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Teaching Writing Courses by Blending Online and Traditional Classroom Instruction for Underachieving Language Learners *

Yazma Derslerinin Beklenenden Az Başarı Göstermiş Dil Öğrencileri için Uzaktan Eğitim ve Geleneksel Sınıf İçi Eğitimle Harmanlanarak Verilmesi

Nazlı Ağgün¹ 

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Abstract: This study aims to find whether blended learning would make a difference in the writing scores of students compared to traditional face-to-face education and to establish the students' perspective on the usage of technology at writing courses with quantitative and qualitative research methods. For the purpose of the study, one experimental and control groups were chosen from the School of Foreign Languages, Gaziantep University. The 13 students in the experimental groups are taught writing with blended learning, while 13 students are taught writing with traditional face-to-face education for one month. The students in both groups have the same schedule, age, English level, and classroom facilities. The results of the analysis done by SPSS show that the experimental group's writing scores are higher than the control group's writing scores. To learn the students' perspectives in the experimental group, semi-structured interviews have been done after the experience. The results show that the students are not satisfied with the usage of current technology at writing courses. On the other hand, they reported they were satisfied with blended learning. The students also gave some suggestions about the implications of technology in and outside of the classes.

Keywords: Blended learning, academic achievement, students' perspectives, underachieving language learners, writing courses

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Özt: Bu araştırmanın amacı, harmanlanmış öğretimin, geleneksel yüz yüze öğretime kıyasla yazma sınavının sonuçlarında bir fark yaratıp yaratmadığını bulmak ve öğrencilerin teknolojinin yazma derslerinde kullanılmasıyla ilgili tutumlarını nitel ve nicel araştırma metodlarıyla araştırmak. Bu çalışma için, Gaziantep Üniversitesi yabancı diller yüksek okulundan bir deney ve bir kontrol gurubu seçilmiştir. Deney gurubundaki 13 öğrenciye harmanlanmış öğrenmeyle yazma dersi öğretilirken, aynı anda kontrol gurubundaki başka 13 öğrenciye geleneksel yüz-yüze öğretimle yazma dersi verilmiştir. Her iki guruptaki öğrencilerin ders programı, yaşları, İngilizce seviyeleri ve sınıf olanakları aynı. SPSS ile analiz edilen sonuçlar, deney gurubunun yazma sınavındaki notları kontrol gurubuna göre daha yüksek çıktı. Deney gurubundaki öğrencilerin görüşlerini öğrenmek için, deneyden sonra yapılandırılmış görüşme uygulandı. Sonuçlar, öğrencilerin derslerde mevcut kullanılan teknolojiyen hoşnut olmadıklarını ama öte yandan harmanlanmış öğrenmeden hoşnut olduklarını gösterdi. Ayrıca, öğrenciler teknolojinin sınıf içinde ve dışında nasıl kullanılabileceğine dair bazı önerilerde bulundu.

Anahtar Kelimeler: Harmanlanmış öğrenme, akademik başarı, öğrencilerin görüşleri, beklenenden daha az başarı göstermiş dil öğrenen öğrenciler, yazma dersleri.

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¹ Sorumlu Yazar: Dr. Nazlı Ağgün, Osmaniye Korkut Ata Üniversitesi, Fen Edebiyat Fakültesi Mütercim ve Tercümanlık Bölümü, nazliaggun[at]osmaniye.edu.tr, ORCID: <https://orcid.org/0000-0002-2705-109X>

1. INTRODUCTION

In some developed countries, teachers and academics have moved past the initial excitement about the potential applications of technology in education toward a discussion of how effectively to use technology in courses. The quality of face-to-face education, online schooling, and homeschooling has improved due to the increased use of technological facilities such as virtual classrooms, social media, videoconferencing, and learning management systems. The best use of these technological tools in education is being discussed. Western universities in Europe and the United States have started programs in instructional technology or educational technologies with Master, Ph.D., or Post-Ph.D. options that will stimulate further developments and research in the areas of planning, implementing, and evaluating technology-based instruction.

In the last decade, the usage of technology in addition to traditional face-to-face teaching has appeared in many studies, and scholars are attempting to evaluate this new blend. Some scholars define the blend as replacing a certain percentage of classroom seat time with online instruction (Graham, 2013; Picciano, 2009). Neumeier (2005) defines it as “a combination of face-to-face (FtF) and computer-assisted learning (CAL) in a single teaching and learning environment. The most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives” (p.164).

A recent study has reviewed the literature to investigate whether blended education is proven to be a better way to teach (Pregot, 2013). The results concluded that student outcomes were not lowered by blended education, and there was even a rise in student outcomes if the blended teaching was well-planned. One study done in Iowa (Larsen, 2012) has investigated writing skill in blended learning. It found out teachers could better help the students individually, follow the students’ progress and study more materials in the blending writing course. Similar studies done on blended instruction found that it offers more flexibility (Macedo-Rouet, Ney, Charles, & Lallich-Boidin, 2009) and an increase in the students’ performance (Scida & Saury, 2006).

Blended instruction has also proven itself to be useful for enabling the instructor to create a learning environment with rich resources. To illustrate, Goerther (2012) recommends blends where the students and teachers communicate with audio, video, text-based, and face-to-face; asynchronous and synchronous, simulated or real ways. Similarly, Banados (2006) explains how he makes a blended –learning pedagogical model successful in a foreign language teaching course in Chile. His model consists of (a) learners’ independent work on a dedicated platform with English Online software, (b) face-to-face EFL classes led by teachers who are also students’ online tutors, (c) online monitoring carried out by these teachers, and (d) weekly conversation classes with native speakers of English. The model was prepared based on the students’ needs, interests, personal motivation, free-time activities, or study abroad plans. Lastly, Chenoweth, Ushida, and Murday (2006) conducted an efficient implementation with blended instruction. The students in hybrid education met an hour face-to-face each week and were supposed to meet their instructors for 20 minutes. Additionally, the students had to join a weekly online chat session at a time suitable for the students’ schedule. The whole materials and quiz, self-check exercise, chats, and bulletin board were up- and downloaded online. This study implies that judicious usage of technology in the language course can replace, either partly or perhaps entirely, face-to-face.

Since learner failure causes worry among educators, there have been attempts to use blended instruction for underachievers and design unique programs tailored to their individual needs. In this way, schools would not lose these learners’ energy, intellectuality, and productivity. Underachievement has been defined generally as “a discrepancy between potential ability and actual achievement” (Dowdall &

Colangelo, 1982; Whitmore, 1980). On the other hand, Sparks and Ganschow (2001) broadly have defined these learners in language teaching classes as those who are unable to learn a foreign language and possess weak skills in listening, speaking, spelling, and thinking in English.

In today's technological world, educators have at their disposal an increased variety of tools for reaching underachieving learners and ensuring their success. For example, Pierce (2009) observed that instant messaging, cell phones, and social media sites could be employed in the classroom for aiding shy learners in communicating and reflecting on their thoughts. In another study, Macarthur (2009) found that struggling language learners significantly benefitted from word processing, spelling checkers, word prediction, and speech recognition technology, all of which supported students in transcribing and revising their thoughts in the target language. Similarly, Biggs and his friends (2008) observed that weak reading skills benefitted from the software, which taught students to sing in tune and rhythm with the aid of real-time pitch tracking. Finally, Luo (2009) noted that there was an improvement in the vocabulary size, phrasal knowledge, and listening skills of underachieving learners who had been aided in their study by a combination of Hyper Text Markup Language (HTML), Cascading Style Sheets (CSS), and JavaScript.

Although blended instruction has been widely acclaimed for supporting the creation of a unique learning environment which combines online and traditional face-to-face instruction, nevertheless this method remains problematic in some regards. As an instance, Stracke (2007) has attempted to analyze the reasons for non-completion of blended learning courses, so he interviewed three students who had left their blended learning course. The data analysis revealed that the students had left the course due to lack-of printed material and their rejection of computers as the primary medium of language learning. Another study (Chenoweth, Ushida & Murday, 2008) on learners and teachers perspective language showed that whilst some of the students enjoyed the reduced class time because it suited their schedule, other students were not happy with the reduced class contact time because they felt that the amount of time assigned to learn a foreign language was not enough. Lastly, a study (Margaryan, Littlejohn & Vojt, 2011) challenges the idea that digital learners have developed radical learning styles. The study confirmed that digital native students from technical departments used technological tools more often compared to digital immigrant and non-technical departments. However, another result showed that technology adoption is impacted by complex interdependences, and no matter what the age of the students, the academic discipline they are studying, or the attitudes they have, they are significantly affected by their instructors' approach.

One possible explanation for the failure of blended instruction could be that it does not offer one single best type of blend, although it is described merely as a combination of face-to-face and online. There are various frameworks and designs suggested for the educator, administrator, and institutions in order that they might determine the most suitable combination of modes, roles of participants, and complexity of the blends according to their individual needs and contexts. Some researchers (Picciano, 2009; Neumeier, 2005) suggest each education program should decide for the best portion of online-face-to-face modes, experiment, and modify it accordingly for the next time. It could be concluded that the recipe for the best blend could change regionally. Another problem is that blended education does not seem to be equally successful for every student. Similarly, Schank and Jona (1991) have stated that the greatest obstacle to quality instruction is the tendency of educators and school administrators to ignore the contributions of their students. That is, students often do not have a word in the type of instruction they receive. If educators want to facilitate student-centered, authentic, and lifelong learning, then it is necessary to design their instructional methods together with learners. Neumeier (2005) suggests that more qualitative studies could be done to find out what the right blends are for students. She also suggests that the involvement of learning subjects such as students, tutors, and teachers, is one of the parameters for blended learning. However, most studies in blended education do not focus on students apart from the survey prepared by the researchers. No matter how well-adapted a learning environment may be suited to the needs of its students, there remains a significant possibility that students may still not achieve their full potential.

More blended studies should be done to predict what kinds of flaws may arise in a specific blended learning course, what disadvantages there may be compared to fully face-to-face learning courses, and how to address these issues in language classes. As Neumeier (2005) suggests, learners' attitudes are one of the six parameters that determine the success of blended learning. For this reason, studies should be done focusing on the learners' attitudes towards blended learning and what kind of blend they find useful for their own study. Finally, when considering that the majority of learners today are digital-literate, it could be wise to investigate students' preferences on the usage of technology in blended learning by interviews or other means.

Although education researchers in the United States, several European countries, and elsewhere have been studying blended instruction and reaped the benefits of this research in terms of a more prosperous learning environment, Turkey has "lagged behind" in this discussion of providing remedial technological help for underachieving language learners. Thus, the current study has the motivation to investigate the extent to which blended instruction would assist underachieving language learners in Turkey in enhancing their writing skills and increasing their likelihood of engaging in authentic and communicative language events. It is urgent to focus on the needs, desires, and learning styles of these students in order to design a blend with which they feel comfortable and motivated to engage and communicate. It is essential to address this group of learners because imposing a method of blending instruction unsuitable for their needs may increase their already existent burden as struggling learners. The current study aims to address this research gap and propose an effective blended instruction design as a remedial approach for English language learners.

1.1. The Aim of The Study

This study aims to assist in the discussion of blended learning and find out if blending online and face-to-face methods would improve the writing exam scores. In addition to quantitative analysis of the exams, a qualitative method has been used by interviewing the students for their ideas about blended learning and their suggestions for improving this new instruction methodology in the setting of the School of Foreign Languages. The classes in that school are called preparatory classes in Turkey. Finally, this study aims to be a model for Turkish educators to apply blended education in a cheap and easy way by using social media tools and enriching the literature with detailed explanations of what is going on in a blended course and making suggestions to adapt it for Turkish classrooms. In this respect, two research questions investigated are:

- 1- Liste Does blending traditional face-to-face instruction with online instruction in writing courses increase the academic achievement of underachieving learners?
- 2- What is the underachieving learners' experience with the online portion as an extension of traditional, face-to-face, summer school writing education courses compared to their general opinion of writing courses?

2. METHOD

2.1. The Setting

The setting of the current study is at the School of Foreign languages at the University of Gaziantep, the Higher School of Foreign Languages. The educational language of engineering departments in the University of Gaziantep is English. The engineering students have to know a certain degree of English to be able to start their program. For this purpose, the students must take an exemption exam at the beginning of the year. If they fail the exam, they are placed in a course according to their level in the School of Foreign Languages. During the year, the students learn English through Reading, Speaking, Writing, and Main courses. If the students are not successful in the final exam and cannot pass the preparatory school, they

have the right to participate in summer school. The summer school takes long for 8 weeks. There are four hours of class every day during the week. Students revise course material related to grammar, reading, and writing skills. At the end of the summer school, the students, try to pass another final exam.

The summer school is the research context of the current study. The students who attended that summer school are the research subjects. They are called repeating students in the current context. On the other hand, they can be called as low-achieving language learner in the literature. Lastly, the writing skill was chosen as the focus to understand the effect of blended instruction on low-achieving language learners.

2.2. The Participants

After the students registered for the summer school, they were placed in summer school classes randomly. All the students had intermediate level and needed to study in the summer school to reach advance level. The whole language classes at the summer school had the same classroom facilities, schedule and goals. Among these classes, one class was chosen as the experimental group, and one class was chosen as control group. The students in both groups studied reading, speaking, listening and writing skills. Their ages ranged from 18 to 23 years old. The number of female students in the experimental groups was four and the number of males was nine. The number of the female students in the control group was two and the number of the male students was eleven.

All participants granted their written consent prior to the experiment and data collection. They were also informed that their identities and information would be kept confidential and used only for the purposes of the current study.

2.3. The Design

The students at School of Foreign Languages took the final writing exam at the end of the academic year which was in the first week of June in 2013. The students who failed at this exam enrolled into summer school and were placed in classrooms randomly in the second week of June. In order to compare traditional face-to-face education with blended education, one experiment and one control group were chosen randomly among these summer classes. The experiment group received online support via Facebook. However, the control group did not receive any such support. Both groups studied the same writing schedule for one month and then took another writing exam at the end of the month. This writing exam which took place at summer school was used as a post-test and the final writing exam which had taken place before the summer school was used as a pre-test. Although writing skill is considered as a process-oriented skill, it is evaluated as one-time skill due to time limit.

The design of the current study is quasi-experimental with experimental and control groups. Teaching writing with blended instruction suggested for this study versus traditional face-to-face instruction is the independent variable and improvement in writing scores of the experimental and control groups measured with pre and post-test experiments is the dependent variables. The table below shows the current study design.

Table 1.

Study Design for the Research

Research Groups	Before Experiment	Independent Variables	After the Experiment	Dependent Variables
Experimental	Test 1	X	Test 1	improvement in writing
Control	Test 2		Test 2	improvement in writing

2.4. The Procedure for the Experiment

2.4.1. Basis of the Blended Instruction Framework

Blended instruction in this course has been planned carefully regarding Neumeier's (2005) six parameters: mode, model of integration, distribution of learning content and objectives and assignment of purpose, language teaching methods and involvement of learning subjects. The leading mode in this context was face-to-face. The first reason for this decision was that the instructor did not have any control over the syllabus, and preference for the mode. The administration required both the students and instructor to meet in the classroom two hours a week for the writing course. The online mode of had been planned by the investigator voluntarily for the purpose of the current study. Another reason for the leading face-to-face instruction was that students have never had blended education before, and they are not used to a leading mode with online instruction.

Lecturing and discussion that took face-to-face instruction influenced the material, the exercises and homework that were uploaded online to Facebook. In this sense, face-to-face instruction was chosen to explain the importance of cause-effect essays, to check the students' understanding, needs, worries and weakness and online communication was chosen to satisfy these needs and to carry the process of learning to a more advanced level. However, there is not a clear-cut distinction between face-to-face and online instructions because the students would submit an essay, take feedback or do exercises either online or face-to-face. For instance, if the students wrote an essay in the classroom, the feedback would be online. In this sense, the way that information was delivered on both modes was parallel.

Interaction was possible through computer online mode. For instance, the students would submit their homework to the instructor, take feedback, ask questions, hear about an announcement or sometimes chat with asynchronous sessions. On the other hand, due to the flexibility that online modes provide, interaction was made through the students and computer if the instructor made extra work and resources available to study or exercises with answer keys. The interaction between students and their classmates was limited or not motivated in this context although the students have had the opportunity to read others' work, read the feedback, like or comment on the Facebook wall. The students were autonomous online mode because either it was not obligatory for them or no extra credit for spending time on this mode was given. The teacher acted as an instructor in the classroom while she acted as a facilitator, resource and partner online mode. Face-to-face location was the classroom in the School of Foreign Languages and online mode could be the campus, home or a cafe. Unfortunately, the students were not asked to report their preferred location for online mode.

The whole activities both online and face-to-face modes was noted down in four-week time period. The time assigned for face-to-face had been two hours a week. The time spent online by each student was unknown because the students were not asked to note the track of the time they spent online. Arguably, it would change from one student to another due to different learning styles and speeds. See appendix 1 for further details of the blended instruction and see appendix 2 for some photo shots from the experiment.

2.4.2. Traditional Face-to-face Instruction in the Control Group

An informal interview was done with the instructor of the control group before the experiment started. She noted that she did not plan to use technology or any social network to assist her course. She did not intend to apply any resources other than the summer school writing book or to provide any extra teaching hours with the students. The writing book included chapters related to different essay types such as cause-effect, opinion and discursive essays. She aimed to cover the writing syllabus for summer school. During the experiment she was asked to submit a lesson plan to check if she had a traditional face-to-face approach in

the control group. This would help to explain what it was meant by saying 'traditional face-to-face instruction'. See the appendix 3 for the lesson plan.

2.4.3. Similarities and Differences between Two Methods of Instruction

These two courses had students with the same level of English, age, and departments, the same classroom facilities, schedule, writing hours, and summative writing exam. Moreover, these two courses are similar to each other in a way that technology has not been used during the face-to-face course hours. Using the board, lecturing, introducing the topic and giving homework at the end of the course were the common points that the two courses shared. Moreover, neither of the classes was obliged to study or to participate in online learning other than face-to-face teaching hours. The main difference was the usage of another mode to assist the face-to-face education. Students in the experiment course could ask questions to their instructor on the Facebook discussion board, submit their homework and get feedback which makes a big difference between the two classes until the next face-to-face writing course hours. Another difference between the two courses was that students with blended education had more than one resource such as the example essays of their classmates and instructor, essays on word documents, slides, videos, websites of other School of Foreign Languages and useful links such as dictionaries and punctuation websites. This gave the advantage of studying writing on their space in a different and richer context compared to only hardcopy.

2.4.4. The Instructors

Both instructors of the control group and experimental groups were born in 1986 and are graduated from ELT departments in Turkey. They had 4 years of experience in English language teaching and had teacher training. Both teachers had experience of teaching cause-effect essays in the School of Foreign Languages previously. The instructor of the experimental group was the researcher. In order to avoid biases, the instructors of both groups were not included in the process of observing the exam and evaluating the paper.

2.5. Data Collection and Analysis

2.5.1. Procedure for the First Research Question

The first research question asks whether blended instruction increases the academic achievements of the students in the writing exams. In this study, scores of essays which were calculated in term of content, vocabulary, organization, use of English, and punctuation & spelling & mechanics were used for academic achievement. The instruments of the first research question were the final writing exam before the experiment started and another similar writing exam after the experiment finished. The pre-test and post-test writing exams were prepared by the Testing and Evaluation Office at the School of Foreign Languages for all the preparatory students. The students took both exams during actual face-to-face time and were watched by observers. The students were not allowed to use any dictionaries or any technological aids whilst they wrote an essay with introductory, supporting and conclusion paragraphs.

The students were asked to write a well-developed essay in 70 minutes (See appendix 4 for the writing exam). Two instructors that had at least 5-year of experience at the school of foreign languages were responsible for assessing the students based on pre-set criteria (see Appendix 5 for the rubric.). A double-blind marking process was applied. If there were to be a difference of more than twenty points between the scores of the two graders, a member of an appeals board would assess the paper. The average of all three grades would serve as the student's final score. Consequently, the grades of the learners provided the researcher objective and reliable data to measure their language improvement. To see the difference between the experimental and control group at writing exams, SPSS 15 program was used.

2.5.2. Procedure for the Second Research Question

The second question concerns the students' experience with and reflection on blended instruction. All students in the experimental groups were interviewed three months after the study had ended. The

interviews were conducted in the first week of January 2014. Questions were prepared in advance and were then sent to the students (See appendix 6).

Throughout each interview component, participants' responses were recorded and subsequently transcribed by the researcher (See appendix 7). Data analysis was content-based and focused on recurring theme. To increase objectivity of the analysis, two researchers were invited to observe the whole study, check the questions, read the transcriptions and comment on the analysis.

3. RESULTS

3.1. The Effect of Blended Instruction on Academic Achievement

Table. 2

The Descriptive Analysis of Pre and Post-test Results of Participants

		N	Mean	Std. Deviation	t	p
Pre-test	Experimental Group	13	9,32	3,14	12	,84
	Control Group	13	9,48	1,57		
Post-test	Experimental Group	13	12,36	2,17	12	.001
	Control Group	13	7,75	1,82		

*p<.05

A one-sample pre- test showed that the value for $p = .846$ for two groups was not statistically significant when the p value was set at 0.05 level of significant. The reason for that would be that students at both experimental group and control groups had a low average at the final writing exams and were placed randomly in the summer school classes. The result of the analysis showed the experimental and control group could be used for the study to measure the difference blended learning would make at writing exams. A one-sample post- test showed that the value for $p = .001$ for two groups was statistically significant when the p value was set at 0.05 level of significant. The reason for such a meaningful difference would be the treatment the experimental group took. Blended learning would appear to have made a meaningful difference at writing scores.

3.2. Experience of the Students in General

The analysis of the interview showed that all the students were glad that they had studied writing with blended learning. All of them would like to study similar courses in the future. They said that it had benefited their essays in term of organization, grammar and vocabulary. More reasons for liking blended learning are listed in detail below.

Flexible Time

Time was a word that showed almost in every student's answer. One reason they liked this was the implication that the instructor would not be in a rush to cover the schedule and could therefore spend more

time communicating with the students. The students would take their time to write the essay on their own space and get a more detailed feedback:

“We are 20 students in the course. If the instructor wanted to spend time with each of us for 2 minutes, this would kill the entire course time. However, not everybody is talented enough to write a good essay in a short time. Online learning gives the room for us to write with less tension.”

Studying at Home

‘Home’ was a word that showed up in most of the students’ answers. They had the chance to look at what had been covered in the course that week, what resources the instructor had uploaded to the group, write an essay, send it to their instructor, ask for and receive feedback or ask a question. With blended instruction, the students can continue to study at home as well.

“The time that we spend at school is very limited. Let’s say 5 hours. Other than that, we spend time at home with whatever we can do. We are on our own...Online learning focused our time and channeled our energy towards more studying at home.”

Individual Study

The analysis showed that the students are keen for individual attention, especially with writing. Most of the students observed that writing instructors could not answer questions from 20 students in 50 minutes with personal, close attention. They appreciated that they had an online system at summer school that enabled them to ask the questions that were troubling them to their instructor.

“I hate writing in the classroom. I get bored. When I am on my own, I think better. I explain myself better. Then, afterwards, I like to take feedback from my instructor.”

Rich Resources

The students said that they liked to have more resources than their course books. To illustrate, they liked reading different kinds of essays from everywhere in the world, participating into forum related to writing skills and reading on other writing websites. Moreover, it was easier for them to access them with one click instead of many hardcopies.

“The best thing I liked about the Facebook group is the fact that I would see what my friends wrote. I also wonder about the essays by the entire school. I wonder what the students in other foreign language schools can write. I wonder...I wonder about other countries’ as well.”

Instant Communication

What the students enjoyed mostly with the blended learning was the luxury they had to communicate with their instructors or classmates without having to wait too long. They liked that they had another chance to get in touch with their instructor.

“Generally, if I need to ask a question to my instructor, I will have to go her or his office, and yet they might not be in the office. This is too much work for me. I am not a hardworking student to do that. I like the fact that I had the chance to ask an easy question with the Facebook group”.

Studying on Computers

Some of the students simply stated that they like computers. They liked spending most of time on it. It delivers information they need, help them communicate with their instructors and classmate and make learning more fun and faster.

“This is a time of technology. We should make use of every opportunity that computers can offer.”

Suggestions for Assisting Traditional Instruction with Online

The students gave suggestions for assisting traditional face-to face hours with online learning the next time. The researcher has paraphrased what the students advised as follows:

- ⊙ Other instructors would contribute to the online learning as well and the entire school would share one page for the writing course. As a result, the students would reach the most valuable and enriching material from all writing instructors. However, there should not be too much material on the webpage. Only the most important and relevant material should be uploaded. Too much material confuses the students and is not necessary.
- ⊙ A scheduled time to upload the materials would be better so the students could plan their time to check the internet and they would not be disappointed when they did not see any new materials.
- ⊙ The instructors would meet the students online at a certain time that is suitable for everybody and the instructor would check absentees. Learning still can take place online. Alternatively, online office hours would be very beneficial. The students would not have to go to the instructor's office for a simple question. Also, the students could get instant answers to their questions.
- ⊙ Videoconferencing with online hours would be much better. It may even give the chance to speak with a native writer. They could be a guest online. The learners also should be able to be a guest on other forum, interact with native and non-native speakers all over the world and become more intellectual in their interest.
- ⊙ Writing skill would be taught with other skills such as speaking and reading online. It would improve the students' English level in general.

4. DISCUSSIONS

Four weeks after the experiment, a post test revealed that students who studied with blended instruction outperformed the students who studied with traditional face-to-face instruction. This means blended instruction has improved academic achievement of the students in the writing courses. These results are consistent with those of Al-Jarf's (2004) study, which examined the effects of web-based learning on struggling EFL college writers. These results are also like those of Grgurovic's (2010) study which investigated technology-enhanced blended language learning in an ESL class using the framework proposed by Neumeier (2005). Consequently, it could be suggested that educators in Turkey should consider innovating writing courses by including blended instruction for underachieving language learners since it has proved itself to a better mean of instruction than traditional face-to-face instruction. The analysis of the interview also revealed that all the students were satisfied with blended instruction and they would like to study another writing course similarly. This result is in accordance with results found in the studies of Kirkgöz (2011), Miyazoe (2010) and Ozkan (2011). These studies have also found that the students liked blended instruction and they believed in its effectiveness. Thus, it can be said that the students welcomed usage of online instruction with traditional ones, and they are ready for this new mode of instruction.

Although having more material was a source of satisfaction for most of students, a few students suggested uploading less material online because it could confuse them to have lots of sources to study. It could be concluded some students were not fond of the huge work-load and felt it caused stress (Brew, 2008). This could be especially the case with underachievers who are already stressed with the process of learning a new language. A study (Limniou & Smith, 2010) has showed that students preferred interactive teaching and individual feedback with a virtual learning environment. Similarly, in the current study students appreciated the opportunity to interact with their instructor and to collaborate with their classmates by reading their essays. It could be said that although the students enjoyed using computers as one of the main reasons to like blended instruction, they also appreciated the interaction computer provided. The most

important and relevant material should be uploaded online with more interaction with the students. Students are not fond of a wall full of information. Rather, they prefer full contact with their instructor and classmates. Blended instruction would probably not be as successful if elements such as individual feedback or communication were not core features of the curriculum.

5. LIMITATION AND FURTHER STUDIES

The first limitation is the duration of the study, small number of samplings and non-proportional number of females and male students. The experiment in this study takes four weeks with thirteen students in the experimental group. This limits generalization of the results to other populations in other settings. Only four of the students are female while nine of them are males. There could be differences between gender in terms of using computer or attitudes to computer, which would change the results of the study. Future studies on gender difference might enlighten this issue for this setting.

There are two different instructors in the experimental and control group. The researcher of the current study has been the instructor in the experimental group. The way these two instructors teach would have influenced the results of the study. The field notes showed that the researcher spent long hours answering the students' questions or uploading relevant materials online. The researcher, who was also the instructor in the experiment, was motivated to work long hours without getting paid. More studies should be done on what kind of instructor could make blended instruction successful, how much effort it takes for an instructor to teach the online part, and how much this instructor should be paid.

6. CONCLUSION

In conclusion, this study suggests blended instruction can increase academic achievement in writing courses more than traditional face-to-face instruction would do in the Higher School of Foreign Languages. Also, students are satisfied with blended instruction and would like to study other writing courses similarly. The students reported that they liked blended instruction because they thought it give them more flexibility and more effective ways to communicate. The students suggested regular online office hours and studying more relevant and important resources. Concerning these results, it could be concluded that blended instruction is suitable and efficient, and perhaps, essential for improving writing courses in the Higher School of Foreign Languages

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APPENDIX

Appendix 1. The Blended Instruction

Time & place	Online mode	Time & place	Face-to-Face mode
1.week Time and place not limited	<ul style="list-style-type: none"> -Starting the Facebook group and adding the students -Posting a slide that summarizes the aims of Facebook group and roles of the instructor and the students on Facebook writing group -Posting an example essay with the steps of writing, pre-writing and re-writing -Students post their homework and the teacher post them back with feedback notes on the wall -Posting some funny cartoons and pictures 	Thursday classes for two hours in the classroom	<ul style="list-style-type: none"> -Doing informal interview about the students' perspectives on writing skill, their own writing and their weakness at writing -Teaching the process of writing (pre-writing, writing, re-rewriting) -Introduction to Facebook group -giving homework; write a cause essay with 4 paragraphs.
2.week Time and place not limited	<ul style="list-style-type: none"> -posting the common grammar and vocabulary mistakes the students make at their essays; the students are supposed to correct them -Posting videos that explain cause & effect essays -Post three different diagrams that show the organization of cause & effect essays -Share links of useful websites for cause-effect essays; the writing websites of other School of foreign languages, a few online dictionaries, an online punctuation website 	Thursday classes for two hours in the classroom	<ul style="list-style-type: none"> -Teaching cause essay - study thesis statements, introduction, supporting and conclusion paragraphs for cause & effect essays -Writing example paragraphs on the board -homework
3.week Time and place and place not limited	<ul style="list-style-type: none"> -posting an activity; the students are supposed to write headlines for a few essays posted on the wall -Posting an activity; the students are supposed to complete an essay with the missing supporting paragraph - Posting some TOEFL writing topics that are similar to the School of Foreign Languages 	Thursday classes for two hours in the classroom	<ul style="list-style-type: none"> - reading and analyzing example essays - write an essay with 5-paragraphs
4.week	-posting the most useful links words for cause & effect essays	Thursday classes for	-Giving the hardcopy back and face-to-face feedback on them.

Time and place not limited	-posting worksheet within sentences for useful links -posting example essays; strategies used have been emphasized with different colors -posting the same example essays; this time the useful links are shown in different colors	two hours in the classroom	- studying on some strategies to improve an essay such as giving example, explanation, using facts, quotes, details etc.
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Appendix 2. Photo shots from the Experiment

14:38        

Morçova
after school,
however
for example... Daha Fazla

 Beğen  Yorum Yap

 **Nazlı Aġgün** bir bağlantı paylaştı.  9 Temmuz 2013, 00:34 

let's continue to study connectors!

ENGLISHLEAP.COM
Conjunctions 1

3 Yorum

 Beğen  Yorum Yap

 **Nazlı Aġgün** > **NAZÖZSUMMER**  8 Temmuz 2013, 12:16 

<http://www.slideshare.net/JulieGray2011/vocabulary-in-context-9026500>

 Beğen  Yorum Yap

 **Nazlı Aġgün** bir bağlantı paylaştı.  8 Temmuz 2013, 01:39 

<http://www.youtube.com/watch?v=OSKEwim5rzI>

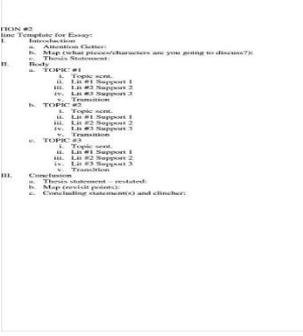
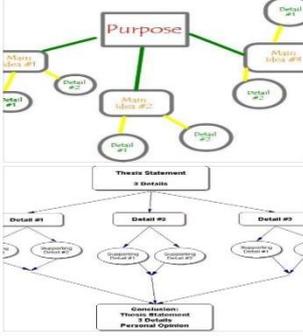
Transitions
As a consequence
Putting the assignment off until the last minute has left me no time to do well!

14:39        

 Beğen  Yorum Yap

 **Nazlı Aġgün** > **NAZÖZSUMMER**  3 Temmuz 2013, 09:51 

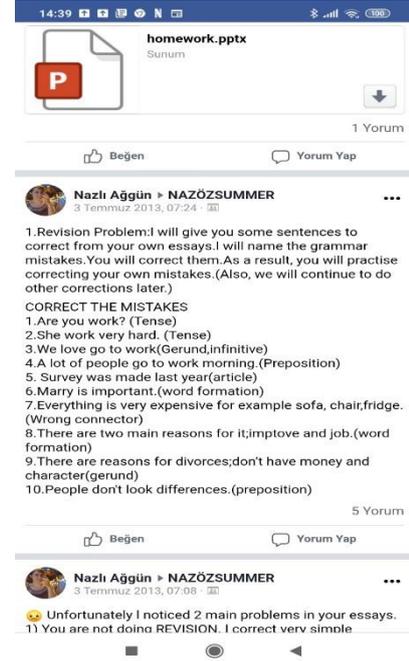
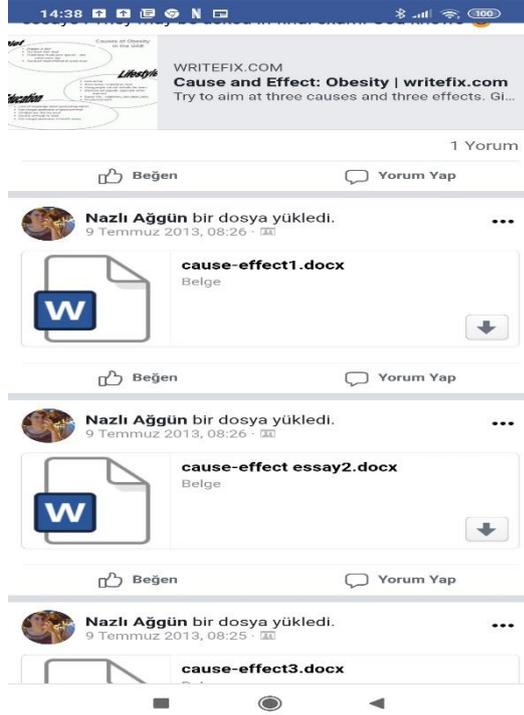
2.Organisation problem: If you plan your essay in advance, you may avoid this problem.I am going to show you examples of outline.

 Beğen  Yorum Yap

 **Nazlı Aġgün** bir dosya yükledi.  3 Temmuz 2013, 07:03 

😊 I read your essays. Here are nice points I noticed:
Everybody is writing introduction,body and concluding paragraphs.
Everybody is writing thesis statemant, topic sentences and using signal words.
Everybody... Daha Fazla



Appendix 3. The Traditional Face-to-face Instruction

Topic: Writing an essay (specifically an introduction paragraph)

Duration: 50 minutes

Warm Up (5 minutes)

First, I talk about what an essay is in general terms, ask some questions to the students or I try to make some connections between essays in English and the essays in Turkish which they wrote in their literature classes at high school.

Presentation (40 minutes)

In this part of the lesson, I try to explain an essay by explaining its main components. For example, I tell my students that an essay should have three main parts: introduction, body and conclusion. To explain this better I draw a chart on the board, and I put different parts of the essay into different categories.

Then, I tell them that the introduction part may be the most important part of the essay, because it is the part that readers pay attention a lot. It must be clear, attract the reader's attention and well prepared. After mentioning the introduction paragraph roughly, I start giving some details about it.

In order to write an introduction paragraph, we use several methods, but we generally prefer three of them. For example, we can move from general to specific, we can ask some questions, or we can start writing with a quotation. I explain them in detail and give examples by using the same topic. While doing this, I also ask my students to find three main ideas about the topic that they will write about. After giving some examples for the beginning I teach them how to write a thesis statement which is one of the most important parts of the essay. I give them some examples about how to write a clear thesis statement. I want my students to mention their three main ideas in thesis statement because it will help them write the body paragraphs.

After explaining the introduction paragraph and giving some examples, I talk about three body paragraphs that we should write by making use of the ideas we mentioned in our thesis statement. I teach my students some patterns such as "first of all, at first glance, my second main idea is that, secondly, another point worth mentioning, finally, not last but least etc." in order to use in the beginning of the body paragraphs. I also indicate that they should start the body paragraph and write their topic sentence by using their main ideas. I make sure that my students write the details about the topic and give examples for the idea they have for each body paragraph.

Then, I give some general information about how to write a conclusion paragraph. I tell my students that they should involve all the main ideas in conclusion and indicate that they may give an advice or talk about their opinion to finish the essay.

Of course, I spend more time to teach the introduction paragraph and just give a short summary for the other paragraphs because it is really important for them to understand how to write an introduction at first. After summarizing the introduction and body paragraphs I also give them some homework.

Overall (5 minutes)

Before finishing the class, I summarize all the class from beginning to the end by asking questions to my students and try to understand if they understood the topic or not. I also give them some homework. For example, they may analyze the sample essays in their book. Finally, I finish the class after talking about their homework.

Appendix 4. Writing Exam (the Post-Test)

Name and Surname's Initials:

Students Number:

GAZİANTEP UNIVERSITY FOREIGN LANGUAGES WRITING EXAM

Choose one of the following topics and write a well-developed 5 or 4 -paragraph cause-effect essay (15 points).

1. What are the reasons for arguments with roommates? Why don't some roommates get along well?
2. What are the effects of many exams on students? What happens when students have many exams to study?

DURATION: 60
minutes

Appendix 5. Rubric

STUDENT'S INITIALS: _____

STUDENT'S NUMBER: _____

FIRST GRADER'S NAME & SIGNATURE: _____

FIRST GRADER'S TOTAL SCORE: _____

Task Achievement (30 pts)	Organization (20 pts)	Use of English (20 pts)	Vocabulary (20 pts)	Punc./Spell./Mechanics (10 pts)
Task fully achieved / Entirely relevant to topic 22,5-30pts	Effective Top, Supp. & Conc. Sent. / Suitable use of transitions 15-20pts	Accurate use of grammar/ Good use of complex structures 15-20pts	Wide range of vocabulary/ Accurate form & use 15-20pts	Hardly any spelling mistakes/ Correct punc./ Very neat format 7,5-10pts
Task adequately achieved/ Acceptable format and length 15-22,5 pts	Acceptable Top, Supp. & Conc. Sent. / Problems with the order 10-15pts	Adequate use of grammar/ Some mistakes in complex structures 10-15pts	Adequate range of vocab./ Some errors of form & use 10-15pts	Few spelling mistakes/ Some problems with punc. 5-7,5pts
Limited variety of ideas / Some gaps & irrelevant ideas 7,5-15pts	Poor Top, Supp. & Conc. Sent. / Many problems with the order 5-10pts	Limited use of grammar / Many errors in use 5-10pts	Limited range of vocab./ Frequent errors of form & use 5-10pts	Frequent spelling mistakes/ Serious problems with punc. 2,5-5pts
Poor variety of ideas / Too many gaps & irrelevant ideas 0-7,5pts	Absence of Top, Supp. & Conc. Sent. / No clear organization 0-5pts	Poor use of grammar / Reader can't understand 0-5pts	Poor range of vocabulary/ Too many errors of form & use 0-5pts	Severe spelling mistakes/ Poor use of punc. & capitals/No para.format 0-2,5 pts

Appendix 6. Interview Questions

- 1.What do you think of the summer school course which you partly studied on Facebook?
2. What benefits did you get from the online learning part of the course? What did you like about it in particular?
- 3.What could be changed or improved in the course for future courses?
4. Would you like to use online education as part of your education in the future? How?
5. What do you think about the length and quality of face-to-face writing time in the classroom?
6. What do you think of the usage of technology in the current writing course? How could it be better?
- 7.If you were asked to visualize a writing course for Gaziantep University in 10-20years' time, what would that course be like?

Appendix 7. A Part from the Interview

sonraki hafta writing dersinde alıyorduk..ama ben o zamana kadar ne yazdığımı unuttuyordum...ama internet üzerinden olunca ben bunu gerçekten söylüyorum bu şekilde facebookla uygulaması yapılıncaya daha fazla yazı yazabiliyoruz ve kendimizi geliştiriyoruz...biz mesala word ile yazdığımız zaman kelimeler otomatikmen düzeltiyor eğer kelimde bir hata varsa...program gösteriyor..bizde böylece spelling hattalarından çok grammare yoğunlaşıyoruz...hem böylece yapacağımız şeyden geri kalmıyoruz,daha hızlı öğrenmiş oluyoruz...

3) Gelecek sefer için böyle bir uygulamada ne değiştirilebilir ya da ne geliştirilebilir?

Benceüzerinden görüntülü görüşme olabilirdi..sizde karşımızda olabilirdiniz..yada başka bir arkadaşımızda olabilirdi..bunu kullanan başka arkadaşlarla karşılıklı görüşebilirdik..hatta bu speakingde geliştirdi..farklı insanlarla konuşmak insana bir şeyler katıyor.sadece yazmak ,ya da dinlemek yetmez..writngle beraber speaking de geliştirilebilirdi...bunun dışında tek kendi gurubumuzla kalmamalı..bu sadece kendi sınıfımızla da sınırlı kalmamalı..başka sınıflarla da hatta okullarlada paylaşımaya girebiliriz...onlarında yazdıklarını öğrenmiş oluruz...bilgi alış veriş olabilir...birbirimizi düzelterekte ilerleyebiliriz..kesinlikle başka üniveristedekileride merak ediyorum..örneğin onlar nasıl yazıyor,nasıl düşünüyor...belki onlar farklı yapılar kullanıyor..onlardan bu yapıları öğrenebiliriz...hepimiz türkiyede türkçe düşünüyoruz..başka ülkeleride merak ediyorum..başka ülkelerinde nasıl yazdığını merak ediyorum...

4)ilerde benzer şekilde dersin bir parçası olarak uzaktan eğitimle ders yapmak ister misin?

Evet isterim..kesinlikle..

Bu yabancı bir dil için nasıl olabilir?

Sınıf ya da okul dediğimiz zaman çok kıstılı bir zaman..5 saat örneğin..onun dışında biz tek başımıza ne yaparsak yaparız...ama bu uzaktan eğitim altında desteklenince internet üzerinden o eğitim tamamen desteklenmiş oluyor...evde tek başımıza oturduğumuzda onunla beraber çalışabilir..ama bu olmasa tek başımıza çalışmak zor olur...ama uzaktan eğitim bizi derse bağlayabilir..hem dil öğrenme sürekli olmalı.sürekli hayatımızda olmalı ki öğrenbilir..işte bu şekilde de internet üzerinden geliştirebilir..hem okuldaki saati arttırmayacaklar..öğrenci ve öğretmen sayısından kaynaklı...ama uzaktan eğitimle bunu mümkün hale getirebiliriz...

Bence teknolojiyle çalışmanın bir avantajı var..şu yüzyılda elektronik aletler cihazı bağımlısı olduk..bunlarıda böyle bir şekilde kullanırsak zamanımızı iyi bir şekilde değerlendirmiş oluruz...en azından uzaktan eğitimle bunu doğru yönde kanalize ederiz..amam tamamen uzaktan eğitim yüz yüze eğitimin tadını verir mi..bilmiyorum..bu kişiden kişiye değişebilir..çünkü öğretmen dediğiniz canlı karşınızda..bir şey sorunca cevabını hemen alabilirsiniz..ama interneten bizinkendimiz arayıp bakmamız lazım...ama dediğimiz gibi internetin ve bilgisayarın en güzel tarafı bol bol bilgi bulabileceğimiz mükemmel bir ortam..bizim bilmeyipte başkalarının bildiği bilgileri çok kısa sürede yakalayabiliriz...devir artık bilgisayar devri...teknolojiyi sonuna kadar kullanmalıyız...

GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Yüz yüze eğitim, çevrimiçi okullaşma, evde eğitim kalitesi, sanal sınıf, sosyal medya, video konferans ve öğrenme yönetim sistemleri gibi teknolojik araçların artan kullanımı nedeniyle gelişmiştir. Bu teknolojik araçların eğitimde en iyi kullanımı tartışılmaktadır. Avrupa ve Amerika Birleşik Devletleri'ndeki Batı üniversiteleri, teknoloji tabanlı eğitimin planlanması, uygulanması ve değerlendirilmesi alanlarında daha fazla gelişmeyi ve araştırmayı teşvik edecek yüksek lisans, doktora veya post-doktora seçenekleri ile eğitim teknolojilerinde programlara başlamıştır. Son on yılda, geleneksel yüz yüze öğretime ek olarak teknolojinin kullanımı birçok çalışmada ortaya çıkmıştır ve bilim insanları bu yeni harmanı değerlendirmeye çalışmaktadırlar. Neumeier (2005), harmanlanmış öğretimi "tek bir öğretim ve öğrenme ortamında yüz yüze ve bilgisayar destekli öğrenmenin bir kombinasyonu olarak" tanımlar ve der ki "harmanlanmış bir öğrenme tasarımının en önemli amacı, bireysel öğrenme konuları, bağlamları ve hedefleri için iki öğrenme yönteminin en etkili ve verimli kombinasyonunu bulmaktır" (s.164)

Araştırmacılar, harmanlanmış eğitimin geleneksel yüz yüze eğitime oranla daha iyi bir yol olup olmadığını araştırmak için literatürü gözden geçirdi (Pregot, 2013). Sonuçlar, harmanlanmış eğitim ile öğrenci sonuçlarının düşmediğini, hatta harmanlanmış öğretim iyi planlanmışsa öğrenci sonuçlarında bir artış olduğunu gözlemlemiştir. Iowa'da (Larsen, 2012) yapılan yeni bir çalışma, harmanlanmış öğrenmede özellikle yazma becerisini araştırmıştır. Bu çalışma, öğretmenlerin öğrencilere bireysel olarak daha iyi yardımcı olabileceğini, öğrencilerin ilerlemelerini takip edebileceğini ve harmanlanmış yazma dersinde daha fazla materyal ile çalışabileceğini göstermiştir. Harmanlanmış öğretim üzerine yapılan benzer çalışmalar, bu tarz öğrenmenin daha fazla esneklik (Macedo-Rouet, Ney, Charles, & Lallich-Boidin, 2009) ve öğrencilerin performansında bir artış (Scida & Saury, 2006) sağladığını bulmuştur

Öğrenci başarısızlığı eğitimciler arasında endişeye neden olduğundan, beklenenden daha az başarı göstermiş öğrenciler için de harmanlanmış eğitimi kullanmak ve kendi bireysel ihtiyaçlarına göre özel programlar tasarlamak için girişimler olmuştur. Bu şekilde, okullar bu öğrencilerin enerjisini, entelektüelliğini ve üretkenliğini kaybetmemeyi amaçlamaktadırlar. Günümüzün teknolojik dünyasında, eğitimciler, yetersiz öğrenim gören öğrencilere ulaşmak ve başarılarını sağlamak için artan çeşitli teknolojik araçlara sahiptir. Örneğin, Pierce (2009) anlık mesajlaşma, cep telefonları ve sosyal medya sitelerinin, utangaç öğrencilerin düşüncelerini yansıtmak için sınıfta istihdam edilebileceğini gözlemledi. Benzer şekilde, Biggs ve arkadaşları (2008), öğrencilere gerçek zamanlı saha takibi yardımıyla uyum içinde ve ritimle, yabancı dilde zayıf okuma becerisine katkı sağladığını bulmuştur.

Bu çalışmalardan ilham alan mevcut çalışma, yaz boyunca bir üniversitede uzaktan eğitimle, geleneksel yüz yüze eğitimi karşılaştırarak ayrıntılar ve gözlemlerle, harmanlanmış eğitimi açıklamayı amaçlamaktadır. Öğrencilerle, bu dersle ilgili algılarının ve görüşlerinin ne olduğunu ve yazma derslerinde teknolojinin kullanımı ile ilgili tercihlerini öğrenmek için görüşmeler yapılmıştır. Çalışma harmanlanmış eğitimin, beklenenden az başarı göstermiş öğrenci grubuyla ne derecede başarılı bir şekilde uygulanabileceğine dair literatüre ışık tutması açısından önem taşımaktadır. Son olarak, bu çalışma, Türk eğitimcilerin harmanlanmış eğitimi, sosyal medya araçlarını kullanarak, harmanlanmış bir derste neler olup bittiğine dair ayrıntılı açıklamalarla onları aydınlatmayı da amaçlamaktadır. Böylece, eğitimcilere önerilerde bulunarak ucuz ve kolay bir şekilde harmanlanmış eğitimi uygulayabilmeleri için bir model olmayı amaçlamaktadır.

2. YÖNTEM

Bu araştırmanın amacı, harmanlanmış öğretimin, geleneksel yüz yüze öğretime kıyasla yazma sınavının sonuçlarında bir fark yaratıp yaratmadığını bulmak ve öğrencilerin teknolojinin yazma derslerinde

kullanılmasıyla ilgili tutumlarını nitel ve nicel araştırma metotlarıyla araştırmaktır. Bu çalışma için, Gaziantep Üniversitesi yabancı diller yüksekokulundan bir deney ve bir kontrol grubu seçilmiştir. Deney grubundaki 13 öğrenciye harmanlanmış eğitimle yazma dersi öğretilirken, aynı anda kontrol grubundaki başka 13 öğrenciye geleneksel yüz yüze eğitimle yazma dersi verilmiştir. Her iki gruptaki öğrencilerin ders programı, yaşları, İngilizce seviyeleri ve sınıf olanakları aynıdır. Bu derste harmanlanmış öğretim, Neumeier'in (2005) altı parametresi olan; mod, entegrasyon modeli, öğrenme içeriğinin ve hedeflerinin dağılımı ve amacın atanması, dil öğretim yöntemleri ve öğrenci ve öğretmenin katılımı gibi faktörler ele alınarak dikkatli bir şekilde planlanmıştır. Bu bağlamda önde gelen mod yüz yüze idi. Dahası, öğrenciler, çevrimiçi ödevlerini öğretmene gönderir, geri bildirim alır, soru sorar veya bazen asenkron oturumlarla sohbet eder. Kontrol grubundaki öğrenciler, sadece sınıf içinde kitap ve tahtayı kullanarak ders yapar. Kontrol grubundaki hocanın raporuna göre, derslerinde hiç teknoloji kullanılmamıştır. SPSS ile analiz edilen sonuçlar, deney grubunun yazma sınavındaki notlarının kontrol grubuna göre daha yüksek çıktığını göstermektedir.

Deney grubundaki öğrencilerin görüşlerini öğrenmek için, deneyden sonra yarı yapılandırılmış görüşme uygulandı. Deney gruplarındaki öğrencilerle görüşmeler kaydedilip daha sonra transkripsiyon ile yazıya dökülmüştür. Öğrencilerin harmanlanmış öğrenmeyi tercih etme nedenleri ile ilgili sorular yinelenen temalar kullanılarak analiz edildi. Öğrencilerin harmanlanmış yazma dersini geliştirmeye yönelik önerileri, bu çalışmanın sonuç bölümüne dâhil edilmiştir. Öğrenciler harmanlanmış eğitimle aldıkları derslerin, daha önce sene boyunca aldıkları geleneksel yüz yüze eğitime oranla daha iyi olduğunu belirtmiştir. Öğrenciler uygulamanın daha etkili olması için, çok fazla materyal yerine öğretmenle daha fazla iletişim olmasını önermiştir.

3. BULGULAR, TARTIŞMA VE SONUÇ

Deneyden dört hafta sonra, bir post testi, harmanlanmış eğitim ile ders gören öğrencilerin geleneksel yüz yüze eğitim ile ders gören öğrencilerden daha iyi performans gösterdiğini ortaya koydu. Bu harmanlanmış öğretimin yazma kursları öğrencilerin akademik başarısını geliştirdiği anlamını gelebilir. Bu sonuçlar, web tabanlı öğrenme ile beklenenden daha az başarı göstermiş öğrencilerin başarılarının arttığını gözlemleyen Al-Jarf'ın (2004) çalışmasıyla tutarlıdır. Bu sonuçlar aynı zamanda, Neumeier (2005) tarafından önerilen taslağı kullanarak bir İngilizce dil sınıfındaki dil gelişimin harmanlanmış eğitimle geliştiğini ortaya koyan Grgurovic'in (2010) çalışmasıyla da benzerdir. Ayrıca görüşmenin analizi, tüm öğrencilerin harmanlanmış eğitimden memnun kaldığını ve benzer şekilde başka dersleri de bu şekilde almak istediklerini göstermiştir. Bu sonuç da Kirkgöz (2011), Miyazoe (2010) ve Özkan (2011) tarafından yapılan çalışmaların sonucuna paralele çıkmıştır. Çalışmaların hepsi öğrencilerin harmanlanmış eğitimle dil öğrenmekten memnun kaldıklarını, öğrencilerin harmanlanmış eğitimin etkili ve kolay bir dil öğrenme sürecine katkıda bulunduğu sonucuna varmıştır. Özet olarak, harmanlanmış öğretim, beklenenden daha az başarı göstermiş dil öğrencilerinin yazma derslerinde etkili olabilir. Bu sonuca dayanarak, eğitimcilere dil öğrenirken zorluk çeken öğrencilerin dil öğrenme sürecini desteklemek için harmanlanmış eğitime başvurmaları tavsiye edilebilir.