



MOODLE as a Potential Tool for Language Education under the Shadow of COVID-19*

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ABSTRACT

Purpose: This study aims to find out whether the use of MOODLE in English lessons as a tool for blended instruction makes a significant difference to the students' language journey.

Research Methods: This is quasi-experimental research by nature, utilizing a mixed-method approach as the most appropriate tradition. In this study, 44 students ranging in age from 16 to 18 selected on the basis of a convenience sampling technique participated. After a fifteen-week treatment of MOODLE with the experimental group, paired samples T-test was applied to see if there was any difference between the two groups. A questionnaire and semi-structured interviews were also conducted to gain a deeper insight into students' experience with MOODLE.

Findings: Quantitative data revealed that there was statistically significant difference between the experimental group and the control group, suggesting potential contribution of MOODLE to learners' language achievement in blended EFL lessons. In the same vein, the qualitative data affirmed that most of the students were satisfied with using MOODLE to support English lessons.

Implications for Research and Practice: Since there is a statistically significant difference between the 1st and 2nd English exam scores of the students in the experimental group ($t=3.085$ sig=0.005), MOODLE proves to be an effective online learning tool supporting blended learning. The findings of the study also provide empirical evidence for integrating blended-instruction with MOODLE in foreign EFL lessons and valuable information to the Ministry of National Education (MONE) about employing blended-instruction with MOODLE in EFL classes.

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Introduction

The rapid developments in the field of information and communication technologies (ICT) and the spread of the internet worldwide have made technology an indispensable tool for education and foreign language education as well. Recent studies in the area suggest that the effective use of educational technology can help education systems work better and more effectively (Saltan, 2017; Akcayir & Akcayir, 2018).

The evolution of Web 2.0 has presented an opportunity for educators and instructional technologists to rethink their way of teaching and improve the quality of instructional design of their courses through innovation in teaching and learning (Lalima & Dangwal, 2017; Kazanidis, Pellas, Fotaris, & Tsinakos, 2018). Within the context of English Language Teaching (ELT), technology integration brings about innovations that make language learning both more authentic and meaningful (Warschauer & Kern, 2000; Warschauer & Meskill, 2000; Young, 2003). As a result, various new delivery modes such as e-learning, flipped learning, massive open online courses (MOOCs), and blended learning have been introduced in parallel with the recent advances in technology.

In today's increasingly 'online' world, offering e-learning has become one of the alternatives, not only in the dissemination of education, but also in enriching learning experiences and overcoming the obstacles of space and time (Elango, 2008). In addition to full online courses, there is a new form of e-learning, typically referred to as blended education, which is defined as the combination of traditional and online teaching (Graham, 2006). The online learning environment provides flexibility and efficiency, which cannot be assured in a classroom environment, whereas a face-to-face instruction ensures interaction in which the students will need guidance for learning (Morgan, 2002). Blended education is likely to combine ideally the advantageous aspects of both types of instruction (Zhang & Zhong, 2018). Considering the advantages, blended learning has been viewed as a learning model that can facilitate challenges in learning (Siregar, Siregar, & Siregar, 2019). Likewise, English language instructors cannot be indifferent to this type of education, which is increasingly applied to English language teaching all over the world.

Innovations and new approaches are seen as essential to improve the quality of studies in the field of ELT as well as other educational studies (Boticki, Hoic-Bozic, & Budiscak, 2009). Among these innovations, the Learning Management Systems (LMSs), in other words, Course Management Systems (CMSs) are one of the most efficient and effective ways to organize the educational process, allowing us to gain a good deal of pedagogical benefits concerning power, speed, and accessibility of content (Kyzy, Ismailova & Dundar, 2018). CMSs are web-based applications that run on a server and are accessed by a web browser. These are systems that are used to simplify the creation and administration of learning content (Cole & Foster, 2007). A CMS allows content to be stored, retrieved, edited, updated and then outputted in various of ways. These systems can be used to support face-to-face instruction or for complete online distance learning (Robb, 2004). That is why LMSs have been widely

promoted and applied by many middle schools, colleges, and universities (Zhang & Zhong, 2018). Inspired by this trend, though its embryonic stage, this study was an attempt to see to what extent it would work in a Turkish EFL context.

Literature review

Blended-learning

In recent years, blended learning has attracted more attention as it incorporates the benefits of traditional classroom-centered teaching and web-based learning. As a complementary rather than alternative to traditional face to face instruction, blended learning has been adopted by more and more educators and learners (Graham, 2006). The term “blended learning” often refers to a course methodology or learning activity that combines online and traditional face to face instruction (de Leng, Dolmans, Donkers, Muijtjens & van der Vleuten, 2010).

Previous research shows that blended learning has a positive effect on perceived quality and student satisfaction in the teaching and learning processes. In blended learning, most students become better prepared for class (Saltan, 2017), write more effective and longer papers, perform better on exams (Garnham & Kaleta, 2002), produce higher quality projects (Cameron, 2003), have more meaningful discussions on course material (King, 2002), demonstrate a deeper exploration of concepts and, improve their language skills, particularly their reading and writing skills (Fachri & Eros, 2018).

On the other hand, it may cause some problems unless blended learning is formed carefully. Stein and Graham (2014) also stressed that there should be a rationale behind the blending models and they should be designed to provide better learning environments for learners. Blending multi technologies or/and instructional environments without significant justifications may result in chaos for learners.

ICT and the Internet in ELT

The advancements in information communication technologies (ICT) and the Internet have significantly affected education including language teaching. The use of ICT and the Internet in language teaching has provided new opportunities for language teachers to have a more interactive and learner-centered classroom environment (Chou, 2010).

ICT and the Internet are powerful tools to assist language teaching (Warschauer & Meskill, 2000). They enable learners to learn vocabulary better with the support of visual media (Karakas & Saricoban, 2012), to improve their writing skills and grammar (Kocoglu, 2010), and to learn how to pronounce foreign words appropriately by providing native speakers' correct pronunciation of the words (Suryani, Syahrizal & Fauziah, 2019). Students can engage in more meaningful tasks. The authentic opportunities that the Internet provides also increase language learners' motivation towards learning activities (Ilter, 2009).

Regarding all these reported above, the use of ICT in schools is also underlined by OECD (2001) as a necessity for improving quality in teaching and learning. Regarding the benefits of ICT in education, the Ministry of National Education (MONE) in Turkey has made considerable investments in the hope of attaining the goal of improving the quality of education through enriching the learning environment with the help of ICT and the Internet (Gulbahar & Guven, 2008).

MOODLE as an educational tool

The modular object-oriented dynamic learning environment (MOODLE) is a free, open- source software package designed using sound pedagogical principles, to help educators create effective online learning communities. MOODLE was originally developed by Martin Dougiamas in 2002 to help educators create online courses with a focus on interaction and collaborative construction of content, and is in continual evolution (Cole & Foster, 2007).

According to Strasser (2011), MOODLE can be seen as an interactive discursive and dynamic learning environment, which allows analyzing and commenting, but mainly for creating and adapting various content with several discursive tools.

MOODLE is also a versatile course management system that has great potential for language teaching in various formats. This versatility allows MOODLE to be used in a variety of ways depending on the needs and capabilities of the school or district: from simple classroom management to pure e-learning or a “blended” combination of the two, with e-learning content and utilities extending on-site classroom learning (Pieri & Diamantini, 2009). MOODLE facilitates online content creation and collaboration, and entails various social and communication tools that support teacher-student, student-student, and teacher-teacher interactions. As an open-source product, MOODLE is also flexible in its customizations, and its use is shaped by the knowledge, learning, resources, and innovative spirit of its users rather than by the proprietary rights of vendors (Ozmen, Tansel & Tuzun, 2018).

Although there are many studies on the utilization of LMSs in ELT, there are few studies on the use of MOODLE in ELT in Turkey. Also, existing studies on MOODLE in ELT have been conducted at the university level and research at the high school level is in great need. This study aims to explore whether the use of MOODLE as a tool for blended instruction makes a difference in the success of students in English lessons (Suvorov, 2010). In this regard, the study aims to seek answers to the following questions:

- What is the impact of using MOODLE in a blended English lesson on students' achievement?

- What are the students' opinions about the effects of using MOODLE in a blended English instruction on their success?

Method

Research Design

This is quasi-experimental research by nature, utilizing also a mixed-method approach to gain deep insight into students' experience with MOODLE since it is assumed that the mixed method approach provides a broader perspective to the study as the qualitative data help describe aspects the quantitative data cannot address (Creswell, 2003).

Research Sample

In this study, 44 students participated. The control group consisted of 22 students, with 10 females and 12 males in the 11th grade. The experimental group consisted of 22 students, 12 of whom were females, and 10 of whom were males in 11th grade. Both of the groups were selected using a convenience sampling technique as they were readily available. Two of the groups were taught by the researcher. This study was conducted in a high school in Luleburgaz. Each class in the school was equipped with an interactive board and the Internet. Thus, students had access to MOODLE at the school as well as at home.

Research Instruments and Procedures

In this study, both qualitative and quantitative data collection methods were employed.

To identify whether using MOODLE in English lessons as a blended-learning method makes a significant difference in the success of the students in foreign language education, the experimental and control group were compared based on three exam results routinely administered at the end of the second semester. Instead of a standard exam, the researcher preferred to use the syllabus-oriented exams to ensure the high level of validity as they comprehensively cover the contents of the lesson. This served, in a way, as a summative assessment, which was more meaningful and pedagogically appropriate given the specific context. A further attempt was made to achieve the content and face validity of the tests by consulting colleagues in the same school and also experts in the field.

In addition to the routine exams, a questionnaire was administered to the experimental group to elicit their opinions on the use of MOODLE in English lessons as a supporting tool after a fifteen-week treatment. The items in the questionnaire were prepared in the light of the previous research studies in this field and adapted from two studies by Arslan (2009) and Aydin (2011). The questionnaire involved nine closed-ended questions in a Likert-scale format with five points (strongly agree, agree, no opinion, disagree and strongly disagree).

Semi-structured interviews were also conducted with 10 participants from the experimental group to understand the meaning of the experiences of the students in blended learning with MOODLE. The interviewees were selected using random sampling procedures. The participants were interviewed one by one. To prevent

language-related constraints, the interviews were conducted in Turkish, the native language of the interviewees. Also, in this way, it was thought that much deeper and more revealing responses from participants could be obtained. The interviews were video-recorded with the permission of the interviewees and later transcribed for the content analysis.

Before being delivered to the experimental group, the pilot study of the questionnaire and the interviews were conducted with a different class at the same grade as the experimental group.

Implementation

The course was organized in the form of blended-learning, where traditional teaching methods were combined with activities and resources presented through MOODLE. Before the online course, the students were given a tutorial to become familiar with MOODLE. During this study, the students were asked to do various tasks to become familiarized with learning English using MOODLE. Each week, the practitioner-researcher uploaded the activities and the materials. The course covered contents, such as presentations, reading, vocabulary, listening, speaking, writing and video exercises, online Hot Potatoes quizzes and homework. These activities enabled students to study and learn more about the themes on their own or when they were absent. Although there are a lot of features in MOODLE, only forum, glossary, Hot Potatoes quizzes, chat, resource and wiki features were used in this study. A gradual process was followed in this study. As students gained experience with MOODLE, a new activity was then added in line with the current school syllabus.

Data Analysis and Results

To identify whether the use of MOODLE made a difference in both 1st term and 2nd term English exam scores of the students in the experimental group and the control group, Paired Samples T-Test was applied and the results are given in Table 1.

Table 1

Paired Samples T-Test for Exam Scores

Group	N	Mean	SS	T-test		
				T	S.D.	Sig
Control 1 st Term	22	72,06	13,388	1,607	21	0,123
Experimental 1 st Term	22	67,44	9,133			
Control 2 nd Term	22	78,69	8,669	1,313	21	0,204
Experimental 2 nd Term	22	74,63	12,230			

Table 1 Continue

Group	N	Mean	SS	T-test		
				T	S.D.	Sig
Control 1 st Term	22	72,06	13,388	-2,056	21	0,052
Control 2 nd Term	22	78,69	8,669			
Experimental 1 st Term	22	65,09	12,287	-3,085	21	0,005
Experimental 2 nd Term	22	74,84	11,773			

As a result of the Paired Samples T-test indicates, that there was a statistically significant difference between the 1st and 2nd English exam scores of the students in the experimental group ($t=-3.085$ sig=0.005). This finding suggests that the use of MOODLE in blended EFL lessons increased learners' achievement, correlating with the findings of Marikar & Jayarathne (2016) and Amer & Daher (2019).

Apart from the statistical analysis, what was equally significant was to explore students' opinions about the effects of MOODLE on their achievement in English lessons as a supporting tool. The data obtained from the questionnaire were analyzed using SPSS (16.0) as displayed in Table 2.

Table 2

Students' Opinions about the Effects of MOODLE on the Success (N=22)

Item	n	M	SD
1. Using MOODLE is useful for English learning.	22	1,86	0,71
2. Using MOODLE enables me to accomplish exercises on the course book more quickly and more easily.	22	2,27	0,76
3. Using MOODLE for English learning increases my productivity.	22	1,90	0,52
4. I increased my chances of getting knowledge about homework with MOODLE.	22	1,72	0,55
5. MOODLE makes me follow English lesson content easily even if I don't attend the lessons.	22	2,22	0,81
6. MOODLE makes English learning more interesting.	22	2,27	0,88
7. MOODLE have increased my motivation to learn English.	22	2,13	0,63
8. I have become more active in English lesson using MOODLE.	22	2,59	1,05
9. Using MOODLE has increased my grades in English exams.	22	2,40	1,05

n= Number of respondents, *M*= Mean, *SD*= Stadrad Devaiton

The results presented in Table 2 clearly suggest that MOODLE proved to be efficient in English learning and most of the students appeared to be satisfied with using MOODLE to support English lessons. They held the view that using MOODLE was useful for them. Furthermore, the use of MOODLE was observed to positively affect their English learning, increasing their motivation (63.6%) and productivity (72.7%). In a similar vein, the majority of the students (40.9%) agreed that using MOODLE increased their grades in English exams. These findings were in line with the results of previous studies conducted by Kargiban & Kaffash (2011), Gunduz & Ozcan (2017), and Gulbinskienė, Masoodi & Šliogerienė (2017).

Qualitative data come from semi-structured interviews. The data collected through the interviews were processed using content analysis. It is remarkable to note that all the interviewees found MOODLE beneficial to them. To reflect the commonly-shared view, one of the participants explained its advantage as follows;

S1: I had not taken tests or completed exercises at home before MOODLE, but I started to take the quizzes which you put on MOODLE. In short, I think it is useful.

Another participant (S10) stated that:

S10: In my opinion, it is beneficial. [...] It was more useful for exams. For instance, we studied universities in the 11th unit and you made us do writing and listening exercises about universities, so it became useful for us.

One of the interviewees (S7) also informed that he learned the content of English lessons which he could not attend during one week and studied for the exam by MOODLE as follows:

S7: It was useful for me. For example: I could not come to school, but I studied the subjects that I had missed on MOODLE so I could be ready for the exam.

In addition to these, one participant (S2) reported that due to MOODLE, he increased his digital literacy as follows:

S2: I had difficulty in using MOODLE in the beginning because it is an English website, but I have learnt it in time. Then I have realized that I can use other English websites more easily thanks to MOODLE.

All of the interviewees reported that the use of MOODLE with face-to-face learning together was better than using only one of them. All of them stated that MOODLE was effective when integrated into face-to-face teaching especially for the revision and reinforcement of the subjects in English lessons. Therefore, they preferred blended learning with MOODLE as indicated by one of the interviewees:

S3: I think blended learning is better for repetition and reinforcement. We both learn at school and on MOODLE. This has changed our marks and opinions on English. In fact it changed my opinion. I did not like English last year. But this year I like it much more. I think MOODLE has a great impact on this change.

Similarly, another participant stated that:

S6: I prefer blended learning because MOODLE reinforces face-to-face learning.

As a result, the findings pertaining to the interview and the questionnaire suggest that the activities on MOODLE supported face-to-face English lessons and MOODLE was beneficial. The findings obtained in this study suggest that MOODLE might be effective when used in combination with face-to-face teaching.

Discussion, Conclusion and Recommendations

This study seeks to find out whether the use of MOODLE in English lessons as an online tool for blended instruction makes a significant difference in the achievement of the students. The majority of the students agreed that using MOODLE improved their performance, which was reflected in their English examination grades. Another remarkable result worth mentioning here was that there was a statistically significant difference between the 1st and 2nd English exam scores of the students in the experimental group. As it became clear from the result of the Paired Samples T-test, MOODLE has proved to be an effective learning tool supporting blended learning. Language learner motivation, which has been of great interest to foreign language professionals for the past several decades, is widely recognized as one of the leading factors that could play a crucial role in language learning. In many EFL countries, many teachers appear to suffer from having to teach very mechanical and grammar-based face of the English language. With the use of MOODLE, students were observed not only to increase their motivation but also their view about a foreign language as they discovered and appreciated the communicative function of a foreign language, getting involved in productive and receptive skills. It was interesting to observe that most of the students started to spend much more time on MOODLE after the first exam since their exam scores got higher.

The findings from the interview and the questionnaire indicate that the activities on MOODLE supported face-to-face English lessons, functioning a complementary role for the revision and reinforcement of the subjects in English lessons. It is also significant to note that despite the same curriculum and syllabus for all students, this blended model helped learners to progress through the content at different speed and time in accordance with their own needs, pace and abilities. With this unique feature, this blended model appealed to all kinds of learning at their level and pace, creating an atmosphere where individualized learning can take place to some degree.

Now, we have empirical evidence to believe that MOODLE can play an integral part in providing English language students with valuable language experiences. Students learning a new language need as much language support as possible and, teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities. In this regard, English teachers can benefit MOODLE to create an authentic language environment to enable their students to use the English language in their own journey. Furthermore, MOODLE has a special potential in EFL education to promote students' development of L2 digital literacy.

This study is limited to a period of 15 weeks in an environment where the high school students received English lessons for only four hours each week. However, longer treatment may have yielded more fruitful results. Due to sampling constraints, the results cannot be generalized to other settings. However, some common educational implications have already been taken to apply to other settings. Further studies can be conducted with a larger population. The impact of some variables, such as age and educational level on attitudes towards blended-learning with MOODLE can also be examined in further studies. The target population of this study was only EFL students. Teachers' perceptions and attitudes are very valuable as well, so further study can also include ELT teachers. The implementation of MOODLE on mobile phones as mobile learning (m-learning) should also be investigated.

To conclude, MOODLE, as an online tool (either blended with the traditional one or alone) can be a powerful solution to the education system during these days when the outbreak of the global novel corona -virus (COVID-19) pandemic mandates more than 160 countries to close schools, impacting millions of students. A lot of teachers in Turkey and elsewhere are exploring, with great interest, joy and sometimes a little bit pain, new models and options for distance learning not only to mitigate the loss of learning as directed and encouraged by the Turkish Ministry of National Education but also to adopt a new option to make instruction more meaningful. It is not fair to confine this option, which is already in use across the world, to the crisis days. LMS such as MOODLE brings unique features to our educational system, allowing instructors to customize their course in many ways. Being empowered by real-time communication and asynchronous group learning, and individualized learning, ELT teachers are now exploring the potential of distance (online) learning to better engage their students in an appropriate learning environment. There may be some challenges or even obstacles, as with all new systems, that impede this transition to or integration into the new paradigm. However, our mission is to maintain new channels for the benefit and interest of language learners, at least to stay in tune with the spirit of this digital era.

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COVID-19'un Gölgesinde Dil Eğitimi İçin Potansiyel Bir Araç Olarak MOODLE

Atf:

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Özet

Problem Durumu: Yeni bir dil öğrenen öğrenciler, mümkün olduğunca dil desteğine ihtiyaç duyarlar ve fazladan dil desteği, dil edinimi için her zaman yararlıdır. Bu açıdan, hem ders süresinin yetersizliğinden ve kalabalık sınıf ortamından kaynaklanan sorunları aşmak için hem öğrencilerin okul dışında da İngilizce kullanmalarını teşvik etmek ve çeşitli aktivitelerle desteklenmelerini sağlamak için, geleneksel yüz yüze verilen İngilizce derslerinin, öğretim yönetim sistemleri ile desteklenmesinin faydalı olacağı ileri sürülmektedir. Türkiye’de, yabancı dil eğitiminde, bilişim teknolojileri ve İnternet kullanımı üzerine birçok araştırma yapılmasına rağmen, yabancı dil eğitiminde MOODLE kullanımı ile ilgili az sayıda çalışma bulunmaktadır. Yabancı dil eğitiminde MOODLE kullanımı ile ilgili var olan çalışmalar ise üniversite düzeyinde gerçekleştirilmiştir. Lise düzeyinde yapılacak araştırmaların önemli ve gerekli olduğu düşünülmektedir. Bu açıdan, bu çalışma alan yazına katkıda bulunacaktır.

Araştırmanın Amacı: Bilgi ve iletişim teknolojilerindeki hızlı gelişmelerin eğitim üzerinde büyük etkisi olmuştur. Bu gelişmelere paralel olarak, internetin yayılmasıyla teknolojinin dil öğretiminde kullanımı da artmıştır. Eğitim odaklı öğrenme yönetim sistemlerinin ortaya çıkmasıyla eğitim yeni bir boyut kazanmıştır. Bu, öğrenme yönetim sistemleri arasında dil eğitimine katkıda bulunma potansiyeli büyük olan MOODLE bulunmaktadır. Bu çalışmanın amacı, lise düzeyinde İngilizce dersini destekleyici olarak açık kaynak kodlu öğretim yönetim sistemlerinden biri olan MOODLE sisteminin İngilizce dersinde kullanımının, öğrenci başarısı üzerindeki etkisini araştırmaktır. Çalışma, aşağıdaki soruların cevaplarını bulmayı amaçlamaktadır:

- İngilizce derslerinde, harmanlanmış öğretim için MOODLE sistemi kullanımının öğrenci başarısı üzerindeki etkisi nedir?
- Öğrencilerin İngilizce derslerinde, harmanlanmış öğretim için MOODLE sistemi kullanımının başarıları üzerindeki etkisi ile ilgili düşünceleri nedir?

Araştırmanın Yöntemi: Bu, yarı deneysel bir araştırmadır. Ayrıca, öğrencilerin MOODLE kullanımı ile ilgili deneyimlerini derinlemesine kavramak amacıyla karma bir yöntem yaklaşımı kullanılmıştır. On beş haftalık bir uygulamanın ardından, deney grubuna, MOODLE’ın İngilizce dersinde destekleyici bir araç olarak kullanımı hakkındaki görüşlerini ortaya çıkarmak için, anket düzenlenmiştir. Ayrıca,

öğrencilerin MOODLE üzerinde İngilizce ders deneyimleri hakkında daha derin bilgi edinebilmek amacıyla yarı yapılandırılmış görüşme tekniği uygulanmıştır. Bunlara ek olarak, her iki gruptaki tüm öğrenciler ikinci yarıyıl boyunca üç rutin sınav olmuştur. İkinci yarıyılın sonunda, deney ve kontrol grubu, MOODLE kullanımının yabancı dil başarılarında bir fark yaratıp yaratmadığını belirlemek için rutin olarak yapılan üç sınav sonucuna dayanarak karşılaştırıldı. Sınavların geçerliliğini sağlamak için, standart bir sınav yerine, ders programı ve ders içeriği odaklı sınavlar hazırlanmıştır. Sınavların geçerliliği ve güvenilirliğinin sağlanması için, sınavlar aynı okuldaki meslektaşlara ve aynı zamanda alandaki uzmanlara danışılarak oluşturulmuştur. Buna ek olarak, her iki gruba da aynı sınav eş zamanlı olarak uygulandı. Nicel veriler, çalışma sonunda uygulanan bir anket aracılığıyla toplandı ve SPSS (v.16.0) programı ile analiz edildi. Nitel veriler, deney grubu içerisinde rastgele seçilen öğrencilerle yapılan yarı yapılandırılmış görüşmelerle elde edilmiştir.

Araştırmanın Bulguları: MOODLE kullanımının deney grubundaki öğrencilerin ve kontrol grubundaki öğrencilerin hem 1. hem de 2. dönem İngilizce sınav puanlarında bir fark yaratıp yaratmadığını tespit etmek için Paired Samples T-Test uygulandı. Eşleştirilmiş örnekler T testi sonucunda, deney grubundaki öğrencilerin 1. ve 2. İngilizce sınav puanları arasında istatistiksel olarak anlamlı fark vardır ($t=-3.085$ sig=0.005). Bu sonuç, MOODLE'in harmanlanmış İngilizce derslerinde kullanılmasının öğrencilerin başarısını artırdığını açıkça göstermektedir. Sınav puanlarının analizine ek olarak, deney grubuna, İngilizce derslerinde, harmanlanmış öğretim için MOODLE sistemi kullanımının başarıları üzerindeki etkisi ile ilgili görüşlerini ortaya çıkarmak için anket uygulandı. Sonuçlar, MOODLE'in İngilizce öğreniminde verimli olduğunu ve öğrencilerin çoğunun İngilizce derslerini desteklemek için MOODLE kullanmaktan memnun olduklarını açıkça ortaya koymaktadır. Öğrenciler, MOODLE kullanmanın kendileri için faydalı olduğunu düşünmektedirler. Ayrıca, anket sonucuna göre, MOODLE kullanımı İngilizce öğrenmelerini olumlu yönde etkilemiş, motivasyonlarını ve üretkenliklerini arttırmıştır. Benzer şekilde, öğrencilerin çoğunluğu MOODLE kullanmanın İngilizce sınavlarında notlarını arttırdığını kabul etmişlerdir. Öğrencilerin MOODLE deneyimini derinlemesine kavramak için rastgele seçilmiş öğrencilerle yarı yapılandırılmış görüşmeler yapıldı. Tüm görüşülen kişiler MOODLE'in kendilerine yararlı olduğunu belirtmiştir. Sonuç olarak, görüşme ve ankete ilişkin bulgular MOODLE'daki etkinliklerin yüz yüze İngilizce derslerini desteklediğini ve MOODLE'in faydalı olduğunu göstermektedir. MOODLE'in harmanlanmış İngilizce derslerinde kullanımının, özellikle konuların gözden geçirilmesi ve pekiştirilmesi açısından etkili olduğu tespit edilmiştir.

Araştırmanın Sonuçları ve Öneriler: MOODLE, özellikle dil öğretimi için tasarlanmamasına rağmen, İngilizce öğrenen öğrencilere değerli dil deneyimleri sağlamada önemli bir rol oynayabilir. Yeni bir dil öğrenen öğrencilerin mümkün olduğu kadar dil desteğine ihtiyacı vardır ve öğretmenlerin öğrencilerin sürekli dil etkinlikleriyle uğraştıkları, dil açısından zengin bir ortam sunmaları gerekir. Bu bağlamda, İngilizce öğretmenleri, öğrencilerin İngilizceyi kullanmalarını sağlamak için gerçek bir dil ortamı oluşturmak için MOODLE'dan yararlanabilir.

Sonuç olarak, MOODLE harmanlanmış öğrenmeyi destekleyen etkili bir öğrenme aracıdır. Öğrencilerin İngilizce'ye yönelik motivasyonlarını ve ilgilerini teşvik ederek, akademik başarılarını da arttırabilir. Bu çalışma, derslerini daha ilginç ve yenilikçi hale getirmek amacıyla yeni fikirler arayan İngilizce öğretmenleri için faydalı bir rehber olabilir. Çalışma bulguları, harmanlanmış öğretimde MOODLE'in lise düzeyinde İngiliz dili eğitiminde nasıl kullanılabileceğine dair değerli bilgiler verebilir.

Anahtar Sözcükler: harmanlanmış öğrenme, moodle, öğrenme yönetim sistemleri, İngiliz dili eğitimi, bilgi ve iletişim teknolojileri.