HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

Program of English Language Teaching

ASYNCHRONOUS DISTANCE LEARNING AND BLENDED LEARNING IN TERMS OF LEARNER AUTONOMY, MOTIVATION AND ACADEMIC SUCCESS IN TEACHING ENGLISH

Sevim GÜNEŞ

Ph.D. Dissertation

Ankara, 2018

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

Program of English Language Teaching

ASYNCHRONOUS DISTANCE LEARNING AND BLENDED LEARNING IN TERMS OF LEARNER AUTONOMY, MOTIVATION AND ACADEMIC SUCCESS IN TEACHING ENGLISH

İNGİLİZCENİN ÖĞRETİMİNDE ÖĞRENEN ÖZERKLİĞİ, MOTİVASYON VE AKADEMİK BAŞARI AÇISINDAN ASENKRON UZAKTAN ÖĞRENME VE HARMANLANMIŞ ÖĞRENME

Sevim GÜNEŞ

Ph.D. Dissertation

Ankara, 2018

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled "Asynchronous Distance Learning and Blended Learning in terms of Learner Autonomy, Motivation and Academic Success in Teaching English" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** by the members of the Examining Committee.

Chair	Prof. Dr. Arif SARIÇOBAN	
Member (Supervisor)	Assoc. Prof. Dr. Nuray ALAGÖZLÜ	
Member	Assoc. Prof. Dr. Hüseyin ÖZ	
Member	Assoc. Prof. Dr. Kadriye Dilek AKPINAR	
Member	Faculty Member, PhD. Hatice ERGÜL	

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 13/04/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on ...../...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

i

Abstract

The main goal of this study is to compare asynchronous distance learning (ADL) and blended learning (BL) in terms of learner autonomy, motivation and academic success. In the current study, ADL refers to English learning process which is independent of time and place and BL refers to English learning process which combines ADL and face-to-face instruction. This study also aims to clarify whether there is a relationship between ADL and BL students' academic success, and their autonomy or motivation, and also between their autonomy and motivation. The current study also aims to reveal students' perceptions about asynchronous distance learning and blended learning processes. The participants of the current study are 145 students studying in Agricultural and Civil Engineering and Veterinary Faculties at Dicle University. The participants were divided into two groups: Experimental group and control group. The control group including 114 students were taught English only via asynchronous distance learning and 31-student experimental group were included in face-to-face instruction in addition to ADL. The results showed that BL students had higher results than ADL students in terms of learner autonomy, motivation and academic success levels. A significant and positive relationship was found between BL students' academic success and motivation, and their motivation and autonomy and also between ADL students' motivation and autonomy. On the other hand, there was not a significant relationship between BL students' autonomy and academic success and between ADL students' academic success and their autonomy or motivation. In terms of students' perceptions about their learning processes, it was found that ADL students were not pleased to be taught English at a distance; but BL students were pleased to experience face-to-face instruction together with ADL process.

Keywords: Distance Education, asynchronous distance learning, blended learning, learner autonomy, motivation and academic success

Öz

Bu çalışmanın temel amacı asenkron (eş zamansız) uzaktan öğrenme (AUÖ) ile harmanlanmış öğrenmeyi (HÖ) öğrenen özerkliği, motivasyon ve akademik başarı açısından karşılaştırmaktır. Mevcut çalışmada, asenkron uzaktan öğrenme öğrencilerin zamandan ve mekândan bağımsız olarak İngilizce öğrenme sürecini; harmanlanmış öğrenme ise, öğrencilerin AUÖ sürecine ek olarak yüz yüze İngilizce öğrenme süreci içerisinde bulunmalarını ifade etmektedir. Bu çalışma ayrıca AUÖ ve HÖ grupları içerisinde yer alan öğrencilerin akademik başarıları ile öğrenen özerklikleri veya motivasyonları arasında ve buna ek olarak motivasyonları ve özerklikleri arasında bir ilişki olup olmadığını araştırmayı amaçlamaktadır. Mevcut çalışma, asenkron (eş zamansız) uzaktan öğrenmeye ve harmanlanmış öğrenmeye yönelik öğrenci görüşlerine de yer vermektedir. Bu çalışmanın katılımcılarını Dicle Üniversitesi Ziraat Mühendisliği, İnşaat Mühendisliği ve Veterinerlik Fakültelerinde okuyan 145 öğrenci oluşturmaktadır. Katılımcılar, deney ve kontrol grubu olmak üzere iki gruba ayrılmıştır. 114 öğrenciden oluşan kontrol grubu yalnızca asenkron (eş zamansız) uzaktan öğrenme süreci içerisinde bulunmuşlardır; 31 öğrenciden oluşan deney grubu ise asenkron uzaktan öğrenmeye ek olarak yüz yüze eğitim süreci içerisinde de yer almışlardır. Sonuçlar harmanlanmış öğrenme grubunun özerklik, motivasyon ve akademik başarı düzeylerinin asenkron uzaktan öğrenme grubuna göre daha yüksek olduğunu göstermiştir. Sonuçlara göre, HÖ öğrencilerinin akademik başarı ve motivasyonları ile hem HÖ hem de AUÖ öğrencilerinin motivasyonları ve özerklikleri arasında anlamlı bir ilişki bulunmuştur. Fakat, HÖ ve AUÖ öğrencilerinin akademik başarı ve özerklikleri arasında ve AUÖ öğrencilerinin akademik başarı ve motivasyonları arasında anlamlı bir ilişki bulunamamıştır. Öğrenci algıları açısından ise AUÖ öğrencilerinin uzaktan eğitim ile öğrenmekten memnun olmadıkları ama HÖ öğrencilerinin yüz yüze eğitime ek olarak AUÖ süreci içerisinde yer almaktan memnun oldukları görülmüştür.

Anahtar sözcükler: Uzaktan eğitim, uzaktan öğrenme, harmanlanmış öğrenme, motivasyon, öğrenen özerkliği, akademik başarı.

Acknowledgements

There are many who I am deeply indebted to for providing me with their tremendous help, support and encouragement throughout my PhD process.

First and foremost, I owe my deepest gratitude to my thesis advisor Assoc. Prof. Dr. Nuray Alagözlü. I thank her particularly for her thought-provoking feedback and for her patience as she kept reading and editing my chapters. Her wisdom and guidance, support, and navigation efforts have a big role on completing this dissertation.

I also thank to Prof. Dr. Arif Sarıçoban for his support in this long process. His efforts in order to ease all of the difficulties of this tiring process are invaluable for me. He never gives up his constructive attitudes towards his students.

I would also express my sincere thanks to Assoc. Prof. Dr. Hüseyin Öz, Assoc. Prof. Dr. Kadriye Dilek AKPINAR and Dr. Hatice ERGÜL.

I also thank to the administration of Dicle University; Veterinary Faculty and Engineering Faculties for providing me with the opportunity of collecting data for the current study and to the students of Veterinary and Engineering Faculties of Dicle University who completed the questionnaires seriously and attended to the interviews to share their valuable thoughts on the issues I explored.

I am grateful to my family and my husband. They have been behind every success that I achieved until now and I am sure they will be. I always felt their belief and confidence in my heart and my husband's patience and encouragement strengthened me all the time. His endless and unconditional support made all impossibilities possible. I took each step with him and I owe this sense of achievement to him.

Table of Contents

List of Tables

List of Figures

Abbreviations

TEFL: Teaching English as a foreign language

CALL: Computer assisted language learning

DE: Distance education

DL: Distance learning

ADL: Asynchronous distance learning

BL: Blended learning

Chapter 1
Introduction

Teaching English as a foreign language (TEFL) maintains its significance for years. The way of foreign language teaching has gained a different horizon when it is compared with the past. It is a fact that today's foreign language learners are not satisfied with being taught only by the traditional ways. In our day, most of the educators are aware of the drawbacks of being the only source of information in the classroom, as it causes learners to lose their focus and motivation (Tunçok, 2010). This awareness directs the teachers to fundamentally restructure their view of language teaching, and the character and content of classroom teaching in all its pedagogical perspectives (Kumaravadivelu, 2006, p.170). As a result of this awareness, new developments are constantly applied to foreign language teaching to reach expected success in this area. Using technology for language teaching is one of the ways used to realize an effective teaching process. The benefits of technology for foreign language teaching cannot be ignored.

English language learning labaratories consisting of a number of small cabinets, provided with a cassette deck, a microphone and a headphone for each person were used during the sixties and seventies of the last century. A central control panel was used by the teachers to monitor the interactions of their students (Nomass, 2013); but Singhal (1997) states that this technology was boring and tedious for the students despite being a positive step to connect technology and language learning. Also, the interactions between the teacher and students were at the minimal level. As a result of the problems mentioned by Singhal (1997), technological developments used in language teaching have become increasingly based on computers. Computer-assisted language learning (CALL) has provided new ways for foreign language teaching and it presents various advantages both for the teachers and the learners (Nomass, 2013). Technology is used in different ways to support foreign language teaching; it may be used to support face-to-face instruction in a blended learning environment (Thronbury, 2006, p.44) or teaching may be provided totally through technology because of the separation of students and teacher (Keegan, 1996, pp.8-10).

Background of the Study

The role of technology on foreign language teaching has gained more and more importance. Computers, CD-ROMs, hard disks, printers are some of the instruments that are used for educational purposes in our day. The computers have been in the center of the forms of technology used in language teaching (Fox, 1999, p.355) and as Gunduz (2005) states, they are used for both information processing and display and for communication. According to Baek, Jung and Kim (2008), most of the teachers use technology in order to support teaching and learning in the classroom and it is believed by those teachers that visual and auditory effects have positive influence on learning and they attract learners' attention (Baek et al., 2008).

Use of computers in language teaching has been studied under the discipline called Computer-Assisted Language Learning (CALL) which is implemented in different ways.

Blended learning/hybrid learning, technology-mediated learning, distance learning, online learning, e-learning, virtual learning, web-based learning are several terms used in order to refer to the learning processes realized by using technology, especially the computers inside or outside classroom. Although Conrad (2006) states that the terms distance learning, online learning, e-learning, technology-mediated learning and web-based learning have come to be used synonymously (cited in Moore, Dickson-Deane & Galyen, 2011); in this chapter, we will choose the term (Asynchronous) Distance Learning and Blended Learning (BL) briefly taking them as the computer-assisted language learning methods both of which have a part of learning that should be directed by students' own.

Distance education (DE) emerged as a result of the need for providing access to those who do not have the opportunity of attending face-to-face instruction (Beldarrain,2006). Perraton (1988) defines it as '' the separation of teacher and learner in space and/or time'' (cited in Sherry, 1995). Moore (1990) defines distance education as all preparations done for providing instruction through technology to the people who were included in planned learning in a place or time different from that of the instructor(s) (cited in Moore, et al., 2011).

Distance education can be applied in two ways: Synchronous and asynchronous. In synchronous distance education, the learners and the teacher are

separate only in terms of place, not time; the instruction and communication are provided through technological tools. Asynchronous distance education refers to the separation of teacher and learners both in place and time (Beldarrain, 2006; Carswell & Venkatesh, 2002; Dede, 1996; İşman, 2011; King, Young, Drivere-Richmond & Schrader, 2001; Schlosser & Simonson, 2006; Moller, 1998).

According to Keegan (1996), distance education programs allow the learners and instructors to be physically apart during the learning process and maintain communication in different ways. At this point technology (i.e., video, voice, data and print) takes the responsibility of bridging the instructional gap (Willis, 1994) and knowing how to use technology for an effective distance education program gains importance. Research shows that if the requirements of a successful distance education are applied, the learning process may be as effective as a face-to-face instruction (Moore & Thompson, 1990). As a result of the meta-analysis of 232 empirical studies related to distance learning (DL), Bernard et al. (2004) state that there are both studies which conclude that DL is more effective than classroom instruction and the ones which conclude the opposite.

Blended learning is another way of using technology for foreign language instruction. As cited in Procter (2003), it is defined by Smith (2001) as ‘’a method of educating at a distance that uses technology (high-tech, such as television and the Internet or low-tech, such as voice mail or conference calls) combined with traditional (or, stand-up) education or training’’. According to the definition of Smith, the basic difference between DL and BL seems to be the existence of traditional/face-to-face education in BL process.

As cited in Procter (2003), Orey (2002) defines blended learning from the designer’s perspective and the learners’ perspective. In terms of the former one, blended learning refers to the organization and delivery of all available facilities, technology, media and materials in order to reach the determined institutional goal; from the perspective of the learners it can be defined as having the opportunity of choosing among the provided learning experiences in accordance with their learning styles in order to achieve the individual goals.

Thornbury (2006, p.44.) states that blended learning is used to supplement face-to-face instruction. As can be inferred from the definitions, in the BL environments, at least two different methods are presented to the learners; Driscoll (2002) states that

BL can be implemented by combining different web-based technologies, different pedagogical approaches, any form of instructional technology with face-to-face instruction and instructional technology with actual job tasks.

There are various research studies to unveil the effectiveness of BL. Kırkgoz (2011), Kupetz and Ziegenmeyer (2005), Miyazoe and Anderson (2010) and Singh (2003) studied BL in various ways. All of these researchers reached positive findings related to using BL. As a result of his research, Singh (2003) concludes that while the ways of using technology for teaching develop, what is certain is that the organizations prefer blended learning models than single delivery mode programs.

As stated above, DL and BL are applied in different ways. In the current context, ADL (Asynchronous Distance Learning) refers to an asynchronous way of distance learning as the place and time of receiving English education depend totally on learners' choice and BL is used for combining face-to-face instruction and asynchronous distance learning; technology is used both in and outside the classroom for supporting face-to-face instruction in BL environment of the current context.

The main goal of the current study is to compare ADL and BL in terms of learner autonomy, motivation and academic success. Motivation and learner autonomy have attracted many researchers' attention over the years as the effective factors on foreign language learning achievement (Al-Tamimi, & Shuib, 2009; Dörnyei, 2009; Dörnyei and Clement, 2001; Little, 1995, 2003, 2007; Moore, 1972; Schmidt, Boraie and Kassabgy, 1996).

Learner autonomy, which is among the main aspects of the current study, has attracted the attention of many researchers (Altunay, 2013; Benson, 2007; Gulbahar & Madran, 2009; Little,1995, 2003, 2006, 2007; Little & Dam, 1998). It is defined by Holec (1981) as 'the ability to take charge of one's own learning' (cited in Little, 2007) and it has considerable importance in terms of the active participation of the learners (adults) into the education process (Little, 2006). Learner autonomy has been integrated into more curricula; it is seen as the main focal point of learning and teaching (Little, 2007). The research studies also present the importance of learner autonomy as an effective factor on academic success; Hashemian and Soureshjani (2011) and Tilfarlioglu and Ciftci (2011) found a positive and significant relationship between learner autonomy and academic success.

Motivation, as well as learner autonomy, is also believed to be one of the main determinants of success and failure (Linnenbrink & Pintrich, 2002; Thronbury, 2006) and it is defined as the power that ‘’determines human behavior by energizing it’’ (Dörnyei, 1998). The relationship between motivation and academic success has been investigated by many researchers through the years (Abdurrahman and Garba, 2014; Hashemian and Soureshjani, 2011); the results reveal a positive and significant relationship between learners’ motivation and academic success. This means that the more motivated the learners are, the more successful they become (Abdurrahman and Garba, 2014; Hashemian and Soureshjani, 2011). But, according to Dörnyei (1998), motivation is multi-faceted and, by the researchers, it may be used in different meanings such as affect, cognition, motivated behavior, process, inner force, attitudinal complex etc. Dörnyei (1998) states that what motivation refers to should be clarified in research studies. In the current context, motivation refers to attitudinal behaviors and opinions in terms of learning English as a foreign language.

Purpose

This study aims to compare asynchronous distance learning and blended learning in terms of learner autonomy, motivation and academic success. In addition to the comparison of ADL and BL groups, it is aimed to clarify whether there is a relationship between ADL and BL students’ academic success and their autonomy or motivation, and also between their autonomy and motivation. Furthermore, the current study aims to reveal students’ perceptions about their own learning processes. BL which has been used as an alternative to ADL at Dicle University is one of the key points in this study; it is well accepted by many researchers in terms of foreign language teaching in recent years (Miyazoe and Anderson, 2010; Kırkgoz, 2011; Kupetz and Ziegenmeyer, 2005; Singh, 2003). A blended learning environment will be included in the current study to be able to compare the effectiveness of asynchronous distance learning and blended learning. The students in BL group will be exposed to face-to-face instruction in addition to the ADL; they will have the opportunity of following English subjects both in- and out of the classroom.

The first focal point of this study is learner autonomy. As stated, this study aims to compare ADL and BL both of which have a side (partly or completely) of learning without a traditional teacher model. In this side, the learners need to direct their own

learning; so how the autonomy is directed by the related learning groups is the first step of comparison. Additionally, the role of learners' motivation on foreign language learning cannot be ignored, because motivation is seen as the main determinant of foreign language learning achievement (Dörnyei,1994). As the third point of the comparison, this study aims to compare ADL and BL in terms of academic success. As known, the reason of applying new methods for language teaching is generally to increase learners' achievement. The learners' academic success may be seen as a yardstick for the evaluation of teaching program. The first main goal of the current study is to compare ADL and BL considering three inter-related aspects: learner autonomy, motivation and academic success. As the second step, this study aims to reveal whether there is a relationship between learning groups' academic success and their motivation and autonomy, and also between their autonomy and motivation. Besides that, applying a method to teach a foreign language mostly interests the learners, so this study gives a place to what the learners think about their own learning processes.

By conducting such a study, the effectiveness of asynchronous distance learning which has been applied at Dicle university in recent years will also be scrutinized by comparing it with blended learning which has been in use in the same setting as well.

Problem Statement

ADL has been implemented at Dicle University since 2014-2015 academic year. Before the implementation of ADL, traditional face-to-face instruction was used to be implemented for all of the freshman students. Over-crowded classrooms, obligatory attendance to the English classes and the need for completing determined English curriculum in over-crowded classrooms are among the problems faced by the instructors. Additionally, as English is an out-of-major class for all of the freshman students except for English Language Teaching students, the required importance has not been given to English by those students; this may be relatable with their motivation for learning English. All these problems directed the authorities of School of Foreign Languages to apply a new way for teaching English to the freshman students.

ADL and BL are two different and widely-applied ways of using technology for foreign language teaching. Dicle University, where the current study was conducted, has applied distance education for English language since 2014-2015 academic year. Distance education has been applied in an asynchronous way; the teaching videos and materials are uploaded on an online system and the learners can listen to lectures whenever and wherever they wish. The lecturing videos and all of the study materials can be downloaded and used off-line, as well. Before 2014-2015, the university had applied ADL for both Revolution History and Kemalism and Turkish Philology courses. After one-year of ADL process, the university returned back to face-to-face instruction for these two classes; as it was believed that the ADL process could not become as effective as expected.

English classes were started via ADL in 2014-2015 academic year for the freshman students; but the students of Medicine, Dentistry and Law faculties and vocational English courses were taught in a face-to-face manner in a traditional classroom environment without an ADL process. The faculties such as Engineering, Veterinary, Faculty of Education (excluding Foreign Language Teaching Department), Vocational Schools of Higher Education have been included in ADL process; they have followed English subjects out of the classroom with an asynchronous system that includes all of the lecturing videos, presentations and exercises of English subjects; but the exams have been implemented in a classroom environment. At Dicle University, Distance Education Centre is responsible for running ADL process; but all of lecturing videos and study materials are prepared by the instructors of School of

Foreign Languages. Before the academic year starts, the instructors are given duties such as recording videos for English subjects, preparing lecturing presentations and additional study materials. After all of the preparations are completed, they are uploaded to the online Distance Education System of Dicle University. The students enter this system in order to watch the lecturing videos and download the study materials. Whereas the system is online, the students can download the videos and study materials and use them in an off-line manner.

As stated before, English is an out-of-major course for the freshman students; so, they are not willing enough to have English course and their unwillingness also effects their autonomy which refers to how they direct their own learning process in ADL for the current context. Some students indicate that they have never watched the lecturing videos until the examination day. Unfortunately, there is not a system which provides instructors with the opportunity of checking students in ADL process.

ADL has been implemented as a new way of teaching English to the freshman students because of facing some problems in face-to-face instruction. When new methods are applied, the educators need to know to what extent is the used method effective on foreign language learning and teaching. As indicated previously, both Revolution History and Kemalism and Turkish Philology courses were used to be taught via ADL. But, as it was thought that ADL was not effective enough for these courses, they turned back to face-to-face instruction. This study is conducted in order to have a scientific result in terms of the effectiveness ADL for teaching English by comparing ADL with BL which is an alternative way.

Significance of the Study

In recent years, technology has a crucial place in Turkey's education system, especially for foreign language teaching (Başoğlu & Akdemir, 2010). There are various studies searching DL or BL from different points of view (Kırkgoz, 2011; Kupetz and Ziegenmeyer, 2005; Miyazoe and Anderson, 2010; Moore & Thompson, 1990; Singh, 2003). Reuter (2009) compared face-to-face instruction and DL in terms of academic success and students' improvement; Hughes, McLeod, Brown, Maeda, and Choi (2007) compared online and face to face learning environments in terms of academic success and students' perceptions and Altunay (2013) investigated whether DL students presented autonomous behaviours or not. The current study has a wider

scope of research when it is compared with the previous ones as it aims to compare asynchronous distance learning and blended learning in terms of three different variables (learner autonomy, motivation and academic success), to reveal the relationship between groups' academic success and their autonomy or motivation and also between their autonomy and motivation. Additionally, this study also aims to clarify students' perceptions about their learning processes.

This study is significant in terms of including all these aspects in a single study. This will be the first study to compare ADL and BL in terms of learner autonomy, motivation and academic success for English. In the relevant literature, there is not any study comparing ADL and BL in terms of these three aspects and revealing students' perception about their learning process and investigating the relationship between learning groups' academic success and their autonomy or motivation, and also between their autonomy and motivation at the same time. The results of this study may be lightening in terms of using ADL and BL both in Turkey and in a narrower sense, at Dicle University. As ADL has not been used any longer at departments of Revolution History and Kemalism and Turkish Philology after one-year implementation by the authority and it was thought to be ineffective, this study will serve a scientific basis that tests the effectiveness of ADL and BL in terms of learner autonomy, motivation and academic success as well as the interrelationship between learning groups' academic success, autonomy and motivation. It is also aims to reveal students' opinions about their learning process.

The research questions that will be answered in this study are as following:

Research Questions

1. What are the learner autonomy, motivation and academic success levels of the ADL and BL students?

2. Is there a significant difference between ADL students and BL students in terms of
    a) learner autonomy?
    b) motivation?
    c) academic success?
3. Is there a statistically significant relationship between ADL students'
    a) academic success and autonomy?
    b) academic success and motivation?
    c) autonomy and motivation?
4. Is there a statistically significant relationship between BL students'
    a) academic success and autonomy?
    b) academic success and motivation?
    c) autonomy and motivation?

5. What are the perceptions of ADL students about ADL process?
6. What are the perceptions of BL students about BL process?

Chapter 2
Literature Review

Computer Assisted Language Learning (CALL)

Different acronyms, such as CAI, CAL, CMI, CDI, and CBI have been used in order to indicate the use of computers for learning and teaching. Kang (1993) presents enlightening information related to these aforementioned terms. CAI refers to Computer-Assisted Instruction or Computer-Aided Instruction and it tends to focus on the 'teaching' aspect, and it is generally used in the United States of America (Kang, 1993). CAL stands for Computer-Assisted Learning and it is more commonly used in Britain; the focus here is on the learning process (Kang, 1993). Additionally, CMI is used for Computer-Managed Instruction, CDI for Computer-Directed Instruction, and CBI for Computer-Based Instruction (Kang, 1993). In CMI, CDI, and CBI, the computers have a more active and controlling role in teaching process when they are compared to CAI because in CAI the computers have an auxiliary role (Kang, 1993). CALL, which is one of the main points of this study, is a part of CAI, and it stands for Computer-Assisted Language Learning (Kang, 1993).

As Fox (1999) states, CALL is related to using computers to teach foreign languages (p.355). According to Thronbury (2006), it is one of the names, which is used to describe the way that the computers are utilized to complement classroom instruction (p.42). Similarly, Hardisty and Windeat (1989) defines CALL as using computers as a part of language course (cited in Gunduz, 2005). Cameron (1999) indicates that CALL is used to "improve the learning capacity of those who are being taught a language through computerized means."

The way of using computers for language teaching purposes showed an alteration over time. As Thronbury (2006) stated, information was presented in short steps and each step was tested by mechanical exercises before the next step was presented (pp.42-43). As the education programs and contents started to develop, new features (e.g. games and simulations) were added to offer learners options, such as ways of continuing a dialogue (Thronbury, 2006, pp.42-43).

The history of CALL. The earliest CALL programs were written for mainframe computers in 1950s, but the earliest Computer-Assisted Instruction was not used for language teaching; it was adopted for other purposes. An early example of using

technology for language learning was by individual teachers, Rex Last and Graham Davies in United Kingdom. (Chapelle,2001; cited in Tafazoli&Golshan, 2014). Considering the use of computers for language learning purposes through the history, three periods are noticed: 1960s-1970s, 1980s-1990s, and 21st century.

Atkinson and Suppes built a CALL project at Stanford University, US. This project was initially about mathematical learning, but after founding the Computer Curriculum Corporation in 1967, this project also provided English instruction (Atkinson, 1972). Later, another project, namely The Computer-Assisted Learning Exercises for French (CLEF), was formed in order to teach basic French grammar by three universities in Canada (Paramskas, 1983; cited in Tafazoli&Golshan, 2014). Moreover, two more projects were built for language teaching purposes in 1970s: The Programmed Logic for Automatic Teaching Operations (PLATO) and Time-Shared Interactive, and Computer-Controlled Information Television (TICCIT). PLATO was for teaching English, German, French, Italian and Spanish; with the TICCIT project, which was formed in 1971 at Brigham Young University, many more languages, such as Arabic, Swedish, and Hebrew were taught in addition to languages mentioned above (Hendricks, Bennion& Larson, 1983; cited in Tafazoli&Golshan, 2014). Gruba (2004) states that by means of the TICCIT system, the learners had the chance of integrating video, text, and audio as well as they could control all of those elements by themselves. The TICCIT provided an opportunity for the instructors to add content, but they could not choose how to teach the programmed materials (Gruba, 2004).

At beginning of the 1980s, as the computers started to be more common, CALL attracted more attention (Gruba, 2004). The teachers could write or adapt computer applications in accordance with their students' learning needs and environments. In 1983, Athena Language Learning Project was established by Massachusetts Institute of Technology with the aim of providing a communication-based approach to learning German, French, Spanish, Russian, and English at beginner and intermediate levels (Levy,1997). In this project, the materials were designed to be used in a language laboratory together with classroom activities (Levy, 1997).

Starting from the early 1990s, with more widespread access to the Internet, educators tended to use a socio-collaborative mode of language learning. A result of using the Internet, the learners had an easier way of reaching language-teaching

resources. On the other hand, it motivated the educators in terms of developing multi-directed activities (Gruba, 2004).

When considering the changes occurred in CALL, it was seen that CALL went through three stages historically: Structural Stage, Communicative Stage, and Integrative Stage (Warschauer & Healey, 1998).

The learning theories affected CALL and the stages of CALL.

Behavioristic learning theory and behavioristic/structural CALL. The Behavioristic Learning Theory was popular in the middle of the twentieth century. According to this theory, learning is seen as a habit formation. That is, language is seen as a kind of behavior, so it is thought that the language should be taught in the same way that a behavior is taught. This learning theory does not accept the role of mental processes in learning (Thronbury, 2006, pp.24-25). When Behavioristic Learning Theory is concerned, reinforcement is important. This means that the response given to the stimulus is believed to reinforce the behavior with practice and repetition; and after the adequate reinforcement, the stimulus becomes a habit (Mitchell & Myles, 2004, pp.30-31).

The Behavioristic CALL was impressed by Behavioristic Learning Theory and went on in 1970s and 1980s. This type of CALL focused on grammar. The activities were based on teaching students how to use language accurately. The methods covered in this period were Grammar Translation Method and Audio-Lingual Method (Gruba, 2004). PLATO project was an example of structural CALL. Language drills, explanations for structural rules, and translation tests were among the activities for which the computers were used (Ahmad et al., 1985, cited in Yang, 2010). Learners were exposed to information in small steps; each step was reinforced and tested by means of mechanical exercises (Thronbury, 2006, pp.24-25).

Cognitive learning theory and communicative CALL. As stated in Thronbury (2006), with this learning theory, cognition is featured (p.31). Unlike the behavioristic learning theory, it focuses on mental, and internal processes of acquiring information rather than observable behavior. In this school of thought the acquisition of language is grounded on forming and testing what is heard from the environment. With the mental efforts and lots of practice, automaticity and fluency are believed to occur. Cognitive learning theory has been criticized in terms of being mechanic and it was

also put under scrutiny as it was not considering the social and affective factors (Thronbury, 2006, p.31).

The era of Communicative CALL arrived towards the end of 1970s and early 1980s. When the behavioristic approaches to language teaching were rejected during that period. Instead, Communicative Language Teaching was favored (Gruba, 2014). As the name suggests this stage was based on fostering communication; people in favor of Communicative CALL indicated that all CALL activities should improve communicative skills of language learners and foster learners for both computer-learner and learner-learner communication. In this stage, the CALL activities included conversations, written tasks, and critical thinking etc. (Tafazoli & Golshan, 2014). There were also some other activities, such as text reconstruction programs and conversation simulations (Yang, 2010).

Socio-cultural learning theory and integrative CALL. The pioneer of Socio-cultural Learning Theory is Lev Vygotsky. Unlike Cognitive Learning Theory which focuses on inner factors for language learning, this view focuses on the importance of social interaction for language learning. While learning a language, the learners need to a *better other* to be able to use the language skills independently (Thronbury, 2006, pp.206-207). Language learning is seen as a process from *other-regulation* to *self-regulation*. As a result, this reveals the importance of mediated-learning or scaffolding (Mitchell & Myles, 2004, pp.194-195).

The stage of Integrative CALL was affected by sociocultural learning theory (Gruba, 2004). Content-based Approach was favored. In this stage, four skills (i.e. reading, writing, listening, and speaking) were integrated into CALL programs. The focus point moved from human-computer interaction to human-human interaction by using computers (Yang, 2010). A broader integration of technology, especially the computers, into the language classrooms was aimed. With the wide-spread use of multimedia computers and World Wide Web (www), integrative CALL went further (Tafazoli and Golshan, 2014). Yang (2010) states that in this stage of CALL, the students started to use different types of technological tools as a non-ignorable part of their learning process instead of visiting computer labs as a duty for practicing isolated exercises.

Gruba (2004) summarizes the important aspects of CALL in terms of its 30- year history with a table (Table 1), based on Warschauer (2000), with Crook (1994), Koschmann (1996), and Ullmer (1994).

Table 1

Key Aspects of Theoretical Perspectives in CALL

	Structural CALL (1970s-1980s)	Communicative CALL (1980s–1990s)	Integrative CALL (twenty-first century)
Role of the computer	Information carrier; as a "tutor"	Workstation; as a "pupil"	Unified information management system; as a "toolbox"
Technology focus	Materials delivery	Cognitive augmentation	Group orchestration
Theory of learning	Behaviorist	Information processing theory; cognitive constructivist learning	Sociocultural theories of learning
Model and process of instruction	Programmed instruction; Assimilation	Interactive, discovery-based learning; interaction	Collaborative learning; "intra-action"
View of second language acquisition	Structural (a formal system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Dominant approaches to second language teaching	Grammar-translation &Audiolingual	Communicative language teaching	Content based; specific purposes
Learner status	Dependent	Independent	Collaborative
Principle use of computers in CALL	Drill and practice	Communicative exercises	Authentic discourse
Principal learning objective of CALL	Accuracy	and fluency	and agency
Primary research concern	Instructional efficacy, instructional competence	Instructional transfer, learner proficiency	Instruction as enacted practice, team "coficiency''

The advantages of CALL. As previously mentioned, the computers have been used for education purposes for many years. This directs the researchers to clarify the advantages and disadvantages (i.e. limitations) of CALL. It is important to note that different researchers express similar opinions on this issue. The advantages of the CALL compiled from Warschauer and Healey (1998), Simões (2007), Lee (2000) and Chapelle&Jamieson, 1986 (cited in Kang, 1993) are listed as following:

- The learners have the opportunity of multi-model practice with negative and positive feedback.
- By means of computers and the Internet, the learners can reach various numbers and types of resources and authentic materials.
- The computers present different types of activities appealing to learners with different intelligence types.
- Teaching via computers attracts students' attention by means of sound, images, colors, and different types of letters.
- The Internet provides learners with the opportunity of interaction with other language learners or native speakers all around the world.
- It may increase motivation.
- It enables individualization in learning; in that, the learners have the chance of studying alone and direct their own learning. This may also be beneficial for the shy and inhibited learners.
- The language learners may reach the cultural, social and historical background of the target language via the Internet.
- The language learners may decide on the time and place for their studies.

The limitations of CALL. The limitations of the call compiled from Gunduz, 2005; Lee, 2000; Simões, 2007, and Tafazoli & Golshan, 2014 are stated below:

- Teachers' may not have adequate technical and theoretical knowledge of technology or computers.
- The teachers should be organized for language classes, that is activities that will be done in the classroom, the computer programs that will be used and

time which will be spent on individual classroom activities should be pre-planned by the teacher.

- There may be some problems related to the acceptance of the technology by the teachers. As using technology for language teaching is still evolving and developing, it may be difficult for the teachers to keep up with the technological changes.
- Lack of learners' training in terms of using computers might be encountered. In such situations, the teachers may need to spend a lot of valuable time for teaching learners how to use the required computer programs or the software.
- In computer-assisted learning, the learners work in isolation. Therefore, this may result in lack of interaction which is very important for foreign language learning. Although group work or pair work around a computer are seen as solution to this problem, using the mother tongue is generally preferred during these types of activities.
- Reading from the screen may be more tiring than reading from the paper for the learners.
- Computers are not suitable for the application of all kinds of classroom activities.
- Unexpected situations and ambiguity may be difficult for the computers to cope.
- Computers cannot do except for what they are programmed to do, so required programs or software may not be available all the time they are needed.
- When accessing the Internet, connections can be busy. Therefore, the learners may face difficulty to reach information quickly.
- It may not be possible to afford the costs of computers, software and hardware all the time; there may be financial barriers.
- There may not be adequate number of computers for individual use.

Despite some limitations, technology, especially the computer technology, is still widely used in various ways for educational purposes. Technology presents a more effective way of teaching, and it also provides the people who do not have the opportunity to receive face-to-face instruction with the chance of obtaining education at a distance. As stated previously, there are different ways of using computers for teaching and learning purposes. Distance learning, open learning, e-learning, and blended learning are some of them.

Distance Education and Related Terms

E-learning, online learning, open learning. The terms distance learning, open learning, online learning, and e-learning are generally used interchangeably. Before defining distance education which is one of the main points of the current study, some related terms will be explained.

According to Keegan (1996, p.28), "open learning can be carried on under both face-to-face and distance conditions." Adding to Keegan's definition, Lockwood (2013, p.242) indicates the factors placed in open learning as following: having courses over a period of time (one year or more years), receiving education mostly at a distance, and having face-to-face support. Bates (2005, p.5) states that removing the barriers to learning is what is essential for open learning. This means providing education for all of the learners without presenting prior qualifications to study. This comprises the learners with disabilities, such as providing a visually impaired learner with an audio text (Bates, 2005, p.5).

Online Learning is generally used interchangeably with e-learning; but it is important to address the slight difference in meaning. Whereas e-learning is used for all kind of learning realized by using technological tools, such as the Internet, computers, mobile phones and CD-Rooms, the online learning is realized by only the Internet and the Web (Moore et al. 2011). Nichols (2003) defines e-learning as the use of various technological tools that are either Web-based, Web-distributed, or Web-capable for the purposes of education. Similarly, Clark and Mayer (2016, p.8) define e-learning as "instruction delivered on a digital device that is intended to support learning." In his previous study, Clark (2002) has stated that e-learning addresses three elements: the what, the how, and the why. The what refers to what will be taught via a digital form (CD- room, the Internet or the Intranet); Ellis adds

audio- and videotape, satellite broadcast, and interactive TV to this aspect. The how refers to the kind of content and instructional method that will be used in order to facilitate learning. Lastly, the why element, refers to individual or organizational goals (Clark, 2002). Clark and Mayer (2016, p.8) support these three elements by indicating the features of e-learning:

- E-learning includes lessons on the Internet, an intranet, in a CD Room or a smart phone.
- Its content is relevant to the learning objectives.
- In order to present the content, it uses the media elements.
- Appropriate instructional methods (e.g. examples, practice, and feedback etc.) are used in order to promote learning.
- E-learning may be synchronous or asynchronous.
- It encourages learners build new knowledge in accordance with the individual and institutional goals.

Defining distance education and distance learning. According to Bates (2005, p.5), distance education (DE) is a method of education that provides students with the choice of time and place when studying. Simonson, Smaldino, Albright and Zvacek (2006) define distance education as “institution-based, formal education where the learning group is separated and, where interactive telecommunications systems are used to connect learners, resources and instructors” (cited in Schlosser and Simonson, 2006, p.1). At which point, it is important to clarify the four main points in the definition stated above.

The first component of the definition is that the distance education is institution-based; this means there should be a formal institution that organizes and plans the distance education process in accordance with a curriculum. The institution may refer to a school or a college as well as corporations or companies (Schlosser and Simonson, 2006, p.1).

The second component is the separation of the students and teachers. The separation in this context is mostly thought in terms of place; however, it might also be in terms of time (Schlosser and Simonson, 2006, p.1). This means that the distance education may be synchronous or asynchronous. In synchronous distance

education, the learners and instructor are at different locations at the same time; in asynchronous distance education, however, the instructor and learners are separate both in terms of place and time (Schlosser and Simonson, 2006, p.1).

The third point highlighted in the definition of distance education is interactive telecommunications (i.e. communicating at a distance). In this type of education, there is no face-to-face interaction between the students and teacher. The interaction is carried out by means of technology (Bates, 2005, p.8). On this issue, Schlosser and Simonson (2006) states that there should be interaction between the instructor and learners (p.1); that is, it may be synchronous or asynchronous. On the other hand, the way of interaction should not be the primary characteristic of instruction (Schlosser and Simonson, 2006, p.1).

The last component of distance education definition is the threefold connection between the instructor, learners and resources. This can be interpreted as there are instructor and learners who interact, and there are also data, video or voice resources in order to facilitate learning (Schlosser and Simonson, 2006, p.2). In terms of delivering resources to the learners, Bates (2005, p.9) states that the distance education can be addressed with or without online learning. Moore and Kearsley (2012, p.7) point to this issue with following words: "…In distance education, the issue of Internet access is not the most important issue regarding technology and media. If relatively advanced technology is not available it is usually possible to deliver teaching-learning messages by a simpler technology…"

In brief, if the term distance education is used, there should be an institutional plan and organization in terms of learning and teaching because the term *education* is used to define a relationship between learner and teacher (Moore and Kearsley, 2012, p.2). On the other hand, if the issue is to put emphasis on what happens from the point of learners who interact with a teacher at a distance, the term distance learning is used (Moore and Kearsley, 2012, p.7).

Differences between distance learning and e-learning. At first glance, the terms distance learning and e-learning coin the same definition, but when they are examined in detail, it becomes clear that they are different terms. Their definitions and components of both of the terms have been explained above. By analyzing the differences, it can be stated that e-learning is a broader term than distance

education (Bates, 2005, p.9). In other words, e-learning is distance education in a broad sense, but the distance education is not necessarily e-learning (KleeBanks, 2011). E-learning can be used right in the classroom or when the teacher and the learners are in separate environments. Yet, the term distance education is used only when the learners and teacher are in separate places. E-learning refers to the tools such as videos, touch screen technology, and online tools etc. used in order to help the learners (''The difference between e-learning and distance learning,'' 2017).

The history of distance education. In terms of the history of DE, the researchers declare different points of view. As cited in Wang & Sun (2001), Garrison (1985), Chacon (1992) and Boyle (1995) are in favor of a three-generation DE theory. Wang and Sun (2001) support the idea of a four-generation theory. According to Moore and Kearsley (2012, p.24), however, there are five generations of distance education which will be explained in the current study.

The first generation: Correspondence education. The history of distance education starts with correspondence education which was a method applied in the late 19th century for the learners who did not have an opportunity of attending classroom instruction and later, for those who could not attend particular subjects. (Moore & Thompson, 1990). Nasseh (1997) states that the correspondence education included the women who did not want to access formal education because of being far away from the learning center or due to family reasons. For that reason, a woman leader, Anna Eliot Tickner, founded 'The Society to Encourage Studies at Home' for women in 1873 (cited in Moore & Kearsley, 2012, p.26). By means of this institution, she sent materials, such as books, maps, and photos to those women in need. The correspondence education was also called as home study by the early for-profit schools and as independent study by the universities (Moore & Kearsley, 2012, p.27). In 1922, as a home study model, Benton Harbor Plan, which was applied in Benton Harbor High School in order to add more vocational subjects to the curriculum by Mitchell, attracted attention (Moore & Kearsley, 2012, p.28). Mitchell enrolled a group of nine students to the American School in Chicago, which was a for-profit distance education school because that small number of students succeeded in the vocational subjects, the number of the students who were enrolled to the program increased to 304 in 38 different courses by 1937 (Moore & Kearsley, 2012, p.28). In 1938, International

Council for Correspondence Education (ICCE) was established by the educators who were interested in teaching at a distance.

The correspondence education was also used for the armed forces. By 1966, the United States Armed Forces Institute (USAFI) had provided more than 7 million members of armed services with high school courses (Moore & Kearsley, 2012, p.28). USAFI became the world's largest distance education organization with its high number of students (Moore, 1999). In 1974, the USAFI was replaced with Defense Activity for Non-Traditional Education Support (DANTES) in order to organize correspondence courses to the universities and private schools (Moore & Kearsley, 2012, p.29). Wright (1991) states that DANTES cooperated with the Independent Study Division (ISD) for this reason (cited in Moore & Kearsley, 2012, p.29).

The ICCE, which was founded in 1938 by the educators teaching at a distance, was changed into International Council for Distance Education (ICDE) in 1982 with the spread of electronic media (Moore & Thompson, 1990).

The second generation: Broadcast radio and television. With the appearance of radio and television, a new generation of distance education starts. In 1925, the first for-profit radio courses were offered to 80 enrolled students by the State University of Iowa (Moore & Kearsley, 2012, p.29). In 1930s, the State University of Iowa used television to broadcast courses, such as hygiene and astronomy (Moore & Kearsley, 2012, p.29).

According to Margaret Cambre (1991), although the televised courses were presented by the teachers who were experts in their fields, the teachers were not the best in terms of television talent. At the same time, the method that the teachers used for the television broadcast was not good enough for keeping the interest of the audience (cited in Sherry, 1995). Sherry (1995) indicates that the lack of communication between the learner and the teacher is the major drawback of radio and broadcast television.

The third generation: The AIM project and open universities. In the late 1960s and early 1970s, a substantial shift was observed in distance education with the new ways of using technology. Those were namely Articulated Instructional Media (AIM) Project and Open Universities (Moore & Kearsley, 2012, p.32).

The AIM Project at the University of Wisconsin was directed by Charles Wedemeyer between the years of 1964 and 1968 (Moore & Kearsley, 2012:32). With the AIM Project, Wedemeyer showed how the educational needs of adult learners could be met by using only electronic media, such as broadcast by radio and television, telephone conferences, recorded audiotapes, kits for home experiments, and computer and programmed instruction (Moore, 1999; Moore and Kearsley, 2012, p.32).

Wedemeyer's project attracted the attention of the other educators. Especially after he gave a lecture in Germany, it was apparent that he attracted the attention of administrators of University of Oxford. This became the onset of the idea of 'University of Air' which would instruct through television (Moore, 1999; Moore and Kearsley, 2012, p.32). Wedemeyer gave several lectures at the universities of Britain and explained the deficiencies of AIM project as "not having a control over its faculty and curriculum; not having control over its funds and not having control over academic rewards for its students" (Moore and Kearsley, 2012, p.32). Wedemeyer (1982) states that the idea of building single-mode distance education institutions by making up those aforementioned drawbacks became the starting point of open universities (cited in Moore and Kearsley, 2012, p.33). As a result, the United Kingdom Open University (UKOU) emerged as a model of total distance education and the first OU (Moore and Kearsley, 2012, p.33). With the success received by UKOU, the idea of open universities spread to other countries, such as Turkey, China, India, Pakistan, Spain, Korea, Iran, Germany, and New Zealand, etc. (Moore and Kearsley, 2012, p.34).

The fourth generation: Teleconferencing. The distance education system in the 1980s was based on teleconferencing by audio, video, and computer, and by utilizing these means, the first real-time interactions were realized in distance education (Moore and Kearsley, 2012, p.35). The first teleconferencing technology was audio-conferencing which created an opportunity to have a teacher-learner interaction outside the traditional classroom environment, and that technology was first implemented at University of Wisconsin (Moore and Kearsley, 2012, p.36).

The real-time interactions went on with the use of satellite technology which was firstly used to provide education for the learners residing in rural areas, such as Alaska, Appalachia, and Rocky Mountain Region for school subjects on health

(Cowlan & Foote,1975). According to Wang and Sun (2001), the real-time technologies, such as teleconferencing, satellites, and interactive video-conferencing became advantageous as it helped gotten rid of the drawbacks of distance education. With the application of such technologies, the learners had the opportunity to improve their language skills, especially the speaking skill by interacting (Wang & Sun, 2001).

The fifth generation: Computer- and internet-based virtual classes. The history of Computer-Assisted Language Learning goes back to PLATO (The Programmed Logic for Automatic Teaching Operations) project which was described in detail previously in this chapter. The spread of using individual computers and the arrival of World Wide Web enabled the application of computer networking for distance education, and this directed the researchers to find new ways for constructing distance education (Moore and Kearsley, 2012, p.42). As a result, new forms of single-mode universities which provided instruction only electronically emerged, and some universities which provided only face-to-face instruction gave distance education a place in their institution. With that conversion and addition, these universities turned into dual-mode institutions (Moore and Kearsley, 2012, p.42)

Distance education in Turkey. The chronological stages that CALL passed through were explained in the previous pages. Undoubtedly, CALL has reached its current position in Turkey by passing through three historical stages which are conceptualizing, correspondence and communication technologies (İşman, 2011, p.107).

The history of distance education in Turkey goes back to 1924 when 'Law on Unification of Education' was accepted. In the same year, education at a distance was offered by J. Dewey in order to train teachers and increase the rate of literacy. In 1928, the efforts to increase literacy rate which was very low in the early years of Turkish Republic were the earliest examples of distance education realized via correspondence. Between the years of 1933 and 1934, it was offered to open correspondence courses in order to reach citizens from low socio-economic backgrounds. In 1960, Ministry of National Education established Correspondence Centre in order to teach technical school subjects and provide secondary vocational high school graduates with the opportunity of completing higher education (Özdil,

1986; cited in İşman, 2011, p.108). Towards the end of the 1970s, the military officers were taught via distance education by the Air Force Academy (İşman, 2011, p.112).

Using communication technologies was seen as a step further following correspondence education in Turkey. Firstly, the radio was used for educational purposes for the people in rural areas in 1941. In 1968, Turkish Radio and Television Association started telecasting for educational purposes (İşman, 2011, p.115). In 1982, an open education faculty was established within Anadolu University. Distance higher education function was given to the universities with a law, and the subjects of Open Education Faculty were taught via radio and television (İşman, 2011, p.116). Currently, computers and the Internet have been widely used for distance education.

In today's Turkey, about 50 universities offer distance education programs for their students by taking their university entrance exam scores into consideration ("Uzaktan eğitim veren üniversiteler,'' 2017).

The reasons for proceeding with distance education. As stated before, DE has gone through different stages in time. New features or ways of teaching at a distance have been explored in order to reach anticipated results. There are numerous reasons which drive educators to build better DE. By being the most cited ones, the following reasons are stated by Moore and Kearsley (2012, p.42):

- To increase access to learning and training in order to provide equity in education
- To provide opportunities for updating skills that are useful in the workforce
- To have more cost-effective educational resources
- To carry existing educational structures to higher quality
- To improve the capacity of the education system
- To balance inequalities between different age groups
- To deliver educational campaigns to specific target audiences
- To provide the key target groups with required training
- To improve the capacity of the education for new study fields, and

- To offer combine education with work and family life more seamlessly.

Distance education is applied all around the world and in Turkey for different purposes which are stated above. In addition to distance education which totally depends on technology, blended learning which broadly refers to using technology in order to support face-to-face instruction is another way of using computers for educational purposes.

Blended Learning

The definition of blended learning. In recent years, the term ‘blended learning’ (BL) is widely used. Rooney (2003) states that according to American Society for Training and Development, blended learning has had a place in the top ten trends of education (cited in Bonk and Graham, 2006, p.3). When the definition of BL is considered, it can be seen that there is no established definition similar to most of the other new terms (e.g. distance learning, e-learning, and online learning) (Procter, 2003). It is defined differently by various researchers or even by the same researcher. Driscoll (2002) defines BL in four different ways as stated below:

- Combining or mixing web-based technologies (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) in order to reach an educational goal.
- Combining different pedagogical approaches, such as constructivism, behaviorism, or cognitivism to reach the ideal achievement in terms of education with or without instructional technology.
- Combining any form of instructional technology (e.g., videotape, CD-ROM, web-based training, film) with face-to-face instruction.
- Combining or mixing instructional technology with actual job tasks to run learning and working together in a harmonious way.

Bonk and Graham (2006) define BL as a combination of face-to-face instruction with computer-mediated instruction (p.4). Singh (2003) states that BL generally refers to combining traditional classroom training with e-learning activities, such as asynchronous work providing students with the opportunities to reach the knowledge at their own pace and in their own location.

As cited in Procter (2003), Smith (2001) defines BL in his study named ‘Blended Learning: An old friend gets a new name’ with the following words: “A method of educating at a distance that uses technology combined with traditional education or training.’’ As seen, Smith (2001) mentions about two different learning environments applied at different places for BL (cited in Procter, 2003).

The reasons of blending. As stated above, in order to have a blended learning environment, the educators need to combine at least two teaching

methods. The reasons for combining methods are explained in similar ways by researchers. Osgurthorpe and Graham (2003) explains the reasons why teachers establish a blended learning environment with the following statements (cited in Bonk and Graham,2006, p.8):

- To increase pedagogical richness,
- To provide an easier way to access knowledge,
- To provide an environment with social interaction,
- To increase personal agency,
- To achieve cost-effectiveness, and
- To revise or improve of materials with ease.

Graham, Allen and Ure (2003, 2005) found that the educators prefer BL environments for three reasons (cited in Bonk and Graham,2006, p.8):

Improved pedagogy. It is a known fact that most of the teachers still prefer transmissive strategies rather than the interactive ones (Bonk and Graham, 2006, p.8). According to the United States Department of Education (2001), 83% of the instructors still use lecturing as the dominant strategy in higher education. Waddoups and Howel (2002) indicate that, different from the total face-to-face instruction, distance education presents lots of input to the learners to be absorbed on their own. In a BL environment, both face-to-face instruction and technology-based instruction take an active role in order to carry learning a step further. These roles may be determined by instructors. Bonk and Graham (2006) exemplify BL by mentioning a professor in Brigham Young University who uses online features for tool-related skills and to present technical information. Additionally, the professor uses face-to-face instruction for case studies and to improve decision-making skills of his students (p.9).

Increased access and flexibility. The reason behind the growth of technology-based learning environments is the willing to provide an easier access to knowledge (Bonk and Graham, 2006, p.9). BL provides learners with various kinds of information and activities by means of distributed learning environments (Bonk and Graham, 2006, p.9). Osgurthorpe and Graham (2003) also adds that by

means of online tools, the learners may be able to reach many resources to improve their learning (cited in Balcı, 2008).

Flexibility of being in learning an environment physically is also important in that the learners, especially the adults, want to receive education at times that are suitable in their daily schedules and at convenient locations reflecting their needs without losing social interaction and human-touch (Bonk and Graham, 2006, p.9). University of Phoenix model is an example for such kind of BL; it has face-to-face presentation sessions at the beginning and end of the term, and the online learning experiences in between (Lindquist, 2006). With the presentations, the learners have a chance to socialize and be exposed to face-to-face interaction, and in between that they can utilize online learning (Lindquist, 2006).

Increased cost-effectiveness. One of the major goals of BL systems is to provide a large sample of learners with cost-effective education in a short period of time (Bonk and Graham, 2006, p.10). Lewis and Orton (2006) presents a report showing Return on Investment (ROI) results related to the decrease of costs in a BL environment.

The levels of blended learning. According to Bonk and Graham (2006, p.10), the BL environments are built differently. Bonk and Graham (2006) states four levels of building a blended learning environment which are activity-level blending, course-level blending, program-level blending, and institutional-level blending (pp.10-12).

Activity-level blending. In this level of blending, a learning activity includes both face-to-face interaction and computer-mediated (CM) elements (Bonk and Graham, 2006, p.11).

Course-level blending. This level is the most common one; it combines both distinct face-to-face and CM activities. Some courses present both kinds of activities at the same time, and some provide flexibility in terms of time (Bonk and Graham, 2006, p.11).

Program-level blending. Some institutions have both face-to-face courses and distance courses. There are two models for program-level blending. In one of them, the learners create a mix in terms of face-to-face and online courses. In the

second model, a program includes some obligatory face-to-face courses, and the rest may be taken at a distance (Bonk and Graham, 2006, p.11).

Institutional-level blending. Some institutions provide education by blending face-to-face interactions and CM instruction. The example of University of Phoenix, which was mentioned previously, holds institution-level blending in that it has face-to-face presentations at the beginning and the end of the term, and online courses in between (Bonk and Graham, 2006, p.12).

On the other hand, it cannot be stated that all of the dual-mode institutions deal with blended learning. An institution needs to spend adequate effort for enabling benefits for learners from both online and face-to-face courses (Bonk and Graham, 2006, p.12).

As explained above, distance learning and blended learning are widely used methods of using technology for education, especially for language teaching. Motivation and learner autonomy are also important features which are seen as effective for learning a foreign language. In the following parts of the current study, the terms ‘motivation’ and ‘learner autonomy’ and their types or models will be explained.

Motivation

The word motivation originates from the Latin verb *movere* which means 'to move' (Dörnyei & Ushioda, 2011, p.3). In Longman Dictionary of Language Teaching and Applied Linguistics, the term motivation is defined as ''the driving force in any situation that leads to action'' (Richards and Schmidt, 2013). According to Gardner (1985) who is one of the leading names in the field of education, the term motivation includes "effort, desire to achieve the goal of learning language, and attitudes toward learning the language''. Gardner (1985) adds that desire and positive attitudes towards language learning are not sufficient to define motivation unless the individual spends adequate effort to reach the goal. When desire to reach the indicated goal and favorable attitudes toward the goal come together with the effort, then it is possible to mention about a motivated individual. Dörnyei and Ushioda (2011) define 'motivation' in a similar way (p.3). They state that motivation is related to ''what moves a person to make certain choices, engage in an action, to expend effort and persist in action'' (Dörnyei & Ushioda, 2011, p.3). In other words, the motivation is explained in detail as following by Dörnyei & Ushioda (2011, p.4.):

- *why* people make a decision about doing something (the reason of the certain choice),
- *how long* their willingness to do that activity will go on (persistent),
- *how hard* they are going to run after it (effort expended on way of reaching the goal).

Thronbury (2006) defines motivation as "what drives learners to achieve a goal and is a key factor in determining success or failure in language learning." (p.137). Dörnyei (2005) states that even the most talented learners cannot reach their long-term goals without sufficient motivation (p.65). On the other hand, too much motivation may result in considerable deficiencies both in learners' language learning aptitude and in their learning conditions (Dörnyei, 2005, p.65).

Most of the researchers seem to agree on the idea that motivation determines human behavior by energizing people and directing them to a goal (Dörnyei,1998). But in the last decades, cognitive concepts have been integrated into motivational theories by the researchers and motivation is taken into consideration as a process (Dörnyei, 1998). Pintrich and Schunk (1996) focus on the mental processes of

motivation and state this shift as following (cited in Dörnyei, 1998): ‘’Explanations of behavior have moved away from stimuli and reinforcement contingencies and instead emphasize learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations’’. On the other hand, Dörnyei (1998) adds that despite the fact that the motivation has been seen as a process, the term is traditionally used as a static emotional aspect or as a goal.

Types of motivation.

Integrative and instrumental motivation. Gardner, Day & Maclntyre (1992) state that the predominantly researched type of motivation for foreign/second language learning is integrative motivation. Thronbury (2006) explains this type of motivation as having desire to be identified with the target community (pp.137-138). As cited in Gardner et al. (1992), Gardner and Lambert (1972) explain integrative motivation as a desire to understand the culture and language of a community to be able to interact with them. Three variables are stated in the definition of integrative motivation: integrativeness, attitude towards learning, and motivation (Gardner, 1985).

On the other hand, instrumental motivation is defined as desire to learn a second or foreign language in order to benefit from it, such as getting a job or passing an examination. (Fernandez Orio, 2013). Instrumentally motivated learner is not interested in interacting with the target community (Zanghar, 2012). In other words, the purpose of language learning is non-interpersonal (Ghanea M., Pisseh & Ghanea M. H., 2011).

As a result of his study, Spolsky (1969) indicates that the learners who desire to be like speakers of the target language show more success in language learning. Gardner (1985) also supports the idea that an integratively motivated learner is more persistent on the way of language learning since she or he has a bigger desire to learn the target language and more positive attitudes to the learning environment and target culture. As a result, such a learner spends more effort to learn the target language.

Intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation are distinguished by Deci and Ryan (1985) in the self- determination theory which will be explained in the next part (cited in Ghanea et al., 2011).

Intrinsic motivation is defined as a type of motivation that occurs when the learner does a task or activity for inner satisfaction, fun, challenge, or curiosity rather than an external pressure or reward (Ghanea et al., 2011; Ryan & Deci, 2000). It is defined by Thronbury (2006) as 'pleasure of doing a task for its own sake' (p.137). Intrinsic motivation occurs in the relation between people and activities. People can be intrinsically motivated for an activity or task, but not for another; it depends on the activity or the person. Not every individual is intrinsically motivated for the same activity (Ryan & Deci, 2000).

Extrinsic motivation is defined by Dörnyei & Ushioda (2011) as following: ''…performing a behavior as a means to some separable end such as receiving an extrinsic reward (e.g. good grades) or avoiding punishment'' (p.23). According to Ryan & Deci (2000), extrinsic motivation occurs when the learners want to reach separable outcomes. The activity is done in order to reach an extrinsic reward, such as praise from others (Ghanea et al., 2011). Dörnyei & Ushioda (2011) state that when some extrinsic requirements come into play, the learners lose their natural intrinsic interest (p.24).

Ghanea et al. (2011) indicate that intrinsic-extrinsic motivation should be distinguished from instrument-integrative motivation: Where as some examples of intrinsic motivation may be related to integrative motivation, while some may not. Baily (1986) shows the relationship between intrinsic-extrinsic motivation and instrumental-integrative motivation with a table as presented in Table 2 (cited in Ghanea et al., 2011):

Table 2

Motivational Dichotomies

	Intrinsic Motivation	Extrinsic Motivation
Integrative Motivation	A desire of integrativeness into the target culture (e. g., for immigration or marriage)	Someone else wants L2 learners to learn L2 in order to integrate with the target culture (e.g., Japanese parents send their children to a Japanese-language school)
Instrumental Motivation	L2 is used as a means to reach a particular goal (e.g., for a better career)	External power wants L2 learners to learn L2 (e.g., corporation sends Japanese businessmen to US for language training)

Amotivation. In addition to intrinsic and extrinsic motivation, another type of motivation is identified by Dörnyei & Ushioda (2011): amotivation. It refers to the lack of motivation whether intrinsic or extrinsic (p.23). Pelletier et al. (1995) liken this type of motivation to the concept of learned helplessness of Abramson, Seligman & Teasdale (1978) and they state that amotivated people feel incompetent and this may result in quitting the target activity (Pelletier et al. ,1995).

The phases of L2 motivation and related theories.

Social psychological period (1959-1990). This period was characterized by the works and theories of Gardner, his students and associates in Canada (Dörnyei, 2005, p.66). The coexistence of Anglophone and Francophone communities in Canada directed Gardner and Lambert to be able to understand that specific situation; they viewed the second language as a means of interaction between different ethnolinguistic communities (Dörnyei, 2005, p.67). They regarded motivation as a required force for intercultural communication. Gardner (1985) internalizes a social psychological approach which focuses on the attitude of the learners towards the community of the target language. This determines how successful they will be in terms of learning that target language (p.6). Before this period, the motivation research had been based entirely on individuals; in this period, social context of motivation attracted the attention of scholars (Dörnyei,

2005, p.67). Gardner and Lambert (1972) focus on the differences between learning a school subject and a foreign language, concluding that a foreign language cannot be thought independently from its social context (cited in Dörnyei, 2005, p.67).

Gardner's Motivation Theory introduces us with Socio-Educational Model of SLA, Integrative Motivation and Attitude/ Motivation Test Battery (AMTB) (Dörnyei, 2005, p.68). In Socio-Educational Model of SLA, motivation is seen as a combination of different variables (Atay & Kurt, 2010). This model outlines the relationship between motivation and other ID variables and language achievement (Dörnyei, 2005, p.68). According to this model, learners' cultural setting may have an effect on learning another language (Lovato & Junior 2011). As indicated in Lovato & Junior (2011), this model presents four variables which are interrelated in terms of acquiring a second language. These variables are social milieu, individual differences, settings, and outcomes. The social milieu variable includes learners' culture and environment. Individual differences, however, are related to intelligence, aptitude, anxiety and motivation. The third variable, setting, refers to where the language is learnt (in a formal or informal setting), and finally, outcomes refers to language skills and non-linguistic skills (Lovato & Junior, 2011). To sum up, learners' motivation influences second language achievement; on the other hand, the motivation itself is influenced by social- psychological variables (Atay & Kurt, 2010).

As stated before, integrative motivation has three main components which are integrativeness, attitudes toward learning situation, and motivation (Dörnyei, 2005, p.68). Integrativeness is about the L2 learners' attitude toward the community of target language, and willing to communicate and interact with the native speakers of the target language (Dörnyei, 2005, p.68). Attitudes toward the learning situation reflects the attitude toward the language teacher and L2 course. The last component of the integrative motivation includes effort, desire, and attitude toward the learning situation (Dörnyei, 2005, p.68).

In order to measure motivation, Gardner (1985) developed a questionnaire named Attitude/Motivation Test Battery (AMTB). This instrument has over 130 items which includes the components related to integrative motivation and additional components, such as language anxiety, parental encouragement, and instrumental orientations (Dörnyei, 2005, pp.70-71). The AMBT has been used or adapted for different learning contexts all around the world (Dörnyei ,2005, p.71).

The other theory that is met in Social Psychological Period is Clement's theory of linguistic self-confidence. According to Dörnyei and Ushioda (2011, p.43), in a multi-ethnic setting, the quality and quantity of the interaction are of vital importance in terms of motivating learners to learn the language of other communities. In a such setting, the individuals who have positive attitudes toward L2 community look for opportunities of contact with the members of L2 community (Clement, Dörnyei & Noles, 1994). According to this theory, the more frequent and pleasant the interaction is, the more self-confidence will be developed by the learners in terms of using L2, and the learners will have a lower degree of anxiety. Fernandez Orio (2013) states that if the L2 learners have self-confidence when they are in contact with the members of L2 community, they will be more motivated and willing to communicate. Dörnyei (2005, p.74) indicates that self- confidence is also effective in foreign language learning contexts. Even though foreign language learners do not have a direct contact with native speakers, media carries L2 input to the learners.

The researchers' attention on the theories that focus on the relationship between motivation and sociology skips to the relationship between motivation and cognition and this leads them to a new period: Cognitive-situated period.

Cognitive-situated period. Cognitive-situated period starts with the desire to become up-to-date in terms of the improvements in motivational psychology and to be able understand L2 motivation in a better way (Dörnyei, 2005, p.74). This period is also characterized with the desire to move from a broad perspective to a narrower point, because in the previous period, the social-psychological approach goes around the motivational tendency of whole communities (Dörnyei, 2005, p.74). In this period, actual learning situations, such as classroom settings, are handled (Dörnyei and Ushioda, 2011, p.46). Therefore, the motivational research moves from a macro perspective to micro perspective (Dörnyei, 2005, p.74).

The main theories of this period are self-determination theory, the attribution theory and task motivation. Each one will be explained briefly here.

Self-determination Theory belongs to Deci & Ryan (1985). Deci, Ryan & Williams (1996) state that the individuals are motivated to reach their objectives and this theory deals with why the individuals engage in an activity (Standage, Duda &

Ntoumanis, 2005). The types of motivation identified by Deci & Ryan (1985) are intrinsic motivation, extrinsic motivation, and amotivation. Self-determination Theory deals with intrinsic motivation, various types of extrinsic motivation (external regulation, introjected regulation, and identified regulation) and amotivation (Standage et al. 2005). Standage et al. (2005) states that the intrinsic motivation is the most self-determined type of motivation.

The second theory of cognitive-situated period is attribution theory. This theory belongs to Weiner (Dörnyei, 2005, p.79). Dörnyei (2005) explains this theory as following: "the subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action…'' (p.79). This means that when the learners experience a failure and think that this failure stems from their incompetence or insufficient efforts, the learners may be unwilling to try that activity in the future again (Dörnyei, 2005, p.79). According to this theory, there is a link between past experiences, future achievements, and efforts (Dörnyei, 2005, p.79).

The third theory of cognitive-situated period is task motivation. Dörnyei (2005, p.81) reveals that "the main question of task motivation how we operationalize the dynamic interface between motivational attributes and specific language behaviors''. Fernandez Orio (2013) states that performing a task includes varied motivation while trying to complete that task. The task motivation is related to the interest that the learners have towards different academic topics (Viljaranata, 2010). Nurmi and Aunola (2005) argue the association between task motivation and learning outcomes. They are for the idea that a learner may have higher motivation toward a school subject because of the high-level performance s/he has showed toward that school subject, or their previous achievements may result in performing better.

Process- oriented period. In the cognitive-situated period, it is underlined that two important aspects of motivation are neglected; which are *''dynamic character and temporal variation''* (Dörnyei, 2005, p.83). This leads the scholars to a new period in defining motivation: Process-oriented period. The process-oriented approach suggests that learners' motivation may change over time (Dörnyei, 2005, p.83). Language learning is a long process; hence, the motivation can show

variation over months or years, or daily ups and downs may be seen and even the changes may be observed in a short classroom period (Dörnyei, 2005, p.83).

The theories related to this period are Dörnyei and Otto model of L2 motivation and L2 motivational self-system (Dörnyei and Ushioda, 2011, p.61).

Dörnyei and Otto model of L2 motivation presents the organization of motivational influences of L2 learning as a chain of actional events (Dörnyei and Ushioda, 2011, p.65) as the nature of a process-oriented approach. In this process, Dörnyei (2005) states three phases on the way to the completion of aimed action; those are pre-actional stage, actional stage and post-actional stage (p.84). The pre-actional stage is indicated as '*choice motivation'* that leads the learner to the selection of the goal (Dörnyei, 2005; Dörnyei & Ushioda, 2011). The actional stage refers to the '*executive motivation'* that drives the action (Dörnyei and Ushioda, 2011, p.65), and it is stated that the generated motivation should be maintained until the specific action lasts (Dörnyei, 2005, p.84). Finally, the post-actional stage refers to '*motivational retrospection'* which indicates the learners' critical evaluation of the related process after the action is completed (Dörnyei, 2005; Dörnyei & Ushioda, 2011). This retrospection phase has a role on the determination of the activities that the learners will be motivated to follow up in the future. (Dörnyei, 2005, p.84). For example, if the learner evaluates this stage in a negative way, she or he may be unwilling or amotivated to do the same kind of activity in the future (Fernandez Orio, 2013).

The second theory for the process-oriented period is L2 motivational self-system. This theory belongs to Dörnyei (2005). The three main components of this theory are ideal L2 self, ought-to L2 self, and the L2 learning experience (Dörnyei, 2010, p.79).

The ideal L2 self is the learners' ideal (the person they would like to be). Dörnyei (2010, p.80) states that ideal L2 self is a good motivator for language learning, and this is mostly related to intrinsic and integrative motivation.

The second component is ought-to L2 self which refers to what the learners think they should have in order to meet the expectations and avoid negative outcomes. Therefore, this component is related to extrinsic and instrumental motivation (Dörnyei, 2010, p.80).

The last component of the motivational self-system is L2 learning experience. This component refers to the L2 learning environment and experience (the impact of language teacher, curriculum, classroom atmosphere, and previous experiences) (Dörnyei, 2010, p.80).

These three periods of motivational research and theories related to these periods are forestated briefly. Table 3 summarizes these periods based on Fernandez Orio's (2003) study on the matter.

Table 3

Main Theories of Motivation and Contributions to Motivational Research

Period	Authors	Related Theories	Contributions to L2 Motivation Research
Social-Psychological Period	Gardner and Lambert (1959)	Gardner's Motivation Theory	Socio-educational Model of SLA Integrative Motivation AMTB
	Clement (1977)	Linguistic self-confidence	Linguistic self-confidence as a motivational system
Cognitive-situated Period	Deci and Ryan (1985) Noles et al. (2003)	Self-Determination Theory	Extrinsic/Intrinsic Motivation Travel, knowledge, friendship and instrumental Orientations The Language Learning Orientations Scale
	Weiner (1992)	Attribution Theory	Success and failure attributions influence motivation
	Julkunen (1989) Dörnyei (2002)	Task Motivation	Tasks= Units of Learning Different Tasks= Different Motivation
Process-Oriented Period	Dörnyei and Otto (1998)	Process Model of L2 Motivation	Motivation: Dynamic Factor Motivation as a process
	Dörnyei (2005)	L2 Motivational self-system	L2 self Ought -to self L2 learning Experience

Learner Autonomy

In the early 1980s, the term ‘learner autonomy’ was mostly related for adult education and self-access learning systems, and it was about learners’ doing something on their own (Little, 2007). Toward the 1990s, it started to be included into more curriculums under different terms, such as critical thinking, or independent learning, and it was highlighted as the main goal of teaching and learning (Little, 2007). Although learner autonomy was firstly seen as learners’ doing things on their own, this concept has changed into learners’ doing things for themselves (Little, 2007).

The learner autonomy is defined as “ability to take charge of one’s own learning’’ by Holec (cited in Little, 2006), and he addresses this definition in two parts as ‘ability’ and ‘to take charge of one’s learning’. In his definition, the ability is not innate but acquired either by natural means or by formal education. Additionally, ‘’take charge of one’s own learning’’ refers to the ‘’responsibilities for all of the decisions concerning all aspects of this learning” (cited in Little, 2006). Thus, learner autonomy becomes a major element for adult education in order to provide active participation through learning processes (Little, 2006). Holec (1981) states that by means of learner autonomy, the learners have an active role on the content and method of learning by indicating objectives, defining content, selecting methods and techniques to be used, monitoring education procedure, and evaluating what has been acquired (cited in Bitlis, 2011). According to Chan (2003), these definitions for learner autonomy show that the learner is the person who has the capacity of choosing tools among the available ones and s/he creates means for learning (cited in Bitlis, 2011).

Sinclair (2002) suggests the following aspects of learner autonomy which are widely accepted by language teachers (cited in Borg & Al-Busaidi, 2012).

- Autonomy is a construct of capacity,
- Autonomy involves a willingness on the part of the learner to take responsibility for their own learning,
- The capacity and willingness of learners to take such responsibility is not necessarily innate,

- Complete autonomy is an idealistic goal,
- There are degrees of autonomy,
- The degrees of autonomy are unstable and variable,
- Autonomy is not simply a matter of placing learners in situations where they have to be independent,
- Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making,
- Promoting autonomy is not simply a matter of teaching strategies,
- Autonomy can take place both inside and outside the classroom,
- Autonomy has a social as well as an individual dimension,
- The promotion of autonomy has a political as well as psychological dimension, and
- Autonomy is interpreted differently by different cultures (suggested by Sinclair, 2002 as cited in Borg & Al-Busaidi, 2012).

Scholars' explanations for defining the aspects of learner autonomy have been presented above. As there may be some misconceptions of learner autonomy, Bitlis (2011) highlighted what does not autonomy refer to with the statements of Little (1991) and Esch (1997). According to Esch (1997), autonomy does not mean 'learning in isolation' and Little (1991) adds that autonomy does not mean that the learners should be kept alone in order to work independently; on the contrary, the learners need the guidance of a teacher to be an autonomous learner (cited in Bitlis, 2011).

The Characteristics of Autonomous Learners. Bitlis (2011) state that the autonomous learners are aware of their needs, and they can determine their learning objectives in accordance with their needs. Moreover, they can choose their methods or techniques in order to reach their objectives. Benson (2007) states that the autonomous learners try to use the language both inside and outside of the classroom. Little (1991, p.431) presents the other characteristics of autonomous learners as following (cited in Bitlis, 2011):

- Having active participation in the task,

- Being able to motivate oneself,
- Being aware of their strengths and weaknesses,
- Knowing about learning styles and strategies,
- Willing to control their learning,
- Looking for new ways to improve learning,
- Indicating goals and methods to reach indicated goal,
- Choosing their materials and techniques,
- Evaluating the learning process,
- Establishing a personal agenda.

Related Research Studies

Research on Distance Learning, Online Learning and E-learning in terms of Learner Autonomy, Motivation and Academic Success, and Students' Views. Various research studies have been conducted in order to see the effectiveness of distance learning, online learning or e-learning in terms of a number of aspects, such as learner autonomy, motivation, or academic success. The summaries of some research studies related to mentioned aspects are presented below:

Reuter (2009) conducted a study at Oregon State University in order to compare online and on-campus students in terms of academic success and improvement for Sustainable Ecosystems which was indeed a lab-based class.

The online students received lecture materials via Blackboard Program as PDF files including graphics and notes. Additionally, the exams were also given online with a time limit. There were also discussion boards available to students. All of the students were required to prepare a final report which should also include a soil profile description and land-use capability analysis. For this, the online group was sent soil for texturing.

The on-campus students attended synchronous lectures and the lecture notes were also available for them on the Blackboard page. The exams of on-campus groups were done in class hours with the same time limit as the online group's. The content of exams and other duties were the same with the online group.

Both of the groups were taught by the same lecturer using the same teaching materials. The two groups were given two exams, one of them were received by the students at the first week before the instruction started as pre-assessment test. It consisted of 21 multiple-choice questions and 5 True/False questions. The second test (post-assessment) was implemented as the final exam. The final exam had the same 26 questions as the pre-assessment test. In addition to these previously asked questions, the final exam included additional lab-skills test and essay questions. The achievement of the students was assessed in terms of pre-assessment test, post-assessment test, and finally, an overall score of both tests.

The results showed that online students had a 42% improvement between pre-and post-tests, whereas this rate was 21% for the improvement of on-campus

students. Additionally, online students were better than on-campus students in terms of lab-related subjects and skills.

In another study, Cavanaugh, Gillan, Kromrey, Hess, and Blomeyer (2004) analyzed 80 research studies in order to have a meta-analysis related to distance learning and its effects. The research studies were related to DE and traditional education and 80 of them were selected from thousands of articles, dissertations or reports, and after reading those research studies, 14 were chosen for the analysis according to a criteria set by the scholars, such as being published in English between 1999-2004, comparing K12 students from a distance education program to the students of a non-distance education program, using web-based telecommunication systems, being quantitative, experimental or quasi-experimental and using academic success, motivation, attitude, retention or conduct as outcomes.

The results showed that there was not a significant difference between distance education groups and traditional education groups in terms of the outcome variables indicated above. The groups were neither better nor worse than each other in terms of related factors (Cavanaugh et al., 2004).

Another study conducted by Qureshi, Morton and Antosz (2002) compared distance education students and on-campus students in terms of motivation. 174 students (DE =79, On-campus = 95) were included in the study. A questionnaire was implemented for collecting data. The results of quantitative analysis showed that DE students were less motivated than on-campus students.

Hughes et al., (2007) compared online and traditional face-to-face environments in terms of academic success and students' perceptions related to their learning environments for secondary mathematics. The students from three online schools and three traditional face-to face schools were included in the study.

A fifty-question test including four subscales related to algebraic understanding (Patterns and Relations, Using Algebraic Symbols, Mathematical Models, and Analyze Change) was used to assess academic success. The test was implemented as an exam. In addition to the test, a perception assessment instrument was used to reveal students' perceptions in terms of their learning environment. The instrument which was a likert-scale had seven subscales; which

were Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation, and Equity.

The results showed that online learners showed better Algebraic academic success than traditional face-to-face students although the online learners were generally older, and most of them were not on college preparatory path when they were compared to traditional face-to-face students.

On the other hand, the results related to the perceptions of the students varied across the subscales placed in the questionnaire. Significant differences between the groups were found in terms of Teacher Support, Student Cohesiveness, Involvement, and Cooperation subscales. The online learners presented higher averages for Teacher Support; on the other hand, the averages of traditional students were higher in terms of Student Cohesiveness, Involvement and Cooperation.

Goldberg and McKhann (2000) compared virtual learning environment with the conventional lecture hall in terms of the effectiveness on the presentation and dissemination of an introductory neuroscience course. For the study, two 20-person groups were selected and the students were chosen randomly for these groups. Five lectures were presented to both groups. In the first half of the study, one of the groups was taught in a conventional lecture hall, and the second group was taught via virtual learning. Then, the study groups were switched regarding the way of teaching.

In the virtual learning environment, digital videos of the lectures, animations and an electronic notebook through which the students could take notes, collect images or bookmark any parts of the videos were used. The data in the electronic notebook could be saved into another removable media in order to be able to use them later. Additionally, a website, through which the students could ask questions, comment on posts and interact with each other, was also used in the virtual learning environment.

The lectures were delivered by the same instructor in the classroom and in virtual learning environment. The same examination was implemented to both groups at the end of each week to see the students' progress. A questionnaire was

also implemented after the fifth lecture in order to attain students' views of the effectiveness of a virtual learning environment and a conventional lecture hall.

The results presented that the scores of virtual learning students were higher than the score of conventional lecture hall. It was also found that virtual learning environment was considered as more effective and desirable for delivering content.

Altunay (2013) investigated whether the EFL learners registered in Turkish Open Education System had autonomous behaviors in learning English. The participants were 103 Anadolu University Open Education Faculty students who had the opportunity to take non-obligatory synchronous courses. An online questionnaire was used to collect data from the participants. The aim was to identify the activities which were performed or not performed by the distance EFL learners. The activities were seen as the indicator of learner autonomy. As they were not among the obligatory activities, doing those activities meant that the choice of completing such activities depended on learners.

The results of the quantitative analysis of questionnaires showed that most of the participants did not have autonomous behaviors. They did not prefer receiving English education at a distance although they were taught by means of distance education.

In this part of the current study, research related to distance, online, and e-learning environments have been presented. Reuter (2009), Hughes et al. (2007) and Goldberg and McKhann (2000) compared virtual learning environment with traditional face-to-face environment in terms of academic success. These scholars reached the same result in virtual learning students were better than traditional face-to-face students in terms of academic success. Additionally, Cavanaugh et al (2004) compared these two groups in terms of motivation and attitude, and the study did not present a significant difference. Qureshi et al. (2002) also compared the two groups on motivation, and he found that distance education students were less motivated than face-to-face students. Altunay (2013) investigated distance education students in terms of learner autonomy and their perceptions related to distance education. The results of his studies showed that DE students did not demonstrate autonomous behavior and they were not pleased with being taught at

a distance. In the following section, the research studies related to aforementioned aspects will be presented in relation to blended learning.

Research on Blended Learning in terms of Learner Autonomy, Motivation and Academic Success and Students' Views. Blended learning and a complete virtual learning environment considering students' participation and pass level were compared in a study by Dodero, Fernandez and Sanz (2003). Two groups of students were chosen from the Computer Science faculties from two different universities. Both of the groups included approximately 50 students. The first group was taught through blended learning which pointed the combination of traditional face-to-face learning and online learning in the related context. The experiment lasted for one semester. The traditional education was carried out in computer laboratories. In addition to the face-to-face instruction, a web-based forum was also used by students to ask and answer questions. For the forum, the students were grouped and specialized on short course content to be able to answer the questions forwarded by the rest. The evaluation was done with a written exam including theory and practice, students' realizing their roles related to their groups, and using the forum.

The second group who was taught only through virtual learning received input related to Computer Science studies via a virtual campus web application. The students were also supported by online bulletin boards and e-mails. For the evaluation, a set of optional assignments, a compulsory computer-based assignment done by two-person groups, a writing exam including theoretical and practical information, and the participation of the students were considered to evaluate students' progress.

As a result of comparing blended learning and online learning groups in participation level and pass level, it was found that blended learning group showed better participation level than virtual learning group. On the other hand, there was not a significant difference between the two groups in pass level (i.e. academic success).

Al-Qahtani and Higgins (2013) conducted a study related to Islamic Culture Course at Umm Al-Qura University in Saudi Arabia. There were three groups in the study: two experimental groups and one control group. These groups were

compared in their academic success. There were fifty students in control group who were taught via only through face-to-face instruction; forty-three students in the first experimental group which were taught via e-learning and fifty-five students in the second experimental group who were taught by blended learning (i.e. a combination of face-to-face instruction and asynchronous online education).

The content of Islamic Culture course was designed in accordance with an electronic learning environment, Moodle. By means of Moodle which was used as a system of asynchronous online learning, the students had the opportunity of reaching resources and links to learning materials related to each course session, interacting with each other through chat and discussion, via e-mail and by giving feedback through quizzes.

The study used a pre-test/post-test design. All of the students in three groups had a 23-question pre-test to indicate their existing knowledge related to Islamic Culture Course. After all of the groups had experimented, a six-week teaching process realized by the same instructor using the same curriculum. Later, the groups were given a post-test.

The results of the quantitative analysis showed that there was no significant difference between the control group which was taught only through face-to-face instruction and the first experimental group which was taught by means of e-learning in terms of academic success. On the other hand, a statistically significant difference was found between these two groups and the second experimental group which was taught via blended learning.

Ocak and Deveci-Topal (2014) compared face-to-face instruction with blended learning in relation to academic success and motivation. The study was conducted at Kocaeli University and the participants of the study were 48 Medicine Faculty students who were equally divided into two groups. One of the groups was taught anatomy through traditional face-to-face instruction and the second group was supported by a computer-based system in addition to face-to-face instruction. Blended learning group had the chance of studying and using anatomy-related materials out of the classroom with three-dimensional animations.

Academic success test, semi-structured interviews and a motivation scale were used in order to collect data. The evaluation of the students' academic success

included both practical and theoretical examinations. The results revealed that for the results of the practical examination, the blended learning students were better than the other group; on the other hand, no significant difference was found between the two groups in terms of theoretical examination results. The motivation scale was implemented to the participants in pre- and post-test design. The results showed that blended learning group showed a progress in terms of motivation, whereas there was not a significant difference for the conventional group in terms of motivation. Blended learning process was also favored by the students.

Gebara (2010) compared the effectiveness of ADAPT (Active Discovery and Participation through Technology) and asynchronous distance learning in terms of academic success. ADAPT is a blended instructional model which combines computer-mediated instruction with the important features of face-to-face instruction (Tuckman, 2002). 103 undergraduate students participated in the study. 60 of them were placed in the blended learning group and 43 students were in distance learning group. The decision to choose in the distance learning group or the blended learning group was left to the participants. This made it possible for the participants to select a group without the interference of the researcher or the instructor. The research was done in relation to 'Learning and Motivation' course. The course content, materials and required assignments were the same for both groups and instructional and assessment learning activities were identical for both groups, and they were entirely presented online. In both learning environments, the content was presented, practiced and assessed in an online environment. The students in blended learning group completed the curriculum in a campus-based computer laboratory including essential face-to-face instruction elements, such as instructor and textbook, while the students in distance learning group were instructed in an asynchronous way.

The data related to participants' profile and scores were gathered from the records of university and course and analyzed to compare both groups. As a result, it was seen that there was not a significant difference between blended learning group and distance learning group in terms of grades.

Bitlis (2011) conducted a study to explore the relationship between a blended learning environment and learner autonomy. 36 students from the tertiary level preparatory classes of a private university in Turkey were included in the study. The participants were given courses related to four main language skills (i.e. reading,

writing, speaking, and listening), grammar and vocabulary; there was also an online system integrated into the traditional face-to-face instruction in accordance with the instructed course book. The online system included audio files, practice sheets and exercises related to the language skills. The content provided in face-to-face instruction was supported with online discussions and exercises. The students were asked to bring their personal computers to the classroom, and they were allowed to spend one hour to complete their online assignments in the classroom with the guidance of the instructors. These materials provided within the online system could be also used out of the classroom.

In order to collect data, a questionnaire, interviews, researcher's classroom observations, and learner logs by which the students could record their reflections and experiences about their learning process were used. According to the data collected, it was seen that nearly all of the students could direct their own learning in terms of determining objectives, selecting materials in accordance with their learning goals and deciding on what they would learn next; on the other hand, a very few of the students needed guidance. The results also revealed that all of the students who participated in the study could evaluate their own learning process and plan their own learning.

A similar study was conducted by Akkoyunlu and Soylu (2006). Students' views on blended learning in terms of achievement level and frequency of participation were investigated. The study was conducted at Hacettepe University in the 2005-2006-fall semester with 64 students. For the data collection, a questionnaire was used for revealing students' views on blended learning; records were used for analyzing students' participation to online forum, and examination scores were taken into consideration to evaluate students' achievement level.

The results revealed that the students mostly favored the face-to-face part in blended learning process. Some of the students did not favor the online part of their learning process. It was also clear from the data collected that there was a relationship between students' attitudes towards blended learning process and their academic success. The students who had high achievement scores had more positive attitudes towards blended learning process. On the other hand, the students whose academic success was low rarely participated in the forum.

Balcı and Soran (2009) investigated students' opinions about blended learning with the participation of 20 Hacettepe University, Biology Education students. The participants were implemented a 54-question multiple-choice test to reveal their opinions on blended learning process at the end of the term. Students' answers to the test were evaluated in relation to their academic success level and participation frequency to the forum.

The results showed that blended learning was favored by most of the participants. They shared that they did not have any technical problems in terms of using technological tools. Having an opportunity of reaching materials before the face-to-face instruction was seen as a big advantage by the participants.

Research on Motivation and Learner Autonomy in Relation to Academic Success. Different studies were conducted in order to reveal the interrelationship between motivation, academic success, and learner autonomy. Abdurrahman and Garba (2014) aimed to clarify the relationship between motivation and academic success for secondary school mathematics. 383 secondary school students were included in the study. A 25-item questionnaire, namely the Impact of Motivation on Students' Academic Achievement (IMSAA), was implemented to the participants to collect data to assess motivation. For the academic success, the scores obtained by means of an achievement test were used. The results revealed a relationship between motivation and academic success. Highly motivated students did better in achievement test than students with low motivation (Abdurrahman and Garba, 2014).

Similarly, Tilfarlioglu and Ciftci (2011) investigated the relationship between learner autonomy and academic success as a part of their study. The participants were 250 preparatory level students. In order to gather data for learner autonomy, Autonomous Learner Questionnaire (ALQ) was implemented, and the data derived from the questionnaires were analyzed through SPSS. The results revealed a significant and positive relationship between learner autonomy and academic success.

Hashemian and Soureshjani (2011) investigated the interrelationship between motivation, learner autonomy, and academic success of Persian second

language learners in a distance education context. The study was conducted with the participation of 60 Persian L2 learners.

In order to collect data for motivation and learner autonomy, two questionnaires were implemented for the assessment of each area. The data gathered by means of questionnaires were analyzed through SPSS. The results showed that there was a significant and positive relationship between learner autonomy and academic success. Additionally, a significant and positive relationship between motivation and academic success was found in distance education context for second language learners (Hashemian and Soureshjani, 2011).

In this part, definitions, explanations and related research studies have been presented in relation to the key aspects of the current study. In the next part, the methodology of this study will be presented.

Chapter 3

Methodology

The main purpose of this study is to compare Asynchronous Distance Learning (ADL) and Blended Learning (BL) in terms of learner autonomy, motivation and academic success for learning English. It also aims to explore whether there is a relationship between ADL and BL students' academic success and their motivation or autonomy, and between their motivation and autonomy. Additionally, it is aimed to reveal students' perceptions about their learning processes. The following research questions are addressed:

Research Questions

1. What are the learner autonomy, motivation and academic success levels of the ADL and BL students?
2. Is there a significant difference between ADL students and BL students in terms of
    a) learner autonomy?
    b) motivation?
    c) academic success?
3. Is there a statistically significant relationship between ADL students'
    a) academic success and autonomy?
    b) academic success and motivation?
    c) autonomy and motivation?
4. Is there a statistically significant relationship between BL students'
    a) academic success and autonomy?
    b) academic success and motivation?
    c) autonomy and motivation?
5. What are the perceptions of ADL students about ADL process?
6. What are the perceptions of BL students about BL process?

This chapter will provide information about setting, participants, instruments and data collection procedures for the current study.

Setting

This research was conducted at Dicle University, Faculties of Civil Engineering, Agricultural Engineering and Veterinary. The freshman students of these faculties have been taught English via Asynchronous Distance Learning (ADL) since 2014-2015 academic year. At Dicle University, ADL process is applied as following: The School of Foreign Languages is responsible for all of the preparations for ADL. Before the academic year starts, it charges the instructors with different roles such as recording videos in accordance with the curriculum, preparing exercises or questions for the exams etc. A group of instructors prepare presentations and record videos for 15 weeks, another group prepare exercises and questions for students' self-studies. All these preparations for the academic year are completed before it starts and the videos and exercises are uploaded to the online ADL system by Dicle University, Distance Education Centre. The instructors are charged at different faculties by the School of Foreign Languages. They inform the students of related faculties about ADL process and how they can use the ADL system, and give their contact details at the beginning of the term. Then the students take their own responsibility to follow the subjects, watch the videos and doing related exercises uploaded into the system in advance. From that time on, the instructors are responsible for doing exams and provide assistance if needed. The freshmen of these faculties have a mid-term and a final exam for each course. Their final exam score has to be at least 60 and the mean of two exams (40% of mid-term and 60% of final) has to be 60 or over to be able to pass the course. The students are taught English via ADL, but they have the exams on paper and the assessment is done by the responsible instructor of each faculty.

Participants

The participants of this study are the freshmen of the Faculties of Civil Engineering, Agricultural Engineering and Veterinary who are taught English via ADL. Totally 167 students are included into the study; but as 22 of them did not attend the exams and fill the questionnaires, the data analysis will be carried out by using the data obtained from 145 students. The profile of 145 participants is given below:

Totally 145 students were included in the main study: 114 of them were in ADL group who received English education through a total asynchronous distance learning system and 31 of them were in BL group who were included both in ADL process and face-to-face instruction. Descriptive statistics related to the profile of ADL and BL students were given below in terms of their gender, age, faculty, departments and type of high school they graduated from.

Gender distribution.

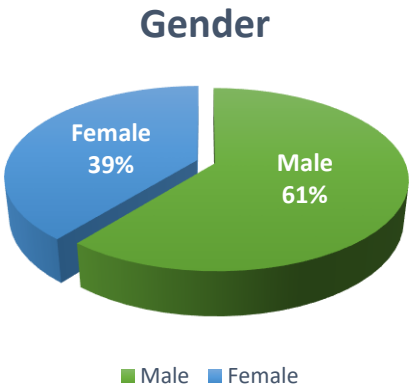

Figure 1. Gender distribution for all of the participants.

As seen in *Figure 1* given above, 39% of the participants were female and 61% of them were male in terms of the both groups totally. The dominance of the number of males may result from that the participants were mostly from Engineering Faculties.

When ADL and BL groups are considered separately, the gender distribution is as following:

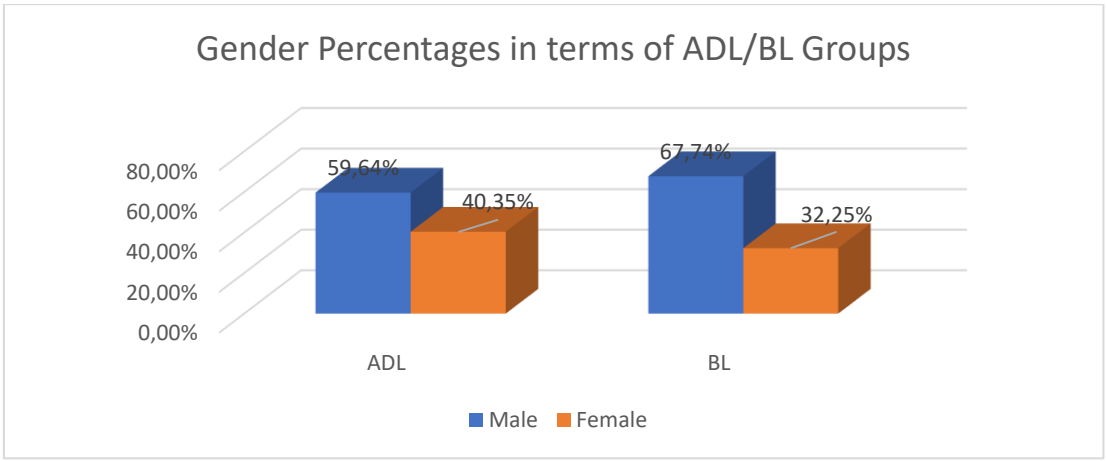

Figure 2. Gender distribution in terms of ADL and BL groups.

Figure 2 shows that 59,6 % of the ADL group were male and 40,3 of them were female; 67,7% of BL students were male and 32,2% of them were female.

Age distribution in terms of ADL/BL groups.

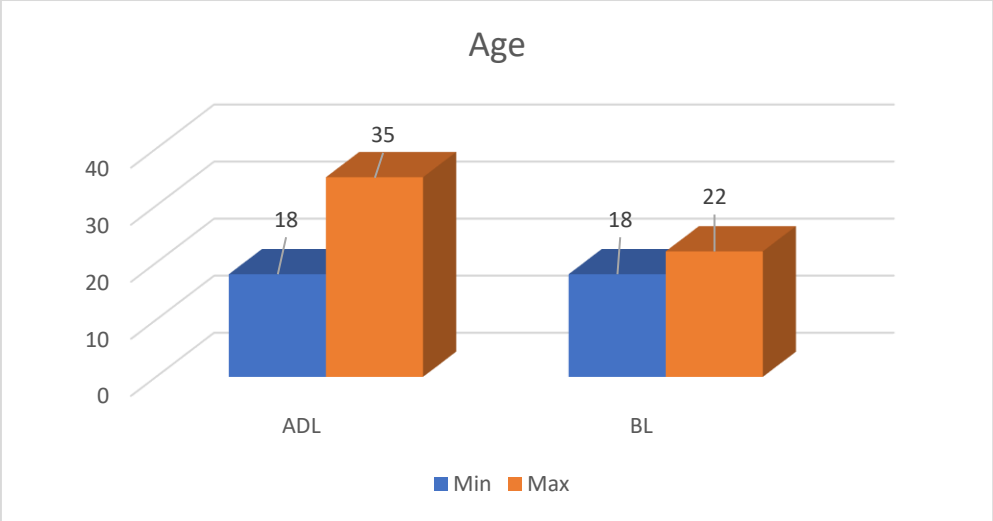

Figure 3. Age distribution in terms of ADL and BL groups.

As seen in the *Figure 3* given above, the age range of the ADL students is between 18-35; for the BL group, minimum age is 18 again, but the maximum age is 22.

Faculty distribution.

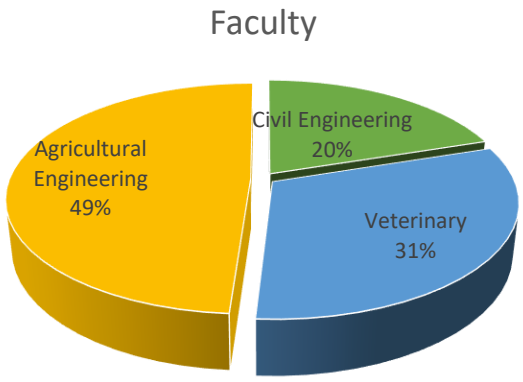

Figure 4. The distribution of the participants in terms of the faculties.

For the main study, students from Agricultural Engineering, Civil Engineering and Veterinary Faculties were included. As seen in the *Figure 4*, nearly half of the

students were from Agricultural Engineering with 49%-rate. Additionally, 31% of the students were from Veterinary and 20% of them were from Civil Engineering.

The purpose of selecting students from Faculties of Civil Engineering, Agricultural Engineering and Veterinary is that there is not a big differrence among the university entrance exam scores of these faculties. As the academic success is one of the focal points of this research, the students of faculties who enter university with a much higher score and the ones who enter the university without University Entrance Exam were not included in the study.

The distribution of school type.

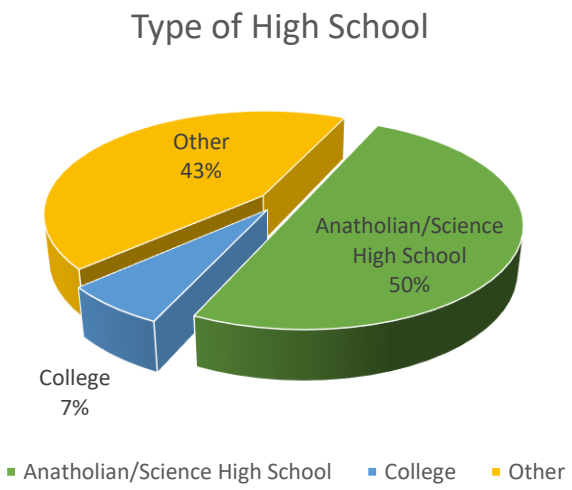

Figure 5. The distribution of the participants in terms of the type of high school.

The participants of this study were asked to indicate their type of high school that they graduated from before entering university. 50% of them graduated from Anatolian/Science High Schools and 7% of them graduated from private high schools. 43% of the participants marked their high school type as ‘Other’. What kind of high school did ‘Other’ refer to for those students were also asked. The percentages are as following:

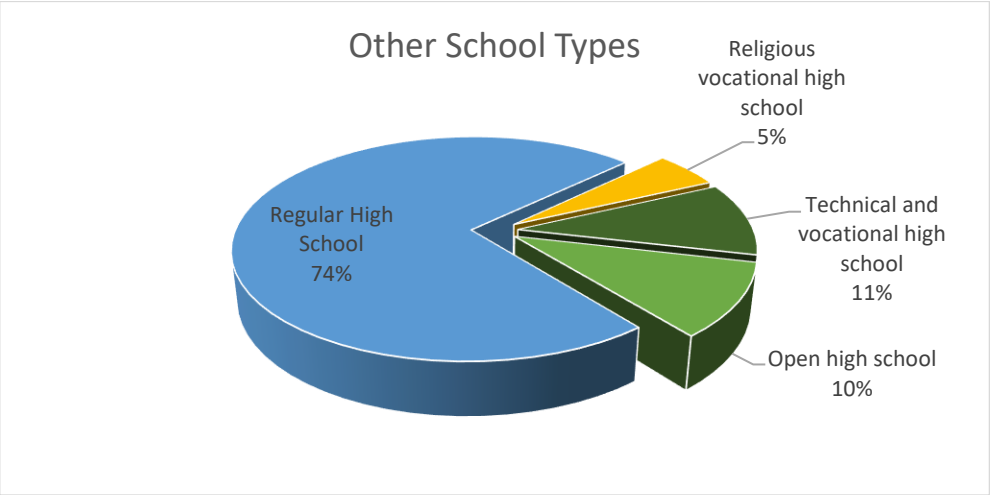

Figure 6. The distribution of the school types indicated under the name of the 'other'.

74% of the students who marked their type of high school as 'Other', were from regular high schools. 11 % of them graduated from technical and vocational high schools, 10% of them from open high school and 5% of them from religious vocational high schools.

Instruments

CD, course map and exercises package. Before the data collection process, a CD including 15-week grammar subjects was prepared by the researcher; because the English curriculum of most of the freshman students is based on Grammar at Dicle University and the videos placed in Dicle University Distance Education System for the freshmen were also grammar-based. The subjects were at beginning level; because an exemption exam was implemented before the academic year started. As a result, the students who were unsuccessful in that exam had to take English as an obligatory course and the successful ones became exempt from English.

The course map was a paper showing each week's subject and related video; this provided the participants with following the videos, subjects and exercises.

The exercises were the same with the ones placed in Dicle University Distance Education System. They were printed out and copied for all of the 145 participants by the researcher. At the beginning of the term, a package containing a

CD, course map and 15-week exercises with answer key was delivered to all of the participants.

For the data collection, a questionnaire, two tests as mid-term and final exams and semi-structured interviews were used as the instruments.

Questionnaire. A questionnaire was used to collect data for revealing the levels of ADL and BL students in terms of motivation and learner autonomy. There were three parts in the questionnaire. In the first part, there were actual questions to indicate participants' profile; in the second part there were 19 items about learners' motivation and in the third part, there were 14 items related to learners' autonomy. The items related to the motivation in the second part were adapted from Gunes, 2011 (the researcher) prepared by benefiting from Gardner's Attitude Motivation Test Battery (AMTB). The 14-item learner autonomy part were adapted from Bitlis (2011) after the required permission was obtained (see Appendix A). Except for the actual questions, there were 33 items in the questionnaire totally. The reason for not choosing a very long questionnaire was related to implementing the questionnaire on students' final exam day; because it was not possible to find all of the students at the same time as they were taught through ADL.

The mentioned questionnaire was implemented in Turkish because of the level of the students. (See Appendix B for English Questionnaire and Appendix C for Turkish Questionnaire)

Tests. Two different tests related to grammar were implemented to the students as mid-term and final exams. Both of the tests (prepared by the researcher) included 10 multiple choice questions, 5 questions for sentence order, 5 questions for correcting mistakes and 5 cloze test questions. Three experts checked the tests in terms of validity, grammar and punctuation before they were implemented (See Appendix D for Test 1 and Appendix E for Test 2).

Semi-structured interview. In order to reveal students' perception about ADL and BL processes, semi-structured interviews were implemented. The participants (7 students from ADL group and 6 students from BL group) were asked 5 questions about their learning process. The interviews were done individually in a silent environment to have a high quality in recording and they were in Turkish

because of the level of the students. (See Appendix F for the questions asked in the interviews).

Procedure

Before the academic year started, required permissions were obtained from Hacettepe University Ethics Committee (Appendix G), Dicle University Civil Engineering, Agricultural Engineering and Veterinary Faculties (see Appendices H, I, J). As explained previously, ADL process is carried out by means of an online system at Dicle University. For this study, some changes were done for ADL process. All of the participants were provided with a package including a CD of videos for 15 weeks, a course map showing the contents of videos for each week and a file of exercises with answer key. The reasons of preparing the packages are as following: As stated, internet connection is needed to watch the videos on Distance Education Center's system. In the academic year, there may be some limitations for the students to watch the videos such as not having the opportunity of using internet; so the students were provided with a CD of videos to have equal opportunity for following the determined subjects. All of the videos that existed in the CD were recorded (with Camtasia Program) by the researcher herself not to have an effect of 'teacher factor', as the videos placed on Distance Education Center's system had been recorded by different instructors. The students were also able to download the videos in their smart phones. The subjects were taught in Turkish in CDs because of the level of the students.

The freshmen of Civil Engineering, Agricultural Engineering and Veterinary Faculties were divided into two groups: Control group and Experimental Group. The control group received the course map, a CD of videos and a file of related exercises with answer key and took the responsibility of following the subjects. The students of this group were provided with the contact details of the instructor such as phone number and mail address in case of need.

The experimental group were included into BL process; in this context BL refers to the combination of face to face instruction and ADL process. This group received the same materials in addition to exposing one hour face-to-face instruction weekly. In these class hours, the subjects were taught by the instructor and the students had the opportunity of asking their questions about the videos, interacting

with their peers and instructor, and practicing. In the middle of the academic year, after the subjects of 8 weeks had been taught, both groups had a mid-term exam and at the end of the academic term, they had a final test including questions related to the subjects of 15 weeks. The questionnaire was implemented to the participants on the day of final exam, otherwise it would be difficult to reach all of the students because of ADL process. Before implementing the questionnaire, a pilot study had been realized with the participants who would not be included into the main study. The results of Pilot Study Analysis are as following:

Pilot Study and the Results

The profile of the participants. All descriptive analyses were done by using IBM SPSS 20.0 statistical package. The pilot investigation was conducted with 142 freshman students from Veterinary, Agricultural Engineering and Educational Faculties in 2015-2016 academic year. The profile of the participants is as following:

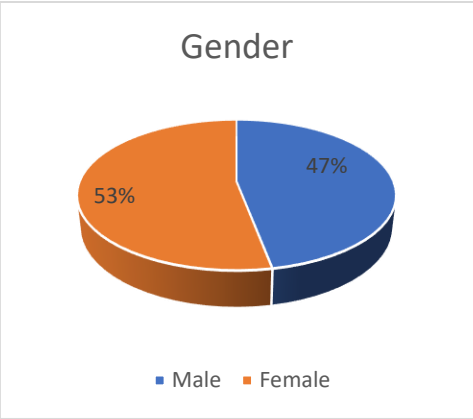

Figure 7. Gender distribution for the pilot study.

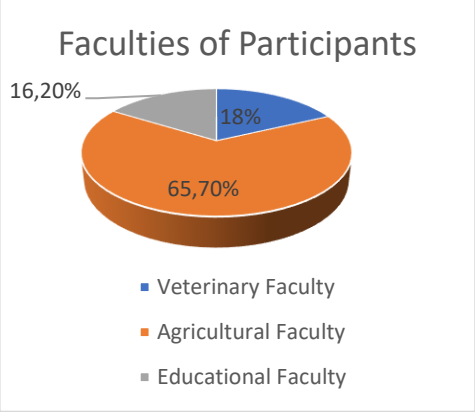

Figure 8. The distribution of the participants in terms of the faculties for the pilot study.

As seen on the *Figure 7* given above, 53% of the participants of the pilot study were female and 47% of them were male. Students from three different faculties were included in this study; 65, 7% of them were from Agricultural Faculty, 18% of them were from Veterinary Faculty and 16,2 % of them were from Educational Faculty (see *Figure 8*).

When considering the participants' ages, it was seen that the mean was 20,4. The minimum age value was 18 and the maximum age value was 37 years old (see Figure 9).

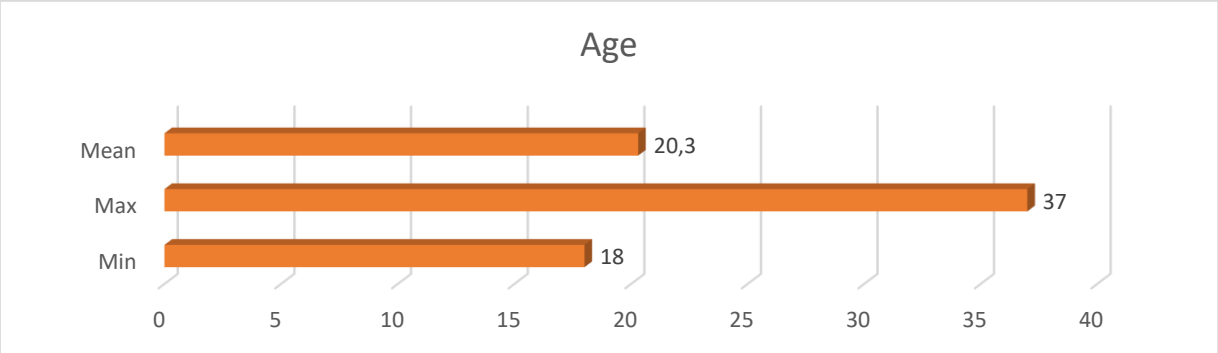

Figure 9. Age distribution of the participants for pilot study.

The results of reliability analysis. As stated before, the questionnaire consisted of three parts. In the first part, there were actual questions to indicate participants 'profile, in the second part, there were 19 questions related to motivation to learn English and in the third part, there were 14 questions related to learner autonomy. As the items in the second part and third part measure different focal points, the reliability analysis was done separately for each part. As 26 of the participants did not rated some of the items, the analysis was done over 116 participants. The results are as following:

Table 4

The Reliability Analysis Results for Motivation Items

Number of Items	Cronbach's Alpha
19	.883

The Cronbach's alpha value for motivation part was calculated as 0,883; this means the instrument was highly reliable. Hotelling T^2 was used in order to investigate whether there was any statistically significant difference between items' means. The calculated p value was .000 which was lower than the significance level (.05); this means that there was a statistically significance between items' means.

Table 5

The Reliability Analysis Results for Learner Autonomy Items

Number of Items	Cronbach's Alpha
14	.850

The Cronbach's alpha value for learner autonomy part was calculated as 0,850; this means the instrument was highly reliable. As a result of Hotelling T^2, the calculated p value for this part was .000 which means that there was a statistically significance between item means.

The Results of Factor Analysis. IBM SPSS was used to do explanatory factor analysis of the questionnaire. In order to clarify whether the data was appropriate for factor analysis or not, Kaiser-Meyer-Olkin (KMO) Test was implemented. As known, KMO Test is an index that compares the coefficient of observed correlation and partial correlation. The KMO rate needs to be over 0,5; the higher the rate is, the more appropriate the data set is for factor analysis. KMO Test value was calculated as 0,836 and calculated p value is 0.000. The results meant that the data set was appropriate for the factor analysis.

In order to complete factor analysis, Rotated Component Matrix was implemented; this was final result of factor analysis. The aim of the rotation was to obtain interpretable and meaningful factors. Before the factor analysis had been implemented, there were 34 items in the questionnaire. As a result of Rotated Component Matrix[a], one of the items was deleted as it was not under the related factor. So, the questionnaire was implemented including 33 items for the main study. Additionally, the items in learner autonomy and motivation parts created factors within themselves; so, the analysis was realized in terms of two factors (learner autonomy and motivation).

In this chapter, the setting, participants, instruments and procedure of the current study were presented. In the next chapter, the analysis of data obtained from the tests, questionnaires and interviews will be described and the results of data analysis will be presented.

Chapter 4

Data Analysis

In this chapter, the findings of quantitative and qualitative analyses will be presented in terms of research questions. Firstly, the results of quantitative analysis for the first four research questions will be presented and following that, the results of qualitative analysis will be stated for the last two research questions stated below.

This dissertation addressed the following research questions:

Research Questions

1. What are the learner autonomy, motivation and academic success levels of
   a) ADL students?
   b) BL students?
2. Is there a significant difference between ADL students and BL students in terms of learner autonomy, motivation and academic success?
3. Is there a statistically significant relationship between ADL students'
   a) academic success and autonomy?
   b) academic success and motivation?
   c) autonomy and motivation?
4. Is there a statistically significant relationship between BL students'
   a) academic success and autonomy?
   b) academic success and motivation?
   c) autonomy and motivation?
5. What are the perceptions of ADL students about ADL process?
6. What are the perceptions of BL students about BL process?

Quantitative and Qualitative Analyses

For the analysis of the first four research questions, data derived from the questionnaire and tests were analyzed in a quantitative way by means of using SPSS. Before answering the research questions stated above, Kolmogorov Smirnov Test (Table 6) was carried out to check the normality of the data. As a result, parametric tests were implemented as skewness and kurtosis values were between ±1. Mertler and Vannatta (2005) states that the data can be considered as normally distributed if the skewness and kurtosis values are between ±1, because the values do not show an extreme deviation in this situation (Mertler and Vannatta, 2005).

For the 5th and 6th research questions, the data were gathered by means of interviews carried out with 13 students; 7 from ADL group and 6 from BL group and the data were analyzed in a qualitative way as following. The students were asked to indicate their personal reflections of their learning processes. The interviews were conducted in a silent environment, and the students were taken to the interview room one by one. All of the interviews were recorded, and the recordings of the interviews were later transcribed by the researcher of the current study. In order to start to the content analysis, the transcription of all recordings was read several times to understand clearly what the interviewees wanted to tell. Then, the statements of the students were assigned codes. That is, the same statements articulated by interviewees were given the same codes. For the reduction of the codes, the similar topics were brought together and considered as a whole. There were five main questions asked in the interviews; each question was considered as a data document and the answers of interviewees were analyzed separately for each of the main questions.

Table 6

Test of Normality- Kolmogorov Smirnov

							Skewness		*Kurtosis*		*Shapiro Wilks*	
	ADL_or_BL	*N*	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*	*Statistic*	*Std. Error*	*Statistic*	*Std. Error*	*Statistic*	*p*
ADL	Academic Success	113	12.40	78.20	41.84	13.88	0.522	0.227	-0.224	0.451	0.966	0.006
	Motivation	114	31.00	91.00	70.78	11.40	-0.724	0.226	0.663	0.449	0.965	0.004
	Autonomy	114	0.00	4.,00	22.89	8.50	0.398	0.226	-0.371	0.449	0.956	0.001
BL	Academic Success	31	39.40	96.00	63.42	14,46	0.484	0.421	-0.545	0.821	0.957	0.244
	Motivation	31	50.00	93.00	75.68	11.40	-0.381	0.421	-0.713	0.821	0.962	0.338
	Autonomy	31	19.00	43.00	30.45	7.38	0.136	0.421	-1.189	0.821	0.946	0.122

The Results of Quantitative Analysis

Research Question 1a: What are the learner autonomy, motivation and academic success levels of the ADL students? The ADL group included 114 students who were taught English only through asynchronous distance learning. As stated previously, a questionnaire consisting of 33 items was implemented to the participants at the end of their learning process. 14 items placed in the questionnaire were related to learner autonomy, and these items were included in order to test students' autonomy level. The percentages of ADL students' answers to autonomy items are stated below in Table 7.

Table 7

Autonomy Items and the Percentages of ADL Students' Answers

	Never	Sometimes	No Idea	Often	Always
1. I watched the English videos placed in the CD regularly.	35.4%	45.1%	5.3%	6.2%	8.0%
2. I took notes related to the subject while I was watching the videos.	46.9%	25.7%	7.1%	5.3%	15.0%
3. I asked the instructor about the parts that I hadn't understood from the videos.	77.2%	12.3%	6.1%	1.8%	2.6%
4. I did extra exercises to understand the subjects taught in the videos better	50.9%	28.9%	6.1%	9.6%	4.4%
5. While watching, I stopped the video(s) for the parts I couldn't understand well.	42.0%	22.3%	4.5%	10.7%	20.5%
6. I applied my own learning strategies	43.8%	17.9%	6.3%	15.2%	17.0%
7. I made a connection between the subjects					

taught in the videos and exercises given/ solved by the instructor.	46.0%	15.9%	12.4%	10.6%	15.0%
8. I compared the structures/rules of English I got during learning process with those of the language(s) I speak.	54.5%	22.3%	8.0%	9.8%	5.4%
9. I looked up the meaning of an unknown English vocabulary that I saw somewhere.	36.3%	21.2%	11.5%	15.0%	15.9%
10. I kept a record of my studies to be able to evaluate my learning process afterwards. (e.g. keeping a diary, taking small notes on the 'course map' paper given by the instructor etc.)	59,3%	20,4%	8,0%	6,2%	6,2%
11. I made self-exams with the questions that I chose among the exercises given by the instructor.	61.1%	18.6%	8.0%	6.2%	6.2%
12. I rewarded myself such as going shopping, meeting my friends etc. whenever I make progress.	57.7%	11.7%	10.8%	13.5%	6.3%
13. I realized my strengths and weaknesses in my English study in this learning process.	27.0%	20.7%	10.8%	21.6%	19.8%
14. I started to watch the videos just a short time before the exams.	18.9%	12.6%	9.9%	20.7%	37.8%

The mean score of ADL group in terms of autonomy items was found as 22.89 out of 70, and standard deviation was found as 8.50 (see Table 8).

Table 8

ADL Students' Autonomy Values

Count	Mean	Min	Max	Standard Deviation
114	22.89	10.00	45	8.50

When the percentages of ADL students' answers to autonomy items were considered, it was seen that 44.7% of ADL students marked 'Sometimes', 27.2 % of them marked 'No Idea', and 28.1 % of them marked 'Often'. Therefore, it is apparent that the ADL students mostly marked the 'choice of 'Sometimes' (see the Figure 10).

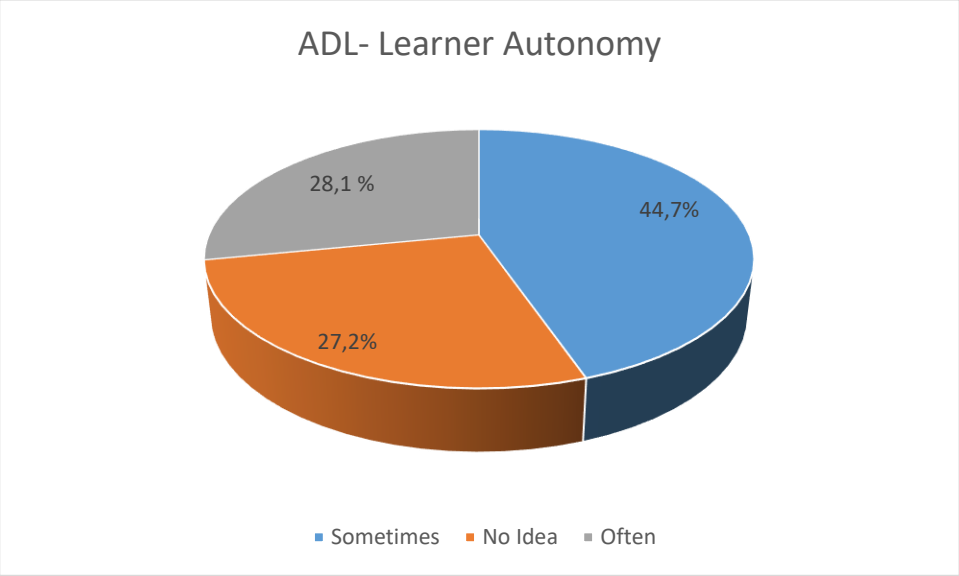

Figure 10. Percentages of ADL students' answers to autonomy items.

In addition to learner autonomy, ADL students' motivation level was questioned by using 19 items placed in the questionnaire. ADL students' answers to motivation items were also analyzed (see Table 9 for the items and their percentages for ADL group).

Table 9

Motivation Items and the Percentages of ADL Students' Answers

	Totally Disagree	Disagree	No Idea	Agree	Totally Agree
1.I enjoy learning English.	0.9%	5.3%	4.4%	43.9%	45.6%
2.I like listening to English songs.	0.9%	2.7%	11.5%	38.1%	46.9%
3. I like watching English movies.	2.7%	5.4%	17.1%	28.8%	45.9%
4.To be able to make English sentences makes me happy.	2.6%	7.9%	11.4%	30.7%	47.4%
5. To improve my speaking skills, I try to speak English about any subject when I am alone (e.g. speaking in front of the mirror, recording my voice).	5.5%	13.6%	14.5%	33.6%	32.7%
6. I'm interested in English language outside the courses at University.	12.3%	35.1%	18.4%	21.1%	13.2%
7.Anything related to English that I run into out of university environment attracts my attention.	8.8%	20.2%	15.8%	37.7%	17.5%
8.I hope that we have more English classes.	3.5%	8.8%	8.8%	48.7%	30.1%
9.I think that I am doing my best to learn English.	7.0%	9.6%	27.2%	26.3%	29.8%
10.I believe that I have sufficient ability to learn English.	13.3%	31.9%	19.5%	23.0%	12.4%

11. I want to improve my language skills in a country where English is spoken as native-language.	6.3%	7.1%	19.6%	36.6%	30.4%
12. I like learning about the values and customs of other countries where English is spoken.	1.8%	3.5%	16.7%	39.5%	38.6%
13. I think what I learnt from the videos/ instructor will be useful in the future.	36.8%	34.2%	12.3%	9.6%	7.0%
14. I am prepared to spend adequate effort in learning English.	40.4%	38.6%	12.3%	7.9%	0.9%
15. I study English only to pass the school exams.	13.2%	19.3%	21.1%	29.8%	16.7%
16. I find English boring.	39.3%	33.0%	11.6%	10.7%	5.4%
17. I feel nervous when I try to practice English with my friends.	1.8%	0.9%	6.1%	22.8%	68.4%
18. I do not spend any extra efforts to reinforce what I learn at school.	2.6%	4.4%	16.7%	27.2%	49.1%
19. I don't want to be involved in English unless it is necessary.	12.3%	23.7%	18.4%	23.7%	21.9%

As illustrated in Table 10 below, the mean score of ADL students for the motivation items was found as 70.78 out of 95.

Table 10

ADL Students' Motivation Values

Count	Mean	Min	Max	Standard Deviation
114	70.78	31	91	11.40

In addition to the mean score, it was seen that 90.4% of ADL students marked 'agree', and only 8.8% of them marked 'no Idea' for the items covering motivation statements (see Figure 11).

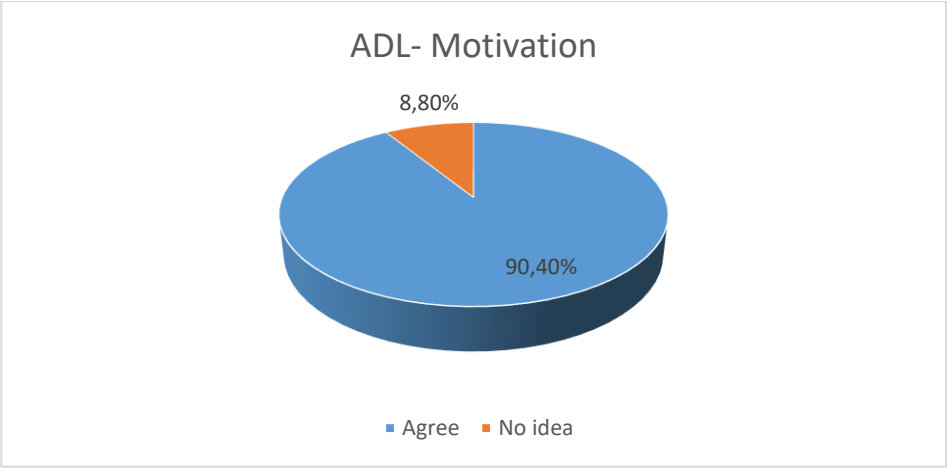

Figure 11. Percentages of ADL students' answers to motivation items.

As for the academic success, two grammar tests were implemented as the mid-term and final exams. Table 11 presents the minimum, maximum and mean scores of ADL students in terms of Test 1 and Test 2. The results of the tests revealed that ADL students' minimum score in Test 1 was 17, maximum score was 88, and the mean was calculated as 41.78. The minimum score for Test 2 was 8, the maximum score was 81, and finally the mean score was 41.79 (Table 11).

Table 11

ADL Students' Minimum, Maximum and Mean Scores in Test 1 and 2

	N	Minimum	Maximum	Mean	Std. Deviation
Test_1	114	17.00	88.00	41.7807	16.02363
Test_2	114	8.00	81.00	41.7982	14.89858
Grade	114	12.40	78.20	41.8123	13.82355
Valid N (listwise)	114				

In order to have a single mean score for the participating students, 40% of the Test 1 and 60% of the Test 2 were added. The students who had a mean score below 60 were accepted as 'unsuccessful', and those with the mean scores of either 60 or over were accepted as 'successful'. Choosing '60' as the criterion of being successful or unsuccessful was because it is accepted as the passing grade for the setting where the research was conducted. The results showed that 84.2% of the ADL students were unsuccessful, and 15.8% of them were successful in terms of mean scores (see Figure 12).

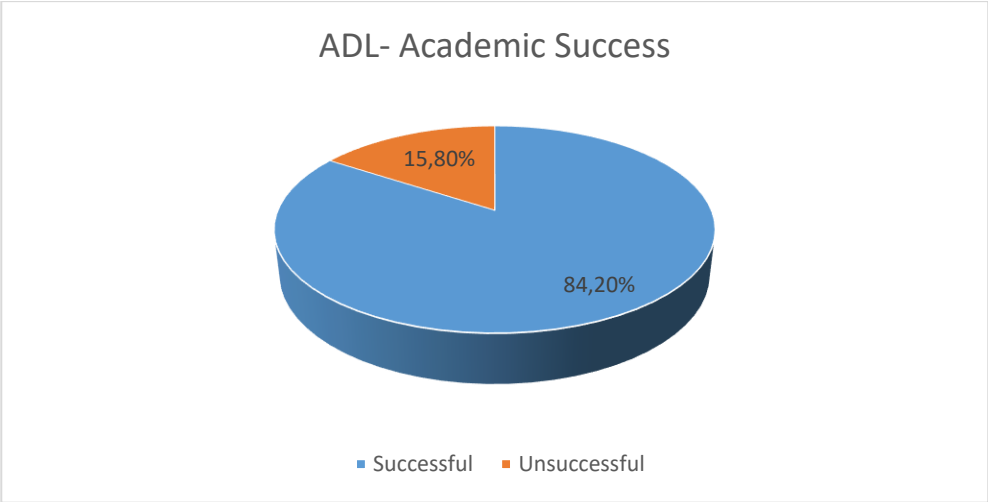

Figure 12. Percentages of ADL students in terms of their achievement.

Research Question 1b: What are the learner autonomy, motivation and academic success levels of the BL students? As the second sub-question of the first research question, autonomy, motivation and academic success levels of BL students were analyzed. The participating group consisted of 31 students who were both included in face-to-face instruction and ADL process. Their autonomy level was revealed by means of 14 items placed in the questionnaire. The percentages of answers to autonomy items collected from BL students are stated in Table 12.

Table 12

Autonomy Items and the Percentages of BL Students' Answers

	Never	Sometimes	No Idea	Often	Always
1. I watched the English videos placed in the CD regularly.	0.0%	41.9%	3.2%	29.0%	25.8%
2. I took notes related to the subject while I was watching the videos.	0.0%	29.0%	12.9%	9.7%	48.4%
3. I asked to the instructor about the parts that I hadn't understood from the videos.	31.0%	17.2%	31.0%	10.3%	10.3%
4. I did extra exercises to understand the subjects taught in the videos better	13.3%	43.3%	13.3%	13.3%	16.7%
5. While watching, I stopped the video(s) for the parts I couldn't understand well.	3.3%	23.3%	6.7%	13.3%	53.3%
6. I applied my own learning strategies	9.7%	16.1%	3.2%	32.3%	38.7%
7. I made a connection between the subjects taught in the videos and exercises given/ solved by the instructor.	0.0%	12.9%	9.7%	16.1%	61.3%
8. I compared the structures/rules of English I got during learning process with those of the language(s) I speak.	19.4%	32.3%	19.4%	16.1%	12.9%
9. I looked up the meaning of an unknown	10.0%	30.0%	3.3%	23.3%	33.3%

English vocabulary that I saw somewhere.					
10. I kept a record of my studies to be able to evaluate my learning process afterwards. (e.g. keeping a diary, taking small notes on the 'course map' paper given by the instructor etc.)	26.7%	16.7%	10.0%	20.0%	26.7%
11. I made self-exam with the questions that I chose among the exercises given by the instructor.	19.4%	29.0%	9.7%	25.8%	16.1%
12. I rewarded myself such as going shopping, meeting my friends etc. whenever I make progress.	53.3%	16.7%	10.0%	3.3%	16.7%
13. I realized my strengths and weaknesses in my English study in this learning process.	3.3%	16.7%	10.0%	33.3%	36.7%
14. I started to watch the videos just a short time before the exams.	0.0%	10.0%	3.3%	23.3%	63.3%

In addition to the percentages of their answers per item, the mean autonomy score was calculated, and the calculation revealed it as 30.45 out of 70 (see Table 13).

Table 13

BL Students' Autonomy Values

Count	Mean	Min	Max	Standard Deviation
31	30.45	19.00	43.00	11.40

When the answers of BL students to autonomy items were considered, 71 % of BL students marked ‘often’ and 29% of them marked ‘no Idea’ (see *Figure 13*).

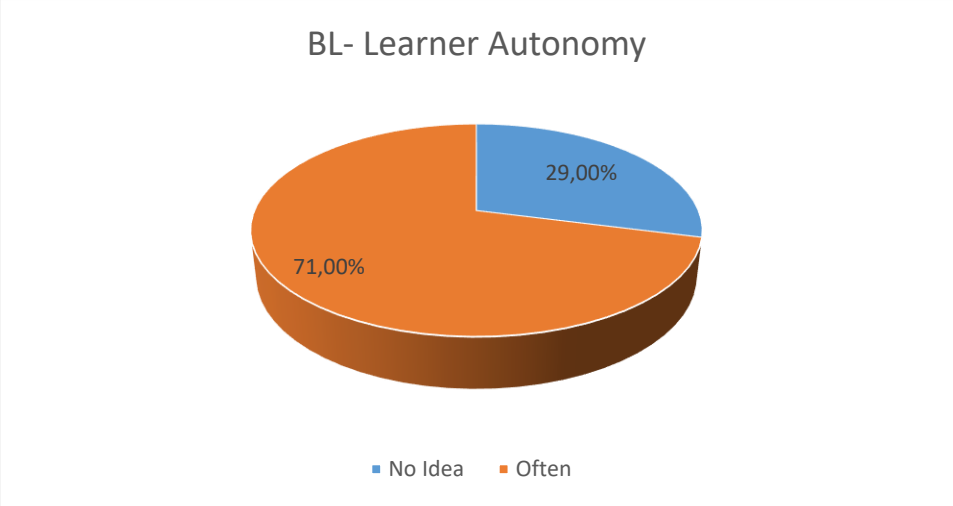

Figure 13. Percentages of BL students’ answers to autonomy items.

For the second sub-question of the first research question, motivation level of BL students was analyzed by means of 19 items stated in the questionnaire. The table given below (Table 14) shows the percentages of the participants answers.

Table 14

Motivation Items and the Percentages of BL Students’ Answers

	Totally Disagree	Disagree	No Idea	Agree	Totally Agree
1.I enjoy learning English.	0.0%	0.0%	0.0%	35.5%	64.5%
2.I like listening to English songs.	0.0%	0.0%	9.7%	32.3%	58.1%
3. I like watching English movies.	0.0%	3.2%	6.5%	32.3%	58.1%
4.To be able to make English sentences makes me happy.	3.2%	0.0%	9.7%	35.5%	51.6%
5. To improve my speaking skills, I try to speak English about any subject when I am alone	6.7%	6.7%	10.0%	36.7%	40.0%

(e.g. speaking in front of the mirror, recording my voice).					
6. I'm interested in English language outside the courses at University.	9.7%	12.9%	25.8%	35.5%	16.1%
7. Anything related to English that I run into out of university environment attracts my attention.	0.0%	12.9%	12.9%	54.8%	19.4%
8.I hope that we have more English classes.	0.0%	0.0%	12.9%	48.4%	38.7%
9.I think that I am doing my best to learn English.	3.2%	0.0%	22.6%	35.5%	38.7%
10.I believe that I have sufficient ability to learn English.	6.5%	16.1%	38.7%	29.0%	9.7%
11. I want to improve my language skills in a country where English is spoken as native-language.	3.2%	6.5%	9.7%	38.7%	41.9%
12. I like learning about the values and customs of other countries where English is spoken.	3.3%	6.7%	6.7%	36.7%	46.7%
13. I think what I learnt from the videos/ instructor will be useful in the future.	45.2%	19.4%	9.7%	16.1%	9.7%
14. I am prepared to spend adequate effort in learning English.	54.8%	32.3%	6.5%	3.2%	3.2%
15. I study English only to pass the school exams.	29.0%	22.6%	25.8%	16.1%	6.5%
16. I find English boring.	46.7%	33.3%	6.7%	6.7%	6.7%

17. I feel nervous when I try to practice English with my friends.	0.0%	0.0%	6.9%	27.6%	65.5%
18. I do not spend any extra efforts to reinforce what I learn at school.	0.0%	3.2%	19.4%	29.0%	48.4%
19. I don't want to be involved in English unless it is necessary.	25.8%	12.9%	22.6%	22.6%	16.1%

As stated below in Table 15, the mean score of BL students for the motivation items was found as 75.68 out of 95 (see Table 15).

Table 15

BL Students' Motivation Values

Count	Mean	Min	Max	Standard Deviation
31	75.68	50	93	11.40

In terms of the items related to motivation stated in Table 14, 96.8 % of BL students marked 'agree' and 3.2 % of them marked 'no Idea' (see *Figure 14*).

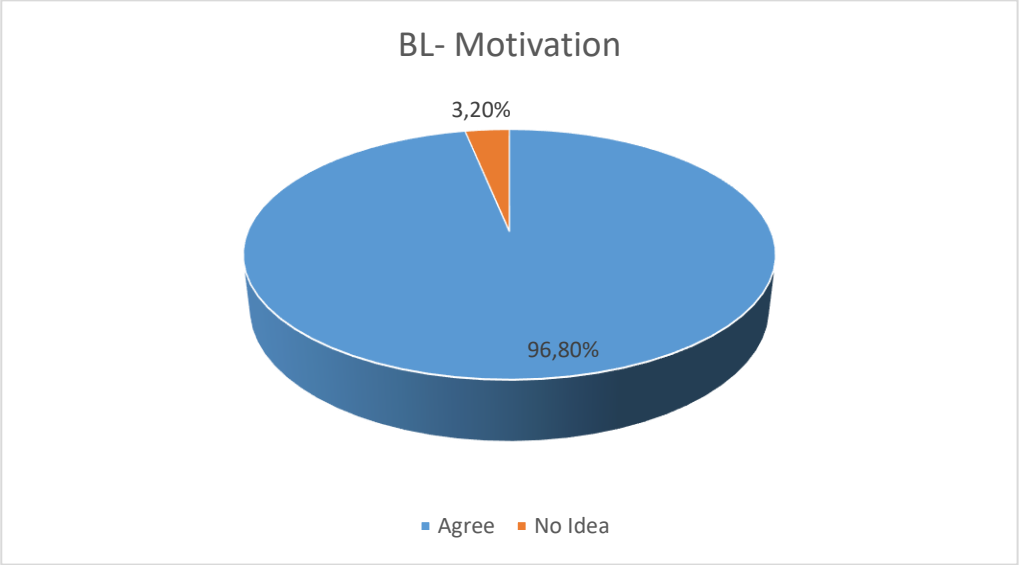

Figure 14. Percentages of BL students' answers to motivation items.

As for BL students' academic success level, the minimum, maximum and mean scores were calculated for Test 1 and Test 2. Table 16 illustrates BL students' minimum, maximum and mean scores of both Test 1 and Test 2 (See Table 16).

Table 16

BL Students' Minimum and Maximum Scores in Test 1 and 2

	N	Minimum	Maximum	Mean	Std. Deviation
Test_1	31	31.00	96.00	63.6129	13.96347
Test_2	31	41.00	96.00	63.2903	15.57818
grade	31	39.40	96.00	63.4194	14.45963
Valid N (listwise)	31				

In order to have a single mean score and mean score for the BL students, 40% of the Test 1 and 60% of the Test 2 were added. The students who had a mean score below 60 were considered as 'unsuccessful' and the ones whose mean score was 60 or over were considered as successful for English class. Therefore, the results of the current study showed that 51.6% of BL students were unsuccessful and 48.4% of them were successful (see *Figure 15*).

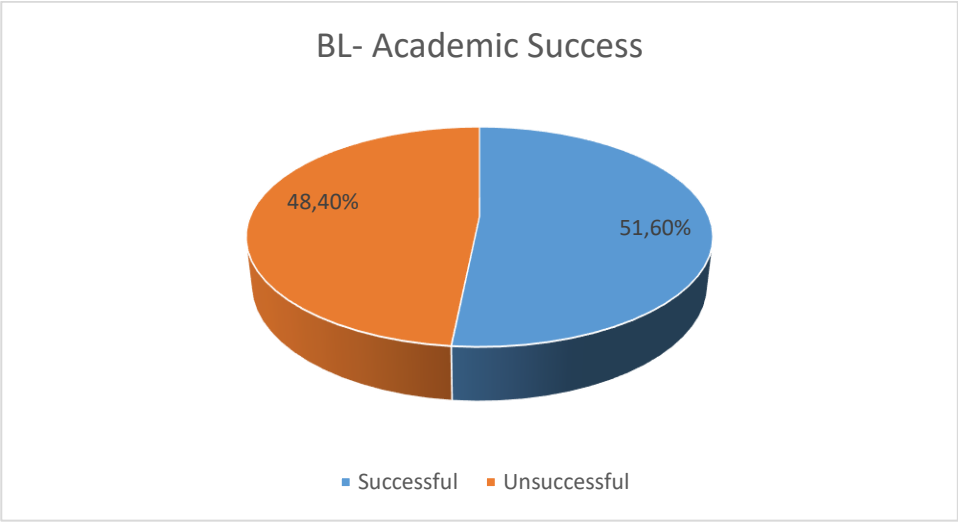

Figure 15. Percentages of BL students in terms of their achievement.

Overall, the results revealed that BL students were better than ADL students in learner autonomy, motivation and academic success. The results of the comparison between of ADL and BL groups are presented in the research question are stated below.

Research Question 2: Is there a significant difference between ADL students and BL students in terms of learner autonomy, motivation and academic success? In order to compare ADL students and BL students with respect to learner autonomy and motivation, the results obtained through the quantitative analysis of questionnaires were used. Additionally, the groups were compared in their academic success by using their scores obtained through the implementation of two tests. As the statistical analysis, an Independent Sample T-test was implemented to see if the two groups differed significantly in learner autonomy, motivation, and academic success. The overall results are presented in Table 17.

Table 17

The Results of independent Samples T-test

	ADL or BL							
	ADL			BL				
	Count	Mean	Standard Deviation	Count	Mean	Standard Deviation	t	p
Learner Autonomy	114	22.89	8.50	31	30.45	7.38	-4.510	0.001
Motivation	114	70.78	11.40	31	75.68	11.40	-2.121	0.036
Academic Success	114	41.84	13.88	31	63.42	14.46	-7.600	0.001

According to the results depicted in Table 17, a significant difference was found in terms of all the variables: learner autonomy, motivation and academic success ($p<0.05$), which means that the BL group performed better than the ADL group in relation to mentioned variables.

ADL group and BL group were firstly compared in terms of learner autonomy. The results of independent sample T-test revealed that the average of BL students' autonomy scores was higher ($\bar{x}$=30.45), than ADL students' ($\bar{x}$=22.89).

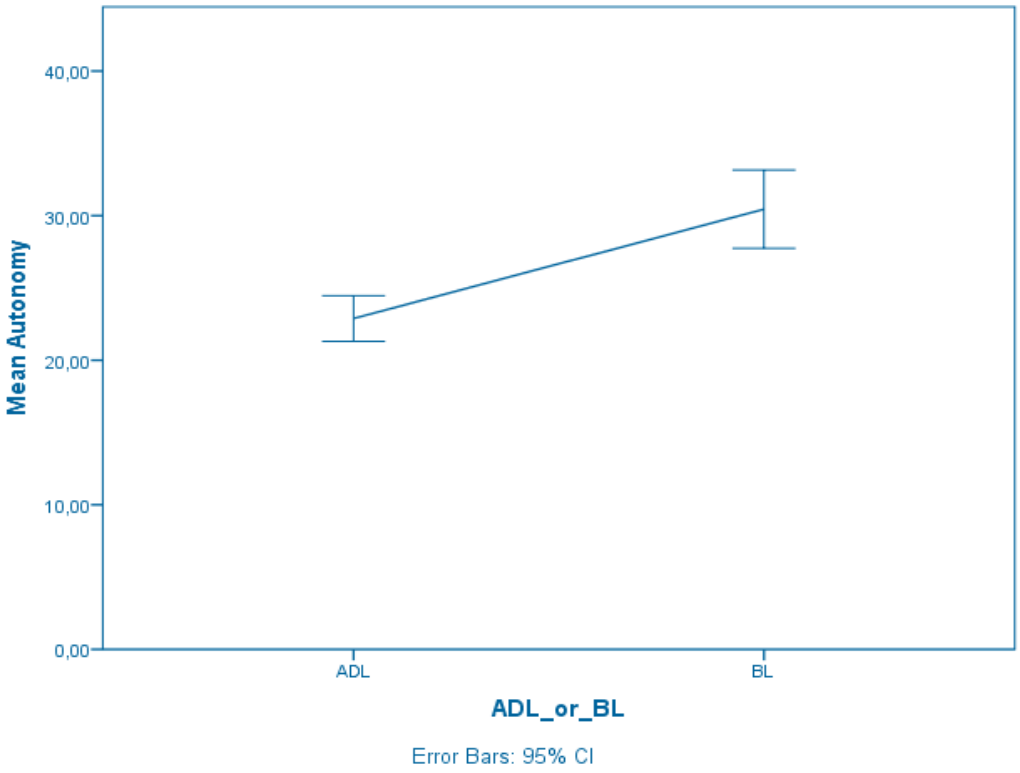

Figure 16. ADL and BL groups in terms of learner autonomy.

As illustrated in *Figure 16*, this means that the students in BL group were more autonomous than ADL students. The significance value was .001($p<0.05$); therefore, the result is statistically significant.

Similarly, the mean motivation score of the students in BL group was higher ($\bar{x}$=75.68) than that of the students' in ADL group ($\bar{x}$=70.78). This result was also statistically significant in that the p value was found as .036, which means that the

students in the BL group were more motivated than the students participated in the ADL group for learning English (*see Figure 17*).

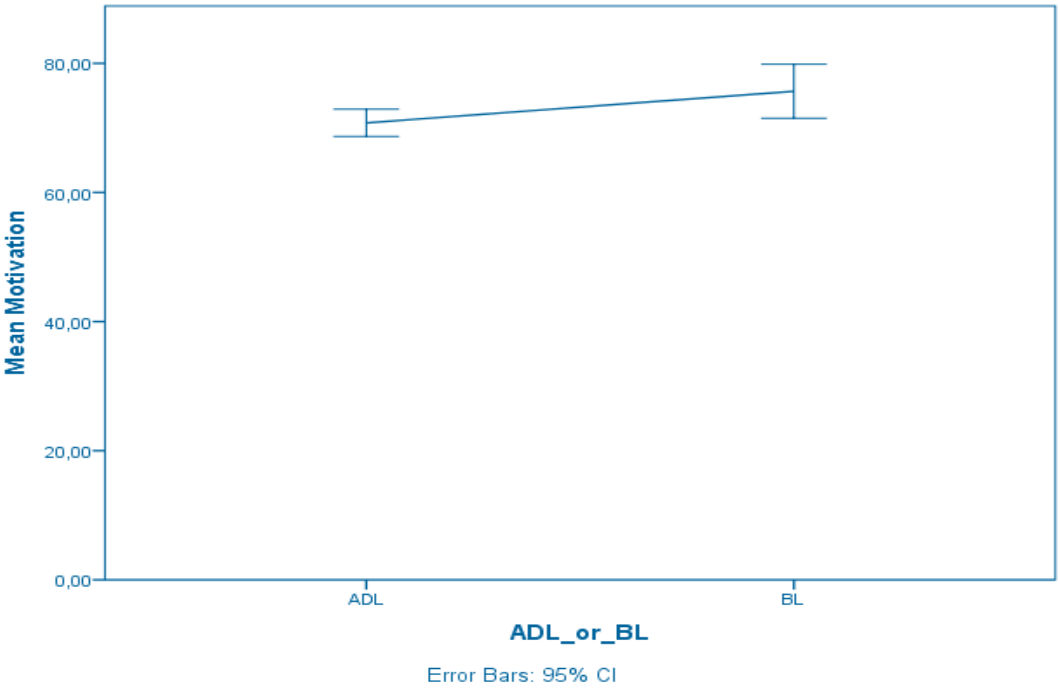

Figure 17. ADL and BL groups in terms of motivation.

As the last step of the comparison, the groups were examined in terms of academic success. In the comparison, a single mean score which was obtained by adding 40% of Test 1 and 60% of Test 2 was used.

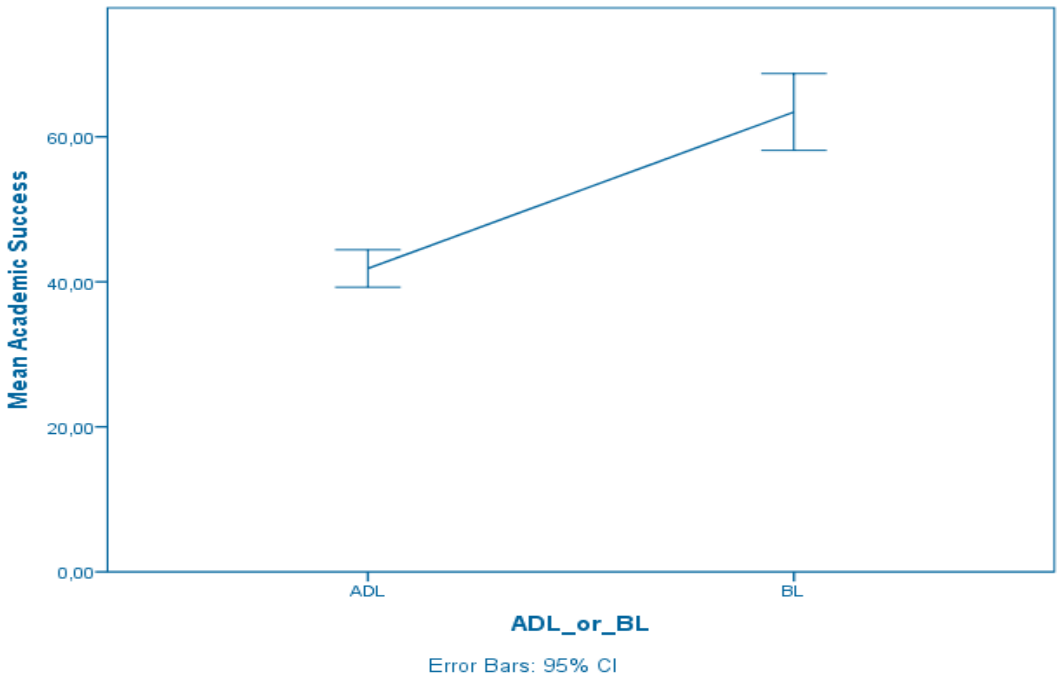

Figure 18. ADL and BL groups in terms of academic success.

As seen in the *Figure 18*, BL students' academic success was higher than ADL students'. Additionally, *Figure 19* presents the mean scores of Test 1 and Test 2 for ADL and BL groups. While it was 41.9 out of 100 points for ADL students, the mean score of BL students was calculated as 62.56 out of 100. It was seen that the mean score of BL group was over 60 which was the passing grade for Dicle University students.

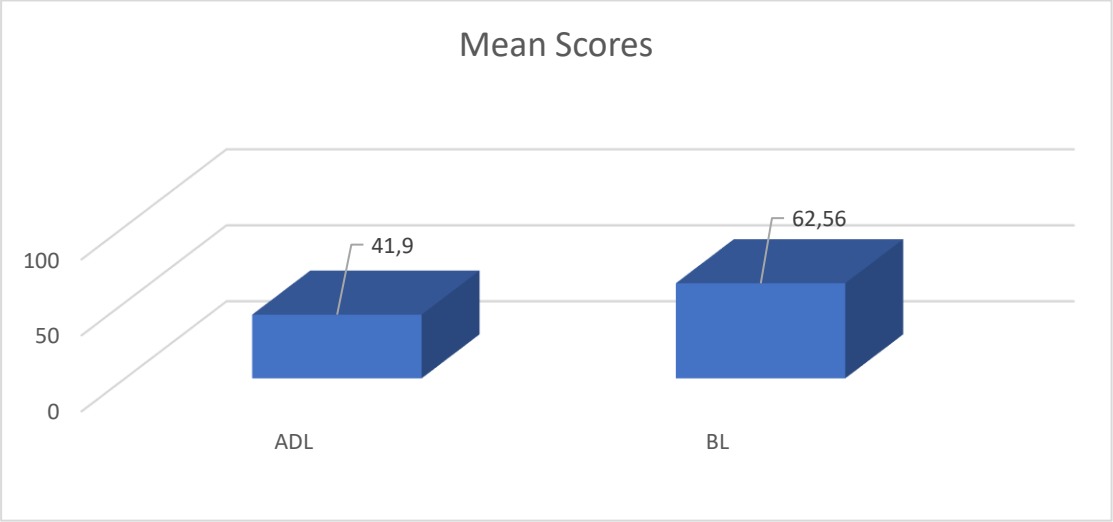

Figure 19. Mean scores of ADL and BL groups for academic success.

To sum up the comparison of ADL and BL groups in terms of learner autonomy, motivation and academic success, *Figure 20* is presented below. According to the bar chart below, the students in BL group had higher scores than ADL students in learner autonomy, motivation, and academic success variables.

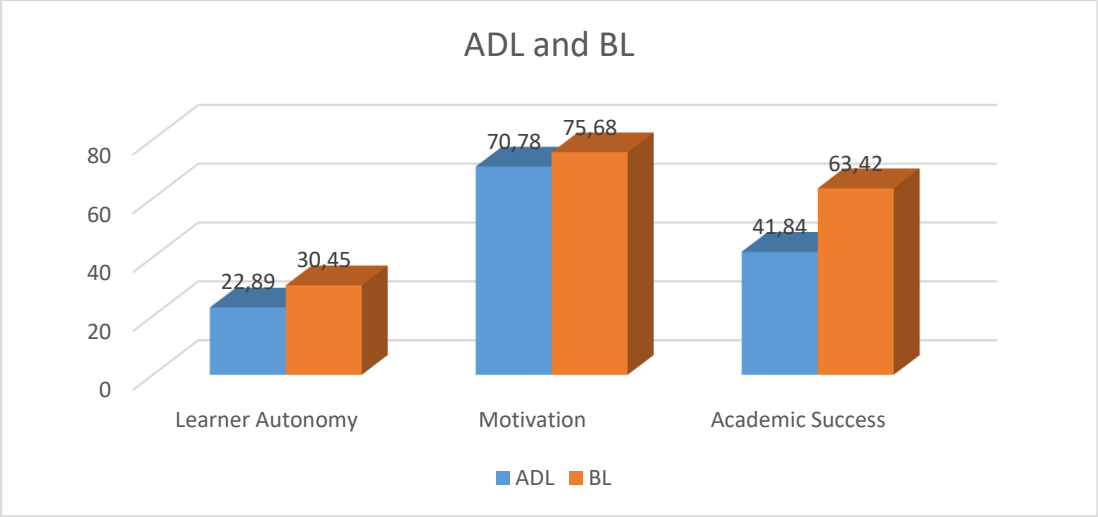

Figure 20. Comparison of ADL and BL groups in terms of learner autonomy, motivation and academic success.

Research Question 3a. Is there a statistically significant relationship between ADL students' academic success and autonomy? In order to reveal whether there is a significant relationship between ADL students' academic success and their autonomy, the mean scores were analyzed using a Pearson Correlation Coefficient Test. The results of Pearson Correlation Coefficient Test are presented in Table 18.

Table 18

The Relationship Between ADL Students' Academic Success and Autonomy

ADL	n	r	p
Academic success & Autonomy	113	-0.019	0.843

As seen in Table 18, a statistically significant and linear relationship was not found between ADL students' academic success and their autonomy (p=0.843>0.05). The result is also illustrated in *Figure 21* below.

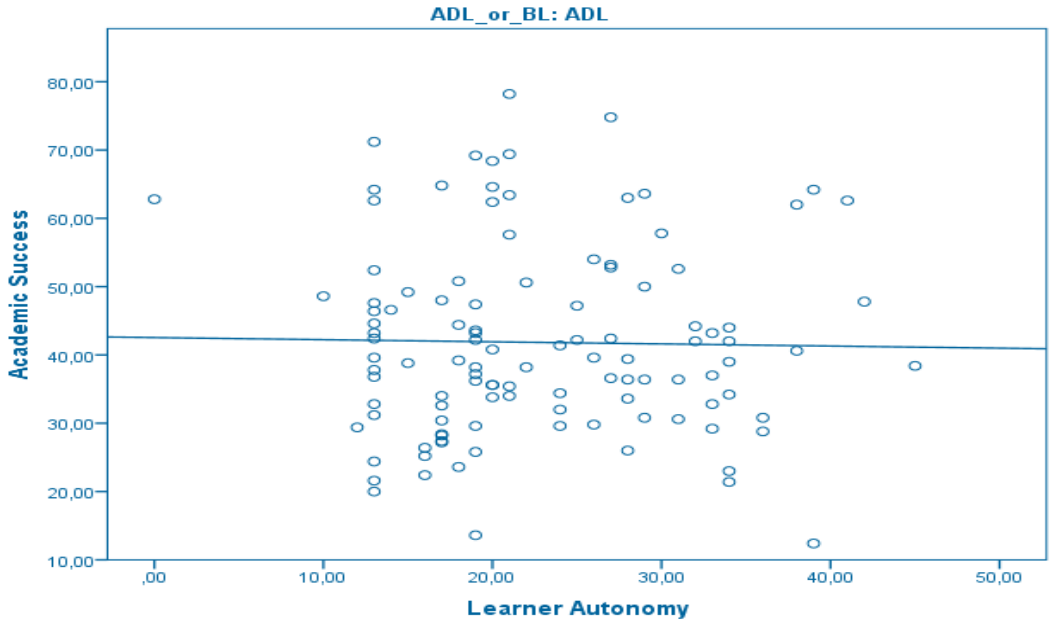

Figure 21. The relationship between ADL students' academic success and autonomy.

Research Question 3b. Is there a statistically significant relationship between ADL students' academic success and motivation? In order to reveal the relationship between ADL students' academic success and motivation, the mean scores of the tests and motivation scale were used. The data obtained from the tests and scale were analyzed using Pearson Correlation Coefficient Test. The results are presented in Table 19.

Table 19

The Relationship Between ADL Students' Academic Success and Motivation

ADL	n	r	p
Academic success & Motivation	113	0.078	0.413

As seen in Table 19 above, the results of Pearson Correlation Coefficient Test revealed that there was not a significant relationship between ADL students' academic success and their motivation (r= 0.078; p= 0.413). See the *Figure 22* below for ADL students' academic success and motivation relationship.

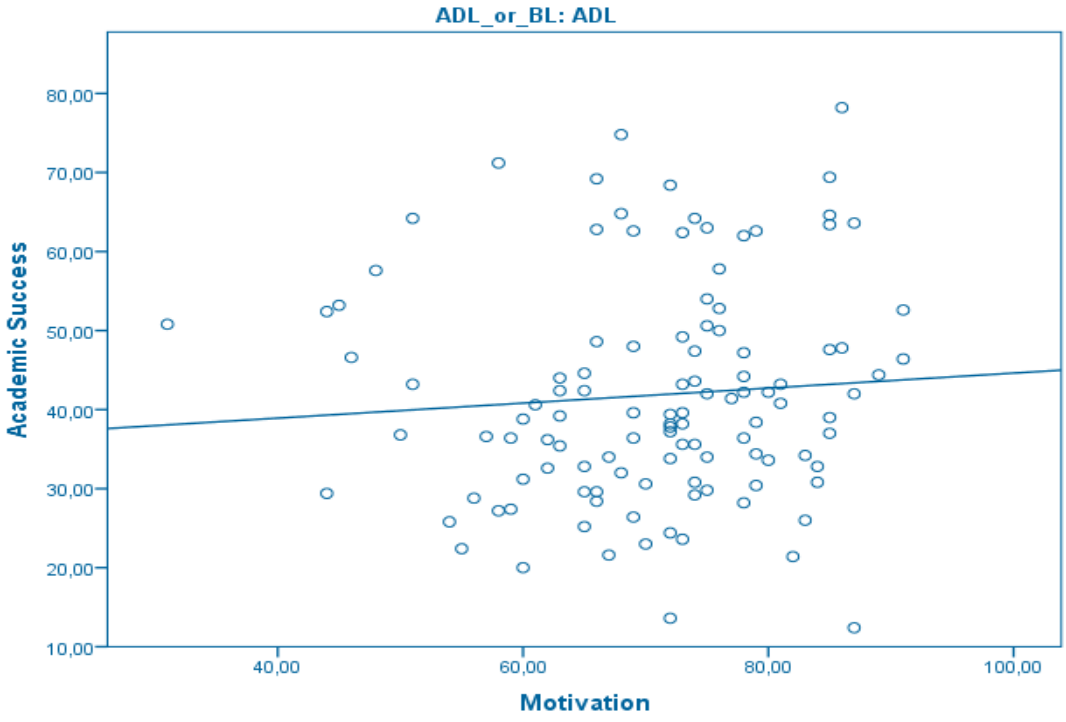

Figure 22. The relationship between ADL students' academic success and motivation.

Research Question 3c. Is there a statistically significant relationship between ADL students' motivation and autonomy? To reveal whether there is a significant relationship between ADL students' motivation and autonomy, Pearson Correlation Coefficient Test was implemented. The results are given in Table 20.

Table 20

The Relationship Between ADL Students' Motivation and Autonomy

ADL	n	r	p
Motivation & Autonomy	113	0.387	0.001

The results of the test revealed a positive and statistically significant correlation between ADL students' motivation and autonomy. According to the results, it can be stated that ADL students' motivation and autonomy levels increase in a linear way (see Figure 23).

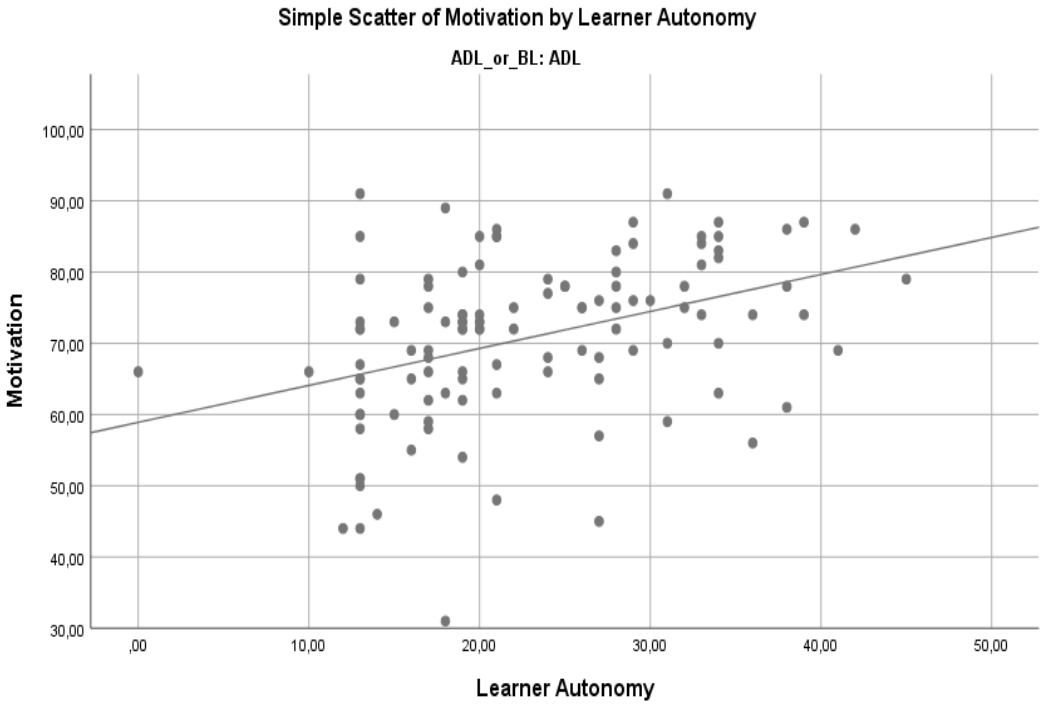

Figure 23. The relationship between ADL students' motivation and autonomy.

Research Question 4a. Is there a statistically significant relationship between BL students' academic success and autonomy? In order to clarify the relationship between BL students' academic success and autonomy, their mean scores obtained from the tests and learner autonomy scale results were used for the analysis. The results of Pearson Correlation Coefficient Test are presented in Table 21 below.

Table 21

The Relationship Between BL Students' Academic Success and Autonomy

BL	n	r	p
Academic success & Autonomy	31	0.098	0.598

As seen in Table 21 which presents the results of Pearson Correlation Test related to academic success and autonomy relationship of BL students, there was not a significant relationship between BL students' academic success and their autonomy; in that, p value was found as 0.598>0.05 and r= 0.098. The results are presented in *Figure 24*.

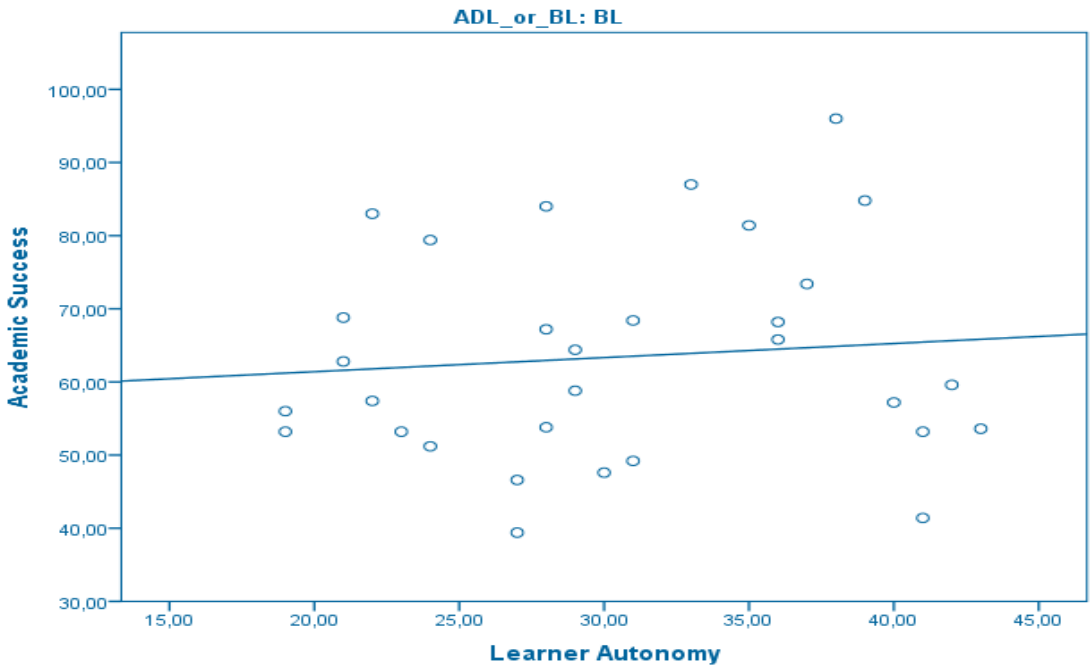

Figure 24. The relationship between BL students' academic success and autonomy.

Research Question 4b. Is there a statistically significant relationship between BL students' academic success and motivation? In order to reveal the relationship between ADL students' academic success and motivation, the mean scores of the tests and motivation scale were used. The data obtained from the tests and scale were analyzed using Pearson Correlation Coefficient Test. The results are given in Table 22.

Table 22

The Relationship Between BL Students' Academic Success and Motivation

BL	n	r	p
Academic success & Motivation	31	0.421	0.018

As Pearson Correlation Coefficient Test results showed, a significant and linear relationship was found between BL students' academic success and motivation. Accordingly, p value was found as 0.018<0.05. This means that the more motivation level of BL students increased, the higher was their academic success. The results are also presented with *Figure 25* placed below.

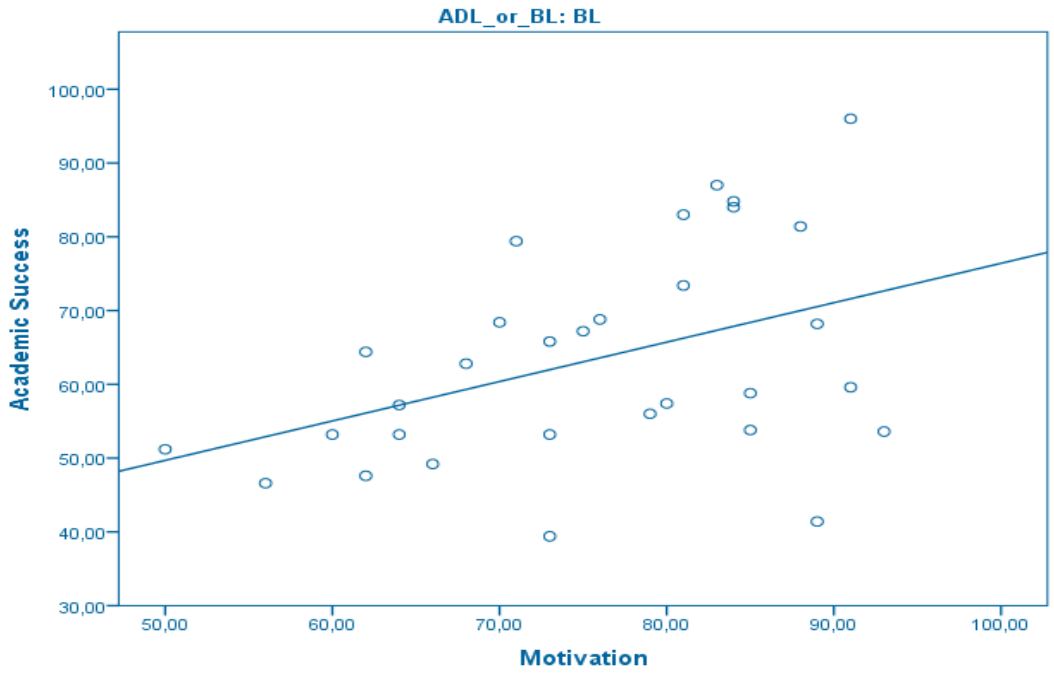

Figure 25. The relationship between BL students' academic success and motivation.

Research Question 4c. Is there a statistically significant relationship between BL students' motivation and autonomy? In order to clarify the level of relationship between motivation and autonomy of BL students Pearson Correlation Coefficient Test was implemented. As stated in Table 23, the results showed that there was a linear and significant relationship between BL students' motivation and autonomy (p=0.029). Considering the results, it can be stated that the higher the motivation level of the students is, the higher their autonomy level is.

Table 23

The Relationship Between BL Students' Motivation and Autonomy

BL	n	r	p
Motivation & Autonomy	31	0.392	0.029

The correlation between BL students' motivation and autonomy is presented in *Figure 26*, as well.

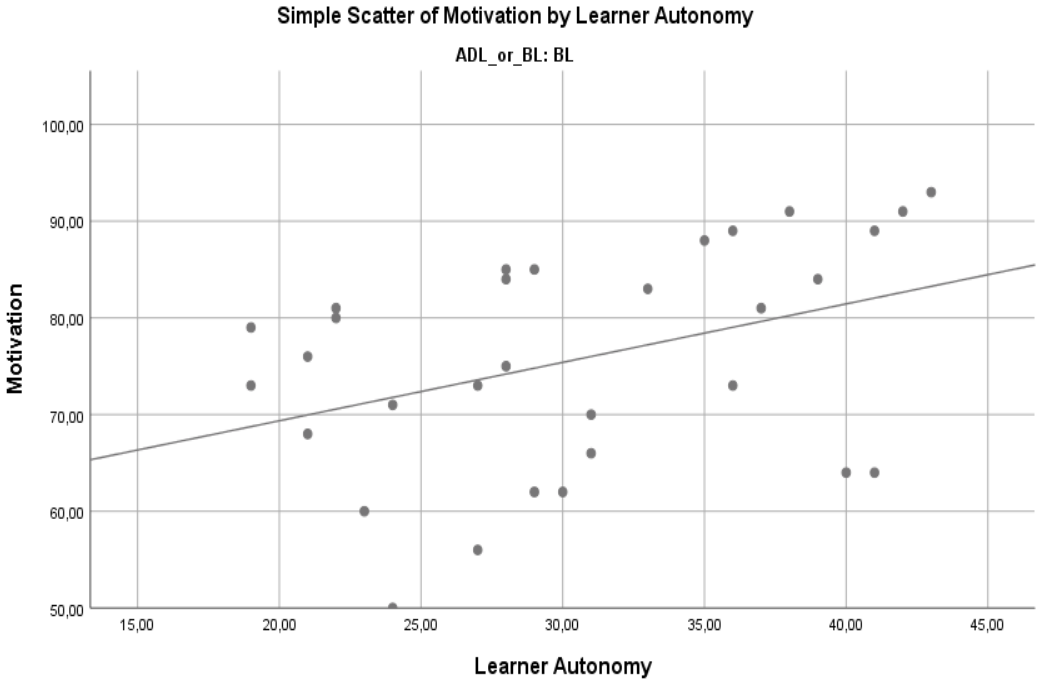

Figure 26. The relationship between BL students' academic success and motivation.

The results of the quantitative data were presented for the first four research questions. For the last two research questions, the results of the qualitative data obtained by means of the interviews is presented in the next part.

The Results of Qualitative Analysis

The questions asked in the interviews and the results of the content analysis for the 5th and 6th research questions are as following.

Research Question 5: What are the perceptions of ADL students about ADL process? In order to reveal what the ADL students think about ADL process; semi-structured interviews were carried out with 7 students chosen from the ADL group according to their motivation and autonomy scores. A mixed interview group was organized by choosing students who had low or high motivation and autonomy scores. The reason was to be able to access and voice different opinions. These interviews were analyzed in a qualitative way. The students were asked the following questions:

- Do you think that ADL process is effective when learning English?
- What do you think about the advantages of ADL process?
- What do you think about the disadvantages of ADL process?
- Do you want to go on your English education through ADL in the future?
- Do you have any recommendations to have a better ADL process?

The results were derived from interviews are presented henceforth. First of all, the students were asked whether the ADL process is effective when learning English or not. Only two of the students indicated a positive perspective on the subject. The students who thought that the ADL process was effective when learning English stated the following reasons:

- Being able to reach to the instruction videos with no time and place limitations, and

On the other hand, five of the interviewees stated that the ADL process was not effective for learning English. Their reasoning behind such a perspective are stated below:

- Preferring face-to-face instruction,
- not being able to learn through technology, and
- not willing to learn English due to the presence of ADL in their program.

In terms of the advantages of ADL process, the following reasons were stated by the participants:

- The biggest advantage was seen as being able to reach to the lectures wherever and whenever they wished,
- Being able to listen to the lecture again when they did not understand a part,
- Having the comfort of learning at home without experiencing anxiety,
- Having all of the videos of the subjects related to English curriculum on one platform.

In terms of the disadvantages of ADL process, the following reasons were stated:

- Not having face-to-face instruction.
- Not being able to ask questions when they did not understand the subject. To clarify their reasoning, they were further asked why they refrained from contacting the instructor through e-mail or telephone. They stated that being taught at a distance decreased their willingness and motivation to ask.
- Not having guidance and not being monitored regularly, and
- Not possessing a computer to watch the videos.

When the students were asked whether they wished to carry on their English education through ADL in the future, two of the students indicated their opinion as ‘yes’. On the other hand, the others did not want to go on with ADL. They also stated that they could receive English education through ADL if face-to-face instruction is integrated into ADL process.

As a final question, the students were inquired to indicate their recommendations in terms of having a better ADL process. The statements declared were as following:

- Enriching the materials and content of the lectures,
- Having both video recordings of the lectures and face-to-face instruction, and
- Being monitored and guided by an instructor.

The results showed that most of the students who received English education through ADL were not pleased with their learning process. They mostly preferred to

have the traditional face-to-face instruction either as the only way of receiving education or as a part of ADL process.

Research Question 6: What are the perceptions of BL students about BL process? The last research question of the current study was concerning the BL students' perceptions about their personal learning process. In order to reveal what the BL students think about this process; semi-structured interviews were carried out with 6 students chosen from the BL group according to their motivation and autonomy scores. This group was consisted of students with low or high motivation and autonomy scores. These interviews were analyzed in a qualitative way. The students were asked the following questions:

- Do you think that BL process is effective when learning English?
- What do you think about the advantages of BL process?
- What do you think about the disadvantages of BL process?
- Do you want to go on your English education with BL process in the future?
- Do you have any recommendations to have a better BL process?

The results derived from interviews are given hereafter. All of the six students participated in the interviews reflected that the BL process was effective in learning English. When they were asked why they found BL process effective, they mostly stated that they both received instruction in a classroom with technological tools and were able to use distance education materials as well. As a result, they had the chance of listening to the subjects at their home, and this method reinforced what they had been taught in the classroom.

In terms of the advantages of BL process, the following reasons were stated:

- The biggest advantage was seen as having two-sided education: classroom instruction and distance education.
- They stated that receiving immediate feedback on their mistakes or errors in the classroom became helpful to correct those mistakes or errors. The classroom instruction was seen as more effective for corrections, especially their pronunciation mistakes.

- During the lesson hours, they were able to ask their questions which they had thought of while they were studying at home.
- The wider interaction between instructor - learners and learners – learners were provided in BL process, and according to the students, this affected their motivation in a positive way.
- Students' need of a guide to lead them to find the right way in the process of learning English was fulfilled with face-to-face instruction better. It was also added that it could not be possible for them to learn English only through asynchronous distance learning without a teacher actively participating in the process.
- The BL students indicated that students' level of English could be detected by the instructor in a classroom environment, and therefore, the instructor could make an executive decision to follow different teaching paths in accordance with the level of the students in the classroom. In the asynchronous distance learning process, this might not be possible.
- Having instruction in a classroom environment was seen as motivating for asynchronous distance learning process. It was expressed that with the classroom instruction, students became more willing to watch the videos related to the subjects taught in the classroom.
- Being taught in a classroom environment was seen as advantageous for getting rid of shyness by BL students.

In terms of the disadvantages of BL process, although most of them stated that there were not many disadvantages of BL process, the following drawbacks of the method were stated:

- The duration for the classroom time was not enough.
- The curriculum was grammar-based and the subjects dealt with in the classroom were simple.

When they were asked whether they were willing to go on their English education through BL in the future, all of them stated their opinion with 'certainly yes'.

Finally, the BL students were asked to indicate their recommendations for a better BL process.

- They mostly stated that longer classroom hours would be more effective for having activities more frequently and the number of different classroom activity types executed in the classroom could have been higher.
- They stated that different classrooms should be arranged in accordance with the level of the students.
- The BL students indicated that longer time should have been allocated to practice English during class hours.

As listed above, all of the students in BL group are pleased with BL process, and they also favored to go on their English education via BL in the future.

Chapter 5

Conclusion and Discussion

The present study was conducted to compare learner autonomy, motivation, and academic success of ADL and BL groups. In addition to the comparison of ADL and BL groups, the relationships between groups' academic success, and their motivation or autonomy; and also, between their motivation and autonomy were also investigated. It was also aimed to clarify students' reflections of their own learning processes. The participants of the current study were 145 freshman students at Dicle University, 114 of the students who formed the control group were taught through ADL process, and 31 of the participants in the experimental group were instructed through BL which was the combination of ADL and face-to-face instruction. The instruments used for data collection were two grammar tests, a questionnaire, and semi-structured interviews. The results were obtained by means of quantitative analysis of tests and questionnaires, and qualitative analysis of the interviews.

The following research questions were addressed in this study:

Research Questions

1. What are the learner autonomy, motivation and academic success levels of
   a) ADL students?
   b) BL students?
2. Is there a significant difference between ADL students and BL students in terms of learner autonomy, motivation and academic success?
3. Is there a statistically significant relationship between ADL students'
   a) academic success and autonomy?
   b) academic success and motivation?
   c) autonomy and motivation?
4. Is there a statistically significant relationship between BL students'
   a) academic success and autonomy?
   b) academic success and motivation?
   c) autonomy and motivation?
5. What are the perceptions of ADL students about ADL process?
6. What are the perceptions of BL students about BL process?

The first research question of the current study was aimed to clarify ADL and BL students' autonomy, motivation, and academic success level. Considering the questionnaire, there were 14 items for revealing participants' autonomy levels with a five-point Likert-scale (i.e., never, sometimes, no Idea, often, always). When 'always' is marked for all the given items, the maximum autonomy score is calculated as 70, and in case of marking 'often' for all of the items, the autonomy score is found as 56 which also refers to participants' presenting autonomous behaviors. When ADL students were considered, only 28.1% were included in asynchronous distance learning process in a frequent way. This means that only a small rate of ADL students showed expected autonomous behaviors. The mean autonomy score for ADL students was found as 22.89 out of 70. Altunay (2013) also found a similar result. The results of his study showed that distance learning students were not autonomous enough in order to direct their own learning process in a distance learning environment. On the other hand, the results of the current study revealed that 71% of the BL students fulfilled their responsibilities for supporting their classroom learning with ADL in a frequent manner. The mean autonomy score for BL students was found as 30.45. This shows that they followed the school subjects and directed their own learning out of the classroom as well. In another study carried out by Bitlis (2011), it was also found that the students presented autonomous behaviors in a blended learning environment. This result is consistent with the result of the current study which revealed that BL students presented autonomous behaviors.

When motivation levels of ADL and BL students were taken into consideration, it was seen that the mean motivation score of ADL students was 70.78 out of 95, and it was 75.68 for BL students. As stated in the previous chapters, motivation refers to attitudinal behaviors and opinions in the current context. The results showed that both of the groups could be considered as motivated to learn English as a foreign language. In a similar way, Qureshi et al. (2002) compared distance learning students with in-campus students who received face-to-face instruction. The results showed that distance learning students were less motivated than in-campus students. In the current context, it was also seen that ADL students were less motivated than BL students who were included in face-to-face instruction

and ADL process, even though both groups could be considered as motivated to learn English.

As for the academic success level of ADL students, a slight decrease was noticed in terms of the results revealed in Test 1 and Test 2. The minimum score, which is 17 in Test 1, decreased to 8 in Test 2, and the maximum score, which was 88 in Test 1, decreased to 81 in Test 2. This may be related to the content covered by the tests. As indicated previously, Test 1 was implemented in the middle of the learning process, and Test 2 was applied at the end of the learning process. A wider range of contents was included in Test 2; therefore, the students needed to study a heavier load; that is, more subjects for the latter test. Additionally, the contents of the subjects became more difficult in the following weeks. This might have affected students' understanding of the subjects in a negative way as the ADL students tried to cope with all of the study load on their own, without face-to-face instruction. ADL students stated in the interviews that being taught at a distance in an asynchronous way decreased their willingness to ask questions related to the parts they had not understood while they were studying on their own. All these may be the reasons of the decrease observed in Test 2.

Reuter (2009), Hughes et al. (2007) and Goldberg and McKhann (2000) investigated whether there was a significant difference between virtual learning and face-to-face instruction in terms of academic success. All of these studies found that virtual learning students had higher academic success than the students who were taught via face-to-face instruction. These studies showed the distance learning could be more effective than face-to-face instruction. Cavanaguh et al. (2004) and Al-Qahtani and Higgins (2013) compared similar groups in terms of academic success. However, both studies revealed that both of the learning groups had the same levels. Yet, in the current study, the success level of the ADL students was very low in that only 15.8% of the students were successful. There may be various background factors which affected ADL students' academic success negatively in the current context. As formerly mentioned, English is an out-of-major class for ADL students, this meant that they also had many other classes related to their own major. Therefore, they may have fallen behind in giving required importance to English. In addition to that, the tests implemented as a mid-term and final exam might have been difficult for them. This drawback might also be an outcome of

students' unwillingness to follow the subjects and ask questions to the instructor related to the subjects as they stated in the interviews.

When the minimum and maximum scores of Test 1 and Test 2 belonging to BL students were compared, an increase was observed in terms of minimum scores. The minimum score in Test 1 was 31, but this increased to 41 in Test 2. On the other hand, the maximum scores in both tests were 96 which could not be obtained in case of having more than one incorrect answer.

The BL students who were included in face-to-face instruction had the opportunity of asking question related to the English subjects. They also received feedback for their mistakes and errors. Additionally, they found time to practice what they had been taught in class. In addition to the lectures carried out in the classroom, they were able to follow the content of the courses out of the classroom, repeat what they had learnt in the classroom, and practice on their own. All these might have affected the language achievement of BL students.

The results of the current study also revealed an increase in BL students' academic success during BL process. There are a lot of research studies comparing BL with virtual learning or face-to-face instruction (e.g., Al-Qahtani and Higgins, 2013; Ocak and Deveci-Topal, 2014; Dodero et al., 2003; and Gebara, 2010). Many of the studies revealed a positive effect of BL process on students' achievement. Al-Qahtani and Higgins (2013) found that BL is more effective than face-to-face instruction and virtual learning in terms of academic success. Similarly, Ocak and Deveci-Topal (2014) compared BL and face-to-face instruction in terms of academic success, BL students were better than face-to-face students in practical exams whereas there was no significant difference in theoretical exams. In the study of Dodero et al. (2003), BL students were found more successful than virtual learning students.

For the second research question, the present study aimed to reveal whether there is a significant difference between ADL students and BL students in terms of learner autonomy, motivation, and academic success. When ADL and BL groups' autonomy score is considered, it was seen that ADL group's autonomy mean was 22.89 whereas the mean autonomy score was found as 30.45 for ADL students. As stated in the previous chapters, the learner autonomy items in the questionnaire

were about how the students lead their own English learning. The mean autonomy scores for both groups reported that the BL group had a higher rate than ADL group. This shows that BL students were more interested in following lectures on their own, evaluating their learning process with its strengths and weaknesses. Differently from ADL students, BL students had the opportunity to attend face-to-face classes, and as the interviews disclosed, the face -to-face part of their learning process became helpful to keep students' connection with English. As a result, they felt more willing to follow the lectures out of the classroom, ask questions about the subjects they did not understand during their studies. On the other hand, the ADL students reacted the opposite as they did not have a face-to-face instruction part in their learning process.

The results of the current study showed that BL students reported to have more autonomous behaviors than ADL students. The results of the current study in terms of learner autonomy revealed similar results with Bitlis' (2011) study. Most of the participants of Bitlis' study showed autonomous behaviors at the end of a blended learning process. Altunay's (2013) findings also supported the results of the current study related to the autonomy of ADL students. Altunay (2013) found that most of distance learning students participated in the study were not autonomous in terms of directing their own learning at a distance.

Additionally, when ADL and BL students were compared in terms of the motivation, it was seen that the mean score of ADL students' motivation was 70.78 and the mean was 75.68 out of 95 for BL students'. The results revealed that BL students were more motivated than ADL students. The results were obtained through the questionnaire were implemented after students' learning processes. BL students were included in both face-to-face instruction and ADL process; they had the opportunity to be exposed to English both in and out of the classroom. This might have an effect on their motivation for learning English positively. The study of Qureshi et al. (2002) reached a similar result in terms of motivation. They found that distance education students are less motivated than on-campus students. On the other hand, Cavanaugh et al. (2004) revealed that there was not a significant difference between in-campus students and distance learning students in terms of motivation.

As for the academic success comparison of ADL and BL students, two tests were implemented as mid-term and final exams. 40% of the Test 1 (mid-term exam) and 60% of the Test 2 (final exam) were added to have a mean score and 60 was considered as the criterion to be seen as successful or unsuccessful. The results of quantitative analysis obtained through SPSS showed that 48.4% of the BL students were successful, while this rate is 15.8% for ADL students. The mean score in terms of Test 1 and Test 2 was calculated at 41.7 out of 100 for ADL students, and it was 63.61 for the BL students. The results revealed that BL students performed better than ADL students. For groups' learning processes, it should be stated that the ADL students were not included in face-to-face instruction and when their answers to autonomy items in the questionnaire were checked, it was seen that most of the ADL students had not watched the videos regularly or some of them had never even watched. It was seen that the average of BL group was over 60 which was the passing grade for Dicle University students. As stated before, 51.6% of the BL students were stated as 'unsuccessful', this refers to 16 of 31 students in BL group. However, it should not be ignored that all of the students who had a mean score of two tests below 60 was stated as unsuccessful even if they had a mean score, such as 59, and the ones who stated as successful had a mean score over 60, no matter how much higher it was than the determined criteria (60). When the successful students in BL group were examined, it was calculated that some of them had a mean score even over 80. The results revealed that BL students who were included both ADL process and face-to-face instruction were more successful than ADL students who were included only in ADL process.

The current study has presented some common points with some other studies, such as Al-Qahtani and Higgins (2013) and Dodero et al. (2003). Al-Qahtani and Higgins (2013) found that BL students were better than e-learning students in academic success. Dodero et al. (2003) conducted a similar study which compared a virtual learning environment with blended learning environment in pass level. In the study, blended learning students were performed better academically. On the other hand, the related result of the current study is not consistent with the result of Gebara's study (2010). Gebara (2010) found that BL students and ADL students were not different in terms of academic success.

After the comparison of ADL and BL students, with the 3rd and 4th research questions, it was aimed to clarify whether there was a significant relationship between ADL and BL groups' academic success, and their autonomy, or motivation, and also between their motivation and autonomy. As a result of the quantitative analysis, a significant and positive relationship was found between BL students' academic success and motivation; this means that the higher their motivation is, the higher their academic achievement will be. This can be attributed to the nature of blended learning and face-to-face communication. Surprisingly, there was not a significant relationship between ADL students' academic success, and autonomy and motivation and neither between BL students' academic success and their autonomy. Additionally, a statistically significant and positive correlation was found between ADL and BL students' motivation and autonomy.

To find a significant relationship between BL students' academic success and their motivation was not a surprising result as the effect of motivation on academic success has been revealed by many researchers (Abdurrahman and Garba, 2014; Hashemian and Soureshjani, 2011). Still, there was not a significant relationship between ADL students' academic success and motivation in the current study. As stated before, even though ADL students were highly motivated, their academic success was very low. In point of fact, most of the freshmen indicate verbally that they want to learn English for a better future in terms of their career. On the other hand, English is a lecture which is out-of-major for them, so the required importance is not given to English as they have many other courses and responsibilities of their own major.

In terms of the link between academic success and learner autonomy, no significant relationship was found for both ADL and BL groups. This result is inconsistent with the results of Hashemian and Soureshjani (2011) and Tilfarlioglu and Ciftci (2011). They found a significant and positive relationship between academic success and learner autonomy in their studies.

As for the correlations, in both groups ADL and BL, autonomy and motivation were found to be correlated, which means the more motivated they get, the more autonomous they will be or vice versa. As a matter of fact, the direction of relationship between motivation and autonomy is another object at issue. Some of the researchers such as Deci and Ryan (1985), Dickinson (1995) Dörnyei and

Csizér (1998) state that it is the autonomy which leads to the motivation. On the other hand, Spratt, Humphreys and Chan (2002) conclude as a result of their study that it is the motivation which leads to autonomy. Considering these issues, the results of the current study can be interpreted in two different directions: The more motivated they are, the better they manage and assess their process of learning English out of the classroom in an asynchronous distance learning environment or when they can direct and assess their own learning in an effective way, their motivation is also affected in a positive way, and they become more motivated. The results of the current study revealed a significant relationship between motivation and autonomy. On the other hand, Hashemian and Soureshjani (2011) reached a contrasting result. According to the results of their study, there was not a significant relationship between motivation and autonomy in a distance education context.

Last two research questions were analyzed in a qualitative way. As formerly stated, semi-structured interviews were implemented in order to reveal students' opinions on their own learning processes. As a result of the interviews, it was seen that because of not having an opportunity of face-to-face interaction and instruction, most of the ADL students were not pleased with the way they were taught English, which was at a distance This result is consistent with Altunay's study (2013) which concluded that most of the Open Education Faculty students did not want to receive instruction via distance education methods. Indeed, the displeasure of the students related to the ADL process study has been uttered by the students since 2014-2015 academic year when Dicle University started to give English classes via ADL. The reasons for converting English education from face-to-face instruction to an ADL method were over-crowded classes, compulsory attendance to English classes, having only two-hour English classes weekly, trying to catch up with the English curriculum and instructors' not obtaining expected successful academic results from teaching English. All these problems influenced Dicle University School of Foreign Languages to offer the English courses via distance education. In the first year of this shift, the instructors spent their class hours at the faculty that they had been appointed in case there might be students who wanted to contact the instructor or ask questions related to English subjects placed in distance education system face-to-face, but throughout that whole academic year, only a few students came to the faculty to seek the support of an English language instructor. As a result, the

communication between the instructors and students started to be provided only through technology. Indeed, it may not be accurate to use the term ‘distance education’ for such a way of teaching, as it is not possible to mention about a complete physical separation of learners and teachers.

Qualitative analysis of interviews with ADL students also showed that most of the students wanted to have face-to-face instruction in addition to ADL, and this leads to building a BL environment. Additionally, ADL students stated that being taught through ADL only affected their motivation and willingness to follow the subjects adversely.

Hughes et al. (2007) also investigated the perceptions of students about distance learning process by comparing it with traditional instruction. The results revealed that students had more teacher support in distance learning. However, in the current study, most of the students indicated that being taught at a distance decreased their willingness to ask the instructor for support.

As the last step, BL students’ perceptions of BL process were clarified. Six students who were included in both face-to-face instruction and ADL process were included in semi-structured interviews. The results obtained from the qualitative analysis of interviews showed that all of the six students had positive attitudes towards learning English through BL. According to those students, the biggest advantages of BL process were having the chance of reaching the videos and classroom materials out of the classroom. They added that in addition to face-to-face instruction, being able to receive immediate feedback from the instructor, having the opportunity of interacting with instructor and other learners were positive outcomes of the method.

A way of teaching English, such as BL, may be what the students want to experience in order to learn a foreign language. They both have an allocated time for face-to-face instruction and guidance, and also a time to study on their own. Teaching and learning a foreign language is a process that should be supported with the formal education. This result is supported with the results obtained from the studies by Akkoyunlu and Soylu (2006), and Balcı and Soran (2009). In both studies, the students indicated positive attitudes toward BL process. It was indicated that students’ having the opportunities of accessing both face-to-face instruction and

computer-mediated instruction were favored by BL students. In the study of Balcı and Soran (2009), being able to reach the content and materials of the course out of the classroom was seen as a big advantage.

On the other hand, allocating short classroom time and offering grammar-based curriculum were seen as the drawbacks of BL process. As indicated before, the students in BL group were the volunteer students who were indeed taught via ADL, so there was not a previously-determined classroom time for face-to-face instruction. The management of the faculties in which the BL students were studying declared a classroom time which was appropriate for the main lecture program of the related faculty.

However, it is important to note that offering a grammar-based curriculum was not the choice of the researcher. It was the curriculum prepared by Dicle University School Foreign Languages to be implement to all of the freshmen who were taught via ADL. As the tests used for the academic success analyses were implemented as mid-term and final exam, the researcher did not have the right of getting these tests out of the curriculum because of the content imposed by the curriculum as well.

Pedagogical Implications

Both blended learning and distance learning have passed through different historical stages and attracted the attention of many researchers (e.g., Bonk and Graham, 2006; Moore and Kearsley ,2012). The importance of blended learning and distance learning in terms of language learning and teaching cannot be ignored as both have been implemented as the ways CALL. The results of the current study are important in terms of providing possible evidence for revealing the effectiveness of (A)DL and BL processes which have been applied around the world and in Turkey.

The results of the quantitative analysis presented that BL students' autonomy, motivation and academic success levels were higher than ADL students'. At the beginning of the research study, the students who were from the similar English backgrounds were grouped as ADL and BL groups. Both groups had the same curriculum in the same length of duration and their success was assessed by means of the same exams in the same environment. BL students' having better results in terms of all of the related aspects has drawn the attention towards BL process. The differences between ADL and BL processes were face-to-face instruction and communication which were applied only to BL students. This reveals the importance of face-to-face instruction and communication in technology-enhanced language education. It can be inferred from the results of the current study that in a distance learning process, especially in asynchronous distance learning, the students can be affected negatively in their autonomy, motivation, and academic success as a result of the absence of a face-to-face environment. In the current context, the ADL students were given too many responsibilities in order to manage their learning process of English, and they were not included in a face-to-face learning/teaching environment. The results showed that the ADL students were unable to steer their language learning process on their own and without a face-to-face learning environment. They could not succeed in learning English. Therefore, the students who are taught foreign language at a distance should not be left alone with all of the foreign language learning responsibilities as the participants of the current study indicate that their motivation and willingness to follow the content of the English courses out of the classroom in an asynchronous distance learning

environment are affected negatively because of the absence of a face-to-face part in their learning process.

In a narrower sense, these results may be helpful especially for Dicle University School of Foreign Languages due to how the educational systems related to English language teaching is carried out. In the first year of teaching English through distance education (i.e. 2014-2015 academic year), the instructors spent their class hours at students' faculties in case there was a need; but, because of non-attendance on the part of the students to their class hours, the School of Foreign Languages quitted that application and skipped to a total ADL process in which the communication and interaction are provided through mobile phones or e-mails. The results of this study showed that the students could benefit more from ADL which was supported with face-to-face instruction. As it was in the first year of ADL, the instructors can spend the class hours at the faculties that they are appointed; yet, these class hours should be more active and effective in terms of teaching English. Additionally, the attendance of the freshmen to the classes should be provided with more attractive classroom activities. Otherwise, just spending time at the same building with students will not gain any favours.

As indicated in the interviews, most of the students were not pleased to be taught via ADL. The ADL students are given too many responsibilities to cope with; there is not an additional system which can motivate students to watch the videos or check whether the ADL students follow the videos and do the exercises of the related videos weekly. All of these result in displeasure from the point of the ADL students regarding the system. They stated that, they lost their willingness and motivation.

Considering these issues, the School of Foreign Languages should provide ADL students with more guidance and include more encouraging activities to be in ADL process. Alternatively, as implemented for the current study, the freshmen may be supported with face-to-face instruction in addition to ADL. As can be understood from the qualitative analysis of interviews with BL students, a blended learning environment is what the students wish to experience. Also, without compulsory attendance, the students should be included in face-to-face instruction, which should also be supported by technology in addition to ADL process.

In addition to the methods applied when teaching, the content of the curriculum implemented for all of the freshmen who are taught English via ADL should be revised and extended to cover more skills. In addition to grammar, extra activities related to four main skills should be included in teaching contents, and this may be possible with longer classroom hours in a face-to-face classroom environment.

Limitations and Suggestions for Further Research

The limitations of the current study are generally concerning the data collection process carried out in the research. In order to collect data for this study, three kinds of instruments were used: questionnaire for motivation and learner autonomy, tests for academic success and lastly, interviews for clarifying the perceptions of the participants in terms of their learning process.

The most notable limitation of this study is related to the number of participants who contributed to the data collection process; the data were obtained with the participation of 145 students. The reason for not being able to include more participants in the study was mostly about students' being taught at a distance, it was difficult to reach the students except for the exam days. Additionally, as all of the participants needed to have similar features in terms of university entrance exam score and level of English, the students of all faculties could not be included in data collection process. Furthermore, as previously stated, there were two groups in the current study; ADL group with 114 students and BL group with 31 students. Because the BL students were required to attend face-to-face classes in addition to ADL process, most of the students did not want to allocate time for an additional English class; thus, as the number of students in each group was not equal, the evaluation of the findings might have been affected. Indeed, the questionnaires were prepared for 200 students. Yet, some of them did not want to be included in the study and some others did not fill the questionnaires in a serious way. After checking all of the questionnaires manually, some were omitted because of not being filled seriously.

The interviews were done with 13 students after the learning processes were completed and the term ended; as a result, it was not possible to reach a large number of students for the interviews. Some students did not accept to indicate their thoughts about their learning process out of shyness, and also, as the interviews were voice recorded for qualitative analysis, they did not want to attend. More students may be included in the interviews for the next research studies.

Another important limitation for this study was about the timing of data collection. The tests used for collecting data for academic success statistics were implemented as mid-term and final exam and the questionnaire was also implemented right before the final exam. The exam anxiety might affect students'

answers both in the tests and questionnaire and the results might also have been affected.

As previously stated, except for the actual questions asked to profile the participants, there were 33 items in the questionnaire. A longer questionnaire with more items could not be used because it was implemented on the day of final exam.

Finally, most of the participants of the current study did not have a high level of English. English is an out-of-major course for them as all of them were engineering and veterinary students. Moreover, these students spend more effort on the classes related to their own major since the credit they get for GPA is substantial compared to English language courses. The other limitations mentioned above might have had an effect on the results of the current study; hence, a similar study can be conducted with the students of English Language-related departments.

Conclusion

The following conclusions listed below are drawn out of the current study:

- BL students' autonomy, motivation and academic success levels were higher than ADL students' autonomy, motivation and academic success levels.
- A significant and positive relationship was found between BL students' academic success and motivation, and their motivation and autonomy and also between ADL students' motivation and autonomy. On the other hand, there was not a significant relationship between BL students' autonomy and academic success and between ADL students' academic success and their autonomy or motivation.
- In terms of ADL students' perceptions of their learning processes, most of the students attended the semi-structured interview stated that they were not pleased to be taught at a distance. In fact, they added that they preferred having face-to-face instruction in their learning process.
- All of the BL students who attended the semi-structured interview stated that they were very pleased with receiving instruction via BL. This means that BL students' perceptions of their learning process were favourable. They revealed that the most favourable feature of the BL was having both face-to-face instruction and ADL which can be used out of the classroom as well.

References

Abdurrahman, M. S., & Garba, I. M. (2014). The impact on motivation on students' academic achievement in Kebbi state junior secondary school mathematics. *International Journal of Advance Research, 2* (12).

Abramson, L. Y., Seligman, M. E., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of abnormal psychology, 87*(1), 49.

Akkoyunlu, B., & Soylu, M. Y. (2006). A study on students' views on blended learning environment. *Turkish Online Journal of Distance Education, 7*(3).

Al-Qahtani, A. A., & Higgins, S. E. (2013). Effects of traditional, blended and e-learning on students' achievement in higher education. *Journal of computer assisted learning*, *29*(3), 220-234.

Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout University of Sciences and Technology. GEMA: *Online Journal of Language Studies, 9*(2), 29-55.

Altunay, D. (2013). Language learning activities of distance EFL learners in the Turkish open education system as the indicator of their learner autonomy. *Turkish Online Journal of Distance Education*, *14*(4).

Atay, D., & Kurt, G. (2010). The socio-educational model of second language acquisition: The Turkish context. *Procedia-Social and Behavioural Sciences, 2*(2), 3088-3093.

Atkinson, R. C. (1972). Optimizing the learning of a second-language vocabulary. *Journal of Experimental Psychology, 96*(1), 124.

Baek, Y., Jung, J., & Kim, B. (2008). What makes teachers use technology in the classroom? Exploring the factors affecting facilitation of technology with a Korean sample. *Computers & Education, 50*(1), 224-234.

Balcı, M. (2008). *Karma öğrenme ile ilgili öğrenci görüşleri.* (MA Thesis, Hacettepe University).

Balci, M., & Soran, H. (2009). Students' opinions on blended learning. *Turkish Online Journal of Distance Education*, *10*(1).

Basoglu, E. B., & AKDEMIR, Ö. (2010). A comparison of undergraduate students' English vocabulary learning: Using mobile phones and flash cards. *TOJET: The Turkish Online Journal of Educational Technology*, *9*(3).

Bates, A. T. (2005). *Technology, e-learning and distance education*. Routledge.

Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration*. Distance education, 27*(2), 139-153.

Benson, P. (2007). Autonomy in language teaching and learning. *Language teaching, 40*(01), 21-40.

Bernard, R. M., Abrami, P.C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., et al. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. Review of Educational Research, 3(74), 379–439

Bitlis, Ö. (2011). *A blended learning environment in relation to learner autonomy* (MA Thesis, Bilkent University).

Bonk, C. J., & Graham, C. R. (2006). *The handbook of blended learning*. *San Francisco, CA: Pfeiffer*. 1-12.

Borg, S., & Al-Busaidi, S. (2012). Learner autonomy: English language teachers' beliefs and practices. *ELT Journal, 12*(7), 1-45.

Cameron, K. (Ed.). (1999). *CALL & the learning community.* Intellect Books.

Carswell, A. D., & Venkatesh, V. (2002). Learner outcomes in an asynchronous distance education environment. *International Journal of Human-Computer Studies*, *56*(5), 475-494.

Cavanaugh, C., Gillan, K. J., Kromrey, J., Hess, M., & Blomeyer, R. (2004). *The effects of distance education on K-12 student outcomes: A meta-analysis.* Learning Point Associates.

Clark, R. (2002). Six principles of effective e-learning: What works and why. *The e-Learning Developer's Journal, 1*(10).

Clark, R. C., & Mayer, R. E. (2016). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & Sons.

Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, *44*(3), 417-448.

Cowlan, B., & Foote, D. (1975). A Case Study of the ATS-6 Health, Education and Telecommunications Projects*. A.I.D. Studies in Educational Technologies.*

Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, *19*(2), 109-134.

Deci, E. L., Ryan, R. M., & Williams, G. C. (1996). Need satisfaction and the self-regulation of learning. *Learning and individual differences*, *8*(3), 165-183.

Dede, C. (1996). The evolution of distance education: Emerging technologies and distributed learning. *American Journal of Distance Education*, *10*(2), 4-36.

Dickinson, L. (1995). Autonomy and motivation a literature review. *System,* 23(2), 165-174.

Dodero, J. M., Fernández, C., & Sanz, D. (2003). An experience on students' participation in blended vs. online styles of learning. *ACM SIGCSE Bulletin*, *35*(4), 39-42.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The modern language journal*, *78*(3), 273-284.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, *31*(03), 117-135.

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Routledge.

Dörnyei, Z. (2009). *The psychology of second language acquisition.* Oxford: Oxford University Press.

Dörnyei, Z. (2010). *Researching motivation: From integrativeness to the ideal L2 self. Introducing applied linguistics: Concepts and skills,* 74-83.

Dörnyei, Z., & Clément, R. (2001). Motivational characteristics of learning different target languages: Results of a nationwide survey. *Motivation and second language acquisition,* 23, 399-432.

Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language teaching research*, 2(3), 203-229.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching Motivation* (2nd ed.). Pearson.

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

Fernández Orío, S. (2013). *Motivation and second language acquisition*. (Dissertation: Universidad de La Rioja).

Fox, J.D. (1999). Computer-assisted Language Learning. Bernard Spolsky & R. E. Asher (Ed.s). *Concise encyclopedia of educational linguistics*. Pergamon, 355-360.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. London, GB: Edward Arnorld.

Gardner, R. C., Day, J. B., & MacIntyre, P. D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, *14*(02), 197-214.

Gebara, T. (2010). *Comparing a blended learning environment to a distance learning environment for teaching a learning and motivation strategies course* (Doctoral dissertation, The Ohio State University).

Ghanea, M., Pisheh, H. R. Z., & Ghanea, M. H. (2011). The Relationship between Learners-Motivation (Integrative and Instrumental) and English Proficiency among Iranian EFL Learners. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, *5*(11), 1368-1374.

Goldberg, H. R., & McKhann, G. M. (2000). Student test scores are improved in a virtual learning environment. *Advances in physiology education*, *23*(1), S59-66.

Gruba, P. (2004). 25 Computer Assisted Language Learning (CALL). *The handbook of applied linguistics*, 623.

Gulbahar, Y., & Madran, R. O. (2009). Communication and Collaboration, Satisfaction, Equity, and Autonomy in Blended Learning Environments: A Case from Turkey. *International Review of Research in Open and Distance Learning*, *10*(2), n2

Gunduz, N. (2005). Computer assisted language learning. *Journal of Language and Linguistic Studies*, *1*(2).

Gunes, S. (2011). *The background factors that influence learners' English proficiency* (MA Thesis, Bilkent University).

Gruba, P. (2004). 25 Computer Assisted Language Learning (CALL). Alan Davies & Catherine Elder (Ed.s). *The handbook of applied linguistics*, 623.

Hashemian, M., & Soureshjani, K. H. (2011). The interrelationship of autonomy, motivation, and academic performance of Persian L2 learners in distance education contexts. *Theory and Practice in Language Studies*, *1*(4), 319-326.

Hughes, J. E., McLeod, S., Brown, R., Maeda, Y., & Choi, J. (2007). Academic achievement and perceptions of the learning environment in virtual and traditional secondary mathematics classrooms. *The American Journal of Distance Education*, *21*(4), 199-214.

İşman, A. (2011). *Uzaktan eğitim*. Pegem Akademi.

Kang, M. S. (1993). On computer-assisted language learning. *English Teaching 46*, 287-300.

Keegan, D. (1996). *Foundations of distance education* (3rd ed.). New York: Routledge.

Kırkgöz, Y. (2011). A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction. *TOJET: The Turkish Online Journal of Educational Technology,* 10(4).

King, F., Young, M., Drivere-Richmond, K. & Schrader, P. (2001). Defining Distance Learning and Distance Education. *AACE Journal*. 9 (1), pp. 1-14.

KleeBanks (2011). E-learning and distance education differences. Retrieved from http://www.brighthub.com/education/online-learning/articles/76415.aspx

Kumaravadivelu, B. (2006) *Understanding language teaching: From method to post-method.* Routledge.

Kupetz, R., & Ziegenmeyer, B. (2005). Blended learning in a teacher training course: Integrated interactive e-learning and contact learning. *ReCALL, 17*(02), 179-196.

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

Lewis, N. J., & Orton, P. Z. (2006). Blending learning for business impact. Curtis Bonk & Charles Graham. *The handbook of blended learning: Global perspectives, local designs*, *Pfeiffer,* 61-75.

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

Lindquist, B. (2006). Blended learning at the University of Phoenix. Curtis Bonk & Charles Graham. *The handbook of blended learning: Global perspectives, local designs*, *Pfeiffer, 223*, 234.

Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. *School Psychology Review*, *31*(3), 313.

Little, D.(1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. System, 23(2), 175-181.

Little, D., & Dam, L. (1998). Learner autonomy: What and why?. *Language Teacher-Kyoto-JALT,* 22, 7-8.

Little, D. (2003). Learner autonomy and second/foreign language learning. Guide to Good Practice

Little, D. (2006). Learner autonomy: Drawing together the threads of self-assessment, goal-setting and reflection. *European Centre for Modern Languages (ECML, Hrsg.), Training teachers to use the European Language Portfolio*.

Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching, 1*(1), 14-29.

Lockwood, F. (Ed.). (2013). *Open and distance learning today*. Routledge.

Lovato, C., & Junior, O. S. (2011). Motivation in Second Language Acquisition-Gardner's Socio-Educational Model.

Mertler, C. A. & Vannatta, R. A. (2005). *Advanced and multivaried statistical methods*. California: Pyrczak.

Mitchell, R.& Myles, F. (2013). *Second language learning theories* (2nd Ed.) Hodder Arnold, 30-31.

Miyazoe, T., & Anderson, T. (2010). Learning outcomes and students' perceptions of online writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting. *System, 38*(2), 185-199.

Moller, L. (1998). Designing communities of learners for asynchronous distance education. *Educational technology research and development*, *46*(4), 115-122.

Moore, M. G. (1972). Learner autonomy: The second dimension of independent learning. *Convergence, 5*(2), 76.

Moore, M. G. (1999). Editorial: Charles Wedemeyer, In Memoriam 1911-1999. *The American Journal of Distance Education, 13*(3), 1-6.

Moore, M.G. & Thompson, M.M., with Quigley, A.B., Clark, G.C., & Goff, G.G. (1990). The effects of distance learning: A summary of the literature. *American Center for the Study of Distance Education.*

Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and Higher Education*, *14*(2), 129-135.

Moore, M. G. & Kearsley, G. (2012). *Distance education: A systematic view of online learning* (3rd Ed.). Belmont, VA: Wadsworth Cengage Learning.

Nichols, M. (2003). A theory for eLearning. *Educational technology & society*, *6*(2), 1-10.

Nomass, B. B. (2013). The impact of using technology in teaching English as a second language. *English Language and Literature Studies*, *3*(1), 111.

Nurmi, J. E., & Aunola, K. (2005). Task-motivation during the first school years: A person-oriented approach to longitudinal data. *Learning and Instruction*, *15*(2), 103-122.

Ocak, M. A., Deveci-Topal, A. (2014). A blended learning approach to motivation of medical students taking anatomy class. *International Journal on New Trends in Education & their Implications (IJONTE), 5*(3).

Pelletier, L. G., Tuson, K. M., Fortier, M. S., Vallerand, R. J., Briere, N. M., & Blais, M. R. (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: The Sport Motivation Scale (SMS). *Journal of sport and Exercise Psychology*, *17*(1), 35-53.

Procter, C., (2003, September) Blended Learning in Practice. Paper presented in Education in a Changing Environment Conference of University of Salford, Salford.

Qureshi, E., Morton, L. L., & Antosz, E. (2002). An interesting profile: University students who take distance education courses show weaker motivation than on-campus students. *Online Journal of Distance Learning Administration*, *5*(4).

Reuter, R. (2009). Online versus in the classroom: Student success in a hands-on lab class. *The American Journal of Distance Education*, *23*(3), 151-162.

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, *25*(1), 54-67

Sherry, L. (1995). Issues in distance learning. *International journal of educational telecommunications*, *1*(4), 337-365.

Schlosser, L. A., & Simonson, M. (2006). *Distance Education: Definition and Glossary of Terms (2nd Ed.)* IAP.

Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. *Language learning motivation: Pathways to the new century, 2*, 9-70.

Simões, L. C. (2007). An overview on the use of new technologies in English language teaching. *Acta Scientiarum. Human and Social Sciences*, *29*(1), 31-34.

Singh, H. (2003). Building Effective Blended Learning Programs. *Educational Technology 43*(6), 51-5

Singhal, M. (1997). The Internet and foreign language education: Benefits and challenges*. The internet TESL journal,* 3(6), 107.

Spolsky, B. (1969). Attitudinal aspects of second language learning. *Language learning*, *19*(3-4), 271-275.

Spratt, M., Humphreys, G., & Chan, V. (2002). Autonomy and motivation: Which comes first?. *Language teaching research,* 6(3), 245-266.

Standage, M., Duda, J. L., & Ntoumanis, N. (2005). A test of self-determination theory in school physical education. *British Journal of Educational Psychology*, *75*(3), 411-433.

Tafazoli, D., & Golshan, N. (2014). Review of computer-assisted language learning: History, merits & barriers. *International Journal of Language and Linguistics. Special Issue: Teaching English as a Foreign/Second Language*, *2*(4), 32-38.

The difference between e-learning and distance learning (2017, March 28). Retrieved from http://www.yourtrainingedge.com/the-differences-between-elearning-and-distance-learning/

Thornbury, S. (2006). *An A-Z of ELT*. Macmillian Books for Teachers.

Tilfarlioglu, F. Y., & Ciftci, F. S. (2011). Supporting Self-efficacy and Learner Autonomy in Relation to Academic Success in EFL Classrooms (A Case Study). *Theory & Practice in Language Studies*, *1*(10).

Tuckman, B. W. (2002). Evaluating ADAPT: A hybrid instructional model combining web-based and classroom components. *Computers & Education*, *39*(3), 261-269.

Tunçok, B. (2010). *A case study: Students' attitudes towards computer assisted learning, computer-assisted language learning and foreign language learning* (MA Thesis, Middle East Technical University).

Uzaktan eğitim veren üniversiteler ve bölümleri (2017, January). Retrieved from http://www.acikogretim.net/2017/01/uzaktan-egitim-veren-universiteler-ve.html

Waddoups, G. L., & Howell, S. L. (2002). Bringing online learning to campus: The hybridization of teaching and learning at Brigham Young University. *The International Review of Research in Open and Distributed Learning, 2*(2).

Wang, Y. & C. Sun (2001). Internet-based real-time language education: Toward a fourth-generation distance education. *CALICO Journal 18* (3). 539-561.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, *31*(02), 57-71.

Willis, B. D. (1994). *Distance education: Strategies and tools.* Educational Technology.

Viljaranta, J. (2010). The development and role of task motivation and task values during different phases of the school career. *Jyväskylä studies in education, psychology and social research; 0075-4625; 401.*

Yang, Y. (2010). Computer-assisted foreign language teaching: Theory and practice. *Journal of Language Teaching and Research, 1*(6), 909-912.

Zanghar, A. (2012). *Instrumental and integrative motivation among undergraduate Libyan students of English as a foreign language*. Colorado State University.

APPENDIX-A: Permission for Autonomy Items

Kimden: **bitlisozlem** bitlisozlem@gmail.com
Konu: Re: Permission for Autonomy Questionnaire
Tarih: 8 Haziran 2016 22:21
Kime: **Sevim Demirtaş** sevimdemirtas@gmail.com

Dear Sevim Gunes,

I have recieved your letter requesting to use
or adapt the questionnaire of my thesis. I appreciate your interest in the study and hope that the items will be useful to you.
Please feel free to contact me again if you have any further questions.

Regards,

Ozlem Bitlis

Sent from my Samsung device

-------- Original message --------
From: Sevim Demirtaş <sevimdemirtas@gmail.com>
Date: 27/05/2016 00:10 (GMT+02:00)
To: bitlisozlem@gmail.com
Subject: Permission for Autonomy Questionnaire

Dear Özlem Bitlis;

I am a PhD student at Hacettepe University, I have read your study named "A Blended Learning Environment in Relation to Learner Autonomy". So as to collect data for my dissertation named "The Comparison of Distance Learning and Blended Learning in terms of Academic Success, Motivation and Learner Autonomy", I am requesting permission to use and adapt some of the items of your questionnaire. If you require any additional information about my research, please do not hesitate to contact me.

Thanks in advance.

Yours Sincerely.

Sevim GÜNEŞ
Hacettepe University

APPENDIX-B: Questionnaire in English

Asynchronous Distance Learning and Blended Learning in terms of Academic success, Motivation and Autonomy in Teaching English

Dear Students,

This questionnaire aims to collect data for the dissertation, namely, The Comparison of 'Distance Learning' and 'Blended Learning' in terms of Learners' Academic success, Motivation and Autonomy in Teaching English' conducted at Hacettepe University.

There are three parts in this questionnaire. In the first part, there are actual questions to indicate participants' profile; in the second part the statements are about learners' motivation and the statements in the third part are related to their autonomy in their learning process.

There is no correct or wrong answer in the questionnaire. Your answers will be kept completely confidential. I really appreciate your sincere consideration.

Sevim GÜNEŞ
Hacettepe University
svmgunes@gmail.com

PART 1

Name and Surname:
Department:
Type of high school you graduated from:
( ) Science/Anatolian High School ( ) Private High School ( ) Other
Gender: ( ) Male ( ) Female
Age:
a) Have you ever studied any lessons via distance education?
( ) Yes ( ) No
If yes, which one?
……
b) Have you attended face-to-face courses given by the instructor?
( ) Yes ( ) No
If yes, how many hours were you absent from the course?
……

PART 2

	Totally Agree	Agree	No idea	Disagree	Totally Disagree
1. I enjoy learning English.					
2. I like listening to English songs.					
3. I like watching English movies.					
4. To be able to make English sentences makes me happy.					
5. To improve my speaking skills, I try to speak English about any subject when I am alone (e.g. speaking in front of the mirror, recording my voice).					
6. I'm interested in English language outside the courses at University.					
7. Anything related to English that I run into out of university environment attracts my attention.					
8. hope that we have more English lessons.					
9.I think that I am doing my best to learn English.					
10.I believe that I have sufficient ability to learn English.					
11. I want to improve my language skills in a country where English is spoken as native- language.					
12. I like learning about the values and customs of other countries where English is spoken.					
13. I think what I learnt from the videos/ instructor will be useful in the future.					
14. I am prepared to spend adequate effort in learning English.					

15. I study English only to pass the school exams.					
16. I find English boring.					
17. I feel nervous when I try to practice English with my friends.					
18. I do not spend any extra efforts to reinforce what I learn at school.					
19. I don't want to be involved in English unless it is necessary.					

PART 3

	Totally Agree	Agree	No Idea	Disagree	Totally Disagree
20. I watched the English videos placed in the CD regularly.					
21. I took notes related to the subject while I was watching the videos.					
22. I asked the instructor about the parts that I hadn't understood from the videos.					
23. I did extra exercises to understand the subjects taught in the videos better					
24. While watching, I stopped the video(s) for the parts I couldn't understand well.					
25. I applied my own learning strategies.					
26. I made a connection between the subjects taught in the videos and exercises given/ solved by the instructor.					
27.I compared the structures/rules of English I got during learning process with those of the language(s) I speak.					
28. I looked up the meaning of an unknown English vocabulary item that I saw somewhere.					
29. I kept a record of my studies to be able to evaluate my learning process					

afterwards. (e.g. keeping a diary, taking small notes on the 'course map' paper given by the instructor etc.)					
30. I made self-exams with the questions that I chose among the exercises given by the instructor.					
31. I rewarded myself such as going shopping, meeting my friends etc. whenever I make progress.					
32. I realized my strengths and weaknesses in my English study in this learning process.					
33. I started to watch the videos just a short time before the exams.					

APPENDIX-C: Questionnaire in Turkish

İngilizce Öğretiminde Öğrenen Özerkliği, Motivasyon ve Akademik Başarı Açısından Asenkron Uzaktan Öğrenme ve Harmanlanmış Öğrenme

Sevgili Öğrenciler,

Bu anket Hacettepe Üniversitesi'nde yürütülmekte olan 'İngilizce Öğretiminde Öğrenen Özerkliği, Motivasyon ve Akademik Başarı Açısından Asenkron Uzaktan Öğrenme ve Harmanlanmış Öğrenme isimli doktora tezi için veri toplamayı amaçlamaktadır.

Bu anket üç bölümden oluşmaktadır. İlk bölüm katılımcıların profilini belirlemeye yönelik sorulardan oluşmaktadır. İkinci bölümdeki maddeler öğrencilerin İngilizce öğrenimine yönelik yaklaşımlarını belirlemeye yöneliktir; üçüncü bölüm ise öğrenen özerkliğine yönelik maddeler içermektedir.

Soruların doğru veya yanlış cevabı yoktur. Cevaplarınız tamamen gizli tutulacaktır. Katılımınız için teşekkürler.

Sevim GÜNEŞ
Hacettepe Üniversitesi
svmgunes@gmail.com

BÖLÜM 1

İsim ve Soyisim:

Bölüm:

Mezun Olduğunuz Lise Türü: ( )Anadolu/Fen Lisesi ( ) Kolej ( ) Diğer

Cinsiyet: ( ) Bay ( ) Bayan

Yaş:

a) Daha önce hiç uzaktan eğitim ile ders aldınız mı?

( ) Evet ( ) Hayır

Evet ise, hangisi?

……

b) Öğretim elemanı tarafından verilen yüzyüze derslere katıldınız mı?

( ) Evet ( ) Hayır

Evet ise, toplamda kaç hafta devamsızlık yaptınız?

……

BÖLÜM 2

2. bölüm 19 maddeden oluşmaktadır. Her soruyu dikkatle okuduktan sonra, verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa "X" koyarak işaretleyiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Kesinlikle Katılmıyorum
1. İngilizce öğrenmekten zevk alıyorum.					
2. İngilizce şarkı dinlemeyi seviyorum.					
3. İngilizce film izlemeyi seviyorum.					
4. İngilizce cümle kurabilmek beni mutlu ediyor.					
5. Yalnızken İngilizce konuşma becerimi geliştirmek için herhangi bir konu hakkında İngilizce konuşmaya çalışıyorum. (Ayna karşısında veya sesimi kaydederek…vb.)					
6. Okul dışında da İngilizce ile ilgileniyorum.					
7. Okul dışında gördüğüm İngilizce ile alakalı şeyler dikkatimi çekiyor.					
8.Daha fazla İngilizce dersimizin olmasını isterdim.					
9.Bence ben İngilizce öğrenmek için elimden gelenin en iyisini yapıyorum.					
10.İngilizce öğrenmek için yeteneğimin olduğuna inanıyorum.					
11. Ana dili İngilizce olan bir ülkede dil becerimi geliştirmek istiyorum.					
12. İngilizcenin ana dil olarak konuşulduğu diğer ülkelerin değerlerini ve geleneklerini öğrenmeyi seviyorum.					
13. Videolardan ve/veya öğretim elemanından edindiğim bilgilerin ileride işime yarayacağını düşünüyorum.					

14. Ben İngilizce öğrenmek için yeterince çaba göstermeye hazırım.					
15. İngilizceye sadece dersi geçebilmek için çalışıyorum.					
16. İngilizceyi sıkıcı buluyorum.					
17. Arkadaşlarımla İngilizce konuşmaya çalışırken gergin hissediyorum ve kafam karışıyor.					
18. Okulda öğrendiğim bilgilerin kalıcı olmasını sağlayacak herhangi bir şey yapmıyorum.					
19. Zorunlu olmadıkça İngilizce ile ilgilenmek istemiyorum					

BÖLÜM 3

3. Bölüm öğrenen özerkliği ile ilgili 14 maddeden oluşmaktadır. Her soruyu dikkatle okuduktan sonra, verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa "X" koyarak işaretleyiniz.

	Kesinlikle Katılıyorum	Katılıyorum	Fikrim Yok	Katılmıyorum	Kesinlikle Katılmıyorum
20.Her bir haftanın videosunu düzenli olarak izledim.					
21. Videoları izlerken konuya ilişkin notlar aldım.					
22. Videolardaki anlayamadığım kısımları öğretim elemanına sordum.					
23. Videolarda öğrendiklerimi pekiştirmek için ekstra alıştırmalar yaptım.					
24. Videoları izlerken iyi anlayamadığım yerlerde videoyu durdurdum.					
25. Videoları izlerken kendi öğrenme stratejilerimi uyguladım.					

26. Videolarda anlatılan konuları öğretim elemanının verdiği/çözdüğü alıştırmalar ile bağdaştırdım.					
27. Videoları sadece sınavdan kısa bir süre önce izlemeye başladım.					
28. Öğrenme sürecinde İngilizcenin yapısını/kurallarını konuştuğum dilin yapısıyla/kurallarıyla karşılaştırdım.					
29.. Sonradan öğrenme sürecime ilişkin bir değerlendirme yapabilmek için çalışmalarıma yönelik bir kayıt tuttum (Günlük tutma, öğretim elemanın verdiği 'Course Map (Ders Haritası)' üzerine küçük notlar alma gibi… vb.)					
30. Kendi seçtiğim sorularla kendi kendimi sınav yaptım.					
31. İlerleme kaydettiğimde alış/verişe gitme, arkadaşlarımla buluşma gibi şeylerle kendimi ödüllendirdim.					
32. Bu süreçte İngilizce öğrenimimdeki zayıf ve güçlü yönlerimin farkına vardım.					
33. Herhangi bir yerde gördüğüm İngilizce kelimenin anlamını sonradan öğrenmeye çalıştım.					

APPENDIX-D: Test 1

Name and Surname: **Number and Department:**

PART I . Complete the sentences below with the best answer. (4 points each)

1. My father is ____ doctor and my mother is ____ author.

   a) a/the b) the/an c) an/a d) a/an

2. There is ____ dog in the backyard. I think ____ dog is hungry.

   a) the/the b) a/the c) a/Ø d) Ø/the

3. I want to see____ United States of America.

   a) a b) Ø c) the d) an

4. Marie ____ married.

   a) is b) are c) do d) does

5. People ____ sometimes very selfish.

   a) do b) is c) are d) does

6. Children ____ very emotional.

   a) does b) do c) is d) are

7. The Ramadan Feast is ____ July.

   a) on b) at c) in d) of

8. The seminar is ____ April 22nd.

   a) at b) on c) of d) in

9. This is our son. ____ name is Mark, but ____ nickname is Steve.

   a) His/his b) His/he c) He/his d) He/he

10. This book isn't your book. It is ____.

    a) her b) hers c) yours d) my

____/40

PART II
Put the words below in correct order. (4 points each)

Example: don't / I /driving / like

____*I don't like driving*_____.

11. his / I / know /don't / name

_____.

12. Lora/ shopping / goes / her/ with / at the weekends / friends

_____.

13. very/ the/is/weather/today/bad/because/is/foggy/it.

_____.

14. are / shoes / these / 's / Susan/running

_____?

15. work / often / tired / because / am / I / hard / I

_____.

____**/20**

PART III
Underline and correct the mistakes in the sentences below. (4 points each)

Example: It doesn't rains here. ____*doesn't rain*_____

16. Frank haves two brothers and a sister. _____

17. I was born on 1985. _____

18. There is 22 million cars in Moscow. _____

19. I want to see churchs in Diyarbakır. _____

20. I don't want to wear these t-shirt because it is wet._____

____**/20**

PART IV
Read the text below and choose the best answer. (4 points each)

Robert Hughes lives ____ **(21)** Rome, Italy. He lives with his wife, Patricia. They live with their two children, Sam and Lana. Robert loves ____ **(22)** family.

Robert works as a police officer in Rome. He likes his job. He is a good police officer. He ____ **(23)** people.

Robert protects the citizens of Rome. He solves crimes and catches criminals. He keeps ____ **(24)** citizens safe.

Sometimes he visits the schools in Atlanta. He talks to students. The students _____ **(25)** Robert. Officer Robert Hughes is a hero in Atlanta.

Adapted from http://www.really-learn-english.com/support-files/simple-present-story-4.pdf

21. a) at b) on c) in d) of

22. a) he b) his c) her d) she

23. a) help b) helps c) helping d) do help

24. a) a b) the c) Ø d) an

25. a) does like b) likes c) are liking d) like

____/20

TOTAL: ____/100

GOOD LUCK!

DURATION: 30 MINUTES

APPENDIX E: Test 2

Name and Surname: **Number and Department:**

PART I . Complete the sentences below with the best answer. (4 points each)

1. Valentina ____ a journalist in Italy and works for RAI 3 TV channel.

a) are b) do c) is d) does

2. My brother and I ____ never afraid of snakes.

a) doesn't b) don't c) am d) are

3. My eyes ____ very good. I don't need glasses.

a) are b) doesn't c) is d) don't

4. I like living in this flat, but I am not happy with _____ kitchen.

a) Ø b) a c) the d) an

5. Is there ____ bank near here?

a) the b) an c) a d) Ø

6. Excuse me! What are _____ on that shelf? Are they English story books?
I cannot see them because they are far away.

a) this b) that c) these d) those

7. This is my sister Jane. Today is ____ birthday.

a) she b) her c) hers d) his

8. There is no exam ____ the 29th of June.

a) in b) on c) at d) of

9. Ahmet lives ____ 935 La Luna Street.

a) of b) at c) in d) on

10. Ali and Zeynep rarely ____ before 09:00 a.m.

a) gets up b) get up c) don't get up d) doesn't get up

_/40

PART II
Put the words below in correct order. (4 points each)

Example: I / breakfast /every / day / have

_____*I have breakfast every day*_____.

11. opens / at / every / 10 a.m. / day / at / closes / the / and / 9 p.m. / swimming pool

_____.

12. Ömer / does / summers / play /how often / tennis / in

_____?

13. at / moment / the / interesting / Azra / reading / is / book / an

_____.

14. rising / very /population / the / world / of / fast / is

_____.

15. see / have got / a / because / doctor / want to / I / a / headache / I

_____.

____/**20**

PART III
Underline and correct the mistakes in the sentences below. (4 points each)

Example: Let's go out. It <u>doesn't</u> rain now. ____*is not raining*_____

16. I am wanting a piece of a cake and a glass of coke. _____

17. She can get on the plane because she doesn't have a ticket. _____

18. There are some milk in the fridge, but we need some more to make a cake. _____

19. I cannot finishing the task until Friday evening. _____

20. David is having a friend in Ankara. _____

____/**20**

PART IV
Read the text below and choose the best answer. (4 points each)

The Leakey family is similar in many ways. They ____ **(21)** in East Africa, but the family is from England. Louise Leakey is an explorer, but for her family that's normal! Louise's mother is Maeve and she's an explorer. Her father is Richard Leakey. Richard is also in East Africa, but he's a farmer. Richard's half-brother is Colin Leakey. Colin isn't in Africa, ____ **(22)** he's an explorer and a scientist at Cambridge University in England. Louise's grandparents (Louis and Mary) are dead, but they were also famous explorers. Louise's sister is Samira, but she works for the World Bank. Their uncle and aunt are Phillip Leakey and his wife Katy. They have an international company. There ____ **(23)** 250 workers in the company. They usually work from 8 am. to 5 p.m., but this week they ____ (**24)** till 6 p.m. They work hard, but they like working ____ **(25)** this company.

Adapted from **http://th4.ilovetranslation.com/r_g4t1clUXW=d/**

21. a) are living b) lives
    c) live d)living

22. a) but b) because
    c) so d) and

23. a) have got b) is
    c) are d) has got

24. a) are working b) work
    c) works d) working

25. a) in b) between
    c) behind d) on

____/**20**

TOTAL: ____/100
Duration: 30 min.
Good Luck!

APPENDIX F: Questions Asked to ADL and BL Students in the Interviews

A) The questions asked to the ADL students

- Do you think that ADL process is effective when learning English?
- What do you think about the advantages of ADL process?
- What do you think about the disadvantages of ADL process?
- Do you want to go on your English education through ADL in the future?
- Do you have any recommendations to have a better ADL process?

B) The questions asked to the BL students:

- Do you think that BL process is effective when learning English?
- What do you think about the advantages of BL process?
- What do you think about the disadvantages of BL process?
- Do you want to go on your English education with BL process in the future?
- Do you have any recommendations to have a better BL process?

APPENDIX G: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

26 Eylül 2016

Sayı : 35853172/ 433 - 2859

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 08.09.2016 tarih ve 2162 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Sevim GÜNEŞ**'in **Doç. Dr. Arif SARIÇOBAN** danışmanlığında yürüttüğü **"İngilizce Öğretiminde Akademik Başarı, Motivasyon ve Öğrenen Özerkliği Açısından Uzaktan Öğrenme ile Harmanlanmış Öğrenmenin Karşılaştırılması"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **20 Eylül 2016** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
Telefon: 0 (312) 305 3001 - 3002 • Faks: 0 (312) 311 9992
E-posta: yazimd@hacettepe.edu.tr • www.hacettepe.edu.tr

Ayrıntılı Bilgi için:
Yazı İşleri Müdürlüğü
0 (312) 305 1008

APPENDIX H: Permission from Veterinary Faculty for Data Collection

T.C.
DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Veteriner Fakültesi

Sayı : 39215505-100-
Konu : Öğrenci Uygulaması İstemi

Sayın Okt. Sevim GÜNEŞ

İlgi : 19/09/2016 tarihli, Bila sayılı ve "Personel İşleri Sevim GÜNEŞ Yabanci dil dersi hakında" konulu yazı

İlgi yazı ile talep etmiş olduğunuz 2016-2017 Eğitim -Öğretim Dönemi Güz Yarıyılında Fakültemiz 1. Sınıf okutulacak olan İngilizce dersine ait Uygulama isteminiz Dekanlığımızca değerlendirilmiş olup, ancak söz konusu uygulamayı istekli öğrencilerin katılımın sağlanması koşuluyla uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

Prof. Dr. Muzaffer Aydın KETANİ
Dekan V.

APPENDIX I: Permission from the Faculty of Agricultural Engineering for Data Collection

Evrak Tarih ve Sayısı: 08/12/2016-93671

T.C.
DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Ziraat Fakültesi

Sayı : 65513963 -302.99-
Konu : Tez Uygulama İzni

Sayın Okt. Sevim GÜNEŞ

İlgi : 19.09.2016 tarihli, 249 sayılı ve Tez Uygulaması İzni konulu yazı.

İlgide kayıtlı yazı ile istemiş olduğunuz talebe ilişkin 2016-2017 eğitim-öğretim yılı güz yarıyılında Fakültemiz 1. sınıf öğrencilerine yönelik İngilizce dersine ait yüz yüze ders, anket, görüşme ve test uygulama isteminiz Fakültemiz Yönetim Kurulunun almış olduğu 28.09.2016 tarih ve 23/10 sayılı kararı ile uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Öner ÇETİN
Dekan V.

APPENDIX J: Permission from the Faculty of Civil Engineering for Data Collection

T.C.
DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Mühendislik Fakültesi

Sayı : 85137917 -044-
Konu : Anketler

Sayın Okt. Sevim GÜNEŞ

İlgi : a) 15/11/2016 tarihli, bila sayılı ve "Anket (Sevim GÜNEŞ)" konulu yazı
b) 28/12/2016 tarihli, 99523 sayılı ve "Olurlar, Onaylar" konulu yazı
c) 02/01/2017 tarihli, bila sayılı ve "Diğer" konulu yazı

İlgide kayıtlı yazılarda bahse konu olan ve ilgi c'de içeriği sunulan anket ve testlerin uygulanmasında Dekanlığımızca sakınca bulunmamaktadır.
Bilgilerinizi rica ederim.

Yrd. Doç. Dr. Orhan ARPA
Dekan a.
Dekan Yardımcısı

APPENDIX K: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

19.04.2018

Sevim GÜNEŞ

APPENDIX L: Dissertation Originality Report

04/05/2018

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of English Language Teaching

Thesis Title : Asynchronous Distance Learning and Blended Learning in terms of Learner Autonomy, Motivation and Academic Success in Teaching English

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
17/05/2018	159	215 001	19/04/2018	%17	18117073

Filtering options applied:

1. Bibliography excluded
2. Quotes excluded
3. Match size up to 10 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge

I respectfully submit this for approval

Name Lastname: Sevim GÜNEŞ

Student No: N12241257

Department: Foreign Languages Education

Program: English Language Teaching

Status: ☐ Master ☒ Ph.D ☐ Integrated Ph.D

Signature

ADVISOR APPROVAL

APPROVED

Assoc. Prof. Dr. Nuray ALAGÖZLÜ

APPENDIX-M: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.
Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☐ **Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.**
(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etseniz ve kütüphane bu talebinizi yerine getirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☒ **Tezimin/Raporumun 19.04.2020 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.**
(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ **Tezimin/Raporumun ..... tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.**

☐ **Serbest Seçenek/Yazarın Seçimi:**

.....
.....
.....

19/04/2018
Sevim GÜNEŞ