



An investigation into university EFL students' and instructors' perceptions of using a learning management system

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Abstract

The aim of this study is to investigate Turkish EFL students' and their instructors' perceptions of using a learning management system (MyELT) in a blended learning context. The study was conducted at a state university with 129 preparatory class students, and 4 instructors of English. In order to collect data, a close-ended questionnaire was used. Semi-structured interviews were conducted with the instructors. While the quantitative data was analysed by means of SPSS, the qualitative data was analysed through content analysis. The results indicated that the students generally have positive perceptions about the practicality of MyELT though they were not as sure about its usefulness. The findings showed no significant difference between male and female students' perceptions and between students who had easy and limited access to the internet. Similarly, no significant correlation was found between students' perceptions and their average grade scores. Although the instructors believed in the pedagogical value of the MyELT, they regarded it unsuccessful in their own context due to a number of reasons such as students' lack of required ICT skills and some technical failures.

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1. Introduction

We are living in an age of technology. The striking effect of new technologies can be clearly seen and felt in all fields of life and education is not an exception. A wide range of educational technologies are now available which separate today's technologically supported classrooms from the traditional classrooms of the past. Especially the use of computers and computer-related technologies over the years has had a big influence on the transformation of traditional classrooms and the language teaching is the field which, most probably, has benefited from these developments most.

Integrating computer technologies into language curriculum can enhance language learning and teaching in a number of different ways, such as increasing learner interest and motivation, providing access to authentic input, interaction and feedback, and providing instructors means for organizing

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course content (Golonka et.al., 2014). However, according to Kern (2013), there are some issues to take into consideration in order to enable a successful integration of technology that will make sure that teachers as well as students will accept and value the use of technology such as accessibility, availability and reliability of the technology, varying levels of tech-savviness of teachers and learners, the need for knowing the ways of managing technical problems etc.

The main problem behind this study is that Turkey is still a developing country where there is no permanent use of educational technologies at all levels of education. As İçli (2001) states, what makes developed countries different from developing countries is that the former has the features of information society and if Turkey wants to bridge the gap between the developed countries, new social and economic politics should be developed. Having an educational system conforming to modern standards is regarded an indispensable part of these politics.

Each of the points mentioned by Kern (2013) can be a source of problem while integrating new technologies into education. This being the case, it becomes compulsory to detect and define the problems encountered through this process in different contexts.

Although it is usually the institutions that decide to use a particular piece of technology in their curriculum, those who really experience the whole process are the teachers and the learners. In that respect, their experiences, beliefs, attitudes and perceptions of what they use are significant factors in foreseeing whether the process will work successfully or not. In consideration of all these, this study aims to investigate Turkish students of English as a foreign language (EFL) and their instructors' perceptions of using a learning management system (LMS), MyELT, in a blended learning context.

1.1. Literature review

Today, learning management systems (LMSs) can be regarded as the most popular and widely used Web 2.0 tools that are specifically developed for the field of education. Often used synonymously with Virtual Learning Environments (VLEs) and Content Management Systems (CMSs), LMSs have been defined by various academicians and educationists in a number of different ways.

In simplest terms, LMSs can be defined as software for delivering, tracking and managing education (Oneto, Abel, Herder, Smits, 2009). Hall (2003) also provides a similar but more comprehensive definition stating that an LMS is a software that automates the administration of training events by managing the log-in of registered users and course catalogs, recording data from learners and, providing reports to management.

Although these two definitions above can shed light on what an LMS is, it still seems difficult to visualize the real functions of LMSs. Therefore, a third definition must be provided to include the fact that LMS, or CMSs, are web-based platforms allowing instructors and students to share instructional materials, make class announcements, submit and return course assignments and, communicate with each other online (Lonn & Teasley, 2009).

Dudeney & Hockly (2007) state that LMS incorporate a number of different Web 2.0 tools into one single platform such as blogs, wikis, forums, text and audio chat. In addition to that, learners can access to course content such as documents, lectures, and do activities such as tests and quizzes. As for the teachers, it is a convenient tool to follow and observe students' development anytime and anywhere and it allows for keeping an eye on the students outside the classroom, thus expanding the borders of instruction beyond the classroom (Dudeney & Hockly, 2007).

A growing body of research has been conducted regarding the use of LMSs in language instruction. First and foremost, it was found out that learners' perceptions and attitudes towards the use of LMSs play a significant role in determining the success of an LMS (Raaij, Erik, Schepers, 2008). The

findings of a similar study revealed that there was a positive correlation between perceived usefulness and LMS usage intention.

Mohsen and Shafeeq's study (2014) showed that EFL teachers had positive perceptions of using Blackboard, a widely used LMS all through the world, as they believed it improved student-teacher relationship and made teaching-learning process more effective. Likewise, Fageeh and Mekheimer (2013) found out that using Blackboard for online discussions and online peer review activities improved upper-intermediate EFL students' attitudes towards academic writing. However, technical problems related to internet connection and the Blackboard were determined to be important factors influencing students' attitudes toward the LMS negatively.

In a study conducted by Bilgin (2010), it was found out that the use of an LMS, named MAC, had a positive effect on improving university students' reading and listening skills, as well as their overall achievement, although it was not very effective on the development of vocabulary and grammar. Khaii, Ahmadi and Gharib's study (2014) indicated that while the use of an LMS, Schoology, did not improve adult learners' autonomous learning skills, it did help them improve their reading strategies in the target language.

The findings of another study conducted in Malaysia suggested that learners enhance their writing abilities and understanding of certain subjects through communication with peers and lecturers by using an LMS (Hamat, Azman, Noor, Bakar, Nor, 2014). Lastly, it was found out that using an LMS may affect the acquisition of vocabulary positively. (Kritikou, Stavroulaki, Paradia, Demestichas, 2010).

As McFarlane (2003) states, "These systems are generating much interest in education and we are only just beginning to understand the theoretical and real affordances and constraints of these systems" (p.224). In that respect, it is not difficult to foresee that learning management systems have the potential of being an indispensable part of the teaching-learning environments in the future. Therefore, the main motivation behind this study is to contribute to the relevant literature as there is a scarcity of studies which focus on learners' and instructors' experiences and perceptions of using LMSs for language learning and teaching. The findings of this study can provide a kind of guidance for institutions considering of integrating a learning management system or another piece of computer-related technology into their instruction.

1.2. Research questions

In order to find out Turkish EFL students' and instructors' perceptions of using an LMS for language learning, two main research questions were formulated:

Research Question 1: What are Turkish EFL students' perceptions of using MyELT in a blended learning context?

1.1 Is there a statistically significant difference between male and female students in their perceptions of using MyELT?

1.2 Is there a statistically significant difference between students who have easy and limited access to the internet in their perceptions of using MyELT?

1.3 What is the correlation between students' perceptions and their average grade scores?

Research Question 2: What are Turkish EFL instructors' perceptions of using MyELT in a blended learning context?

2. Methodology

2.1. Participants

This study was conducted at a state university with 129 Turkish EFL students, determined based on convenience sampling, and 4 EFL instructors with Turkish origins. A sample of convenience basically refers to “drawing samples that are both easily accessible and willing to participate in the study” (Teddlie & Yu, 2007, p.78). The 4 instructor participants of this study were the only instructors who were responsible for conducting the computer laboratory lessons. Therefore, they took part in the study.

The students, all of whom were engineering majors, were part of the English Preparatory Class Program and they were studying English voluntarily. According to the Common European Framework of Reference (CEFR), the students’ English level was B1 at the time of the study and they had 20 hours of English classes per week during two semesters. The average age of the students was 19.5 and their average grade point was 69.5 out of 100. While female students constituted 24.8% of the group, this percentage was 75.2 % with the male students.

2.2. Instruments

In this study, a close-ended questionnaire was used for gathering data from the students. The instructors participated in semi-structured interviews. In order to prepare the student questionnaire, the researcher created an item pool by reviewing the relevant literature (Bilgin, 2011; Fageeh, 2015; Grgurovic, 2011; Kobayashi & Little, 2011). Out of that pool, 28 items were chosen by taking the characteristics of the participants and the context of the study into consideration. An educational specialist examined the items and the number of items was reduced to 27. It was piloted in a prep class with 24 students selected based on convenience sampling. Students did not report any problems regarding the clarity and comprehensibility of the questionnaire. As a result of that, no changes were made on the instrument by the researcher.

The questionnaire was consisted of two main parts. The first 8 items in the questionnaire included items which aimed to investigate the basic demographic information, habits, frequency and skills of computer and internet usage, the availability of internet and finally computer facilities of the students whereas the remaining 19 items aimed to find out their perceptions of using the learning management system on the basis of perceived usefulness, perceived practicality, and general satisfaction.

The questionnaire was prepared in Turkish, which is the native language of the students, in order to ensure the clarity and the comprehensibility of the items. Students responded to the questionnaire on a Likert-type scale including 5 intervals from strongly disagree to totally agree. The reliability of the instrument was checked by using SPSS statistics and the Cronbach Alpha coefficient was found out to be .917 indicating a scientifically acceptable value as values over .70 are generally indicative of internal consistency (Tavakol & Dennick, 2011).

Semi-structured interviews were conducted with the researchers as interviews can produce a wealth of information and cover any number of content areas, providing a relatively inexpensive and efficient way to collect a wide variety of data not requiring formal testing (Marczyk, DeMatteo, Festinger, 2005). The interviews consisted of 3 open-ended questions which aimed to investigate the reflections of the instructors’ experiences in regard to the use of the LMS throughout the entire year.

2.3. Data Collection Procedures

The LMS used in this study is MyELT which is a LMS specifically developed for language learning. MyELT is also a production of National Geographic Learning to which students would be able to enroll via the content access code available in the books they would purchase. For the enrollment, students needed a course key and a content access code. While content access codes were available in the course books students had purchased, course keys were created by instructors that showed which class students were in (e.g. prep 5, prep 17). After the enrollment process had been completed, students began to use MyELT either at home or at the computer lab for supplementary language exercises, ranging from vocabulary to pronunciation, which would constitute 15% of their final grade.

In order to collect data from the students, a semi-structured questionnaire, which is a method of quantitative methodology, was utilized while investigating students' perceptions through which it is easier to reach many more people when compared to qualitative methods. The questionnaires were handed out to the participants two weeks before the end of the academic year. 129 students chosen based on convenience filled in the questionnaire.

Qualitative data was gathered through the interviews with the instructors as it allows getting an in-depth opinion from a limited number of participants (Dawson, 2002). The interviews with the instructors were conducted at appointed times in the last week of the academic year. The interview questions were asked to the instructors in the same order and they were informed that their answers were audio recorded. The interviews lasted between 10-20 minutes.

2.4. Data Analysis

As this study aims to find out what are Turkish EFL learners' and instructors' perceptions of using an LMS, the findings were analyzed descriptively which is concerned with describing a phenomenon in detail by using a variety of data collection methods such as frequencies, percentages, correlations, content analysis etc. (Nassaji, 2015).

In this study, the quantitative data was analyzed by using SPSS 17.0 programme. Research questions 1.1 and 1.2 were answered by using T-test which can be defined as the simplest test to determine whether two groups differ (Larson-Hall, 2010, p.137). In order to answer research question 1.3 correlational statistics were utilized. Correlational statistics are used to determine the association between two variables. (Larson-Hall, 2010, p.137). In order to answer research question 2, the qualitative data was analyzed by using content analysis, which entails systematically working through each transcript by assigning codes such as numbers or words in order to specify characteristics in the text (Dawson, 2005).

3. Results

As was mentioned in the previous chapter, a Likert-type questionnaire including 19 items was used in order to capture the students' perceptions of the use of MyELT based on perceived practicality, perceived usefulness and general satisfaction levels.

Table 1. Descriptive statistics for students' perceptions of the practicality of MyELT

Items	Agree		Indecisive		Disagree		<i>M</i>	<i>SD</i>
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
1. It is easy to use MyELT	78	60.5	22	17.1	29	22.5	3.52	1.15
2. I can use MyELT without help.	96	74.4	15	11.6	18	14	3.88	1.06
5. I can use MyELT outside the laboratory hours.	99	76.8	11	8.5	19	14.7	3.82	1.08
7. It was easy to learn how to use MyELT.	100	77.5	15	11.6	14	10.9	3.89	1.02
9. The design of the MyELT page is understandable and clear.	76	58.9	26	20.2	27	20.9	3.41	1.02

As Table 1 clearly shows, students tend to perceive the practicality of using MyELT positively. Item 7 got the highest mean value in this category, with a 77.5% of agreement that it was easy for the students to learn how to use MyELT. In addition to this, Item 9 got the lowest mean value (20.9% disagree; 20.2% neither agree nor disagree) showing that students are not as sure that the design of the web page is understandable and practical as they are about the rest of the items in this category. However, it is possible to say that, in general, there is a broad agreement on the practicality of the use of MyELT. In table 2 below, descriptive statistics for students' perceptions on the level of perceived usefulness are given:

Table 2. Descriptive statistics for students' perceptions of the usefulness of MyELT

Items	Agree		Indecisive		Disagree		<i>M</i>	<i>SD</i>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
3. MyELT brings variety to the learning environment.	70	54.5	17	13.2	42	32.6	3.24	1.15
4. MyELT answers to my learning needs.	56	43.4	41	31.8	32	24.8	3.15	0.99
6. MyELT provides a useful learning environment.	56	43.4	40	31	33	25.6	3.16	1.02
8. The resources provided by MyELT help me improve my English.	54	41.9	41	31.8	34	26.3	3.17	1.01
10. MyELT is useful for me in terms of acquiring self-study habits.	48	37.2	40	31	41	31.8	3.06	1.08
11. To study with MyELT has increased my motivation for learning English.	49	38	39	30.2	41	31.8	3.04	1.12
12. MyELT is useful for improving my grammar.	62	48.1	26	20.2	41	31.8	3.17	1.14
13. MyELT is useful for improving my vocabulary.	58	45	34	26.4	37	28.7	3.17	1.13
14. MyELT is useful for improving my reading skills.	64	49.6	22	17.1	43	33.3	3.18	1.18
15. MyELT is useful for improving my listening skills.	72	55.8	25	19.4	32	24.8	3.37	1.20
16. MyELT is useful for improving my writing skills	51	39.6	33	25.6	45	34.9	2.96	1.12
17. I can monitor my own learning performance.	56	43.4	42	32.6	31	24	3.21	1.03

As it can be seen from Table 2, 12 items were directed to the students on the level of perceived usefulness. The results of the student questionnaire revealed that students were not as positive and sure about the usefulness of MyELT for language learning as they were about its practicality of use. It

is easy to notice from the table that item 15 got the highest mean value on this level as nearly 56 % of the participants agreed MyELT helped them improve their listening skills. Similarly, for the third item just over half of the students (54.5 % agree) reported that MyELT brought variety to their learning environment. Nearly half of the students believed that MyELT was useful for improving their reading skills (49.6 % agree) and grammar (48.1 % agree).

However, item 10 got the lowest mean value on the level of perceived usefulness as only 37.2 % of the participants agreed MyELT helped them acquire self-study habits. Similarly, only 38 % of the participants reported that MyELT had increased their motivation for learning English. Table 3 below illustrates the descriptive statistics for students' perceptions on the level of general satisfaction:

Table 3. Descriptive statistics for students' perceptions on the level of general satisfaction

Items	Agree		Indecisive		Disagree		M	SD
	N	%	N	%	N	%		
18. I am content with using MyELT.	49	38	41	31.8	39	30.3	3.03	1.17
19. I would like to use a system like MyELT in my further studies	41	31.8	38	29.5	50	38.8	2.76	1.23

As can be seen from Table 3, only 38% of the students declared that they were content with using MyELT. When it comes to the nineteenth and the last item in the questionnaire, it can be seen that only 31,8% of the participants would like to use a system like MyELT in their further education.

3.1. Male and Female Students' Perceptions of using MyELT

In order to answer research question 1.1, the overall mean values of male and female students were compared by using T-test. The findings of this analysis are summarized in Table 4 below:

Table 4. Independent Samples t-test results for male and female students' perceptions of using MyELT.

Gender	N	Mean	SD	T	Df	p
Male	97	3.33	.723	-1.752	127	.082
Female	32	3.08	.588			

It can be deduced from Table 4 that there is no statistically significant difference between male and female students' perceptions of using MyELT as only a *p* value smaller than .05 indicates a significant difference between two groups.

3.2. Students' Internet Access Chance and Perceptions of MyELT

To answer research question 1.2, the overall mean values of learners' who had easy and limited access to the internet were compared by using T-test. The findings are as follows in table 5:

Table 5. Independent Samples t-test results for students having easy and limited access to the internet

Access	N	Mean	SD	T
Easy	70	3.28	.677	-268
Limited	59	3.25	.728	

The findings of the T-test indicated no significant difference between students who had easy and limited access to the internet in their perceptions of using MyELT ($p > .05$).

3.3. Correlation Between Students' Perceptions and Their Average Grade Scores

The research question 1.3 was answered by using correlational statistics. The findings are illustrated in Table 6:

Table 6. The findings of the correlational analysis between learners' perceptions and their average grade scores

Variables	N	P	R
Learners' perceptions	129	.145	.101
Average grade scores			

The findings for this research question did not demonstrate a significant relationship between learners' perceptions of using MyELT and their average grade scores ($p > .05$).

3.4. Instructors' Perceptions of Using MyELT

The data obtained through interviews with the instructors revealed that although they tend to perceive the use of MyELT positively due to its pedagogical affordances in terms of language learning, the case is not always so simple and a number of shortcomings occurred due to various factors.

First of all, according to the instructors, the most striking contribution of MyELT to the students is that it helped improve their information and communication technologies (ICT) skills such as using e-mail, registering and signing up for an account and using the internet for educational purposes. Now that they have been familiar with using ICT is regarded a positive outcome of a long and difficult process by the instructors. An example statement is given below:

"Students had a lot of trouble in using technology. And what we did was to get them to interact with technology. They learned things like using the computer and sending e-mail. In my opinion, that has been the most important outcome" (Instructor 4).

Secondly, instructors agreed on the point that MyELT provided the learners with a variety of useful exercises which help reinforce and improve learners' language skills. The fact that exercises are in parallel with the course book gets the students to review and practice what was learned in the classroom. An example statements is given below:

"The most obvious benefit of MyELT was the chance of revision, but only for those who really did the activities. The listening-speaking activities were really effective" (Instructor 3).

Thirdly, the interviews with the instructors revealed that a decrease in students' motivation for using MyELT had been observed through the year which, according to the instructors, may have resulted from some technical reasons. Example statements are given below:

"I think one of biggest problems is that the system allows for cheating. Some of my students said that they could see the correct answer before doing the exercise" (Instructor 1).

"The system was quite sensitive to the spelling rules, capitals and lower-cases. Students had difficulties because of this. There were also problems about the evaluation tool of the system". (Instructor 2).

Lastly, there are a few other points the instructors noted which can make the system work better and more effectively. It can be inferred from the instructors' statements that they had complaints about the some basic limitations of system such as not being able to upload extra materials to the system for students. They also suggested the nature of the exercises be more communicative and suitable for the level of the students.

4. Discussion

The findings of this study revealed that although the student participants of this study generally had positive perceptions of using MyELT in relation to the practicality of the system, they were not as positive and sure about the usefulness of MyELT for language learning as they were about its practicality of use. This finding shows consistence with Khoii et.al.'s study (2014) which found out that using an LMS did not have a positive impact on Iranian students' autonomous learning skills.

Although nearly half of the students had positive perceptions of using MyELT for improving their listening skills, reading skills and grammar, that was not the case with the writing skills and vocabulary acquisition as the majority of the students did not appreciate the pedadogical value of MyELT in these two areas. While the findings of this study coincide with Bilgin's study (2010) which revealed that use of a particular LMS had a positive impact on the development of reading and listening, a contradiction has been found out with some other studies that showed the usefulness of using an LMS on improving students' writing skills and vocabulary (e.g. Hamat, et.al, 2014; Kritikou,et.al, 2010).

The findings indicated no significant difference between male and female students which is consistent with Öztürk's study (2012) which found out that Turkish students' opinions about CALL do not vary significantly in terms of their gender. Similarly, no statistically significant difference was found between students who had easy and limited access to the internet, which is in contrast with Fageh and Mekheimer's study (2013) as they showed that technical problems related to internet connection influenced students' attitudes towards the use of an LMS negatively. And thirdly, in contrast to Kabayashi and Little's study (2011), the findings indicated no significant correlation between students' perceptions and their average grade scores.

The findings of the interviews indicated that the instructors tend to perceive the use of MyELT positively in general. Although they obviously appreciate the potential value of MyELT in terms of language learning, they are very well aware of the problems stemming from such factors as students' weak ICT skills, their lack of motivation towards using the LMS and the deficits and the limitations of the system which seem to have had a negative impact on the instructors' perceptions of using MyELT. This finding coincides with Baskaran and Shafeeq's study (2015) as the findings of their study suggested that despite having positive perceptions of using computer assisted language learning, the instructors of English had concerns about the ICT facilities of their workplace.

The instructors also mentioned a number of technical failures which, according to them, left a negative mark on the students' perceptions of using the system. For example, the system was quite sensitive to the capitals and lower-cases and there were problems in the evaluation and grading tool of the system. Moreover, they offered some alternative ways to make the system more effective for language learning such as adding to the system the function of uploading extra materials, making the exercises more communicative and providing each student with different exercises based on his/her strengths and weaknesses.

As a result of the instructors' experiences with the system, it can be concluded that they are, indeed, positive about the potential value of MyELT for language learning. However, the context they used the system in made it difficult to benefit from its full potential, the reasons of which were mentioned previously. Moreover, the shortcomings and some technical failures of the system also played a negative role in determining the success of the whole process.

The findings of this study reveal several implications for a successful integration of technology and LMSs into language curriculum. The process of integrating computer related technologies into teaching/learning environment is not always quite easy which brings along its various difficulties and problems. Therefore, as Kern (2013) stated, the issues of accessibility, availability and reliability of the technology, varying levels of tech-savviness of teachers and learners, the need for knowing the ways of managing technical problems etc should be taken into consideration which will ensure students' and teachers' acceptance of a particular piece of technology.

First of all, the well-preparedness of educators as well as learners is of crucial importance in determining the success of the integration process. The lack of required ICT skills may cause frustration, confusion and resistance among the students towards the use of the technology. In order to overcome such a situation, students should be provided with extensive guidance on using that particular piece of technology.

Not only learners but also educators should also be given the same kind of guidance. Unless the educators have a solid grasp of using the new technologies, it becomes impossible for them to provide the learners with effective guidance in using educational technologies and to tackle and manage the possible technical problems they and their students may confront.

In our age, a wide range of technologies are available for using in language learning and teaching and thus, it is another significant point to choose the most suitable type of technology for the context it will be used. In doing so, firstly students' learning needs and their capabilities should be taken into account. It is not appropriate to choose type of technologies which require quite complex ICT skills if the students are not familiar with using educational technologies at all.

Another point which is of crucial importance is to keep the students motivated for using educational technologies. Although understanding and identifying each and every factor influencing learner motivation goes beyond the scope of this study, it can be suggested that the type of technologies that will be used, should be interesting and challenging for learners. Therefore, the tools which have an interactive nature, appeal to multiple senses, let the students communicate with each other and with outer world and thus use the target language in authentic context are likely to be more interesting for the students.

5. Conclusion

In sum, it is quite clear that integrating new technologies into language curriculum is not always a straightforward process which requires an important amount of forethought and planning before taking

the action. Some minor details which are often ignored can cause big problems and ruin the whole process.

The findings of this study revealed Turkish EFL students' and instructors' perceptions of using an LMS for learning English in a blended learning context. As this study employed a non-experimental design, the findings cannot be generalized to the whole population. In order to make up for that, researchers may consider implementing experimental or quasi-experimental research on the effects of using an LMS or a particular piece of technology on learners' overall language performance and/or on specific language skills.

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İngilizce öğretiminde bir öğrenme yönetim sistemi kullanımına yönelik öğrenci ve okutman algıları

Öz

Bu çalışma İngilizceyi yabancı dil olarak öğrenen Türk hazırlık sınıfı öğrencilerinin ve İngilizce okutmanlarının, harmanlanmış öğrenme bağlamında bir öğrenme yönetim sistemi (MyELT) kullanmaya yönelik algılarını araştırmayı amaçlamaktadır. İngilizce hazırlık programında okuyan 129 öğrenci ve yine aynı yerde görev yapan 4 okutman çalışmanın katılımcılarını oluşturmaktadır. 19 madde içeren kapalı uçlu bir anket ve yarı yapılandırılmış görüşmeler veri toplamak amacıyla kullanılmıştır. Toplanan nicel veriler SPSS aracılığıyla analiz edilirken, nitel veriler içerik analizi yöntemiyle analiz edilmiştir. Elde edilen bulgular ışığında, öğrencilerin bu öğrenme yönetim sistemine yaklaşımlarının kullanım kolaylığı açısından pozitif olduğu, fakat dil öğrenimine yönelik sağladığı faydalar konusunda bu kadar emin olmadıkları görülmüştür. Çalışmanın sonuçları, kız ve erkek öğrencilerin bu sistemi kullanmaya yönelik algıları arasında, ve internete erişim imkanı rahat ve sınırlı olan öğrencilerin algıları arasında istatistiksel olarak önemli bir fark olmadığını göstermiştir. Yine aynı şekilde, öğrencilerin akademik ortalamaları ile bu sisteme kullanmaya yönelik algıları arasında önemli bir korelasyon olmadığı bulunmuştur. Okutmanların ise bu sistemin eğitsel açıdan ciddi bir değer taşıdığına inanmalarına rağmen, öğrencilerin bu teknolojileri kullanabilmeleri adına gerekli olan temel bilgi ve becerilerde yetersiz olmaları ve bazı teknik problemlere bağlı olarak sürecin başarıyla sonuçlanmadığını düşündükleri ortaya çıkmıştır.

Anahtar Sözcükler: Bilgisayar destekli dil öğrenimi; web tabanlı dil öğretmeni; öğrenme yönetim sistemleri; harmanlanmış öğrenme; web 2.0 araçları.

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