish course. Their findings showed that both English learners and Spanish learners believed that the online part of blended learning was highly beneficial for the development of all language abilities and areas as well as for language learning. On the other hand, they also found that students' opinions of ICT's value for language acquisition appeared to be influenced by the amount of ICT use in courses. While students who had used ICT more extensively and for all language course skills received lower scores for those two areas of language grammar and vocabulary, those students who had used ICT less frequently thought it was most helpful for two aspects of language grammar and vocabulary.

Another study, done with 162 EFL students at National Kazakh University by Akbarov et al. (2018), assessed students' impressions of blended learning using a cross-sectional technique. The researchers reported that pupils choose blended learning over traditional classroom instruction in an EFL context.

Banditvilai (2016) conducted a case study with 60 undergraduate students in a Communicative Business English course using blended learning to improve students' English language proficiency and learner autonomy comparing the outcomes and attitudes of students between the control group and the experimental group. The results of the questionnaire and semi-structured interviews with students both showed that the majority of students in the experimental group had good attitudes regarding using additional e-learning, claiming that it improved their language abilities, motivation, and self-directed learning.

Similarly, Wang et al. (2021) examined 1603 students' experiences of blended EFL learning across two consecutive terms in a survey-based method. The data gathered suggest that students had a favourable view of the EFL blended learning environment since they thought it was effective for their language learning, and enhanced learners' autonomy, engagement, motivation, and satisfaction with the course. Furthermore, Huang (2016) carried out research on 296 university students in southern China to explore learners' attitudes toward blended learning, particularly the roles of face-to-face and virtual education, as well as their relationship across different areas of English learning. Data from the questionnaire demonstrated that many participants valued blended learning over either face-to-face or online learning alone. Besides, the students thought that face-to-face instruction was better for developing their interests in learning English and for learning about the world, while online instruction was better for developing their listening abilities.

Likewise, Rianto (2020) aimed to understand more about how Indonesian university students felt about using blended learning in their EFL classes, as well as their concerns and recommendations. 149 college students who were majoring in English education participated in this study, and data were gathered using a questionnaire with multiple-choice and open-ended questions. The results revealed that even though the majority of students agreed with the benefits of online learning, they were inclined to hold unfavourable opinions about several of its features, particularly its technological components. Contrarily, most of the learners preferred face-to-face learning and had more positive perceptions of it.

Additionally, in an attempt to understand how Edmodo promoted student involvement and how students perceived its use in a blended learning environment to teach writing in conjunction with a genre-based approach, Purnawarman et al. (2016) conducted a case study with 17 participants from the eleventh grade of a senior high school in Indonesia. Observations, document analysis, interviews, and questionnaires were used to gather the data and the findings indicated that students had both positive and negative ideas about the use of Edmodo in their writing classes. Though the findings indicated that it was possible to integrate Edmodo into genre-based writing courses and that it supported students' intellectual development during classroom teaching as well as their motivation, students perceived bandwidth issues, uncertainty in using Edmodo, and the unsuitability of smartphones for accessing Edmodo as disadvantages.

Furthermore, Rachman et al. (2021) carried out a mixed methods study at high schools in Bandung in order to ascertain how teachers and students felt about the implementation of blended learning in English. 180 students and 9 teachers from three different schools provided the data through a questionnaire and an interview. Their research revealed that students believed English blended learning may help them enhance their language skills, which was the biggest benefit they perceived.

Qindah (2018) conducted a study examining how blended learning affected EFL students' employment of grammar in context and how they saw the advantages and drawbacks of the blended material. In order to gather information, he used an experimental design including pre-post-tests and interviews with 45 students in the tenth grade at a Palestinian public secondary girls' school. The findings revealed that participants exhibited favourable attitudes towards the blended learning material, noting how it improved their ability to remember information, receive feedback from online quizzes, and enhance their pronunciation through videos.

Alaidarous and Madini (2016) performed a mixed-method study in Saudi Arabia examining students' perspectives on studying English in a blended learning setting using a learning management system named Doroob. The target participants consisted of 109 female students enrolled in an English prep course. According to the findings of their study, the participants had a positive attitude toward learning English in a blended environment.

Another mixed-method study carried out in Saudi Arabia by Mohamed (2022), sought to explore the usefulness of blended learning in improving EFL learning and cooperation. To collect data, 110 pre-service teachers completed a closed-ended questionnaire and 38 of them submitted reflection essays. While the results of the questionnaire revealed participants' positive attitudes towards merging online and face-to-face learning, as well as how this environment increased their academic achievement, fostered an interactive community, and facilitated flexibility for communicating, inquiring, and conveying ideas, the content analysis of the essays revealed how they valued being able to switch between online and in-person learning and their satisfaction with the score-tracking feature.

Yet, a different study showed that students had both positive and negative feelings about EFL blended learning. For example, Ahmed (2019), sought to determine how a planned blended learning program would affect Egyptian first-year high school students' ability to translate from English into Arabic and what the students thought of the program in a mixed-method study with 40 male students. The analysis of semi-structured interviews conducted with ten students from the experimental group revealed that students experienced both benefits and obstacles during this implementation. While the benefits of blended learning were reported as increased self-confidence, interactivity, a sense of community, controlled learning, and enthusiasm, the challenges were cited as complexity in idiom translation, electronic feedback issues, pacing issues, disapproving groupmates' translation abilities, and limited access to internet materials.

CHAPTER III

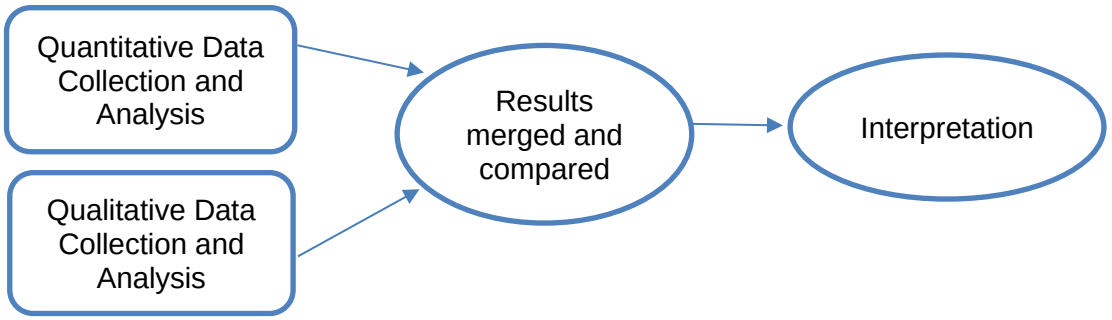
3. METHODOLOGY

This chapter covers the research method in five areas: research design, participants, data collection procedures, data instruments, and data analysis procedures.

3.1. Research Design

The current study employs a mixed-methods research design that entails the collection or analysis of both quantitative and qualitative data in a single study with an effort to combine the two methodologies at one or more phases of the study as described by Dörnyei (2007). According to Creswell (2009), the combined usage of qualitative and quantitative data offers a deeper comprehension of research issues. Mixed methods research is preferable to single-method design because it can address a variety of confirmatory and exploratory issues using both qualitative and quantitative techniques, gives stronger findings, and allows for a broader variety of conflicting opinions (Tashokkori & Teddlie, 2009). Creswell and Plano Clark (2018) provide three core mixed methods design that offers researchers a helpful framework. These core designs include the convergent design, the explanatory sequential design, and the exploratory sequential design. The present study adopts the convergent design in which the researcher gathers and examines two distinct databases—qualitative and quantitative—before merging them to compare or integrate the results (Creswell & Plano Clark, 2018). This design was illustrated in Figure 7 below which was adapted from Creswell and Plano Clark (2011).

Figure 7. The Convergent Parallel Design



Convergent design is applied when the researcher aims to triangulate the approaches by comparing and contrasting quantitative statistical findings with qualitative results for confirmation, validity, and complementarity (Creswell & Plano Clark, 2011). To this end, the

data of the current study was obtained by combining both qualitative and quantitative approaches.

A cross-sectional survey research design which is one sort of survey study was utilized in the quantitative part of the study. In survey studies, predefined questions are provided in a predetermined order to a sample that is generally representative of the target group (Tashokkori & Teddlie, 2009). Creswell (2015) points out that cross-sectional survey design allows researchers to "collect data at one point in time" and it has the benefit of monitoring existing attitudes or behaviours as well as delivering information in a short period of time.

The qualitative part of the present study employs a phenomenological design in which the researcher identifies the core of human experiences concerning phenomena as recounted by participants (Creswell, 2009). Semi-structured interviews with participant students were conducted to thoroughly investigate their experiences with the EIN-based blended learning deployment process. Dörnyei (2007) points out that the semi-structured interview is appropriate in situations where the researcher can create general research questions about the subject beforehand but does not want to employ pre-made response options that would restrict the richness of the participant's experience.

3.2. Participants

Participants of the study were composed of EFL students who were studying in 9th and 11th grade at Köprülüler Anatolian High School in Samsun, Türkiye in the 2021-2022 academic year. Convenience sampling, a sort of non-probability sampling, was used in this study because the participants were selected from the researcher's own classrooms. Convenience sampling is preferred when samples meet certain practical requirements, such as proximity to the research site, availability at a specific time, ease of access, or willingness to participate in the study (Dörnyei, 2007). 122 students engaged in the study's quantitative component, whereas 16 students took part in the semi-structured interviews. Divergent viewpoints exist on the appropriate participant scale for qualitative phenomenology research in terms of sample size (Creswell & Poth, 2007; Teddlie & Tashokkori, 2009). According to Dörnyei (2007), 6–10 interviewers are the ideal range, while 30 interviewees are possible when computer-aided data analysis is applied. However, Patton (2002) stresses that sample size is not governed by any rules in qualitative research. When a researcher is empirically certain that he or she has acquired all of the data needed to answer the inquiry (Dörnyei, 2007) and no additional data is received (Teddlie & Tashokkori, 2009), interviews can be completed as

saturation is attained. As a result, the current study's researcher concluded the interviews with 16 pupils when she reached saturation.

Table 3 shows the demographic characteristics of the students who participated in the questionnaire.

Table 3. Demographic Profile of Questionnaire Participants

		n	**%**
Gender	Female	95	77.9
	Male	27	22.1
	Total	122	100
Grade Level	9	66	54.1
	11	56	45.9
	Total	122	100
Computer Literacy Skills	Poor	13	10.7
	Moderate	61	50
	Good	39	32
	Very Good	9	7
	Total	122	100

Table 3 illustrates how the questionnaire participants were distributed in terms of gender, grade level, and computer literacy skills. It indicates that 77.9 of the participants (n=95) were female while 22.1 of them (n=27) were male. According to this data, 54.1% of the participants (n=66) were ninth-grade students whereas 45.9% of them (n=56) were in grade 11. Regarding the participants' computer literacy, it can be shown that 50% (n=61) of the participants have a moderate degree of proficiency, compared to 10.7% (n=13) of the participants who have a bad level. On the other hand, 32% (n=39) of the students indicated that they had a high level of computer literacy. Lastly, 7% (n=9) of the respondents possessed very good computer abilities.

Semi-structured interviews were conducted with 16 students who volunteered for the interviews during the qualitative phase of the study. The same participants were asked to participate in semi-structured interviews as suggested by Creswell and Plano Clark because this study compares the data sources (2018). Their demographic profile is illustrated in Table 4 below.

Table 4. Demographic Profile of Interview Participants

		n	%
Gender	Female	12	75
	Male	4	25
	Total	16	100
Grade Level	9	7	43.75
	11	9	56.25
	Total	16	100
Computer Literacy Skills	Moderate	4	25
	Good	7	31.25
	Very Good	5	43.75
	Total	16	100

According to Table 4, 75% (n=12) of the interviewees were female and 25% (n=4) of them were male. As for the grade level, 43.75% (n=7) of the interview participants were in grade 9 while 56.25% (n=9) of them were eleventh-grade students. Furthermore, Table 4 demonstrates that 31.25 percent (n=7) of the interviewees had good computer abilities, compared to 43.75 percent (n=5) who had very good computer literacy. Yet, 25% (f=4) of those interviewed claimed to have a medium level of computer literacy.

3.3. Setting

The research was conducted in a state school whose all classrooms are equipped with interactive boards that can connect to the Internet without difficulty. Besides, it has a computer laboratory where students can practice online studies and do revision during their breaks. All the students were already familiar with the EIN portal before as it was the main educational LMS used in the state schools. Particularly, during the distance education due to the Covid-19 pandemic period, students took part in live lessons via the EIN portal and finished the activities, tests, and lecture videos that their instructors had sent through this portal. Therefore, before the implementation process started, students had already benefitted from the EIN portal for educational purposes.

The implementation adopted the rotation model of blended learning and lasted for 8 weeks. As required by the rotation model, students switched between learning modalities and completed online activities on the EIN portal during face-to-face teaching. For students to use EIN outside of school, the researcher posted activities, ready-made lecture videos, and assessment tests to the EIN portal, and the students were required to finish these tasks by the deadlines. Furthermore, the researcher assigned the students multiple writing tasks and stated that they would upload these assignments to EIN and receive feedback from their teachers and

friends via the EIN portal. Likewise, students were requested to take a video in solo or group work that was expected to improve their speaking abilities and submit them on the EIN portal to provide comments on each other's recordings and get feedback from their teacher. The system of the EIN portal gave students points as they posted their assignments, completed their tasks, and commented on their friends' assignments on the EIN platform. The teacher could check students' progress with their weekly or monthly tasks thanks to the rapport systems on the EIN portal.

3.4. Data Collection Procedure

Prior to beginning the data collection process, permission for the questionnaire was received from the researcher (Balcı, 2017) who modified it. Additionally, semi-structured interview questions were drafted and revised in accordance with the guidance of the two experts who were contacted. Following this procedure, the Amasya University Social Sciences Ethical Commission granted authorization for the research on 21.03.2022 with the reference number: E-30640013-108.01-62919 (See Appendix 3). Besides, Samsun Provincial Directorate of National Education's approval was obtained on 29.04.2023 with the reference number: E-27485554-605.01-48924064 (See Appendix 5). Because the study used a convergent mixed methods design, the questionnaire and the semi-structured interview were administered at approximately the same time. Both the quantitative data and qualitative data were collected on a voluntary basis. An online questionnaire was used to collect the data. Thus, questionnaire data was collected via Google forms during the researcher's class hours as all students had smartphones and it was completed in two weeks with 122 participant students. The semi-structured interviews were conducted in person in the school setting with 16 participants and took two weeks to complete.

3.5. Data Instruments

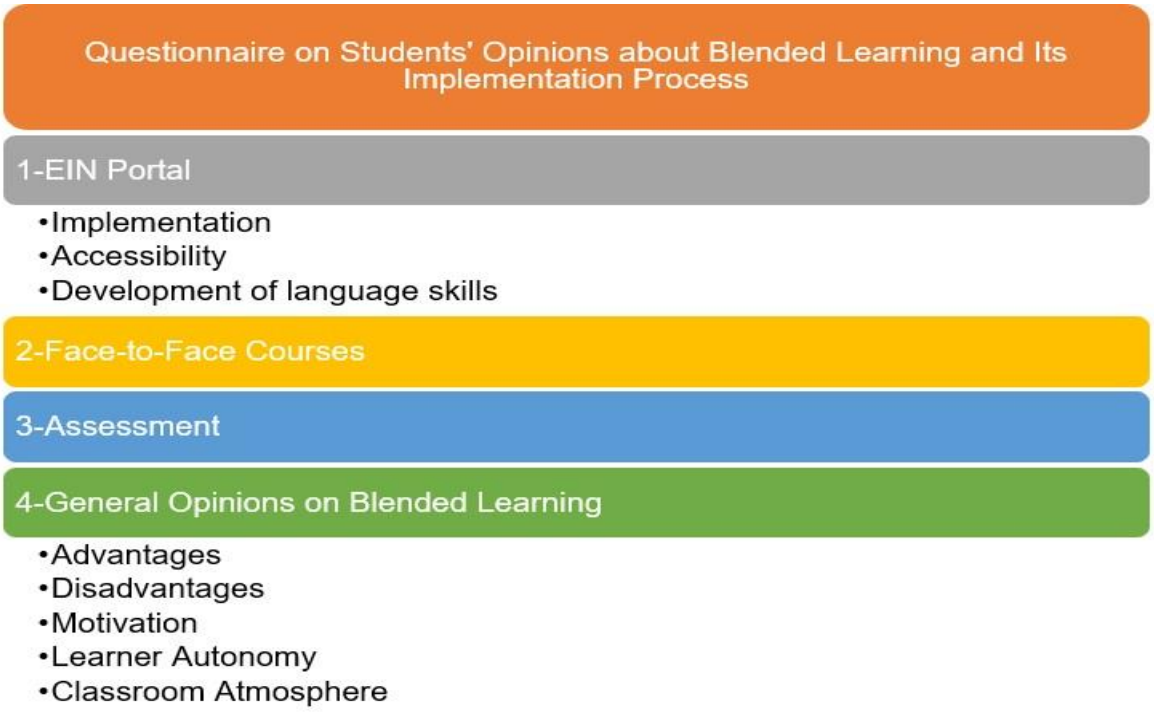
Two different data instruments including a questionnaire and a semi-structured interview were used to collect quantitative and qualitative data about the opinions of high school students about EIN-based blended learning. This section covers the specifics of data instruments as well as their validity and reliability issues.

3.5.1. Questionnaire

An online version of the questionnaire on students' opinions on blended learning (face-to-face + online) and its implementation process, designed by Akkoyunlu and Soylu (2008) and adapted by Balcı (2017), was employed for the quantitative part of the study. The original questionnaire had 50 items on a ten-point Likert scale divided into two sections consisting of students' perspectives on the implementation of blended learning as well as their opinions on blended learning in general. Yet, the questionnaire was adapted by Balcı (2017) to 52 items with a five-point Likert scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree) and it was organized into four main categories including (1) online platform, (2) face-to-face lessons, (3) assessment, and (4) general opinions on blended learning. The questionnaire with the five-point Likert scale (Balcı, 2017) was preferred in this study as the data was obtained in the online environment and it was more convenient for students to rate the five-point items on their phone screens.

Prior to the data collection, the questionnaire was pilot tested on 42 randomly selected participants studying in the 9^{th} and 11^{th} grades after they got familiar with the blended learning implementation for three weeks to ensure that it is reliable for use with high school students. Furthermore, it was attempted to determine if the students in the sample could complete the questionnaire and understand the questions. Pilot testing a questionnaire is an important aspect of assuring quality since it allows researchers to identify the quality of the questions along with the necessity for changes in the application of the questionnaire (Merten, 2015). In accordance with Desimone's (2006) advice, the researcher conducted a cognitive interview with the pilot participants during which they filled out the questionnaire in front of the researcher, allowing them to ask questions for clarification and offer suggestions for rearranging the questions as needed. When the data from the pilot questionnaire are collected, the reliability level was calculated as .92 through the SPSS analysis. The researcher of the present study made also some slight changes by modifying the title of “Online platform” to EIN Portal since the EIN portal was used as an online platform in this study and students requested a clear name for the name of the portal that is mentioned in most of the items during the pilot testing. Furthermore, the subsections of the first and fourth categories were adjusted, and three demographic questions were added. The final form of the questionnaire included 55 items, four major areas, and eight subcategories as shown in the chart below (Appendix 1).

Figure 8. Sections and Sub-sections of the Blended Learning Questionnaire



With the aid of two distinct researchers who hold Ph. D.s in the areas of foreign language instruction and assessment and evaluation in education respectively, the validity of the questionnaire was verified. Besides, it was administered in Turkish to ensure that all the elements were understood by the participants and to prevent any misconceptions. Regarding the reliability of the questionnaire, Akkoyunlu, and Soylu (2008), the developers of this questionnaire, calculated its total Cronbach alpha value as .72 whereas Balcı (2017) who adapted the questionnaire found its reliability level as .90. Additionally, the instrument used in the current study has a total Cronbach's alpha of .91. The findings show that the instrument performs well in terms of reliability. Details about the reliability level of the scale were presented below in table 5.

Table 5. Reliability Analysis

	N of Items	**Cronbach's Alpha**
EIN Portal	17	.86
Face-to-Face Courses	10	.92
Assessment	4	.73
General Views	21	.85
All Scale	52	.91

Table 5 demonstrates that the scale is reliable for use in research because both all items in the scale and the items in the subcategories of the questionnaire have a Cronbach's alpha level of more than .70.

3.5.2. Semi-structured Interview

For semi-structured interviews, the researcher prepared 11 questions, nine of which were parallel with the primary components of the questionnaire in order that the qualitative and quantitative findings can be compared or combined as recommended by Cresswell and Plano Clark (2018). Besides, two more questions were posed to students in order to elicit additional data that merited mention but was not covered in the questionnaire, such as their suggestions for a better implementation of EIN-based blended learning as well as their intentions of using the EIN platform again (Appendix 2). Before conducting the interviews, the researcher sought advice from her thesis supervisor and a researcher in the field of assessment and evaluation in education. The final form of the interview was created after a few small adjustments were made to the interview questions to make them simpler for participant learners to grasp. The interviews were held in Turkish, the native language of the learners, to enable the pupils to convey their thoughts more readily. All the interviews were audio recorded and they lasted about ten minutes on average per participant.

3.6. Data Analysis Procedure

This section includes the quantitative and qualitative data analysis procedures separately as two different data sets were analyzed independently and then merged for validation and explanation in accordance with the data analysis procedures in the convergent mixed methods design.

3.6.1. Quantitative Data Analysis

Quantitative data were analyzed using the SPSS (Statistical Package for the Social Sciences) software once the administration of the questionnaire completed and numerical numbers were assigned to the variables. Descriptive analyses were performed on the demographic information of the participants to determine the frequencies and percentages of the demographic variables. Then, the reliability of the scale was assessed by calculating Cronbach's alpha values for the entire questionnaire as well as sub-categories. Item means for each category were computed by conducting descriptive analyses. The score range for items

that were listed on the questionnaire was divided into the following categories as shown in Table 6.

Table 6. The Scale Interval for the Questionnaire Options

Options	**Range**
Completely Agree	4.21 - 5.00
Agree	3.41 - 4.20
Moderately Agree	2.61 - 3.40
Disagree	1.81 - 2.60
Completely Disagree	1.00 - 1.80

Each item was rated by the students on a scale of Completely Disagree (1) to Completely Agree (5). The scores were classified into the following categories: "1.00-1.80: Completely Disagree," "1.81-2.60: Disagree," "2.61-3.40: Moderately Agree," "3.41-4.20: Agree," and "4.21-5.00: Completely Agree".

Finally, the Kolmogorov-Smirnov and Shapiro-Wilk tests which are one of the most frequently employed techniques to check the normality of the data (Büyüköztürk, 2020) were applied to determine the suitable statistic tests to analyze the collected data in terms of certain variables. The results of the normality test are presented in Table 7.

Table 7. Normality Test

Sections of the Questionnaire	**Kolmogorov-Smirnov**			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
EIN Portal	.051	122	.200	.995	122	.936
Face-to-Face Learning	.143	122	.000	.850	122	.000
Assessment	.146	122	.000	.948	122	.000
Blended Learning	.076	122	.081	.981	122	.081

Table 7 shows that the data in the EIN portal and blended learning is normally distributed and requires parametric tests since their significance values were found as $p>.05$, However, the data in face-to-face learning and assessment is not normally distributed as $p<.05$ and necessitates non-parametric tests. Therefore, the Kruskal Wallis-H test was applied for assessing numerous variables from nonparametric analyses, and the Mann Whitney-U test was utilized to determine differences in the analysis of two categorical variables. On the other hand, independent sample t-tests and one-way ANOVA tests were utilized through parametric analyses.

3.6.2. Qualitative Data Analysis

The content analysis method which entails locating, categorizing, coding, and naming the major patterns in the qualitative data (Patton, 2002) was utilized for the qualitative data analysis. For this procedure, the audio-recorded semi-structured interviews were accurately transcribed in the Microsoft Office Word program first, and then, these transcriptions were transferred to the MAXQDA software which is an outstanding computer-based tool that assists researchers in methodically evaluating and interpreting qualitative writings (Creswell, 2009). Transcribed data were coded, and these codes were grouped under the relevant themes via the MAXQDA program to analyze the code frequencies for each theme that emerged during the interviews. Table 8 displays the themes and codes that emerged from the qualitative data analysis.

Table 8. Themes and Codes Emerged from the Qualitative Data Analysis

Themes	**Codes**
1. Implementation of the EIN portal	1.1. Highly satisfied with the implementation
	1.2. Moderately satisfied with the implementation
2. Accessibility of the EIN portal	2.1. Problems with accessing and completing the activities
	2.2. Problems with entering the EIN platform
	2.3. Easy access
3. Skills Development in the EIN portal	3.1. Vocabulary
	3.2. Pronunciation
	3.3. Listening
	3.4. Reading
	3.5. Writing
	3.6. Grammar
4. Assessment	4.1. Better learning
	4.2. Increasing motivation
	4.3. Interaction outside the classroom
	4.4. No positive effect
5. Advantages	5.1. Providing reinforcement
	5.2. Learning outside the classroom
	5.3. Developing language skills
6. Disadvantages	6.1. Technical problems with the EIN
	6.2. No disadvantage
	6.3. Lack of speaking activities
	6.4. Internet-related problems
	6.5. Lack of various activities
7. Motivation	7.1. Increases motivation to learn English

	7.2.	Decreases motivation to learn English
	7.3.	Neutral
8. Learner Autonomy	8.1.	Flexible and self-paced study
	8.2.	Giving students control over their own learning
	8.3.	No contribution
9. Classroom atmosphere	9.1.	Cooperation
	9.2.	Interaction and socialization
	9.3.	Competition
	9.4.	Social learning
	9.5.	No positive effect

As can be seen in Table 8, the data analysis summarizes the components of EIN based blended learning in nine themes and thirty-four categories from the students' perspectives. According to the table, the first theme related to the implementation of the EIN portal consists of two categories including highly satisfied with the implementation and moderately satisfied with the implementation of the EIN portal. The second theme which is about the accessibility of the EIN portal includes three categories: problems with accessing and completing the activities, problems with entering the EIN platform, and easy access. The third theme about the development of language skills in the EIN portal is composed of six categories: a) vocabulary, b) pronunciation, c) listening, d) reading, e) writing, and f) grammar. Theme four, assessment, contains a total of four categories: a) better learning, b) increasing motivation, c) interaction outside the classroom, and d) no positive effect. The fifth theme, advantages, enclose three categories and these are providing reinforcement, learning outside the classroom, and developing language skills. The other emerging theme which is about the disadvantages encompasses five categories including technical problems with the EIN, no disadvantage, lack of speaking activities, internet-related problems, and lack of various activities. The seventh theme, motivation, has three subcategories: a) increases motivation to learn English, b) decreases motivation to learn English, and c) neutral. Theme 8, learner autonomy, has also three categories: a) flexible and self-paced study b) giving students control over their own learning, and c) no contribution. Finally, the last theme, classroom atmosphere, contains five different codes including cooperation, interaction and socialization, competition, social learning, no positive effect.

Table 9. Research Questions, Data Sources and Data Analysis Tools

Research Question	Data Source	Items	Data Analysis
1. What are the students' opinions about EIN-based blended learning?	Questionnaire Items	All	Descriptive Statistics
1. a. What are the students' opinions about EIN-based blended learning in terms of the EIN portal?	Questionnaire Items	1, … ,17	Descriptive Statistics
	Interview Questions	1-4-5	Content Analysis
1. b. What are the students' opinions about EIN-based blended learning in terms of the assessment?	Questionnaire Items	28-29-30-31	Descriptive Statistics
	Interview Questions	6	Content Analysis
1. c. What are the students' opinions about EIN-based blended learning in terms of its advantages?	Questionnaire Items	33-35-38- 40-49	Descriptive Statistics
	Interview Questions	2	Content Analysis
1. d. What are the students' opinions about EIN-based blended learning in terms of the disadvantages?	Questionnaire Items	36-43-52	Descriptive Statistics
	Interview Questions	3	Content Analysis
1. e. What are the students' opinions about EIN-based blended learning in terms of motivation?	Questionnaire Items	34-51	Descriptive Statistics
	Interview Questions	8	Content Analysis
1. f. What are the students' opinions about EIN-based blended learning in terms of learner autonomy?	Questionnaire Items	32-39-41-42-45-48-50	Descriptive Statistics
	Interview Questions	7	Content Analysis
1. g. What are the students' opinions about EIN-based blended learning in terms of classroom atmosphere?	Questionnaire Items	37-44-46-47	Descriptive Statistics
	Interview Questions	9	Content Analysis
2. Is there a significant difference in students' overall views about the EIN-based blended learning in terms of (a) the EIN portal, (b) face-to-face courses, (c) assessment, (d) general views by their gender, grade level, and computer literacy skills?	Demographic Questions in Questionnaire	1-3	Independent Samples T-Test, One-Way ANOVA Test, Kruskal Wallis Test, Mann Whitney U Test
3. What are the students' suggestions for a better implementation of EIN-based blended learning and intentions of using the EIN platform in the future?	Interview Questions	Questions 10 and 11	Content Analysis

Table 9 shows the data collection tools, focused items, and data analysis methods which aid to explain each research question. To answer the first question, descriptive statistics were utilized. For the second research question, Independent Samples T-test and One-Way ANOVA test were applied and lastly, content analysis was conducted for the third research question.

CHAPTER IV

4. FINDINGS

This chapter covers the findings of the current study under three major research questions. The first research question, which is on students' ideas and attitudes regarding EIN-based blended learning, comprises seven sub-questions, and the findings are provided using both quantitative and qualitative data since it is a mixed-method question. To obtain the quantitative data for the first question, students were asked to score the scale items using the following scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Partially Agree), 4 (Agree), and 5 (Strongly Agree). The same sub-questions were posed to the students during semi-structured interviews to gather qualitative data for the first question. The second part contains the quantitative findings for the second question related to the differences in students' perspectives about EIN-based blended learning depending on gender, grade level, and computer literacy skills. In the final section, the findings for the students' suggestions for a better implementation of EIN-based blended learning and their intentions to use the EIN platform in the future are reported based on qualitative data analysis of two questions from semi-structured interviews.

4.1. Findings for the First Research Question

The first research question was “What are the students opinions about EIN based blended learning? To determine students' opinions about this issue, descriptive statistics were used to calculate mean values and standard deviations for the sub-categories of the questionnaire, which included the EIN portal, face-to-face learning, assessment, and blended learning. Table 10 displays the mean scores for each relevant subcategory.

Table 10. Descriptive Statistics for the Students’ Opinions on EIN Based Blended Learning

Sections	n	M	SD
EIN Portal	122	3.00	.60
Face-to-Face Learning	122	4.12	.82
Assessment	122	3.52	.83
General Views on Blended Learning	122	2.96	.60

Table 10 demonstrates the students’ opinions of blended learning varied depending on the different components of blended learning. As can be seen in Table 10, the highest mean

(4.12) belongs to the face-to-face learning part of the blended learning, which shows that students had favourable opinions towards face-to-face learning. Students also had positive views of the assessment (M=3.52). Nevertheless, students had neutral views of the EIN portal (3.00) and their general views on blended learning (2.96).

4.1.1. Findings for the First Sub-question Regarding the EIN Portal

In order to understand the first sub-question about the EIN portal, students' views on the implementation, accessibility and contribution of EIN portal to the development of their language skills were analysed through descriptive statistics. Besides, the researcher coded the qualitative data on the same sub-question into themes and the emerging themes were demonstrated with their frequency. Interview transcripts were also utilized to explain the themes and support the quantitative data.

Table 11. Descriptive Statistics for the Implementation of EIN Portal

Relevant Items	n	M	SD
1. The activities on the EIN portal allow me to keep up with the lessons more regularly.	122	3.15	.99
4. The instructions on the EIN portal are adequate.	122	2.95	1.03
5. I find the EIN portal to be quite clear and user-friendly.	122	2.63	1.13
6. The studies on the EIN portal are not as effective as the face-to-face studies.	122	1.94	1.09
7. The activities on the EIN portal are extensive and tailored to the course objectives.	122	3.28	.99
8. The goals of all activities on the EIN portal are clearly stated.	122	3.30	.95
9. All the activities on the EIN portal are clearly explained.	122	3.15	1.05
10. The activities on the EIN portal meet my learning needs.	122	3.03	.979
11. The activities on the EIN portal complete face-to-face education.	122	2.64	1.19
12. I can complete the activities on the EIN portal in parallel with my face-to-face schedule.	122	2.90	1.08

As shown by the mean scores of the items in Table 11, all the relevant items, except for reverse coded item 6, have moderate means. Regarding item 6, students disagree that the

studies on the EIN portal are as effective as the face-to-face studies as the mean score is 1.94. This indicates that students have neutral views toward the implementation of the EIN portal. The outcomes of the semi-structured student interviews provide additional support for these findings.

Figure 9. Frequency of Coded Section Numbers Regarding the Satisfaction with Implementation Code

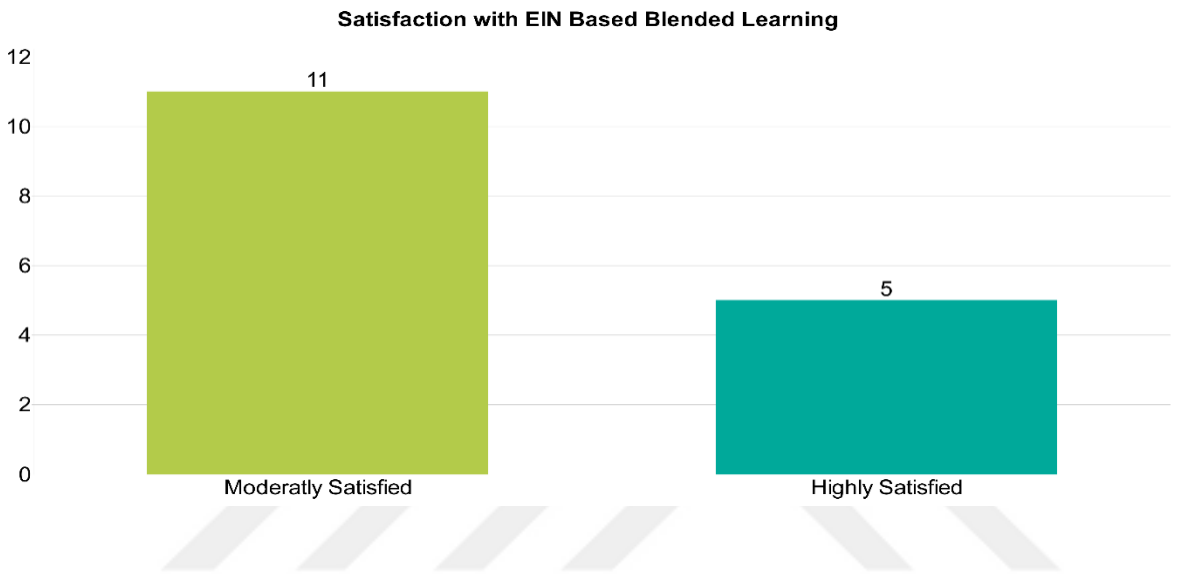


Figure 9 demonstrates that 11 students are moderately satisfied with EIN-based blended learning while five students are highly satisfied. This qualitative data complements the quantitative data because the majority of the students interviewed expressed moderate satisfaction with the implementation. These are mentioned in the following excerpts:

> "Frankly, it did not meet my expectations and needs very much. For example, I think there are a few shortcomings in the explanation of the subject in the grammar part, the subject is explained directly in English, which may be difficult for students who are not above a certain level in English." (S16).

"Although it helps me learn something, it falls short of my expectations in several ways, and not entering some apps is a slight drawback." (S10).

"I am fairly happy with the implementation since, for example, it is adequate for vocabulary exercises but does not fully satisfy my demands in terms of strengthening my speaking abilities because there is no activity." (S11).

On the other hand, students who are highly satisfied with the implementation of EIN-based blended learning provided the following quotes:

"We can complete things that we cannot learn in the class, with lectures, in a better way in EIN, thus I believe it makes a positive contribution once again." (S13).

"Apart from the face-to-face training, the additional activities are very useful for me in learning English, so any lesson activity or tests that you send us on EIN is very beneficial for me." (S3).

Table 12. Descriptive Statistics for the Accessibility of EIN Portal

Relevant Items	**n**	**M**	**SD**
2. I can get assistance from the EIN portal whenever I need.	122	2.85	1.05
3. I can enter the EIN portal wherever I need.	122	2.84	1.21

According to the findings regarding the accessibility of the EIN portal in Table 12, students partially agree that they can access the EIN portal whenever and wherever they need it as the mean scores are 2.85 and 2.84 respectively. These data are in line with the findings from the interview shown in Figure 4 below.

Figure 10. Frequency of Coded Sections Regarding the Accessibility

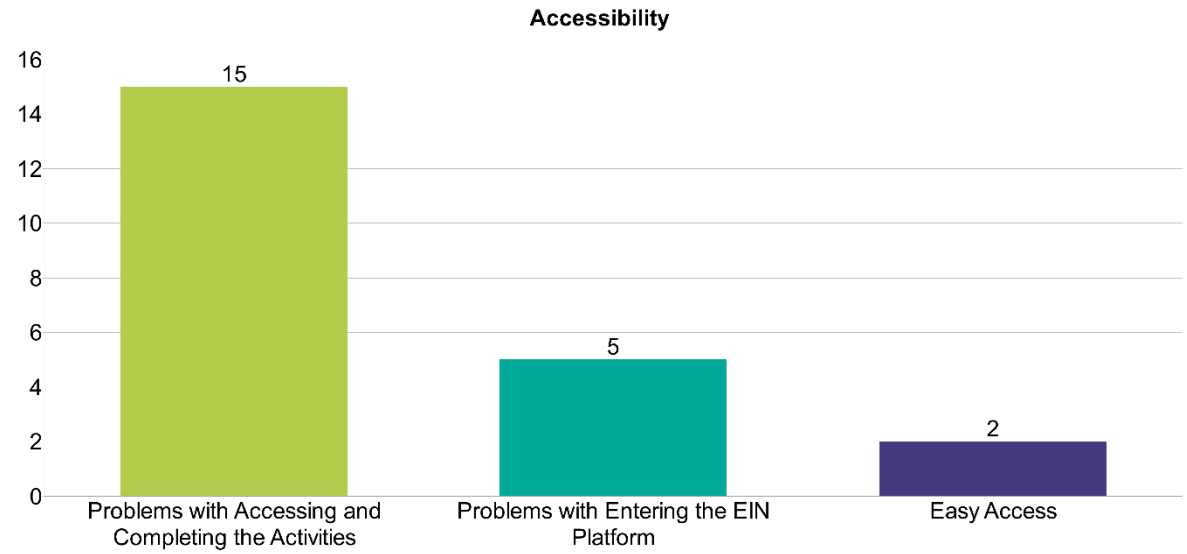


Figure 10 portrays that students do not acknowledge that they can easily access the EIN platform whenever and wherever they need it as easy access (f=2) was only mentioned twice. Besides, the sub-themes that arose in response to the relevant question indicate that there are issues with accessing the EIN platform. It was discovered that problems with accessing and completing platform activities (f=15) were noted more frequently whereas being unable to log in to the platform itself (f=5) was mentioned less frequently. The frequent mention of such difficulties explains the low average of questionnaire items related to accessibility.

> “For example, I have internet, I live in the city center, and there is no connection problem, yet it can log me out when I access the activity. Then, I can't match the sentences and pictures in matching activities, drag my answers, edit my responses, and so on... We've experienced a lot of issues at times... It all comes down to the activities themselves." (S8)

> “Although I had my phone and internet, I had trouble logging into and accessing activities. When I entered the activities, they were either frozen or seemed to be incomplete, even though I completed them. We had to start over because of these reasons, and I didn't want to enter EIN again." (S16)

“I'm experiencing problems since it occasionally presents the activities as if it was done when it wasn't, or vice versa, which lessens my willingness to login to the EIN portal, which is obviously a drawback." (S11)

“I have no difficulty getting to the activities, however, it occasionally freezes when viewing the videos, thus the percentage of completion does not reach 100%.” (S9)

“I certainly have difficulty accessing the EIN portal, especially on busy days, so I can't enter it in any method, which substantially diminishes my motivation to enter the EIN portal.” (S12)

Nevertheless, student 5 and student 10 expressed that they could easily access the EIN portal and activities.

“I'm not having any issues with the connection. Because I can use EIN on mobile, I can use it everywhere." (S5)

“It opens easily, there is no problem that I have too much." (S10)

Table 13. Descriptive Statistics for the Development of Language Skills on EIN Portal

Relevant Items	n	M	SD
13. The EIN portal allows me to practice my reading and listening skills.	122	3.17	1.16
14. I can easily do a writing task and send it to my teacher via the EIN portal.	122	3.26	1.31
15. I can improve my vocabulary with the EIN portal exercises.	122	3.36	1.08
16. Grammar exercises on the EIN portal meet my learning needs in grammar.	122	3.27	1.11
17. Grammar exercises on the EIN portal develop my competence in grammar.	122	3.36	1.05

It was aimed at finding what the students thought about the EIN portal's contribution to the development of language skills with the use of items 13–17 in the subcategory of the questionnaire related to the EIN portal. As shown in Table 13, the mean values of the items are remarkably similar, and these values indicate that they partially agree that EIN-based blended learning supports their language development. Though the means are virtually comparable, grammar development (M=3.36, M=3.27) and vocabulary development (M=3.36) have got the greatest mean score while reading and listening skills have got the lowest (M=3.17) scores. To some extent, qualitative data analysis confirms this result since vocabulary skills were the most commonly listed skill.

Figure 11. Frequency of Coded Sections Regarding the Development of Language Skills

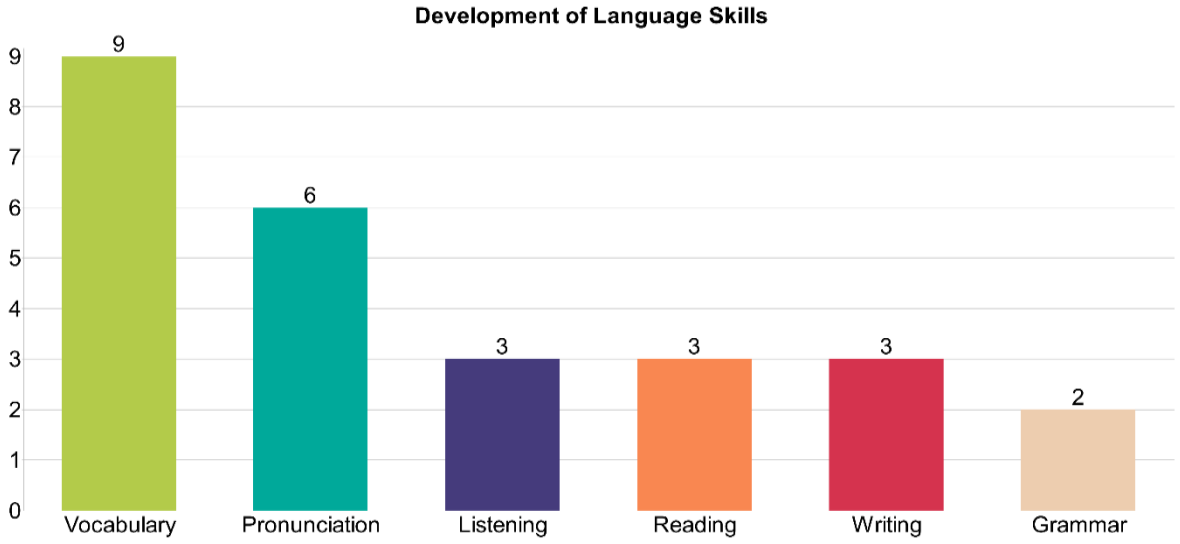


Figure 11 exemplifies that vocabulary (f=9) is the most emphasized skill which students thought having improved. Though the statistical results are in line with the qualitative ones regarding vocabulary development, they do not support the finding indicating that grammar (f=2) is one of the most improved skills. Instead, the development of pronunciation skills (f=6) takes second place among the other skills. Furthermore, listening (f=3), reading (f=3), and writing skills (f=3) were emphasized equally. The following quotes explain the reasons clearly.

The majority of students reported that activities on the EIN portal enhanced their vocabulary and pronunciation skills the most.

“There are many words in English, and they must be memorized. I believe that when we watch these applications, our memorizing improves; simply, it is the most effective in terms of vocabulary.” (S10)

“It was most beneficial to me in terms of learning and revising words.” (S4).

“I can pronounce the words more readily since I learned how to pronounce them through listening activities on the EIN portal.” (S9)

“Because I have difficulty with my pronunciation, I can improve my pronunciation by listening to the words and studying them myself.” (S14)

Nonetheless, some students emphasized that they fostered other skills rather than vocabulary and pronunciation skills. They expressed their thoughts as follows:

“I simply believe that it has increased our writing skills, thanks to the writing assignments on the EIN portal assigned by our teacher.” (S15)

“The grammar tasks are enjoyable and quite beneficial. They have enhanced my grammatical skills.” (S1)

"I feel activities on the EIN portal aided me the most in boosting my reading skills." (S5)

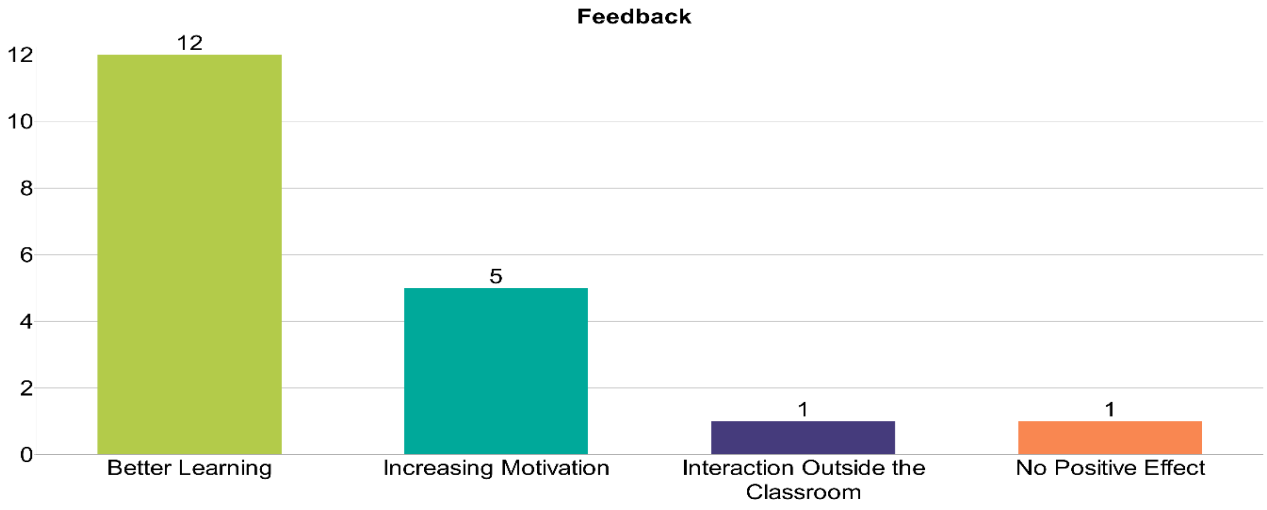
4.1.2. Findings for the Second Sub-Question Regarding the Assessment

Table 14. Descriptive Statistics for the Assessment in EIN-Based Blended Learning

Relevant Items	n	M	SD
28. The assessment criteria of the exercises on the EIN portal guide us on how and what to do the tasks.	122	3.02	1.04
29. The guidance of our teacher on the exercises in face-to-face classes helps us a lot.	122	4.16	1.06
30. The assessment criteria of the exercises on the EIN portal are clear and understandable.	122	2.93	1.20
31. The exams and quizzes conducted during the face-to-face classes show us our progress and what we have learned.	122	3.98	1.13

In the sub-category of the questionnaire, which is related to assessment, items 28 and 30 were used to collect data on online assessment whereas items 29 and 31 were utilized to ascertain students' views regarding face-to-face assessment. According to the results, students have neutral attitudes toward online assessment as the mean value of items 28 and 30 are 3.02 and 2.93 respectively. Nevertheless, items 29 (M=4.16) and 31 (M=3.98) indicate that students have favourable perceptions about face-to-face assessments. Students were also interviewed on the impact of teacher feedback on their work via the EIN portal to further understand their perspectives on the assessment component of blended learning. The frequency of coded parts and student interview extracts indicated the following conclusions.

Figure 12. Frequency of Coded Sections Regarding the Feedback



As shown in Figure 12, providing better learning (f=12) is the element that is most frequently stated in responses to the question about what students think about the effect of teacher feedback via the EIN platform. Figure 4 also exemplifies that students acknowledge that getting feedback from their teachers via the EIN platform increases motivation (f=5). The "interaction outside the classroom code" (f=1) and the "no positive" code (f=1) were the least mentioned codes. The participants' coded remarks on the teacher feedback are provided below.

> "It is really valuable for me because there are moments when I don't know what I did wrong or what I did properly, and it is very important for me to receive positive or negative feedback so that I may both remove the question marks in my mind and come one step closer to the truth." (S3)

"When we realize that it is wrong, we read it again, we try to correct it, and then we learn the subject better." (S4)

> "For example, when we submit our writing exercises to the EIN portal, our instructor gives us likes and says it's acceptable or not. We receive comments outside of the classroom as our teacher warns us to pay attention to the points that we need to correct, and this is a beneficial thing for us." (S8)

"Yes, it is helpful; for instance, when we posted a video task or something else, you stated the incorrect sections and we attempted to correct them." (S9)

> "Of course, I believe it is beneficial. Thanks to your feedback, we understood where we went wrong and how we might correct it or improve it; I believe it is one of the best learning methods in terms of retention." (S16)

Further, some students stated that getting feedback from their teachers increased their motivation.

> "Yes, for example, we complete a project and submit it to the EIN. Then you give likes to our assignment; I believe the teacher loved it, and I believe I was able to do it. When I see the likes, it boosts my motivation because it makes me want to learn more." (S11)

> "Moreover, sometimes we become nervous in class and are unable to speak or engage in public. It was simpler for me to express myself more freely over the internet. That's why I was more motivated when I entered the EIN portal." (S8)

Student 6 emphasized that the teacher feedback provided interaction outside the classroom as follows:

“It appears to be rather beneficial in my opinion. We interact. We become engaged in another place outside of the school setting, at least with our teacher." (S6)

However, student 15 provided the following insight:

“No, I do not believe that teacher feedback through the EIN portal is useful. I believe it is more effective when we receive it through face-to-face classes.” (S15)

4.1.3. Findings for the Third Sub-Question Regarding the Advantages

Table 15. Descriptive Statistics for the Advantages of EIN-Based Blended Learning

Relevant Items	n	M	SD
33. Learning English with the activities on the EIN portal is more engaging than those used in face-to-face classes.	122	2.30	1.08
35. Activities on the EIN portal are quite new and have different methods.	122	2.97	1.02
38. In my opinion, learning English through the EIN platform is a very effective method.	122	2.70	1.12
40. The activities on the EIN portal make it easier for me to learn the subject.	122	2.57	1.12
49. Studying via the computer or mobile devices is very convenient for me.	122	3.03	1.29

As shown by items 33 (M=2.30) and 40 (M=2.57) in Table 15, students do not agree that EIN portal activities are more engaging than face-to-face activities or that they facilitate learning the subject. On the other hand, they have neutral views towards effectiveness (M=2.70), the difference (M=2.97), and convenience (M=3.03) of the EIN portal activities. Overall, students do not perceive items 33 and 40 as advantages of EIN-based blended learning, although they do embrace items 35, 38, and 49 to some extent. During the interviews, qualitative results on the same sub-question mostly diverged from the quantitative data. Qualitative findings are presented below with the frequencies of codes in relation to the theme of the advantages.

Figure 13. Frequency of Coded Section Regarding the Advantages

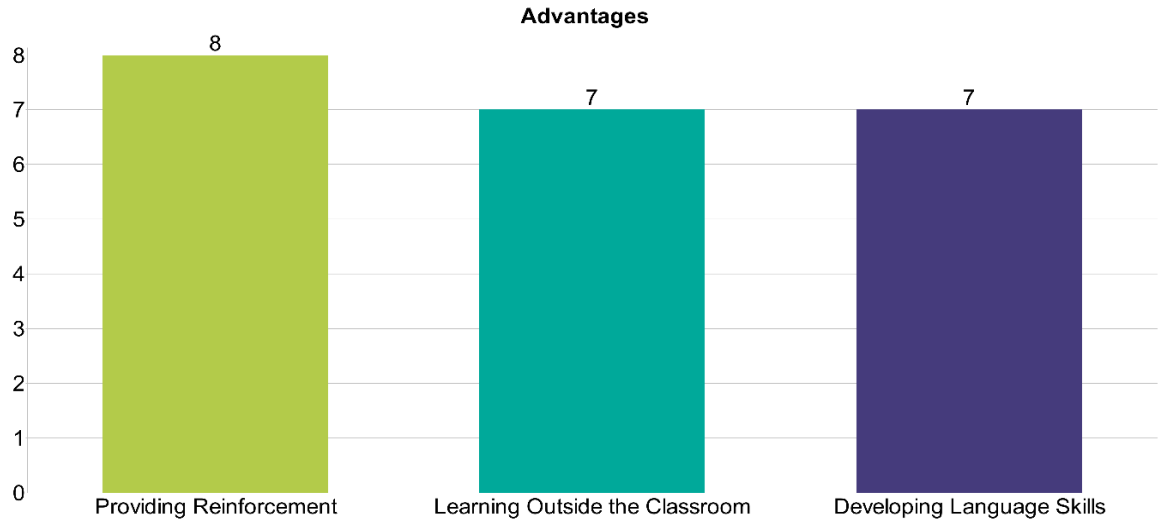


Figure 13 shows that three different codes related to the advantages theme emerged. These codes include providing reinforcement (f=8), learning outside the classroom (f=7), and developing language skills (f=7). According to this data, the code “providing reinforcement” (f=8) has the highest number. Students expressed their ideas on how EIN-based blended learning provided reinforcement for them as follows:

“If a month has passed since we first learned a topic, watching the narrated video of that topic once more helped us to review that knowledge.” (S8)

“Lesson videos, quizzes, and activities for reinforcement helped me a lot." (S3)

“I believe I have certain English inadequacies, which I believe I have improved by watching the lecture videos and participating in the activities on that platform." (S9)

Regarding the additional benefits of EIN-based blended learning, students noted that they could continue learning outside of the classroom and improve their language skills in the following excerpts:

“Definitely beneficial for language learning. There are so many useful activities, and notably the listening texts we listen to improve our speaking abilities favorably since we hear the right pronunciation of words.” (S7)

"Yes, since there are listening activities and so on... because the system shows the completion rate of the exercises, it makes me feel more driven, and I feel like I have to finish the exercises as my friends did, and I want to do them better, so it is good for me." (S14)

"Mostly yes, since, for example, when we need a teacher to ask a question, we can't reach our teachers whenever we want, so we don't fully comprehend the issue, but practicing on the EIN can give us a little more advantage." (S8)

"It makes me more interested in English, for example, since I can do something that allows me to study English not just in the classroom but also outside of it." (S9)

4.1.4. Findings for the Fourth Sub-question Regarding the Disadvantages

Table 16. Descriptive Statistics for the Disadvantages of EIN-Based Blended Learning

Relevant Items	n	M	SD
36. For me, studying on the EIN portal is extremely difficult.	122	2.93	1.32
43. I get bored when I study on the EIN portal.	122	3.30	1.34
52. Activities on the EIN portal are annoying and pointless for me.	122	2.86	1.39

Table 16 indicates that learners partially agree that EIN-based blended learning has some disadvantages. Besides, learners find that getting bored during online activities (3.30) is the biggest disadvantage.

Figure 14. Frequency of Coded Sections Regarding the Disadvantages

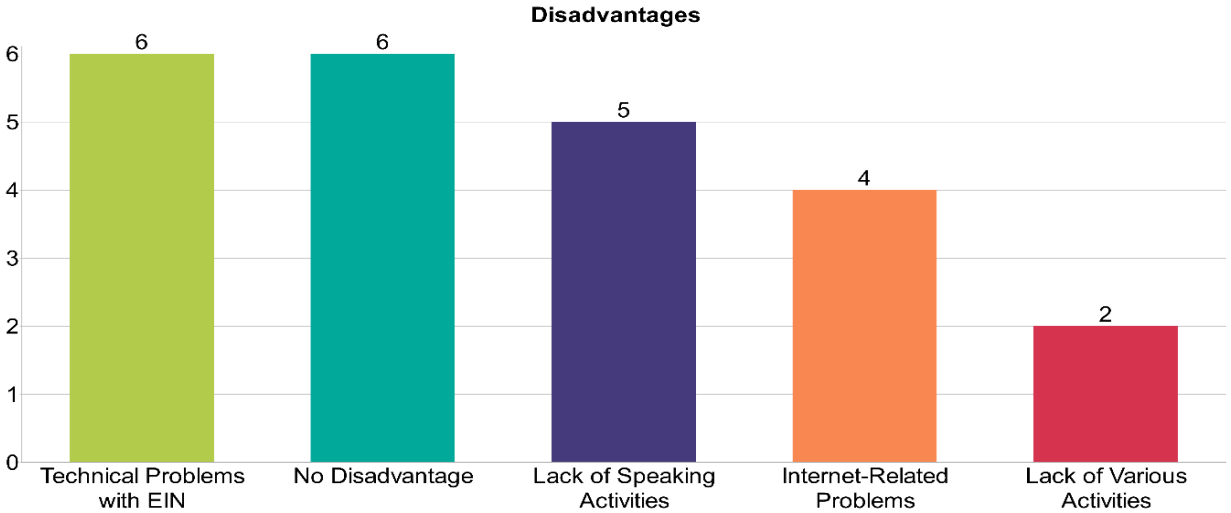


Figure 14 shows the codes regarding the disadvantages of EIN-based blended learning. According to the findings, the most stated codes are the “technical problems with the EIN portal” (f=6) and the “no disadvantage” code (f=6). Besides, the code “lack of speaking activities” (f=5) comes second while “internet-related problems” (f=4) come third. On the other hand, the code in relation to the “lack of various activities” has got the lowest number (f=2), which means it is the least mentioned disadvantage by students.

Students provided their views on the following basic drawbacks of EIN-based blended learning:

> “I believe there is a disadvantage. The site's interface is awful, it's not useful, and there are some bugs. As I previously stated, when you enter the application, the system logs you out without completing it, and you must enter it again; when this happens, I don't want to log in to the portal again, and it diminishes my motivation.” (S6)

“Our attention is diverted by the lengthy delays in our activities or our incapacity to perform specific tasks.” (S3)

"Yes, it has a disadvantage since it stutters a little while accessing the videos or displays the tasks as incomplete." (S4)

Nonetheless, several students recognized no downside to EIN-based blended learning as seen by the following mentions:

“I don't believe it has a disadvantage; I mean, as long as you have access to the internet or other opportunities, it's really effective when we enter the portal, that is, it helps to our learning.” (S7)

“On the contrary, I think blended learning is a little more effective.” (S8)

Students also mentioned the lack of speaking activities as a disadvantage:

"Well, first and foremost, I believe there should be exercises aimed at strengthening our speaking skills, as this is our only issue." (S12)

"I was expecting more activities where I could practice speaking, but there were very few of them." (S5)

Another drawback identified by students is internet-related concerns. The following extracts from student interviews illustrate their points:

> “I reside in the student dorm, and I'm having a lot of difficulties since there are internet connection issues, and even students who have a modem at home are having problems... I believe that most of the issues stem from the internet connection.” (S14)

“For students who stay in the countryside, it is a disadvantage as there are internet connection problems in villages." (S9)

"Yes, unfortunately, there is a disadvantage, not every student can have a smartphone, as in our classroom, communication cannot be easily achieved even if it is by phone." (S16)

Moreover, the following statement shows why EIN-based blended learning is thought to lack various activities:

"There are exercises, but they're all on the same theme and, in my opinion, there's not enough diversity." (S5)

4.1.5. Findings for the Fifth Sub-Question Regarding the Motivation

Table 17. Descriptive Statistics for the Motivation in EIN-Based Blended Learning

Relevant Items	n	M	SD
34. My motivation is low while studying on the EIN portal.	122	3.02	1.27
51. Teaching program including EIN altered my view of education and piqued my curiosity.	122	2.80	1.16

These questionnaire items were used to figure out the motivation level of students during blended learning implementation. Item 34 (M=3.02) was reversed as it is negatively worded, yet the score still reveals that students partially concur that their motivation is low while studying on the EIN portal. Further, students have also neutral views towards Item 51 “teaching program including EIN altered my view of education and piqued my curiosity.” (M=2.80). Therefore, it is concluded that EIN-based blended learning has neither a direct positive nor negative effect on students’ motivation. Qualitative findings related to the motivation sub-question are demonstrated below:

Figure 15. Frequency of Coded Sections Regarding the Motivation

According to Figure 15, the code "increases motivation to study English" has the highest frequency (f=10) among the motivation-related codes. The code "decreases motivation to study English" (f=5) comes in second and only one student acknowledged the code "neutral" influence on motivation.

Students who believe that EIN-based blended learning boosted their motivation to learn English made the following statements:

“It enhances my enthusiasm to study English; knowing that I can understand and complete the exercises on the EIN platform makes me pleased and encourages me to do more." (S16)

“Yes, it boosts my motivation; I believe it offers several benefits since, despite the fact that there are few games in it, it makes my learning processes more enjoyable." (S11)

"Yes, for example, I try to use what I learned there, etc., in my daily life, and I attempt to teach it to my friends, which raises my intrinsic motivation. It's fine." (S9)

“It raises my motivation. When we listen to example dialogues, we strive to pronounce the words like them, which is great.” (S7)

On the other hand, some students expressed that their motivation to learn English decreased because of the following reasons:

"I mean when the internet didn't allow me to log in when I couldn't complete the tasks, my motivation declined significantly. For example, I attempted several times to log in and finish the tasks, but I always failed." (S14)

“I don't believe it raises my motivation since I don't do the activities willingly because they are a bit boring.” (S15)

Besides, S1 stated the following on the neutral effect of EIN-based blended learning on motivation:

> "I could not say that I was interested or successful in English studies in my past life. If there were enjoyable activities or if there were no internet or other difficulties, it would truly attract the students' attention. But, for the time being, I can claim that it neither enhanced nor reduced my motivation.” (S1)

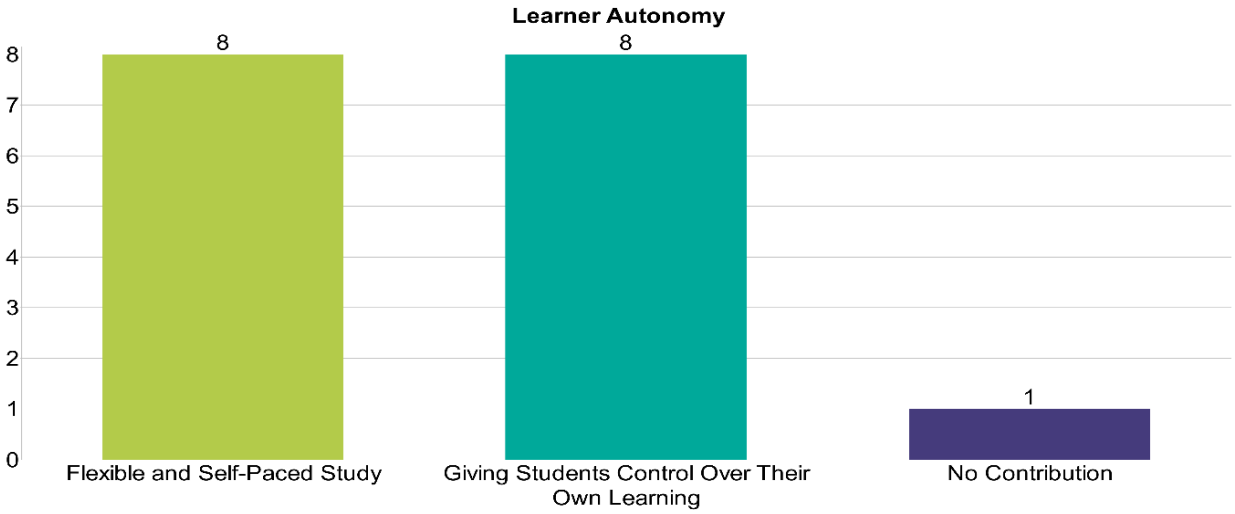
4.1.6. Findings for the Sixth Sub-question Regarding the Learner Autonomy

Table 18. Descriptive Statistics for the Learner Autonomy in EIN-Based Blended Learning

Relevant Items	n	M	SD
32. Learning through the EIN portal increases my responsibility for the course.	122	2.83	1.13
39. I can study quietly and comfortably on the EIN portal by myself.	122	3.11	1.17
41. EIN allows me to plan my studies.	122	2.82	1.07
42. On the EIN portal, I am able to study at my own pace.	122	3.20	1.15
45. I can study repeatedly on the EIN portal.	122	3.35	1.15
48. The EIN portal allows me to devote more time to my education.	122	3.05	1.16
50. EIN portal is a very beneficial tool for self-study.	122	3.26	1.23

Table 18 reveals that students partially acknowledge that EIN-based blended learning contributes to their learner autonomy. Out of the items related to learner autonomy, item 45 “I can study repeatedly on the EIN portal” has got the greatest score with a mean value of 3.35 while item 41 “EIN allows me to plan my studies” has got the lowest mean value (2.82).

Figure 16. Frequency of Coded Sections Regarding the Learner Autonomy



As can be seen in Figure 16, the code flexible and self-paced study (f=8) and the code giving students control over their own learning (f=8) were emphasized equally by the students. However, there is also one student who considers that EIN-based blended learning had no contribution to their learner autonomy at all. The following are the students' perspectives on the emerging codes.

> “Yes, I believe so; the student may access EIN anywhere and whenever they are, and they can study through it to complete the exercises assigned by the teacher, allowing the student to study at his or her own pace and location." (S2)

> “Because it is mobile compatible, I may access it at any time, whether in the vehicle, at home, or on the road. That is, I may change my study at my own pace anytime I choose. For example, in school, we progress according to the pace of others, however, at EIN, I progress at my own pace. After all, it is mine to utilize anyway I see fit.” (S5)

> “We attend school at specific hours and have courses on specific days. However, when we have access to the internet and a proper setting, I can access the EIN portal whenever I want and do the activities as I see appropriate. That’s why, I believe it promotes our learner autonomy.” (S8)

Some students emphasized that EIN-based blended learning gave them responsibility for their own learning:

"I believe students learn to take responsibility for themselves. For example, while we do not have a family to encourage us to study in the dormitory, we are inspired by EIN activities because we understand that we can do something on our own and take responsibility." (S14)

"Since I do not have internet-related problems, I may access in any location, which encourages our own studies and taking responsibility for our own learning." (S9)

With the comment below, S4 stated that EIN-based blended learning does not promote learner autonomy:

"No, I don't believe so since, as I previously stated, I cannot enter the EIN portal everywhere due to technical issues, therefore I can't make a plan and study according to myself because I can't enter anytime I want." (S4)

4.1.7. Findings for the Seventh Sub-question Regarding the Classroom Atmosphere

Table 19. Descriptive Statistics for the Classroom Atmosphere in EIN Based Blended Learning

Relevant Items	n	M	SD
37. Preparing for face-to-face classes with EIN activities contributes significantly to my learning.	122	3.21	1.10
44. The EIN portal prepares us for face-to-face classes.	122	3.20	1.03
46. The activities on the EIN portal increase my effectiveness in face-to-face classes.	122	3.02	1.15
47. The activities on the EIN portal make me more competitive.	122	2.74	1.17

Table 19 illustrates that students exhibit neutral attitudes toward items related to the classroom environment, with mean values ranging from 2.74 to 3.21. In line with the questionnaire results, the analysis of student interviews shows that there are both opposing viewpoints and supporting arguments for the items regarding classroom atmosphere.

Figure 17. Frequency of Coded Sections Regarding the Classroom Atmosphere

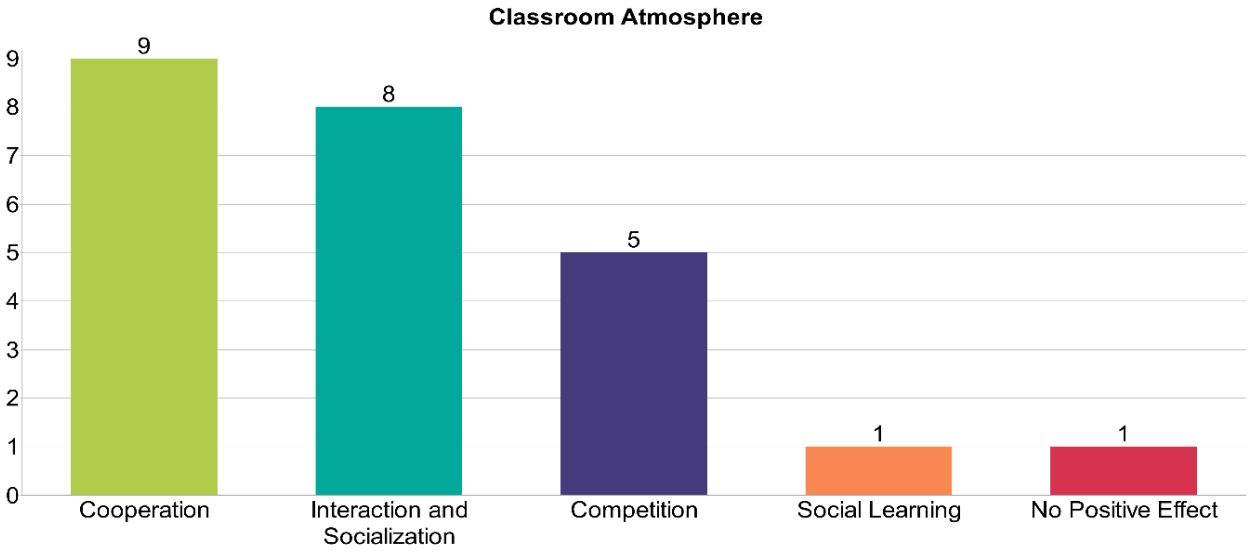


Figure 17 shows that the “cooperation” code (f=9) is the most mentioned one among the other codes regarding the classroom atmosphere. The "interaction and socialization" code (f=8) comes in second, followed by the "competition" code (f=5). Besides, the “social learning” (f=1) and “no positive effect” (f=1) codes were mentioned equally. The following are the thoughts that students had towards cooperation:

“It definitely improves communication in the classroom, in my opinion. I've witnessed this clearly, and I believe that this communication in the classroom is quite beneficial in terms of consultation, that is, aiding or consulting one another.” (S14)

“I believe it is adequate. I believe it has an impact on both our collaborative work with our classmates and our work outside of the classroom.” (S6)

“I think it taught us to help one another when we couldn't accomplish anything ourselves.” (S3)

“For example, when you assign homework to us, my student friends critique it, stating that it is incorrect/correct, thus I believe it would be beneficial for us to be able to perform our assignments correctly.” (S9)

Below are some of the comments made by students on the interaction and socialization:

“For example, you assign us homework, such as a video assignment linked to the unit theme. We finish the project and post it to the EIN, and then we can comment and like

each other's videos; this provides socialization for us." (S11)

“Because the classrooms are crowded, it is impossible for the instructor to deal with everyone's homework one at a time; thus, in the EIN portal, our teacher can view everyone's homework and give likes, and we can see everyone's homework. This results in a general interaction.” (S13)

Students expressed their opinions on the competition as follows:

“It fosters a competitive environment. It's fun to strive to increase points; we compete against one another and keep in touch inside the EIN network.” (S7)

When I see my peers submit their projects on the EIN portal, I become encouraged and tell myself that I need to prepare and submit mine as well.” (S14)

S4 stated that EIN-based blended learning enhanced social learning in the following lines:

"Occasionally I realize that the assignments I post to the EIN portal assist my classmates, and sometimes when I submit my project later, of course, I notice I evaluate my friends' projects to understand how they prepare them." (S4)

On the other hand, S15 stated that it had no positive effect on the classroom atmosphere:

“I don't think it has any effect on the classroom atmosphere. Some students are unable to follow us in the classroom since they do not complete the activities on the EIN site. As a result, the unity we aim for is not accomplished fully, so it has no impact.” (S15)

4.2. Findings for the Second Research Question

The second research question was “Is there a significant difference in students’ overall views about the EIN-based blended learning in terms of (a) the EIN portal, (b) face-to-face courses, (c) assessment, (d) general views on blended learning by their gender, grade level, and computer literacy skills? In this part, both parametric and non-parametric tests were used to determine if there is a significant difference in students’ opinions depending on the variables. While the independent samples t-test and one-way ANOVA test were used for two sections where the data was normally distributed, such as the EIN platform and general views on blended learning, the Mann-Whitney U test and Kruskal-Wallis test were used for data sets that

were not normally distributed, including face-to-face learning and assessment.

Table 20. Independent Samples T-test Results for Students' Overall Opinions Regarding Gender

	Group Statistics				T-test	
	Gender	**n**	**M**	**SD**	**t**	**p**
EIN Platform	Female	95	3.00	.60	.13	.89
	Male	27	2.99	.62		
General Views on Blended Learning	Female	95	2.95	.62	-.23	.81
	Male	27	2.98	.51		

Table 20 demonstrates that female students have higher mean scores for EIN platform while male students have higher means for the section related to general views. However, the Independent-Samples t-Test analysis findings revealed that there was no significant gender difference in either of the sub-categories of the EIN-based blended learning scale as the p-value is higher than .05.

Table 21. U Test Results of Students' Overall Views Regarding Gender

	Gender	**n**	**Mean Rank**	**Sum of Rank**	**U**	**P**
Face-to-Face Learning	Female	95	62.68	5954.50	1170.50	.489
	Male	27	57.35	1548.50		
Assessment	Female	95	61.21	5814.50	1254.50	.862
	Male	27	62.54	1688.50		

Table 21 presents Mann-Whitney U results of students' overall opinions and attitudes about face-to-face learning and assessment parts of blended learning in relation to their gender. Results show that there is not a significant difference between participant students' opinions about face-to-face learning and assessment regarding their genders: U=1170.50 and p>.05.

Table 22. Independent Samples T-test Results for Students' Overall Views Regarding Grade Level

	Group Statistics				T-test	
	Grade Level	**n**	**M**	**SD**	**t**	**p**
EIN Platform	9th Grade	66	3.05	.59	1.04	.29
	11th Grade	56	2.94	.63		
General Views on Blended Learning	9th Grade	66	3.09	.56	2.57	.01*
	11th Grade	56	2.81	.62		

When Table 22 is examined, it is discovered that there is a substantial difference in students' general opinions ($p<.05$), but there is no significant difference between the opinions of the 9th and 11th grades in terms of the EIN platform. Regarding general views, the 9th-grade students who have an average of 3.09 have more favourable attitudes regarding their general views on blended learning than the 11th-grade students having an average of 2.81.

Table 23. U Test Results of Students' Overall Views Regarding Grade Level

	Class Level	n	Mean Rank	Sum of Rank	U	P
Face-to-Face Learning	Female	66	60.89	4018.50	1807.50	.835
	Male	56	62.22	3484.50		
Assessment	Female	66	66.84	4411.50	1495.50	.068
	Male	56	55.21	3091.50		

Table 23 presents Mann-Whitney U results of students' opinions about face-to-face learning and assessment parts of blended learning in relation to their grade level. Results show that there is not a significant difference in participant students' opinions about face-to-face learning and assessment regarding their class level: $U=1807.50$ and $p>.05$.

Table 24. One-Way ANOVA Results for Students' Overall Views Regarding Computer Skills

	Computer Skills	n	M	SD	F	P
EIN Platform	Poor	13	3.00	.68	.246	.86
	Moderate	61	3.03	.64		
	Good	39	2.93	.55		
	Very Good	9	3.07	.53		
General Views on Blended Learning	Poor	13	2.95	.72	.308	.82
	Moderate	61	3.01	.62		
	Good	39	2.89	.57		
	Very Good	9	2.92	.44		

The One-way ANOVA test results in Table 24 show that there were no significant statistical differences in students' opinions about EIN-based blended learning regarding their computer literacy levels, as the p-value is greater than .05 for both categories.

Table 25. Kruskal-Wallis Test Results of Students' Overall Views Regarding Computer Skills

	Computer Skills	**n**	**Mean Rank**	**Sd**	X^2	**P**
Face-to-Face Learning	Poor	13	62.58	3	4.06	.255
	Moderate	61	65.57			
	Good	39	52.50			
	Very Good	9	71.33			
Assessment	Poor	13	52.96	3	3.69	.296
	Moderate	61	66.30			
	Good	39	55.01			
	Very Good	9	69.44			

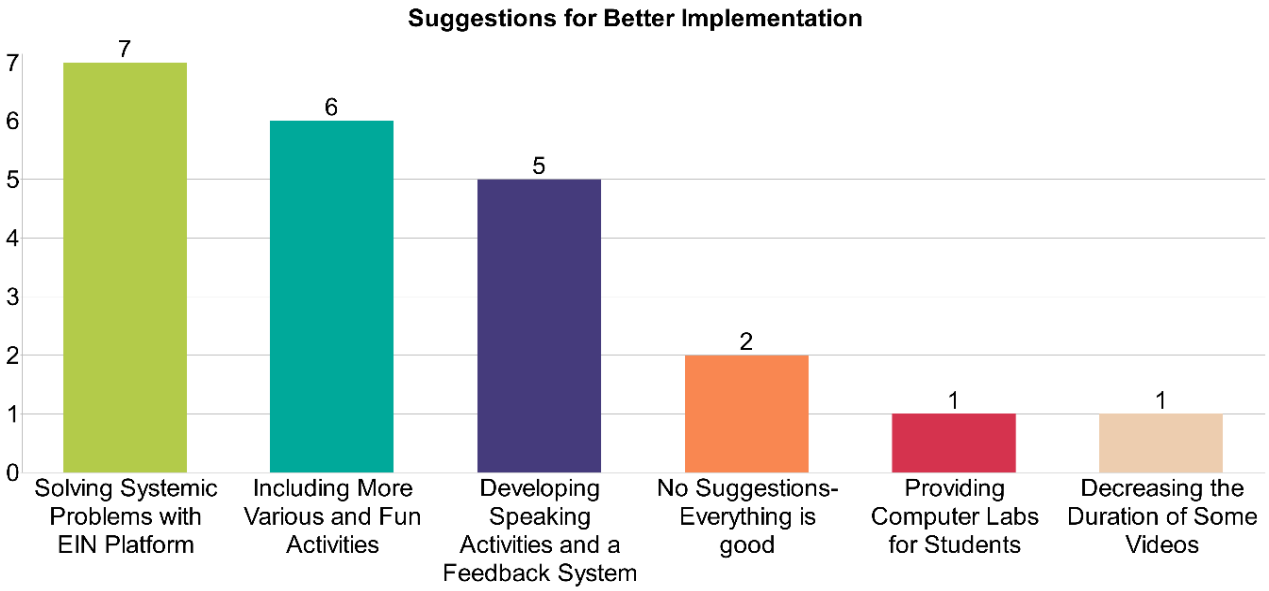
Table 25 shows Kruskal-Wallis test results of students' overall opinions about face-to-face learning and assessment parts of blended learning regarding computer skills. Results show that there is not a significant difference in participant students' opinions about face-to-face learning and assessment regarding their computer skills: X^2 (sd=3, n=122) =4.06, and p>.05.

In conclusion, it was discovered that there was a significant difference only in students' general views on blended learning based on their grade level and this result indicated that 9th graders have more favorable opinions and attitudes on blended learning compared to 11th graders. On the other hand, it was revealed that students' overall opinions and attitudes were not affected by other factors such as gender and computer skills.

4.3. Findings for the Third Research Question

The third research question was "What are the students' suggestions for a better implementation of EIN-based blended learning and intentions of using the EIN platform in the future? Two interview questions were asked to interviewees to understand this question. The following excerpts from student interviews show that students have diverse answers to this problem.

Figure 18. Frequency of Coded Sections Regarding Students' Suggestions



According to Figure 10, the most frequent answer to this question is "solving the systemic problems with the EIN Platform" (f=7), this code is followed by the "including more various and fun activities" code (f=6) and the "developing speaking activities and a feedback system" code (f=5). The "no suggestion, everything is good" code was mentioned twice. Among the other suggestions, "providing computer labs for students" code (f=1) and "decreasing the duration of some videos" code (f=1) was emphasized equally.

According to students' opinions, solving systemic problems with the EIN Platform can enhance the quality of blended learning. These are expressed in the following lines:

> "I firmly believe that the EIN portal's infrastructure has to be improved, technical issues such as being stuck in the middle of tasks or making us log out of the system need to be fixed. Finally, there should be no need for the internet to access EIN." (S16)

"As I previously stated, systemic flaws must first be addressed, and students must be able to resume their desired activities, videos, or inquiries swiftly and safely." (S3)

"Of course, I have some ideas. The site's usability may be enhanced. It may become more useful in the future. Some issues can be resolved. The login process is flawless, however, the activities on the site might be improved." (S6)

Some students expressed that including more varied and fun activities in the EIN portal can draw students' attention easily and make the learning processes more effective and funnier. Students shared their views as follows:

> "As I mentioned before, the activities might be more exciting and diversified. There is a limited selection of activities. For example, you may present the lesson in a variety of methods in order to capture our attention. I believe that if the activities in EIN are more diversified and attract more attention, students will engage more and be more successful. Besides, activities can be organized in a playful manner as a game. For example, our instructor prepared exercises for us throughout the lecture, which we did as a class in a really lovely and entertaining style, and it was well remembered." (S1)

"Diversity may be added to the activities since, while there are many activities on certain themes, there are relatively few on others." (S6)

"It becomes more enjoyable as additional gaming applications are added." (S10)

Another recommendation provided by students was to incorporate speaking exercises and a feedback mechanism, and students presented their thoughts as follows:

> "I believe that speaking activities can be implemented; after all, we can comprehend English, but we have difficulties speaking since we have limited opportunity to talk, either in the classroom or outside of the classroom. EIN should include more speaking activities." (S9)

S2 and S7 thought that the EIN portal is good enough for language development and has no flaws expressing their ideas as follows:

"There are no flaws or deficiencies that I can perceive. I respect individuals who point out flaws since they differ from person to person. Something I deem useful may be incomplete or flawed to someone else." (S2)

"I believe the activities were sufficient and attractive. There were listening, word matching, and writing tasks, all of which were enjoyable." (S7)

S14 suggested that students be provided with computer labs to follow the online lesson content and to reach the internet easily stating that:

“For pupils without access to the internet, a computer class with internet access can be offered. For instance, you made it possible for me and the other pupils without internet access to gather in a computer room and enter the EIN portal to do our tasks there.” (S14)

Another suggestion made by one student is decreasing the duration of some videos.

"As I previously stated, if the subject had been covered in class, I would want a brief video to reinforce it, and if it had never been covered, I would prefer a lengthy narration in the video. I would prefer separate videos based on the aim of the video since watching lengthy videos is time-consuming.” (S4)

Figure 19. Frequency of Coded Sections Regarding the Intentions of Using EIN Again

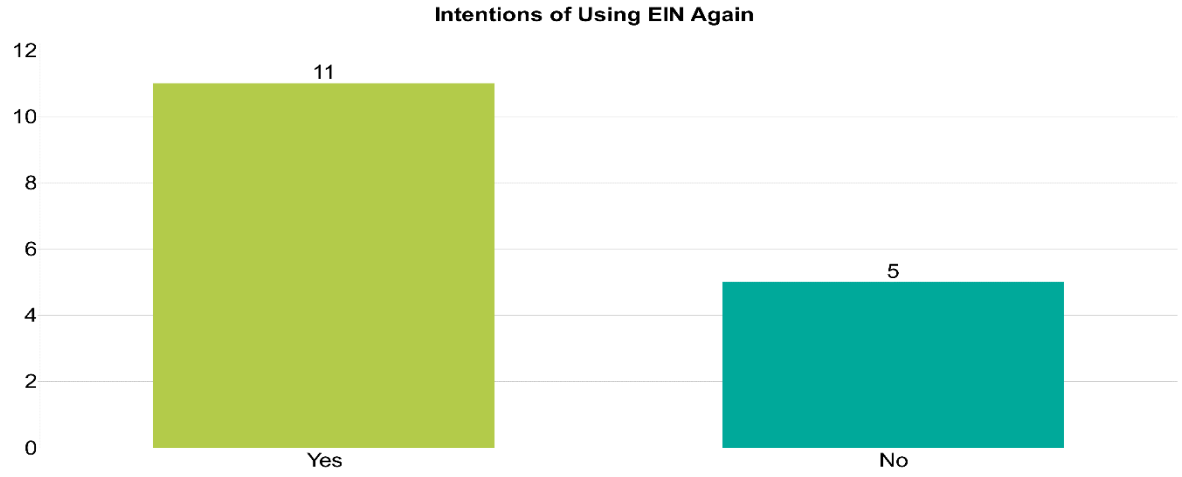


Figure 11 shows that the number of students who intend to use the EIN portal in their future studies (f=11) is more than the ones who do not intend to use it again (f=5). Students expressed themselves as follows:

“I join EIN to check if there is a fruitful activity since we discussed how we can easily utilize EIN for things that I don't understand; now that I am aware of the activities on the EIN portal, I can quickly enter and complete the activities and watch the videos whenever I want." (S1)

"I will continue to use the EIN for reinforcement videos and activities since I believe the videos there are beneficial to me." (S3)

“Yes, I will, I'm refreshing and enhancing my knowledge as well as my pronunciation. This has a tiny but good impact on my speech. In other words, it has an impact on my pronunciation.” (S9)

> "Yes, I'm considering using the EIN again, but I can say that I'll use it for sure if issues like slowdowns during the activities are resolved because it helps a lot... and of course, if our teacher continues to upload activities and guide us because it can be a little challenging to reach the activities on our own." (S12)

However, some students stated that they do not intend to use the EIN portal again because of the following reasons:

> “Actually, it is quite wonderful to utilize the EIN. I will return to the same point but I believe it is like an online review book for students and so it is useful. However, because our courses are so hectic, there is simply no time for using the EIN. For instance, I am having difficulty finishing all of them since there are so many classes, our teachers assign homework, and there are test questions that we must solve... It's quite difficult for me to follow the EIN content while keeping up with my other duties.” (S14)

“Unless you give assignments, I'm not considering entering the EIN. I feel that the worksheets you offer in class or other language learning sites on the Internet will help us study more effectively and efficiently." (S16)

“I won't use it as long as it remains this way, but if the user interface is developed, why not? It may work for me.” (S5)

CHAPTER V

5. DISCUSSION

This chapter discusses the findings in relation to the questions of the current study, including references to prior studies. It also addresses the implications of the study.

5.1. Discussion of the Findings Regarding the First Research Question

"What are the students' opinions about EIN-based blended learning regarding (a) EIN portal (b)assessment (c) advantages (d) disadvantages (e) motivation (f) learner autonomy (g) classroom atmosphere?" was the first main research question which includes seven sub-questions. Firstly, findings about students' opinions about the main research question indicated that students had neutral views towards the blended learning implementation and favored face-to-face learning. The students' viewpoints on the use of the EIN portal, which was utilized as an LMS in blended learning, and the English activities it contains may be the main explanation for this result since the EIN portal represents the online part of blended learning in the current study. This finding is in accordance with the previous studies (AI Zumor, 2013; Balcı, 2017; Gamble, 2018; Öztaş, 2022; Purnawarman et al., 2016; Tayşi, 2016; Yapıcı, 2019) which show that students have neutral views towards blended learning. Yet, most of the earlier studies on EFL students' perceptions of blended learning (Ahmed, 2019; Akbarov et al., 2018; Aksel, 2021; Alaidarous & Madini, 2016; Avcı & Adıgüzel, 2015; Bahçe & Taşlacı, 2009; Banditvilai, 2016; Bueno-Alastuey & Perez, 2014; Güçlü, 2018; Hoş et al., 2016; Huang, 2016; İstifçi, 2017; Miyazoe & Anderson, 2010; Mohamed, 2022; Quindah, 2018; Rachman, 2021; Şahin-Kızıl, 2014; Wang et al., 2021) showed positive outcomes except the study by Tosun (2015) who found that students did not like the online resources as much as the in-class activities and were unwilling to devote time to studying outside of the classroom.

The findings of the first sub-question, "What are the students' opinions about EIN based blended learning regarding the EIN portal?" was analyzed under three titles consisting of (a) implementation of EIN portal (b) accessibility of EIN portal (c) development of language skills via EIN portal. According to the questionnaire's descriptive data, students had a neutral opinion of the EIN portal's implementation. Likewise, data collected via the first interview question about how satisfied students were with the implementation revealed that most of the students interviewed expressed moderate satisfaction and thus, quantitative, and qualitative findings converged at this point. A similar conclusion was reached by Tayşi (2016), Yapıcı (2019), and

Öztaş (2022) who found EFL students had neutral views toward the implementation of the LMS. Nonetheless, this finding is contrary to those of earlier studies (Kılıç, 2020; Pehlivan, 2020) which found that middle school and primary school students who took English classes supported with EIN portal activities had favourable attitudes towards the implementation of the EIN portal. Students may have developed uncertain views about the implementation since they did not find the EIN portal to be particularly user-friendly and considered that the activities in the portal only partially satisfied their needs. As for accessibility, quantitative findings indicated that pupils are only partially in agreement that the EIN site is easily accessible. According to interview data, the majority of students experienced issues accessing online activities after logging in, or some students had issues with logging in specifically. It seems possible that these results are due to technical problems and unstable internet connections that some students mentioned during the interviews. This result was also reported by other researchers (AI Zumor et al., 2013; Öztaş, 2022; Purnawarman et al., 2016; Rianto, 2020; Rojabi, 2019; Yapıcı, 2019) who came to the conclusion that students' opinions of the LMS's accessibility were neutral due to several issues, including technical difficulties, erratic internet connections, inadequate infrastructure, and difficulty using the LMS. More specifically, prior studies (Kalemkuş, 2016; Tüysüz & Çimen, 2016) that examined students' perceptions of the EIN portal revealed that students were uncertain as to whether the site's infrastructure was adequate for access and that they encountered a number of difficulties, such as delays in streaming videos and the inability to view some activities on the EIN portal. When it comes to the development of language skills through the LMS, the participant students of the current study reported that their perceptions were at a moderate level and this conclusion is in parallel with the prior research (Balcı, 2017; Öztaş, 2022; Yapıcı, 2019) that found the student had neutral views toward the development of language skills in the online environment. In terms of their most developed skills through the EIN portal, both the quantitative and the qualitative data revealed that students thought they improved their vocabulary the most. Students may have thought this way since the course activities in EIN are mostly focused on vocabulary items, with few activities focusing on other language skills. In addition, according to the questionnaire findings, students also acknowledged that the EIN portal helped them enhance their grammar as well as their vocabulary. These findings are consistent with the findings of previous studies by Gamble (2018), Hoş et al. (2016), Öztaş (2022), and Yapıcı (2019) which conclude that vocabulary is the most improved skill in the online environment according to participant students, as well as the study by Alipour (2020), which confirms that blended learning has a positive effect on students' vocabulary achievement. Nevertheless, these findings

contradict that of an earlier study by Balcı (2017), which revealed that EFL students at university preparatory schools believed they improved their listening skills the most in the online component of blended learning.

As for the assessment, quantitative findings showed that students partially agree that online assessment aids their learning process while they find traditional assessments are more beneficial. This result reflects those of Balcı (2017), Öztaş (2022), Rianto (2020), and Yapıcı (2019) who also found that students' opinions of traditional assessment are more favourable compared to online assessment. Yet, the qualitative findings indicated more positive results about online assessment such as better learning, increased motivation, and interaction outside the classroom. This disparity in results could be attributed to students' evaluating their thoughts on the subject from a more in-depth perspective in semi-structured interviews. Particularly, the fact that the students were asked to pay attention to both the automatic assessment supplied by the portal and the feedback they received from their teachers via EIN may have resulted in more favourable results. This finding is in agreement with those obtained by Aksel (2021), Güçlü (2018), and Snodin (2013) who concluded that students' perceptions of online assessment were quite favourable thanks to the personalized feedback they received from their teachers outside the classroom.

Regarding the third sub-question of the first research question which focuses on the advantages of blended learning, quantitative findings revealed that students had neutral attitudes toward the advantages of blended learning. The highest mean belonged to the convenience of the EIN portal activities, and this was followed by the difference and effectiveness of the online activities. This finding seems to be consistent with other research by Öztaş (2022) and Yapıcı (2019) who found that students have moderate views towards the advantages of online learning. On the other hand, the findings from the semi-structured interviews indicated that students mentioned providing reinforcement, learning outside the classroom, and developing language skills as the advantages of blended learning. These results match to some extent those observed in earlier studies (Banditvilai, 2016; Bueno-Alastuey & Pérez, 2014; Hoş et al., 2016; Khasawneh, 2020; Mohamed, 2022; Rachman et al., 2021; Wang et al., 2021) which discovered that students thought blended learning improved their language skills and learning outside the classroom. The disparity between quantitative and qualitative findings could be explained by the fact that students continued to prefer face-to-face learning, and some students found the EIN portal difficult to use owing to technical challenges and a lack of various activities.

The fourth sub-question of the first research question is related to the disadvantages of blended learning, and it was discovered that students were partially in agreement with the disadvantages of blended learning through the findings of the questionnaire. Under the present results, previous studies (Öztaş, 2022; Yapıcı, 2019) have demonstrated that students have neutral attitudes toward the disadvantages of blended learning. Furthermore, content analysis of the semi-structured interviews with students demonstrated that it was equally cited by students that there were technical problems and there were no disadvantages. This result can be explained by the fact that students who can easily access the internet and do not experience technical problems at home think that there is no disadvantage, while other students who have problems in viewing or completing activities believe that technical problems are the biggest disadvantage. This result is in line with those of previous studies (Rianto, 2020; Rojabi, 2019; AI Zumor et al., 2013) that conclude technical problems, inadequate infrastructure and inconsistent internet connection problems were the main disadvantages perceived by the students. Furthermore, the other disadvantages listed by interviewed students are lack of speaking activities, internet-related problems, and lack of various activities. There are similarities between the attitudes expressed by students in this study and those described by students in the study by Tüysüz and Çimen (2016) as the EIN portal was expected to have additional games and fun educational activities.

On the sub-question of motivation, using the data gathered by the questionnaire, it was discovered that students' opinions on the impact of blended learning were impartial. The qualitative results also confirm that there are both positive and negative opinions about the impact of blended learning on promoting students' motivation. The positive and negative outcomes may be determined by how easily students access the portal and finish the activities since they stated that understanding and completing the exercises on the EIN platform encouraged them to do more. These results are contrary to that of Balcı (2017) who discovered that blended learning has no positive influence on students' motivation and does not significantly change their opinions. Besides, the findings of the current study do not support the previous research (Banditvilai, 2016; Purnawarman et al., 2016; Wang et al., 2021; Wong et al., 2020) which found that blended learning influenced students' motivation positively. However, the findings are in accordance with the result of the previous study by Kalemkuş (2016) who indicated that high school students had neutral views about the impact of the EIN portal on improving their motivation.

With respect to the sixth sub-question related to students' perceptions of learner autonomy, the questionnaire findings revealed that students are in partial agreement with the

impact of blended learning on their autonomy. This quantitative finding is in line with Yapıcı's (2019) discovery that students had neutral opinions regarding the impact of blended learning on fostering autonomous behaviours. Surprisingly, the findings from the interview demonstrated that students mostly focused on the benefits of blended learning in improving students' autonomy such as providing them with flexible and self-paced study in addition to giving them control over their own learning though there is still one opinion that it has no contribution on learner autonomy. These findings imply that the fact that there are both positive and negative opinions regarding learner autonomy may have led the questionnaire results to be neutral and the negative opinion might have stemmed from the fact students who were unable to enter the portal at any time find blended learning challenging for personalized learning and developing their autonomy. However, the positive results from the interviews corroborate the findings of the previous work (Alabay, 2017; Banditvilai, 2016; Biçer, 2022; Bitlis, 2011; Snodin, 2013) that indicated the online part of the blended learning developed students' autonomous learning.

The last sub-question of the first research question was related to the effect of blended learning on classroom atmosphere. For this question, quantitative findings unveiled that students had neutral attitudes toward the influence of blended learning on their classroom atmosphere. This result is consistent with the earlier finding by Yapıcı (2019) who also explored that students had unbiased views regarding the classroom atmosphere in a blended learning environment. Yet, this finding contrasts with that of Balcı (2017), who discovered that the online component of blended learning did not improve students' in-class achievements and was not regarded as a supplemental tool. On the other hand, the qualitative findings of the current study revealed that students mostly mentioned the positive effects of blended learning on the classroom atmosphere. For instance, cooperation was the most mentioned benefit by students followed by interaction and socialization, competition, and social learning respectively even though it was emphasized by one student that it had no contribution to the classroom atmosphere at all. These findings reflect those of other studies (Mohamed, 2022; Sheet, 2019; Şahin-Kızıl, 2014) which found that students believed blended learning to be beneficial in terms of enhancing their collaboration and interaction with each other. On the other hand, the negative result could be attributed to the fact that the student believed not all students followed the activities on the portal on a regular basis and thus blended learning were unable to create the same positive classroom environment for every student.

5.2. Discussion of the Findings Regarding the Second Research Question

"Is there a significant difference in students' overall views about the EIN-based blended learning in terms of (a) the EIN portal, (b) face-to-face courses, (c) assessment, (d) general views on blended learning by their gender, grade level, and computer literacy skills?" was the second research question. The parametric and non-parametric analysis of the students' opinions about the four sub-sections of the questionnaire revealed that there were no statistical differences in students' opinions based on gender and computer literacy skills. This finding of the current study for the gender and computer literacy skills variables confirms that of some prior studies while contradicting others. For instance, Yapıcı (2019) also found no statistical difference in students' views regarding blended learning implementation in terms of gender and computer literacy skills. Likewise, Alabay (2015) and Kalemkuş (2016) who examined the high school students' views about the EIN portal discovered that there were no meaningful differences in students' views based on their gender and computer skills. Besides, Taysi (2016) who investigated the EFL students' opinions about blended learning found no significant difference in students' views based on gender. Similarly, Srichanyachon (2014) examined the perspectives of undergraduate students who used LMS in addition to traditional face-to-face learning and reported that there were no significant differences in students' impressions of utilizing LMS as an instructional tool with respect to gender. Unlike the beforementioned studies, it is possible to see that gender is an important factor that may affect students' views in some of the studies. To illustrate, Balcı (2017) examined the EFL students' perceptions of blended learning implemented in preparatory schools and found statistically significant differences in terms of gender for the sections of "online learning platform" and "face-to-face learning". According to this result, female students had more positive views towards these sections compared to male students. Furthermore, Öztaş (2022) concluded that gender played an important role in students' views of blended learning in relation to the sections of "online learning platform" and "general views on blended learning". This finding referred that male students had a preference for the relevant sections over female students.

On the other hand, the only significant difference was observed for the fourth sub-section, "general views on blended learning" based on grade level. This result showed that 9^{th} graders have more favorable attitudes toward blended learning implementation in terms of their general views as their mean score for this section is higher than the 11^{th} graders. A possible explanation for this finding may be that 11^{th} graders do not have the opportunity to devote much time to the online English activities on the EIN portal outside the classroom due to their

more intense university exam preparations. Nevertheless, this finding is contrary to previous studies (Alabay, 2015; Kalemkuş, 2016) which have suggested that there were no statistical differences in students' views of the EIN portal regarding their grade level.

In a nutshell, it was discovered in this study that gender and computer skills variables had no effect on students' perspectives on EIN-based blended learning, yet grade level had an effect on only students' general views on blended learning.

5.3.Discussion of the Findings Regarding the Third Research Question

"What are the students' suggestions for a better implementation of EIN-based blended learning and intentions of using the EIN platform in the future?" was the third research question. This question was attempted to be answered using semi-structured interviews. Content analysis indicated that many various codes such as "solving the systemic problems with the EIN platform", "including more various and fun activities", "developing speaking activities and a feedback system", "no suggestion, everything is good", "providing computer labs for students", and "decreasing the duration of some videos" emerged in response to this query. The most frequently remarked solution by students was "solving the systemic problems with the EIN platform". As the findings of the current study show that the biggest disadvantage experienced by students in EIN-based learning is technical and systematic problems, this solution may be thought to be suitable and logical for the problem. In accordance with the present results, previous studies (AI Zumor et al., 2013; Rianto, 2020) have also demonstrated that students recommended solving technical problems may enhance the quality of blended learning. The demand for additional interesting and enjoyable activities on the EIN portal ranked second among the proposals that received the most attention. This finding is in congruence with the prior study by Tüysüz and Çümen (2016) who examined middle school students' opinions about the EIN portal and discovered that students expected the EIN portal to include more games and fun activities. This demand might have stemmed from the lack of various and interesting activities on the EIN portal. The third suggestion made by students was related to developing speaking activities and a feedback system for students' speaking skills. This suggestion is also in accordance with the issues encountered by the pupils of the current study. Besides, this desire may have been sparked by the fact that pupils were unable to sufficiently practice speaking skills within the 4-hour class conditions and that there were no settings outside of the classroom where they could do so. On the other hand, other students felt that everything in this blended learning environment was perfect and didn't need to be changed.

Providing computer labs for students was another suggestion made by some students. A possible explanation for this is that some participant students of this study stay in dormitories or villages which do not have a stable internet connection, therefore, they sometimes need a computer lab with internet access to join and complete the online activities. This situation also reflects that some students face the digital divide which is stated as one of the possible challenges of blended learning by Graham (2006). The digital divide in this study stemmed from mostly students' demographic locations and socio-economic backgrounds. This discovery was similarly reported by AI Zumor et al. (2013), who discovered that students recommended adding more computer laboratories to enhance the effectiveness of blended learning. The last suggestion was about decreasing the duration of some videos. Students expressed that they found some videos extra lengthy and did not spend much time on them. This finding might be attributed to the students' intensive school schedule and their academic responsibilities such as doing homework and answering tests that they have to complete outside of school.

When the students' intentions of continuing to study on the EIN portal were interviewed, it was revealed that most of the interviewed students intended to use the EIN portal for their future studies, yet some students did not intend to continue to utilize it for some reasons. The majority of the students who were interviewed reported that the adoption of blended learning made them aware of the activities on EIN, and they considered the activities and videos on the EIN portal to be extremely helpful for repetition and reinforcement. Furthermore, they declared that they would be willing to keep utilizing EIN so long as their teachers keep uploading exercises on the portal. On the other hand, those who did not intend to use EIN had some specific reasons. These were mostly based on the disadvantages perceived by the participant students. For instance, they expected the EIN portal to be developed technically to utilize it without getting disconnected or delayed. Additionally, activities during face-to-face classes were thought to be more beneficial for them. Another significant conclusion was that students had no plans to continue using the EIN site because they were too busy with schoolwork to keep up with the online activities. This finding is in line with the earlier study by Qindah (2018) which was carried out with high school students and indicated that students expressed that they didn't have time for online activities because they have numerous exams and assignments to complete. In short, although not all students intend to use the EIN portal in the future, the majority do. This finding is parallel with that of Pehlivan (2020) who investigated the students' perceptions of the EIN portal and concluded that most of the students liked the online activities in the EIN portal and propose to benefit from it in their future studies.

CHAPTER VI

6. CONCLUSION

The purpose of this study was to uncover EFL students' perceptions of EIN-based blended learning applied in a state high school. In a mixed methods study, students' opinions about the EIN portal, face-to-face courses, assessment, and general views on blended learning including advantages, disadvantages, motivation, autonomy, and classroom atmosphere were investigated. The sample of the study included 122 EFL high school students studying in 9th and 11th grades in the 2021-2022 academic year. The data were collected both quantitatively and qualitatively by using an online questionnaire and a semi-structured interview. The numeric data from the questionnaire were analyzed using SPSS software, while the qualitative data from the interview was evaluated using MAXQDA software. Statistical differences were analyzed using parametric and non-parametric tests.

The findings of the study demonstrated that high school students have both positive and negative opinions about EIN-based blended learning implemented in English courses. However, it was also found that students favoured face-to-face learning over blended learning. While the descriptive statistics indicated students' neutral views toward the EIN portal, assessment, and general views on blended learning including advantages, disadvantages, autonomy, motivation, and the classroom environment, content analysis of the semi-structured interviews yielded more in-depth results in this regard. For instance, as for the EIN portal, participant students complained that they were kept waiting when they logged in to the EIN site or when they went to view activities or lesson videos after logging in. Besides, they stated that some of the activities they completed were shown by the system as if they had never been done. Still, students believed that EIN contributed to the development of their language skills expressing that they improved their vocabulary knowledge the most. Regarding the assessment part of this blended learning, most of the students believed that receiving teacher feedback through the EIN portal enhanced their learning, increased their enthusiasm, and enabled interaction, despite the fact that one student felt no positive contribution. Concerning the general views on blended learning, it was discovered that providing reinforcement, learning outside the classroom, and developing language skills were listed by students as the advantages of blended learning whereas technical problems with the EIN portal were mentioned as the major disadvantage. The other disadvantages perceived by students were a lack of speaking activities, internet-related problems, and lack of various activities. Content analysis also

revealed that almost all students believed EIN-based blended learning improved their autonomy by allowing them flexible and self-paced study and control over their own learning. Moreover, it was perceived by nearly all students that EIN-based blended learning contributed to the classroom atmosphere positively by increasing cooperation, interaction, socialization, competition, and social learning. Yet, the interviews on motivation demonstrated that students had both positive and negative opinions on the positive effect of EIN based blended learning on their motivation for English classes.

It was also statistically evaluated whether students' perspectives on EIN-based blended learning changed by gender, grade level, and computer literacy skills. These analyses established that gender and computer literacy skills did not create a significant difference in students' perspectives. Nonetheless, when analyzed based on the grade level, a statistically significant difference was found between the views of 9th and 11th-grade students, and accordingly, 9th-graders have more positive views towards EIN-based blended learning compared to 11th-graders.

Lastly, students' suggestions for a better implementation of EIN based blended learning and their intentions of using the EIN portal for their future studies were evaluated through semi-structured interviews. Their recommendations included solving the systemic problems with the EIN Platform, including more various and fun activities, developing speaking activities and a feedback system, providing computer labs for students, and decreasing the duration of some videos. On the other hand, it was uncovered that most of the students intend to utilize the EIN for future English language studies if the modifications they offered were adopted, and that their teachers guided and encouraged them in this regard.

In a nutshell, this study enhanced the use of EIN by informing students about the English activities and lesson videos available in the EIN portal and allowed students to take English lessons in a blended learning environment for the first time. Consequently, it indicated that EFL high school students' opinions about EIN-based blended learning were neutral.

6.1. Pedagogical Implications

Based on the findings and the related discussion, this study offers the following implications for English language teachers, EFL learners, teacher educators, and EIN course and material developers for potential future pedagogical practice.

- The reason why students had neutral views towards the implementation of blended learning might have stemmed from their views about the online portal, which is the

EIN portal in this study. Therefore, the initial action plan of the authorities responsible for the EIN portal should be to upgrade its infrastructure and make it more user-friendly so that users can access and complete the activities without waiting and being distracted and teachers can implement blended learning more successfully.

- The reason that the students had more favourable opinions towards face-to-face instruction may be because they have not previously participated in blended learning or are not accustomed to this type of setting. Therefore, it is significant to educate both in-service and pre-service teachers about how to integrate blended learning in their classrooms so that students can get familiar with the blended learning setting.
- EIN English content needs to be enriched and diversified in accordance with the curriculum of each grade. Especially, considering the fact that there are fewer activities and videos for 11^{th} graders, more activities and videos should be created for this grade level.
- Keeping in mind that the digital divide is still persistent among some students, it is critical for the success of blended learning settings that each school is equipped with a computer classroom with internet connectivity that students can easily access and use.
- It is beneficial for EFL students to complete online activities on EIN to improve their language skills, especially for vocabulary development.
- It is helpful for EFL students to watch the course videos and complete the associated exercises on EIN to reinforce what they have learned in the school course.
- When incorporating an LMS into a blended learning setting, it is significant to provide students with teacher feedback rather than merely an automated feedback system since this improves motivation, interaction, and quality of learning.
- It is valuable to assign tasks and activities on an LMS, which is the EIN portal in the current study, to improve students' autonomous behaviours.
- It should be highlighted that disparities in computer skills and gender do not necessarily influence students' opinions. However, grade level has an impact on students' opinions of blended learning. Therefore, it is important to select a type of blended learning appropriate to the grade level and avoid giving pupils too many online activities and tasks given their busy school schedules and other obligations.

- It is crucial for teachers to post activities relevant to the learning outcome on the EIN portal and inform students about them so that students are aware of the existence of such activities and can easily find them.
- It is also critical for teachers to frequently offer guidance and encouragement to students in the activities on the EIN portal for students to continue using the website since students do not have sufficient motivation and knowledge about using the EIN portal without teacher guidance.
- To improve the efficacy of blended learning in K-12 schools, it is critical for teachers to strengthen EIN's usage both within and outside of the classroom as a learning management system for reinforcing what has been learned, conducting assessments, providing feedback on assignments, and communicating.
- It can be useful to educate and encourage teachers to create learning materials for the EIN portal with various rewards or motivators to ensure the diversity of EIN's activities and continuity in this regard.
- Last but not least, incorporating blended learning into EFL school programs is beneficial since it aids in the development of language abilities, provides students with teacher feedback, promotes cooperation, interaction, and socialization in the classroom, and contributes to increasing students' motivation and autonomy.

6.2. Suggestions for Further Studies

This study has also some recommendations for future research. Firstly, this study employed the EIN portal as an LMS for the online component of the blended learning, thus the participants' perspectives on the EIN portal dominated their views regarding the online part. Prospective studies are suggested to implement different LMSs into blended learning environment in order to get various viewpoints on blended learning. Secondly, this study was only conducted with high school students; subsequent studies on this subject are recommended to be carried out with secondary and elementary school pupils. Thirdly, although the outcomes of this study are reflective of similar high school settings, the study should be repeated in diverse high school settings such as technical and vocational, religious vocational, science, and fine arts high schools. Fourthly, considering the number of participants in this study is limited to 122 pupils, upcoming investigations should involve an extensive sample of students from all grade levels. Fifthly, the study's focus was solely on the implementation of blended learning in the EFL setting, which offers once-weekly 4-hour English courses. Future research should be

carried out in project schools that offer intensive English classes. Sixthly, given that the implementation period was only 8 weeks, prospective research should be conducted over a longer time. Lastly, this study only included students' perceptions of EIN-based blended learning; future studies may benefit from including teachers' perspectives on EIN-based blended learning as well.

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APPENDICES

Appendix 1. Lise öğrencilerinin EBA temelli harmanlanmış eğitim (yüz yüze ve internet üzerinden) ve uygulama süreci üzerine görüş anketi

Bu anket yabancı dil eğitimi kapsamında lise öğrencilerinin EBA temelli harmanlanmış eğitim hakkındaki görüş ve düşüncelerini tespit etmek amacıyla hazırlanmıştır. Anketteki sorulara vereceğiniz yanıtların doğruluğu, araştırmanın niteliği açısından oldukça önemlidir. Katkılarınız ile gerçekleşecek bu çalışmanın, gelecekte bu yoldaki çalışmalara ışık tutması beklenmektedir. Ayıracağınız zaman ve katkılarınız için şimdiden teşekkür ederiz.

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Bu bölümde kişisel bilgilerinizle ilgili sorular yer almaktadır. Bu bilgiler 3. Şahıslarla paylaşılmayacaktır.

Adı-Soyadı:
Sınıfı:
Cinsiyet: Kız ( ) Erkek ( )
Bilgisayar kullanma becerileriniz: Çok İyi () İyi ( ) Orta ( ) Zayıf ( )

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

	1	**2**	**3**	**4**	**5**
SORULAR	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Kısmen Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**

a. EBA Portalı (Kullanım ve İçerik)

1	EBA üzerindeki çalışmalar dersleri daha düzenli takip etmemi sağlıyor.	**1**	**2**	**3**	**4**	**5**
2	EBA portalında ihtiyaç duyduğum her an yardım alabiliyorum.	**1**	**2**	**3**	**4**	**5**

3	EBA portalına istediğim her yerden erişim sağlayabiliyorum.	**1**	**2**	**3**	**4**	**5**
4	EBA portalındaki yönlendirmeler oldukça yeterli.	**1**	**2**	**3**	**4**	**5**
5	EBA portalını oldukça net ve kullanışlı buluyorum.	**1**	**2**	**3**	**4**	**5**
6	EBA portalında yapılan çalışmalar yüz yüze yapılan çalışmalar kadar etkili değil.	**1**	**2**	**3**	**4**	**5**
7	EBA portalındaki bölümler oldukça kapsamlı ve ders hedeflerine yönelik hazırlanmış.	**1**	**2**	**3**	**4**	**5**
8	Tüm bölümlerdeki amaçlar açıkça belirtilmiş.	**1**	**2**	**3**	**4**	**5**
9	EBA portalındaki tüm alıştırmalar net bir şekilde açıklanmıştır.	**1**	**2**	**3**	**4**	**5**
10	EBA portalındaki bölümler öğrenme ihtiyaçlarımı karşılıyor.	**1**	**2**	**3**	**4**	**5**
11	EBA üzerinden yapılan çalışmalar yüz yüze eğitimi tamamlıyor.	**1**	**2**	**3**	**4**	**5**
12	EBA portalındaki çalışmaları yüz yüze derslere paralel olarak yapabiliyorum.	**1**	**2**	**3**	**4**	**5**
13	EBA portalı bana birçok dinleme ve okuma pratiği yapma fırsatı veriyor.	**1**	**2**	**3**	**4**	**5**
14	EBA portalında kolayca yazma alıştırması yapıp öğretmenime gönderebiliyorum.	**1**	**2**	**3**	**4**	**5**
15	EBA portalındaki alıştırmalarla kelime bilgimi geliştirebiliyorum.	**1**	**2**	**3**	**4**	**5**
16	EBA portalındaki gramer çalışmaları bu konudaki ihtiyacımı gideriyor.	**1**	**2**	**3**	**4**	**5**
17	EBA portalındaki gramer çalışmaları bu konudaki yeterliliğimi geliştiriyor.	**1**	**2**	**3**	**4**	**5**

B. Yüz yüze dersler (Uygulama-İçerik)

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

C. Değerlendirme

28	EBA portalındaki alıştırmaların değerlendirme kriterleri bizi neyi nasıl yapacağımız konusunda yönlendiriyor.	**1**	**2**	**3**	**4**	**5**
29	Yüz yüze derslerdeki alıştırmalarda öğretmenimizin kılavuzluğu bize çok yardımcı oluyor.	**1**	**2**	**3**	**4**	**5**

30	EBA portalındaki alıştırmaların değerlendirme kriterleri oldukça net ve anlaşılır.	**1**	**2**	**3**	**4**	**5**
31	Yüz yüze dersler süresince yapılan quizler ve ara sınavlar neyi ne kadar öğrendiğimizi ve gelişimimizi gösteriyor.	**1**	**2**	**3**	**4**	**5**

D. Öğrencilerin harmanlanmış öğrenme üzerine genel görüşleri

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

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

Appendix 2. Yabancı Dil Olarak İngilizce Öğretimi Kapsamında EBA temelli Harmanlanmış Öğrenme Üzerine Yarı-yapılandırılmış Görüşme Soruları

1. Yabancı dil olarak İngilizce öğretimi kapsamında EBA temelli harmanlanmış öğrenme beklenti ve ihtiyaçlarınızı ne derece karşılamaktadır?
2. EBA temelli harmanlanmış öğrenmenin dil eğitiminiz için faydalı olduğunu düşünüyor musunuz? Evet ise, ne şekilde?
3. EBA temelli harmanlanmış öğrenmenin öğrenciler için herhangi bir dezavantajı var mıdır? Evet ise, ne tür dezavantajları vardır?
4. EBA portalındaki aktivitelere ulaşmakta sıkıntı çekiyor musunuz? Evet ise, bu durum EBA kullanma isteğinizi azaltıyor mu?
5. EBA temelli harmanlanmış öğrenme yoluyla en çok hangi dil becerilerinizi geliştirdiğinizi düşünüyorsunuz?
6. EBA platformunda öğretmeninizden aldığınız geri dönütlerin dil gelişiminiz için faydalı olduğunu düşünüyor musunuz?
7. EBA temelli harmanlanmış öğrenmenin öğrenci özerkliğinizi desteklediğini düşünüyor musunuz? Evet ise, nasıl?
8. EBA temelli harmanlanmış öğrenmenin İngilizce öğrenme motivasyonunuzu artırdığını düşünüyor musunuz? Evet ise, ne şekilde?
9. EBA temelli harmanlanmış öğrenmenin sınıf atmosferi ve etkileşimi nasıl etkilediğini düşünüyorsunuz?
10. Yabancı dil olarak İngilizce öğretimi kapsamında EBA temelli harmanlanmış öğrenmenin daha iyi uygulanması adına herhangi bir tavsiyeniz var mı?
11. EBA portalındaki İngilizce içeriklerden daha önce haberdar mıydınız ve dil gelişiminiz için bundan sonra EBA'yı kullanmaya devam etmeyi planlıyor musunuz?

Appendix 3. Approval of Ethical Committee

T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-62919 21.03.2022
Konu : Etik Kurul Başvurusu

REKTÖRLÜK MAKAMINA
Sayın Dr. Öğr. Üyesi Hayriye AVARA
Öğretim Üyesi

İlgi : 08.03.2022 tarihli ve 979 sayılı yazı.

"Education Informatics Network (EIN) Based Blended Learning in EFL Context: High School Students' Perceptions and Attitudes (Yabancı Dil Olarak İngilizce Öğretimi Bağlamında Eğitim Bilişim Ağı (EBA) Temelli Harmanlanmış Öğrenme: Lise Öğrencilerinin Algıları ve Tutumları)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir.

Bilgilerinizi rica ederim.

Doç.Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:
1- Dr. Hayriye Avara Başvuru Değerlendirme 979 (1 Sayfa)
2- Etik Kurul İzni (17 Sayfa)

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Bilgi için: Melike BAŞ
Unvanı: Etik Kurul Üyesi
Tel No: 1

AMASYA ÜNİVERSİTESİ

SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU

Ek-1

Araştırmanın Başlığı: Education Informatics Network (EIN) Based Blended Learning in EFL Context: High School Students' Perceptions and Attitudes (Yabancı Dil Olarak İngilizce Öğretimi Bağlamında Eğitim Bilişim Ağı (EBA) Temelli Harmanlanmış Öğrenme: Lise Öğrencilerinin Algıları ve Tutumları)	
Başvuru Formunun Etik Kurula geldiği tarih	08.03.2022
Başvuru Formunun Etik Kurulda incelendiği tarih	17.03.2022
Karar tarihi	17.03.2022

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad, soyad ve imzaları.

(Başkan)
Doç. Dr. Songül KEÇECİ KURT

(Üye-Bşk Yardımcısı)
Dr. Öğr. Üyesi Fatih CAN

(Üye- Raportör)
Dr. Öğr. Üyesi Melike BAŞ

(Üye)
Doç. Dr. Kürşat EFE

(Üye)
Dr. Öğr. Üyesi Davut AĞBAL

(Üye)
Dr. Öğr. Üyesi Mustafa YILDIZ

Appendix 4. Permission Mail for the Use of the Questionnaire

Appendix 5. Permission for Research Application

T.C.
SAMSUN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-27485554-605.01-48924064
Konu : Elif AY KAYA' nın
Araştırma Uygulama İzni

29.04.2022

DAĞITIM YERLERİNE

İlgi : a)Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21/01/2020 tarihli ve 81576613-10.06.01-E. 1563890- 2020/2 sayılı Genelgesi,
b)Amasya Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 22/04/2022 tarihli ve 68015 sayılı yazısı.

Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı Yüksek Lisans Öğrencisi Elif AY KAYA' nın ; İlimiz Vezirköprü ilçesindeki Köprülüler Anadolu Lisesi öğrencilerine yönelik "Yabancı Dil Olarak İngilizce Öğretimi Bağlamında Eba Temelli Harmanlanmış Öğrenme: Lise Öğrencilerinin Algı ve Tutumları " başlıklı tez çalışması yapmak istediğine ilişkin ilgi (b) yazı ve ekleri, ilgi (a) genelgeye göre incelenmiş ve komisyon tarafından uygun görülmüştür.

Söz konusu çalışmanın komisyon kararı doğrultusunda, uygulama sorularını çalışmayı yapan kişi tarafından raporlanarak, Müdürlüğümüz Ar-Ge Birimine gönderilmesine dikkat edilerek, yüz yüze eğitim öğretime ara verilmesi gözönüne alınarak onlıne, örgün eğitimin tam olarak başlamasıyla birlikte denetimi ilçe milli eğitim müdürlükleri/okul idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre yapılmasının sağlanması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Murat YİĞİT
Vali a.
İl Millî Eğitim Müdürü

Ekler :
1- İlgi (b) yazı ve ekleri
2-29/04/2022 tarihli komisyon kararı

DAĞITIM:
Gereği:
Vezirköprü İlçe Kaymakamlığına
(İlçe Milli Eğitim Müdürlüğü)

Bilgi:
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CURRICULUM VITAE

ELİF AY KAYA

Education

Graduate Education 2021- 2023	Amasya University Institute of Social Sciences English Language Education (Asst. Prof. Dr. Hayriye AVARA)
Undergraduate Education 2010-2014	Marmara University Faculty of Education English Language Teaching

Work Experience

2014-2017	Mezraa Secondary School Samsun / Vezirköprü
2017-…	Köprülüler Anatolian High School Samsun / Vezirköprü