

Perceptions of Blended Learning in an EFL Setting

Final report

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1. Practical context

The context for this study is an intensive English program at Dokuz Eylül University – School of Foreign Languages in Turkey. The School of Foreign Languages provides intensive language classes to students who come from different parts of Turkey and the world. Students who are to study in English-medium faculties take a one-year compulsory English preparatory course if they do not meet the English language proficiency requirements.

Students spend one academic year in this program to improve their English and pass the proficiency test given at the end of the year. When they pass the proficiency exam or meet this requirement in an alternative way (via equivalent exams such as TOEFL, YDS), they can start their English-medium academic program in their faculties.

In the 2015/2016 academic year in which data collection took place, the program had 2400 students enrolled, with 140 instructors employed to teach these students.

Open Mind

Open Mind is an English adult course textbook series published by Macmillan Education. The school of foreign languages used this textbook series for its main course. Additionally, institutions blended their instruction with the publisher's online component - Macmillan Online Workbook & Resource Centre (Appendix 3). Students used their printed textbooks in class and signed in the online platform outside the classroom for practice and revision purposes. Students' performance in the online platform was checked by class teachers and used as an added value for their final grades. Once students signed up for the online workbook, they were able to start the exercises right away. The instructors were required to sign up for the system to check their students' progress.

2. Overall aims of research

No matter how new blended learning is for many of us, when the matter is the integration of technology into language instruction, educators, doubtlessly, tend to adopt this innovation immediately to improve their programs. However, it has never been as simple as that. In such cases, an appropriate blend, teacher and student training, assessment, and technological literacy become key concerns of institutions for blended instruction to run smoothly. In this research context, blended learning is being used for the first time. Therefore, in this study, my objective was to find out the attitudes of students' and instructors to a one-year blended learning English course and their views on its effectiveness.

Research Questions

1. What are the students' and instructors' perceptions of blended learning in a one-year English course?
2. To what extent does blended learning respond to the needs and expectations of the students?
3. Do the students' perceptions change throughout the one-year blended learning course?

3. Background reading

Is blended learning a new kind of technology-integrated learning or an approach for effective teaching using the right blend? In fact, blended learning as an approach is not something new. "Blended learning is a 'buzz' word in language teaching. However, it has been in use for almost 20 years and its meaning has been constantly changing during this period" (Sharpe, Benfield, Roberts, & Francis 2006, cited in Sharma, 2010, p.456). Claypole (2003) has argued that "blended learning is not a new matter, it is indeed the logical development of previous attempts involving the mixing of methods of teaching." Generally speaking, it is simply a teaching model including more than one

delivery mode. Basically, blended learning refers to the principle that teachers use different media, try different modes and strategies to maximise learning. As such, blended learning has always been in the ELT world.

What is new is that, today, the rapid development of technology, specifically computer science, combines all different media and presents alternative and simpler delivery options. As Bath & Bourke (2010) state, with advances in technology, teachers find new opportunities to rethink and deliver their courses in which teachers' roles and the students' individual cognitive experiences are being supported and facilitated. Considering the immense impact of developing technology in every single part of the world, this natural evolution of learning, presumably, has been expected. Masie (2006) and Massy (2006) state that it is very likely for blended learning to become such a frequent, everyday educational convention that the "blended" foreword will be no longer in use and we will refer it as just learning.

Osguthorpe & Graham (2003) identified six reasons why institutions should adopt blended learning: (1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost effectiveness, and (6) ease of revision. More specifically, Garrison & Kanuka (2004) explained the effectiveness of blended learning with regards to social constructivism as follows:

What makes blended learning particularly effective is its ability to facilitate a community of inquiry. Community provides the stabilizing, cohesive influence that balances the open communication and limitless access to information on the Internet. Communities also provide the condition for free and open dialogue, critical debate, negotiation and agreement (p.97).

As for language skills, Garrison & Kanuka (2004) state that "a concomitant property of learning with internet communication technology is that it has a significant educational implication resulting from the emphasis on written communication" (p. 97). Additionally, blended learning has a positive effect on students' performance, increases students' participation in class and their motivation (López-Pérez et al.,2012; Liu, 2013; Hughes, 2007).

For many, blended learning could be just an integration of an online platform where you can keep multimedia materials to use in language class. From that standpoint, Delialioglu & Yıldırım (2008) simply summarize its effectiveness as follows: "a carefully designed and well implemented online instruction can help students access more information faster, can give opportunity to use multimedia environments to reach multiple senses of students, and provide support in understanding the content" (p. 475).

In the last decade, numerous studies which examined the effectiveness and perceptions of blended learning have been done in the field of ELT. Table 1 summarises several representative studies which show the overall understanding of blended learning and its success. In particular, students' attitudes and effectiveness of programs were investigated. The common point of the studies listed below is that blended learning has a positive effect on learning in an EFL/ESL context.

Table.1. *Overview of Findings from Studies of Blended Learning in ESL/EFL Contexts.*

Studies in the World	
Research Study	Research Focus
Al-Jarf (2005); Ekmekçi (2014)	Positive effect of Blended Learning in ESL/EFL contexts
Hui, Hu, Clark, Tam & Milton (2007)	
Borau, Ullrich, Feng & Shen (2009)	
Muscarà, Beercock (2010);Pazio (2010)	
Shih (2010);Amir, Ismail & Hussin (2011)	
GrGurović (2011); Kavaliauskienė (2011);	
Jia, Chen, Ding & Ruan (2012)Miyazoe & Anderson	
(2012);Pop & Slev (2012); Yang (2012);Adas & Bakir	
(2013);Oberg & Daniels (2013); Šafranj (2013)	
Yang, Chuang, Li, &Tseng (2013)	
Studies in the World	
Research Study	Research Focus
Sagarra & Zapata (2008)	Positive Attitudes of Learners and Teachers towards Blended Learning in ESL/EFL contexts
Comas-Quinn, Mar Domingo & Valentine (2009)	
Bueno-Alastuey & López Pérez (2014)	
Caner (2009); Kırkgöz (2011)	
Baturay, Daloğlu & Yıldırım (2010)	

The research in this study builds on existing knowledge in the field of blended learning in ELT. The studies listed and categorized above were selected from the ones which examined the integration of online tools into face-to-face instruction. These tools were online workbooks, wikis, blogs, mobile applications, social media platforms, etc. All applications, technically, were serving the purpose of blended learning. Therefore, considering the findings of studies illustrated above, there seems to be a general consensus that blended learning has positive outcomes in EFL/ESL contexts.

4. Methodology

Concerning the aim of this study, Mackey & Gass (2005) suggest that a survey, as a form of quantitative research method, mostly in the form of questionnaires, is one of the most commonly used methods when the focus is investigating the opinions or attitudes of large groups of participants. Likewise, Dörnyei (2007) argues that using quantitative methods removes the stress of idiosyncratic human variability and personal bias and brings objectivity to the study. Therefore, primarily, a questionnaire was developed and used as an instrument to gather information about participants' attitudes. Dörnyei (2007) also points out that quantitative instruments are not always enough, and they are limited in terms of judging the subjective variety of individual life. Hence, he suggests the integration of quantitative and qualitative methods. Besides the surveys, a qualitative research method (in the form of interviews) was included in this study to allow for an in-depth analysis of students' and instructors' attitudes towards blended learning. Such a combination of quantitative and qualitative methods is called 'mixed methods research'. Dörnyei (2007) emphasizes the importance of mixed method research as follows: "the main attraction of mixed methods research has been the fact that by

using both quantitative and qualitative approaches researchers can bring out the best of both paradigms, thereby combining quantitative and qualitative research strengths” (p.45). Dörnyei (2007) also suggests that the strength of one method can compensate for the other’s weakness.

Participants

For the questionnaire, there were 400 students aged 18 to 22. All the participants were chosen equally from four proficiency levels (A1-A2-B1-B1+). Additionally, at the end of the spring semester 100 instructors were given a questionnaire. For interviews, 16 students and 10 instructors participated. All participants were chosen from those who volunteered to contribute to the study.

As for the sampling strategy, stratified random sampling (a form of probability sampling strategy) was used in this research for the quantitative method (questionnaires). That is to say, the levels to choose participants from were specified but the student participants were chosen randomly. In a quantitative method the key is sampling size since representativeness of the outcomes is the ultimate goal. However, as Dörnyei (2007) states, there is no simple rule to decide optimal size. In this case, researchers either take similar studies as an example or use the published calculations and tables. For this research, a stratified random sample of 400 students (from a population of 2400) distributed equally across four levels was chosen. Additionally, 100 instructors were chosen from the population of 140.

In addition, 16 students, equally selected from each proficiency level, and 10 instructors, regardless of any sort of categorization, were interviewed.

Finally, I took ethical issues into account. All participants were clear about the purpose of the research and what was expected of them as they were given a written explanation and consent form to sign in advance. I also ensured that participants felt no pressure or stress.

Data Collection

Questionnaires

In order to examine the participants’ attitudes regarding blended learning instruction, two questionnaires (for students and instructors) were used at the end of each term. These questionnaires, adapted from Akkoyunlu & Soylu (2008), were originally designed to understand the perceptions of students and instructors regarding blended learning. The questionnaires developed for the present study were slightly modified to fit the blended learning format of the institution and for the purpose of the study. The students’ questionnaire had 52 five-point items (I Strongly Disagree/ I Disagree /I am neutral/ I agree/ I strongly agree) that focus on the perceptions of blended learning and its implementation process under 4 categories: (a) Online platform, (b) Face-to-face sessions, (c) Assessment, (d) Learners’ views on blended learning in general (Appendix 1). Besides, the questionnaire developed for instructors had 13 five-point items (I Strongly Disagree/ I Disagree /I partially agree/ I agree/ I strongly agree) that only focus on instructors’ views on blended learning (Appendix 2). The reliability of the final forms of the surveys were calculated using Cronbach’s alpha and scores were ; Online platform:.899, Face-to-face Instruction:.867, Assessment: .894, General views: .934) and .892 for instructors, which are satisfactory reliability levels.

Interviews

To triangulate the findings of surveys and for further in-depth analysis of participants’ views, semi-structured interviews were conducted with students and instructors. Research questions were prepared in English. However, to encourage respondents to speak more freely, all interviews were conducted in participants’ native language.

Procedures

At the end of the first term (January) and second term (May), four hundred students completed the questionnaire during their class hours. Two weeks prior to the end of the 2nd term, the questionnaire developed for instructors was administered to fifty participants for piloting purposes. After its reliability analysis, in the following week the questionnaire was administered to the targeted number of people, which was one hundred.

In the final week of the term, selected students and instructors were invited to have interviews regarding their views about the blended learning environment in their institution.

5. Findings and discussion

5.1. RQ.1. What are the students' and instructors' perceptions of blended learning in a one-year English course?

Students

In the first administration, the results indicate that students' attitudes vary according to different aspects of blended learning. When I analysed the results of the questionnaire in terms of subcategories (a) Online Platform, (b) Face-to-face Instruction, (c) Assessment, (d) general views on blended learning, I can see their perception towards these subcategories in detail. The mean scores related to the relevant subcategories are presented in Table 2.

Table 2. Students' Views on Blended Learning

Items on	N	Mean	Std. Deviation
Face-to-Face Instruction	400	3.91	.70
Assessment	400	3.01	.71
Online Platform	400	2.68	.76
General Views	400	2.42	.81

As can be seen in Table 2, our students still favour having face to face instruction in the classroom (M=3.91; SD=.70). They partially agree that assessment activities and tasks are useful to some extent as a blended instruction (M=3.01; SD =.71). On the other hand, they are not completely satisfied with the online platform (M=2.68; SD =.76), and, their general views on blended learning are negative (M=2.42; SD =.81), which justifies that the online tool used in this blended instruction seems to be regarded as ineffective. This is also indicated in the following extracts from the interviews with students.

The major complaint about blended learning was the implementation. Most students were happy with the idea but they found some problems in practice. For example, students 2 and 5 stated:

“I think the idea is fine but the implication is rubbish. Especially, I really want to talk about how inadequate the system is in term of technical features. I still – we have almost finished the term- couldn't enrol in online class. Online platform doesn't help me practice, it gives me trouble”. (S2)

“I think blended learning is good as an idea but in terms of implication, it is not sufficient I think. On the other hand, I think it also has complementary function. You can revise the things you missed in class”. (S5)

The design of the online tool was not favourable for some students. For example, students 1 and 15 stated:

“I think blended learning format could be more effective. In this way, we (are) kind of get bored and it seems like a burden to us”. (S1)

“I enjoyed this language program here very much, specifically our discussion based lessons. But the only thing I don’t like is the online activities. They are more like boring homework which I find useless”. (S15)

Student 13 expressed his desire to have more paper based exercises instead of online practice as follows:

“If there was no online platform and we had more paper based exercises instead, it would be easy for us to develop our proficiency. Online platform was a waste of time at all”. (S13)

On the other hand, student 14 explained the causes of the problems reasonably as shown in the following extract:

“In general, it is ok, but there are things to be developed. It is a new model in this institution maybe that’s why there are some problems with it”. (S14)

In line with the general result of the students’ questionnaire, some students have had positive perceptions about blended learning and stated their positive opinions during the interviews. For example, students 3, 5, 8 and 14 expressed their contentment about listening practice as follows:

“I am personally happy with blended learning but I think listening audios could be more difficult on the online platform because during the listening exam, what we listen to is much more difficult. But I am generally positive to this blended learning”. (S3)

“At the beginning of the year, I almost have no listening skills but with the help of this online platform, I feel like I can understand more. I think it was definitely useful for my listening skill. But, online system has no contribution to my speaking skills.” (S5)

“Listening, all audios are uploaded to the system and I can listen many times with even scripts. By this way, I always understand. This develops my listening skill. Reading parts is also one of my favourites because they are very rich in terms of content and visual design.” (S8)

As for the vocabulary development, students 3 and 11 found the online tools useful and stated their satisfaction as follows:

“To be honest with you, I am content with the blended learning and online platform. It has some visual parts which helps me develop my vocabulary. In face-to-face instruction, we have opportunity to interact in English with our teachers”. (S6)

“It is the first time I have tried such online platform for language learning, and I cannot say it is completely successful but it still has good sides. For example, it helped me to develop my vocabulary” (S11)

Instructors

Just like the students, the instructors were also involved in this blended learning experience. One research question addressed instructors’ attitudes related to blended learning and its implementation. Both qualitative and quantitative research methods were used to collect data. The data gathered for this purpose suggest that instructors have slightly positive perceptions of blended learning. The consensus view suggests that the online platform in blended learning is a practical, innovative method for students to be more autonomous and to provide more input and individualized practice. Table 3 illustrates the mean scores of instructors’ responses to questionnaire items.

Table 3. Instructors’ Views on Blended Learning

Items	N	Mean	Std. Deviation
4. Students can study at their own pace with online platform.	100	4.07	.93
3. I believe that students can learn language effectively by integrating the materials in the class with the online platform.	100	4.02	1.08
1. Blended learning has positive impact on students.	100	3.94	.87
9. Being able to practice through PC or mobile devices provides huge practicality for students.	100	3.92	1.01
12. Blended learning helps learners develop receptive skills (Listening - Reading).	100	3.90	1.07
2. Blended learning makes students autonomous.	100	3.66	.93
7. Blended learning motivates students.	100	3.49	.96
11. Blended learning makes the course more communicative.	100	3.45	.92
8. Blended learning makes students responsible for the course.	100	3.27	1.08
13. Blended learning helps learners develop productive skills (Speaking - Writing).	100	3.19	.92

6. Modules in the online platform meet students' needs.	100	3.04	.87
5. Learning the contents through the online activities is easier for students than face-to-face instruction.	100	2.62	.98
10. I believe that students can learn English only through the printed materials.	100	2.11	.70

First of all, questionnaire items 3 ($M= 4.02, SD= 1.08$) and 10 ($M= 2.11, SD= .700$) indicate that instructors see online studies as a useful tool. However, the rating for the questionnaire item 5 ($M= 2.62, SD= .982$) shows that instructors consider face-to-face instruction as a primary medium and online studies as more complementary. As for the views of instructors on the effectiveness of blended learning in teaching skills, items 12 ($M= 3.90, SD= 1.07$) and 13 ($M= 3.19, SD= .928$) indicate that blended instruction is efficient for receptive skills but not for productive skills that much.

Similarly, the instructors indicated during the interviews that they were mostly happy with the idea of blended learning, and they also believe that blended learning has positive effect on students' learning. The following extracts from the interviews with instructors reflect their ideas related to their perception of blended learning.

With regards to language exposure, one instructor stressed the positive effect of blended learning for amount of exposure as shown in the following extract:

“In language learning, we always try to raise the amount of the exposure in terms of foreign language. I think the online platform, which students could access even with their mobile phones, makes them spend more time with English. I like it.”

The following extracts show that instructors were content with the implementation of blended learning as it provided practice opportunities for listening skill, grammar and vocabulary.

“As our students are never willing to read outside the classroom, they generally fail to extend their vocabulary. But what I observed this year is, just because they practice the words they learnt in online platform, their written productions were better in terms of lexical richness.”

“Our blended system at schools has many advantages. First, it gives grammatical and lexical practice to students. And, I find listening exercises very useful for them.”

“Vocabulary is the major problem of foreign language learners. One of the biggest advantages of this online platform is that it gives students various – mostly fun – vocabulary exercises. For example; puzzles, matching etc.

As for the practicality, two instructors expressed their opinions about how blended instruction made learning easier for students as follows:

“It is a platform worth trying. It has more advantages than disadvantages. It allows teachers to monitor their students' progress more closely than traditional methods. This way of learning is also very practical, and students can assess it anytime and

anywhere. (...) I think blended learning boosted my students interest and engagement.”

“I think technology always makes learning easy. Today with this practicality, one can learn a language in a very short time.”

Turning the other side of the argument, some instructors – although they are happy with the idea of blended learning – expressed some problems about the implication of the blended instruction. The following extracts reflect instructors’ opinions with regards to drawbacks of the blended instruction.

“Registration process was so long and painful. I think this demotivated the students at the beginning of the course. It should be simpler. Not everybody is expert in technology.”

“I couldn’t create my online class for a long time. There should be more technical help for some teachers. The online activities are good but the students always tell that they get bored. And online platform has nothing for speaking skill.”

“The online platform is much simpler than I expected. It is full of some gap filling and matching exercises. I think it should be more interactive and more creative.”

5.2. RQ 2. To what extent does blended learning respond to the needs and expectations of the students?

In the 21st century, in the new era of learning and teaching, the needs and expectations of language learners are rather different and technology oriented. That is to say, all teaching is somehow blended with technology or net-based solutions. No matter how highly rated the positive effect of technology in education is, blended learning may not be successful unless it is designed according to learners’ needs and expectations (Marsh, 2012). In the present survey, questionnaire items 10, 12 and 50 sought to find out learners’ opinions with respect to complementarity function of the blend (see Table 4). The analysis of the related questionnaire items revealed that the blended learning format was not fully satisfactory to fulfil students’ expectations and needs. This could be explained as unsuccessful analysis of the needs prior to curriculum design or as the inability of the online platform in serving its purpose.

Table 4. Students’ Views on Their Needs and Expectations in Blended Learning.

Items	N	Mean	Std. Deviation
50. Online workbook is a useful tool for me to study on my own.	400	2.65	1.21
10. Modules in the online platform meet my needs.	400	2.61	1.04
12. I can study and practice language items in the online platform parallel to the face-to-face schedule.	400	2.51	1.15

In particular, students are neutral with items 50 and 10 and disagree with item 12. In line with these rating, following extracts justify the fact that students had both positive and negative opinion about needs and expectations:

“It is good to have all skills practice in one place” (S13)

“Online platform is like a homework. Every time I go home I have something to do to practice my English. Also it helps me to memorize the newly learnt vocabulary” (S3)

“With online studies I cannot develop myself, I get lost with them.” (S9)

“I think online studies are waste of time. Students do them just to get scores. I wouldn’t do them if they weren’t compulsory and didn’t have additional value on my final grade.” (S15)

5.3. RQ 3. Do the students’ perceptions change throughout one-year blended learning instruction?

Table 4 illustrates the differences between students’ views towards blended learning in two separate administrations. Same students were given a questionnaire both at the end of the Fall term and Spring term. This research question seeks to find out whether students opinions change regarding the use and effectiveness of blended learning throughout the academic year. The time for students to perceive the blend may take longer or vary. Therefore, two separate administrations of the questionnaire were considered as crucial. As can be seen in Table 4, the data reveal that the mean scores of the students’ ratings for each questionnaire section in two separate administrations seem to be close. When the ‘p’ levels are taken into consideration (online platform - .372, Face-to-face Instruction - .932, Assessment - .656, General Views - .292), the results from the t-test suggest that there is no significant difference between two administrations. That is to say, students’ attitudes towards blended learning remained the same after the first data collection at the end of the Fall term.

Table 5. Comparison of the Students’ Views in Two Different Questionnaire Administrations

	1. Administration			2. Administration		t	p
	N	Mean	SD	Mean	SD		
Online Platform	400	2.67	.75	2.71	.67	-.89	.37
Face-to-Face Instruction	400	3.91	.70	3.90	.69	.08	.93
Assessment	400	3.05	.71	3.07	.67	-.44	.65
General Views	400	2.42	.81	2.48	.78	-1.05	.29

6. Conclusions and recommendations

The findings of the study provided detailed information about how teachers and students experienced teaching and learning in a blended learning environment. The data yielded by this study provide strong evidence that student participants have some positive attitudes as well as negative towards blended learning English course in their institution. On the other hand, instructor participants expressed relatively positive opinions about the idea and the implementation of blended instruction.

With regards to students' attitudes towards blended learning, the analysis of the questionnaires revealed that majority of the students found face-to-face instruction more effective than online studies. This could be explained by the students' readiness level for a blended instruction and adaptation. For students having only traditional face-to-face instruction in their previous education, it is expected for them not to accept new teaching model readily. To get better results, the new way of instruction should be piloted with small groups. Furthermore, interview transcripts showed that students were in favour of the idea of blended learning but not satisfied with the implementation and online tool. In such cases, amendment of the online tool should be the first action plan since it plays the major role in the success of blended instruction.

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Appendix 1

Questionnaire on learners' views on blended learning and its implementation process

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

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

NAME: _____ LEVEL: _____
 CLASS: _____ DATE: _____
 GENDER: MALE: FEMALE: AGE: _____

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

QUESTIONS	1	2	3	4	5
	I Strongly Disagree	I Disagree	I am neutral	I agree	I Strongly agree

a. Online platform (Usage - Content)

1	The online practice helps me to follow courses easily	1	2	3	4	5
2	Whenever I need help in the online platform I can get it	1	2	3	4	5
3	I can reach the online platform wherever I want	1	2	3	4	5
4	The instructions in the online platform are quite enough for me	1	2	3	4	5
5	I find the online platform quite clear and user-friendly	1	2	3	4	5
6	Online practice is not as effective as face to face sessions	1	2	3	4	5
7	Modules in the online platform are quite comprehensive including all the objectives of the course	1	2	3	4	5
8	The objectives of the course in all modules are always defined clearly	1	2	3	4	5
9	Learning and teaching activities in all modules are always explained clearly.	1	2	3	4	5
10	Modules in the online platform meet my needs	1	2	3	4	5
11	Online studies completes face-to-face sessions and satisfy my needs considerably in terms of extra practice	1	2	3	4	5
12	I can study and practice language items in the online platform parallel to the face-to-face schedule.	1	2	3	4	5
13	Online Platform provides plenty of opportunities to practice my listening and reading skills	1	2	3	4	5
14	I can easily do writing assignments and submit to my teacher through online platform	1	2	3	4	5
15	I can extend my vocabulary with exercises in the online platform	1	2	3	4	5
16	Grammar practice in the online platform helps me satisfy my needs in learning English.	1	2	3	4	5
17	Grammar practice in the online platform helps me develop my competency	1	2	3	4	5

QUESTIONS	1	2	3	4	5
	I Strongly Disagree	I Disagree	I am neutral	I agree	I Strongly agree

b.Face to Face sessions (Usage - Content)

18	Worksheets given in the classroom help me to understand what I have learned	1	2	3	4	5
19	When the students missed some contents (or classes), the teacher completes missing contents during the face to face sessions	1	2	3	4	5
20	Generally, I can find the answers to my questions during the face to face sessions	1	2	3	4	5
21	Face to face sessions help me to learn about the contents of a unit in detail	1	2	3	4	5
22	Sharing and discussion environment in face to face sessions are quite good.	1	2	3	4	5
23	It is better to have interactional studies during face to face sessions compared to online learning	1	2	3	4	5
24	Face to face interaction is quite useful for understanding the subject much better.	1	2	3	4	5
25	Face to face environment with gestures and mime is quite effective	1	2	3	4	5
26	Face to face interaction helps me to learn better and assists in the retention of information about the subject	1	2	3	4	5
27	If something went wrong in the online platform, we would need face to face interaction to make things clear.	1	2	3	4	5

c.Assesment

28	Evaluation criteria in the online platform guide us in how and what to do in our tasks/exercises	1	2	3	4	5
29	Mentoring about the tasks in face-to-face sessions help us a lot	1	2	3	4	5
30	Evaluation criteria for the exercises in the online platform are clear and understandable	1	2	3	4	5
31	Quizzes and mid-term exams during face to face sessions help me to understand what I have learned and reflect my progress	1	2	3	4	5

QUESTIONS	1	2	3	4	5
	I Strongly Disagree	I Disagree	I am neutral	I agree	I Strongly agree

d.Learners' views on blended learning in general

32	Learning through website makes me responsible for the course.	1	2	3	4	5
33	Learning the contents through the online platform is much more interesting than the materials used in class.	1	2	3	4	5
34	My motivation is very low while I am studying in the online platform	1	2	3	4	5
35	It is a very new and different way to study in the online platform	1	2	3	4	5
36	It is very difficult to study in the online platform for me.	1	2	3	4	5
37	Attending the class with online preparation helps me learn a lot.	1	2	3	4	5
38	I believe that online learning is a very effective system	1	2	3	4	5
39	I can study by myself in a more comfortable and in a quiet environment in the online platform.	1	2	3	4	5
40	Learning the subject through the online activities is easier for me.	1	2	3	4	5
41	Studying on the online platform helps me make plans	1	2	3	4	5
42	I can study at my own pace through the online platform	1	2	3	4	5
43	I get bored when I study English with the online platform	1	2	3	4	5
44	The online platform helps us prepare for the course.	1	2	3	4	5
45	I can study over and over again in the online platform	1	2	3	4	5
46	Online practice boosts my effectiveness in classroom	1	2	3	4	5
47	Online practice makes me more competitive in my own learning	1	2	3	4	5
48	Online practice makes me spend more time on my learning	1	2	3	4	5
49	Being able to practice through PC or mobile devices provides huge practicality for me.	1	2	3	4	5
50	Online workbook is a useful tool for me to study on my own	1	2	3	4	5
51	Teaching program with online practice shifted my whole understanding of language learning.	1	2	3	4	5
52	It is frustrating to do tasks through online platform for me.	1	2	3	4	5

Appendix 2

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

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

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

I. Name:

II. Gender: Male Female

III. Years of experience:

1-3 3-5 5-10

10-15 More than 15 years

Date:

IV. Your educational background:

BA Department:

MA Department:

Graduate?: Yes No Student

PhD Department:

Graduate?: Yes No Student

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

QUESTIONS	1	2	3	4	5
	Strongly Disagree	Disagree	Partially Agree	Agree	Strongly Agree

Instructors' views on blended learning in general

1	Blended learning has positive impact on students.	1	2	3	4	5
2	Blended learning makes students autonomous	1	2	3	4	5
3	I believe that students can learn language effectively by integrating the materials in the class with the online platform.	1	2	3	4	5
4	Students can study at their own pace with online platform	1	2	3	4	5
5	Learning the contents through the online activities is easier for students than face-to-face instruction	1	2	3	4	5
6	Modules in the in the online platform meet students' needs	1	2	3	4	5
7	Blended learning motivates students	1	2	3	4	5
8	Blended learning makes students responsible for the course.	1	2	3	4	5
9	Being able to practice through PC or mobile devices provides huge practicality for students	1	2	3	4	5
10	I believe that students can learn English only through the printed materials.	1	2	3	4	5
11	Blended learning makes the course more communicative.	1	2	3	4	5
12	Blended learning helps learners develop receptive skills (Listening - Reading)	1	2	3	4	5
13	Blended learning helps learners develop productive skills (Speaking - Writing)	1	2	3	4	5

Appendix 3

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Open Mind Intermediate > Unit 6 > Decisions, decisions

Listening: predicting

Look at the pictures. What do you think Debbie is going to talk about? Select the best answer.



a. her boss
b. her holiday
c. her friends and family

< 1 2 > Submit answer Show correct answers

Back to Unit Go to another section < >

Open Mind Intermediate > Unit 6 > Decisions, decisions

Grammar 1: third conditional

Select the correct options to complete the sentences.

1. What if you
a. had you done
b. would you have done
c. should you have done


2. I if I to university.

3. If she to study science, she a doctor.

4. If you me who she was, I her!

5. I this house if you me the money.

6. He his driving test if he so nervous.



< 1 2 3 > Submit answer Show correct answers