

REPUBLIC OF TURKEY
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**AN ANALYSIS OF BLENDED LEARNING ACTIVITIES FOR LEARNING
MANAGEMENT SYSTEMS (LMSs) IN EFL COURSE BOOKS**

THESIS BY

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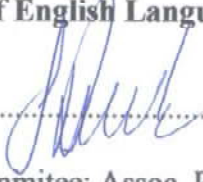
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MASTER OF ARTS

MERSİN, JANUARY 2015

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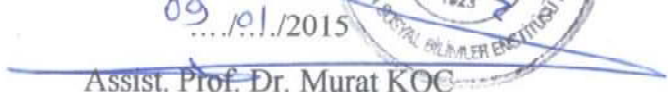
We certify that thesis under the title of “AN ANALYSIS OF BLENDED LEARNING ACTIVITIES FOR LEARNING MANAGEMENT SYSTEMS (LMSs) IN EFL COURSE BOOKS” is satisfactory for the award of the degree of Master of Arts in the Department of **English Language Teaching**.


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ÖZET

YABANCI DİL İNGİLİZCE DERS KİTAPLARININ ÖĞRENİM YÖNETİM SİSTEMLERİNDEKİ HARMANLANMIŞ ÖĞRENME AKTİVİTELERİNİN ANALİZİ

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Bu çalışmanın amacı, Pearson Education tarafından basılmış olan Choices Intermediate ve Oxford University Publishing tarafından basılmış olan Aim High Level 3 kitapları gibi yabancı dil İngilizceyi öğreten ders kitaplarının öğrenim yönetim sistemlerine ne ölçüde harmanlanmış öğrenme aktivitelerini dahil ettiğini incelemektir. Ders kitaplarının öğrenim yönetim sistemlerinde yer alan aktivitelerin analizinde altı farklı alt bölümde oluşan detaylı bir kontrol listesi kullanıldı. Aktivitelerden edinilen veriler kontrol listesinde yer alan maddelere bağlı alınarak “Evet”, “Hayır” ve “Bir ölçüde” şeklinde açıklandı. Aktivitelerin kapsamında nirengi yapmak ve taraflı yorumlardan doğabilecek kavramsal yanlış anlamalardan kaçınmak için kontrol listesi üç farklı analist tarafından tatbik edildi. Nitel veri analizi özellikle de betimleme yaklaşımından faydalandı. Bu çalışmanın sonucu öğrenme-öğretme içeriği, öğrenciler uygunluk, amaç ve edinimler, beceriler, dil ve etkileşim gibi genel konseptin değerlendirmesiyle ilgili olan maddelerin çoğunlukla olumlu olarak değerlendirildiğini ortaya çıkarmıştır. Ancak öğrenim yönetim sistemlerindeki bazı nitelikler gereksinimleri karşılamakta, bir ölçüde karşılamakta veya hiçbir şekilde karşılamamaktadır.

Anahtar Kelimeler: Harmanlanmış Öğrenme, Öğrenim Yönetim Sistemi, Yabancı Dil
Olarak İngilizce Öğrenimi, Yüz Yüze Öğretim.

ABSTRACT

AN ANALYSIS OF BLENDED LEARNING ACTIVITIES FOR LEARNING MANAGEMENT SYSTEMS (LMSs) IN EFL COURSE BOOKS

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The aim of this study is to examine the extent to which blended learning activities are incorporated in Learning Management Systems of EFL oriented course books which are Choices Intermediate published by Pearson Education and Aim High Level 3 published by Oxford University Publishing. A detailed checklist including six different subdivisions was implemented in the analysis of the activities presented in the course books' LMSs. The data obtained from the activities were interpreted as “Yes”, “No”, or “To Some Extent” in terms of the items included in the checklist. The checklist was administered by three different analysers to triangulate the extent of the activities and to avoid some conceptual misunderstandings arising from biased interpretations. A qualitative data analysis method was exploited, especially the descriptive approach. The result of this study revealed that items concerning the evaluation of the overall concept generally scored positively in terms of learning – teaching content, suitability to learners, aims, and achievements, skills, language and interaction. However, some qualities in the LMSs meet the requirements, meet the requirements to some extent, or do not meet at all.

Key Words: Blended Learning, Learning Management System, English as a Foreign Language, Face-to-Face Instruction.

ABBREVIATIONS

LMS : Learning Management System

LMSs : Learning Management Systems

EFL : English as a Foreign Language

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CHAPTER I

1. INTRODUCTION

1.1. Background Information

The on-going improvement of technology in the 21st century is an incontrovertible fact. As a result of the fact that there have been rapid advances in the area of technology in recent years, the area of education has also been modified depending upon these improvements. Goldin and Katz (2008) asserted that “modern technologies must be invented, innovated, put in place and maintained” (p.2). Considering the issue stated above, educators have faced with the need of innovations and modified approaches that would correspond to technology used in education. One of the critical features presented in the new methodology of computer assisted language learning is interactivity (Clarke, 2001). Mere presentation of visual materials does not provide adequate learning of target language. Computer assisted language learning materials motivate students to use skills by interacting, knowledge sharing, and producing which is necessary in manipulation of language. With the help of computer aided and online based materials, it is possible to go beyond the conventional forms, represent diversity in different skills, and bring changes in both the quantity and quality of teaching and learning.

The focus of the classroom in conventional classroom environments is on the course of change from a presentational and teacher centred which makes the language learners passive, to learner centred which “emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitators of student learning” (Blumberg, 2009, p. xix). By virtue of the fact that we live in the era of Digital Natives, we need to address digital natives’ learning preferences by incorporating virtually blended learning materials by using supplementary Learning Management Systems (LMS). By incorporating combination of different education techniques and technologies, addressing different learning styles and levels, students’ academic level will be supported, students will start to produce and practice authentic materials and this incorporation will attract more students’ attention to the language itself. The views stated and described above are represented in the framework of blended learning which provides flexible areas and comprises of different modes,

models of teaching and styles. More particularly, blended learning refers to the selective integration of online and technology-based approaches and the complementary face-to-face in-class training (Graham, 2006). Spencer (2010) also asserts that “education no longer comes in rows and textbooks, but from a combination of sources” (p. 1). This supports the idea of the integration of instructional interactive media into a traditional classroom.

1.2. Problem Statement

There are various course books published in different designs in the educational market. Publishers and writers focus on different aspects, improve their weaknesses, and keep up with new trends to address different learning types all around the world. Additionally, these publishers release some course books for some specific purposes. With the integration of new technological elements into educational environments in the light of new studies, course book writers and publishers aimed to draw learners’ and teachers’ attention by including visual materials, games and video-equipped materials. Recently, such course books’ materials are provided by the help of online based LMSs in which learners and instructors chain their study records to be monitored instantly and for the future feedback purposes. However, it should be considered that blended learning is not just to include online computer games or videos to students’ assignment schedule (Marsh, 2012).

In recent decades, internet platforms have presented diverse learning capabilities for students and teaching diversities for teachers. Therefore, course book designers have started to integrate interactive online activities in which students can use the target language by interacting with other learners. Those activities also lead students to produce beyond the activities implemented in face-to-face traditional classroom environment. It is also a productive approach rather than individually directed activities which restrict students’ world to use target language necessary for real-life situations.

As it was stated above blended learning approach does not mean mere inclusion of online activities which cannot be also interpreted as extension activities emerged from topics given in course books. The extent of relevance with topics presented in course books and the extent of approaches supported in course books are crucially important. It is a design rationally combined, integrated and holistic which bears in

mind an integrated assessment rather than featured with strict barriers between each other. So, it is important to evaluate the activities presented both in course books and LMSs in the aspect of topics and approaches.

1.3. Purpose Of The Study

The purpose of this study is to analyse English as a Foreign Language (EFL) course books' online learning platforms which are also called as Learning Management Systems. The main focus will be devoted to LMSs to elucidate what extent LMSs incorporate blended learning activities paralleled to their content.

As it has been diagnosed blended learning activities enhance learners interaction and motivation favourably in authentic environment (Marsh, 2012), gathering information about blended learning activities by utilising LMSs and their features in their recent course design will also bring concise viewpoint to course book-LMS association and enlighten the extent of Learning Management Systems in a real life learning environment.

1.4. Research Question

1. "How do EFL course books' Learning Management Systems incorporate online activities in terms of:

- a) Learning – teaching content;
- b) Suitability to learners;
- c) Aims and achievements;
- d) Skills;
- e) Language;
- f) Interaction?"

1.5. Significance Of The Study

Incorporation of blended learning activities and a careful blend of those activities into face-to-face traditional classroom environment provide a bright harmony for learners of the new generation. Thinking of a course book without the inclusion of such kind of diverse activities will be unacceptable for the recent time. It resembles a computer without an internet connection completely closed to the outer world which directly constraints social learning environments. In this sense, the extent of blended learning online activities into course book design is an indicative element for teachers

who are in search for their Digital Native learners (Littlejohn & Pegler, 2007). This study is going to include some useful information in the area of blended learning to be useful for EFL instructors who are intended to incorporate LMSs into their course design. Apart from this, this study might also be helpful for the course book designers who would like to identify the extent of activities presented in LMSs from an objective viewpoint.

CHAPTER II

2. REVIEW OF THE LITERATURE

2.1. Introduction

In last decades, when the technology was not widely spread and not feasible for learning environments, the distribution of education focused on the printed materials where the instructors could not go beyond some certain skill based activities. However, the current learning and teaching applications have been exposed to new theories and ideas constantly. According to Williams (2010), the appearance of the World Wide Web has removed old style experiences which build barrier between the learner and input to be acquired. By utilizing web based platforms or basically web pages, instructors lead their students into collaborative discussion groups before and after the class. They add follow-up quizzes or warm-up exercises which resemble the combination of diverse methods into a course design by taking into consideration of the fact of integrating completely web supported environments (Williams, 2010).

Internet has become a presider worldwide connection mediator just beside of us to interact limitlessly with other people, even share feelings and complex information in various formats especially with the integration of Web 2.0 technologies (Ashbaugh, 2013). The continuation of term Web 1.0 is Web 2.0 which is a general term for platforms basically used for social interaction (Eugenia, 2010). “The integration of Web 2.0 which broadly means the second generation internet sources lead the architecture of participation, blogging in the wisdom of crowds and harnessing collective intelligence” (O’Reilly, 2005, p.7). Such kind of increasing attention to the internet technologies and inclusion of those internet technologies trigger pedagogical ways of thinking to corroborate educational approaches according to the new ages’ necessities. The changes according to the new technologies direct the instructional designers to optimize educational approaches to the specific needs of the new generation who consists of 83 % of Facebook users, between the ages of 18-29 (Smith, 2013).

2.2. Blended Learning

Blended learning has multiple definitions. Formerly the term blending was defining the integration of different sources and activities into learning environments

whilst e-learning was not been recognized and incorporated into education yet. However, in the recent past, the term blending learning has been compounded to the term e-learning which presents diverse approaches and opportunities for educators in every single step. According to Garrison and Vaughan (2007, p. 9) “blended learning is the thoughtful fusion of face-to-face and online learning experiences”. Similarly, Doolan, Thornton, and Hilliard (2006, p. 11) define it as “blended learning where students actively engage in the learning activity whilst providing peer-to-peer support and feedback to members of the group”.

As a consequence of technology integration into our lives, while the earlier generation of educators who were not born in a digitally socialized world is still keen on reading on paper books and while many of them ignore the features of electronic ways of delivering information, the new generation favours digitized materials to work on. In this way, storage of pages and load of information, sharing those materials in an instant way and easy access by just clicking provided links are feasible by just integrating digitized environment into educational areas (Bath & Bourke, 2010).

The quick change of social upbringing between the generation Y and generation Z directly affects the whole lives from the way how we interpret the world to our expectation from the future. Students of Generation Z who are “cohort of young people born after the 1990s whose birth coincides with the introduction of what we know as the Internet” (Hutchings & Michailova, 2014, p. 112), also “the first segment of the human population to ever be born into such a technologically advanced society (Gudith, 2012, p. 110) are exposed to digital world when they are newly born. They are also welcomed with shared digital photographs on the internet. The social media accounts are already activated before the generation Z students are born. They are grown up with electronic tools such as tablets, digital music players, mobile phones and computers. And when we think that education is the most demanded fact in the human life, then, it is the most probable phenomenon that needs to be changed. Therefore, in last few decades, students’ demands are shaped by the incoming notions of technology. And educators have been directly focused on those probable challenges to be arisen from the difference between the generation gap.

Those desired and renovated classroom applications which are generally infeasible in face-to-face classroom atmosphere such as grouping students or peer activities has been becoming feasible with the inclusion and distribution of Web 2.0 applications without the limitation of time and space (Williams, 2010). Before Web 2.0 technologies released, web tools supporting two way communications were restricted. However, with the incorporation of Web 2.0 technologies such as blogs and wikis or other resembled web pages into educational area; blended learning mode has been regenerated and enabled using of wider opportunities of those technologies such as group interaction and instant feedback (Hiltz&Turoff, 2005). Littlejohn & Pegler (2007) assert that web pages designed in the form of Web 2.0 which enhances even collaborative skills let learners stay connected with the course content even if they are off-campus.

Developments in both sides, education and technology, trigger modifications in educational institutions to align with (Littlejohn & Pegler, 2007). Educators have recognized the necessity of technology hence blended learning environments equipped with information technology devices. These changes redefine how information is interchanged using what kind of mediums and resources hence implementation. According to Gunn (2013), “in contexts that demand flexible access and study options, along with the ability to manage large classes and student diversity without compromising educational quality, technology may be the only practical solution” (p. 1). Although there were some negative perceptions against blended learning environment, in the last 40 years the attitudes toward this type of an approach has been positively affected with the features catering for the stakeholders of education as time and location flexibility, and diverse learning experiences according to individuals (Starr-Glass, 2013).

One other definition of blended learning is a combination of diverse methods incorporated into a course design (Graham, Allen &Ure, 2003). When we think of and compare the previous definition of blended learning which is the mixture of different approaches, the recent blended learning implementation include extra perspectives in teaching-learning environment. In last decades, blended learning was discussed over again when instructors started to utilize from the platforms on the World Wide Web (WWW) which incorporated advanced web tools as blogs, wikis and social networking

sites into learning environments with the effort of non-conventional educators (Guy & Wishart, 2010).

By the integration of rapid technology, mobile devices have been precluded into our lives as tablets and smartphones, and online based learning experiences is on the verge of making a great breakthrough which is more different than it was in last decades (Karim & Behrend, 2013). According to the research conducted by Allen, Seaman, & Garrett (2007), at least one blended learning course design was made available for the learners of American colleges. So it can be concluded that the ascending incorporation of online blending learning design is directly connected with the innovative technologies which allow their users delivering knowledge more effectively (Starr-Glass, 2013).

2.2.1. Developmental Process of Blended Learning

According to the explanation presented by Starr-Glass (2013), the generational switch of online blended learning from past to present has comprised of five steps. The first generation of distance learning which led up to multimedia model of educating in time was “the correspondence model, 1840-1960” (Starr-Glass, 2013, p.126). As it can be understood from its title, Starr-Glass (2013) defines the period where learners drew upon written materials that were sent to the learners by utilizing postal services. In this type of teaching-learning experience, very first conventional methods were used. In the next step, the second generation was called “the multimedia model, 1960-1980” by Starr-Glass (2013, p.127). In this period, according to the explanation of Starr-Glass (2013), learners were exposed to written materials but those written materials were supported by the inclusion of former types of multimedia instrumentals as cassettes and TV broadcasts. The ideas inspired from behaviourist pedagogy which asserts that our mind is a black box which we learn repeated experiences were in use in this period. The next 15 years is called as “the telelearning model” by Starr-Glass (2013), the period between the dates of 1980-1995. He asserts that during the early 80s, learners pursued former learning tools as it was in the previous generation. However, with the inclusion of computer and internet connection in our lives, asynchronous communication tools as e-mails, bulletin boards and discussion boards were available for education in this period where the first steps of social-constructivist pedagogy were observed. The fourth generation is called as “the flexible model, 1995-2005” (Starr-Glass, 2013, p.127).

Starr-Glass (2013) explains that the innovations in this period let learners and instructors open the way of interacting and real-time connection with the support of synchronous internet based tools. And in this period social-constructivist pedagogy subsisted. The fifth step, and the last generation of online learning model was called as “the intelligent flexible learning model” by Starr-Glass (2013). According to the writer, this is the period which has started in 2005 and come until the present day. Furthermore, he asserts that the period was originated from the previous period but this stage gets the utmost inclusion of learner-learner interaction, and instructor feedback with the incorporation of Web 2.0 tools (2013). Social-constructivist pedagogy has also been reflected in this period.

2.2.2. The Contributions of Blended Learning

“Blended learning is an art that has been practiced by inspirational teachers for centuries” (Littlejohn & Pegler, 2007). In line with this sentence, there is more than one answer for the question why educators should implement this art in their teaching-learning environment.

Blending learning provides time and space free integration of learners into learning environments even on the go. Chen, Gonyea, & Kuh, (2008) point out that a blended course provides many advantages to students including the ability to study while they are working or in one’s home community. Online learning gives opportunity to learners study in a flexible timetable and in flexible places with the high speed of transferability of information between the stakeholders and lecturers (Siemens, Althaus & Stange, 2013).

In the aspect of multimedia format “the enriched digitised features in the blended learning can promote real-world authenticity” (Jones, 2006, p. 172). Inside the colourful schematizations of digitized tools learners are presented into authentic type of activities that directly resemble real life situations need to be solved and focused collaboratively. Apart from providing time and location flexibility in a course design, blended learning experiences also enable learners to take their self-control over the content (Karim & Behrend, 2013).

If educators would like to enhance interaction between classmates synchronously or asynchronously, they need to create some technology aided learning

platforms. Common samples for synchronous and asynchronous tools in blended learning are e-mails, discussion boards, bulletin forums and currents are blogs, wikis, websites and social networks. If instruction is in an overcrowded class environment, it is nearly impossible to create peer interaction and control group work activities. Underwood & Underwood (1999) claim that interactions between peers have a significant impact on the learning experience. In a crowded classroom atmosphere whose population is over 30, it is really hard to create peer-to-peer interaction or group working activities which also enhance interactional skills. On the other hand, even the population of a class is below 30, in a conventional classroom instruction, students can contribute in only very limited class period. In this line, blended learning environment can facilitate democratic interactions between students and students or teachers and students by using learning management systems (LMSs) or designated Web 2.0 technologies. Compared with face-to-face interactions, the communication through the online environment promotes equality among learners (Abrams, 2001); enhances participation of intrapersonal students (Downing & Chim, 2004); and gains more time for reflection before responding which leads to more thoughtful and better-quality discussions (Benhunan-Fich & Hiltz, 1999). This situation is significantly more important for students who study English as their foreign language, because they need more time to compose of their ideas and express in a different language consistently (Maier & Warren, 2000). Blended courses are great source to put students in the centre of the real-time authentic group work activity, interaction and information sharing in a favourable way (Parra, 2013).

If instructors would like to create extensive learning objectives without excessive workload, they need to be supported by the help of learning management systems. Besides, teachers can promote the learning-teaching environment in a learner centred way by taking into consideration individualities. In this respect, the methodology of blended learning presents diverse learning styles with different modes of teaching both in face-to-face instruction and also in distant learning processes; therefore, learners can have a greater advantage with different modes of learning with authentic mode of communicational experiences in their second or foreign language (Graham, Allen & Ure, 2003). The blended learning design allows teacher to plan course scheme according to individuals.

Phipps and Merisotis (2000) point out that technology integrated learning environments should let students to dive in and progress skills as “analysis, synthesis and evaluation”. Instructors can scaffold and re-scaffold those learning skills by feedback sessions whether they are in a network base or in conventional face-to-face classroom sessions which are one of the main streams of blended learning environments.

If educators would like to provide after-class worksheets supported with multimedia and without losing close control of giving timely feedback, it is almost impossible to create such kind of atmosphere by using conventional methods. By depending upon the academic level of the students or their readiness to the course content, instructors build and scaffold students with after-class studies in order to reach required level of course objectives which is the situation especially promote autonomy by getting their own responsibility in learning process (Gunn, 2013). Furthermore, “by allowing learners to adapt training to their needs, educators can create a learner-centred training program customized to each trainee” (Karim & Behrend, 2013, p. 12).

Blended learning approach has various components. An instructor bases a learning management system and at the same time it can be facilitated from a virtual classroom that anyone presents a course away from conventional classroom environment. Basically this kind of presentational instruction may resemble video conferencing. Because “the blend refers to the proportion of e-learning content within the course, it can be a strong blend (almost exclusively e-learning) or a weak blend (virtually none)” (Littlejohn & Pegler, 2007, p. 2). Besides, educators can invite professionals into face-to-face classroom environment to revitalize atmosphere by using online sources.

From marketing point of view, Elloumi (2008) asserts that integrating online learning technologies whether learners are K-12 or college students are popular around the globe to draw the attention of the new generation in educational market. From the view of educational institutions there are significant pros in decreasing educational expenditures (Selwyn & Fitz, 2001). What is more important in a global perspective, connecting learners and educators around the world have been available with the integration of technology into education (Maddux & Johnson, 2010).

When pros and cons are compared to each other, “blended courses have the utmost potential to combine the best of face-to-face teaching and the best of online teaching” (Parra, 2013, p.301). Besides, it has a content to present a completely consistent harmony of strengths emerging from contemporary face-to-face and online learning approaches (Garrison & Vaughan, 2008).

2.2.3. The Role of Educators in Blended Learning Environments

In blended learning environment teachers’ roles are far more than being just plain presentational teaching. Learners are in charge of their learning by interacting in collaborative activities with their peers or group members in an online learning platform; therefore, instructors’ role of teaching resembles a conductor directing and scaffolding learners when it is necessary. In line with this view, learners take their own responsibility in learning environment which is the same of real time genuine language using environments and this situation enhances critical thinking strategies and speaking strategies (Malik, 2013).

2.2.4. Short-Comings to Take into Consideration in Blended Learning Design

Availability of high-tech learning materials is not usually the explanation that learners can reach high-quality education. There is always a need to support students what to do on innovative technologies in the perspective of pedagogy (Eugenia, 2010). This means that it is not always possible to easily accommodate changes in our educational life. “The word ‘blended’ may refer to a blend within the ‘e-learning mix’ of media, or a blend of the e-learning with other approaches” (Bath & Bourke, 2010). In another respect, it is possible to implement media blending and activity blending. For instance, a course design can incorporate media and technology supported materials and printed-materials together; however the ultimate benefit that can be acquired is possible by having a very well compromising each other which is the core of defining the word “blending” (Bath & Bourke, 2010). In this respect, instructors are usually keen on adding media resources and some other activities more than thinking of a good blend of those activities. In the perspective of pedagogy, instructors need to decide carefully about the activities which are ideally suited with the course objectives; adjusting level of activities according to learners’ level; where and when to blend; how it will be provided for the learners. More broadly, moving learners into technologically

ornamented learning environments requires significant deliberation about course design and interaction between learners and instructors (Starr-Glass, 2013). Another confusing matter in blended learning instruction is selecting the best learning platform suitable for course design and objectives (Bath & Bourke, 2010). Since, there is a wide-variety of e-tools specially designed for educators and learners.

In another respect, both for learners and also for educators in online blended learning, there are requirements to overcome as technological challenges. The stakeholders should understand and master those types of tools and take into consideration the ways how to easily use online tools which are especially called as Web 2.0. Besides, educators should take into consideration the challenges that can be arisen from lack of technology skills, time conflicts, and lack of participation not to make learners feel blasé (Eugenia, 2010).

2.3. Learning Management Systems

In today's world the integration of "online learning platforms" are widely spread by the integration of technology in our lives. Hence, educational communities whether they are universities or high schools and also publishers around the world are on the aim of utilizing online platforms which are supported by Web 2.0 technologies to make a composition of two modes of learning, face-to-face learning and blended learning, to get utmost benefit from teaching-learning environments (Eugenia, 2010).

Innovations in technology have brought out new possibilities especially for the involvement of learners in course materials in digitised format (Chen et al., 2008). Recently, course books and their supplements are not restricted with printed materials anymore. These are enriched and supported with digitised learning materials in every level of teaching. The incorporation of different learning materials supported by web based materials enriched the learning environments. Some other publishers integrated the direct electronic copy of course books into digitised settings including the activities given in the books with high resolution pictures and listening materials to satisfy the students of generation Z (Eugenia, 2010).

Learning management system which is the source to manage learners on the virtual world of education has been interested as so long as the computers and innovative technologies are inseparable part of our daily lives. Adobe Solutions (2009)

define LMS as “it is the term used to describe a server-based system that is designed to manage learning content and learner interactions” (p. 1). With the inclusion of blended learning methodologies and learning management systems into education, researchers have been focused on how those systems can be efficiently used for an effective teaching-learning environment.

Learning Management Systems basically called as learning platforms in various areas are specifically designed to manage digitalized learning experiences (Eugenia, 2010). They are adjusted to make learning possible even on the go synchronously or asynchronously by using personal computers or mobiles connected to the internet (Boggs & Shore, 2004). LMS providers have entered education market with different options that differ according to their approaches aimed to incorporate into their learning materials. With their unique features presented for use of instructors and learners, the use of LMS ensures diverse capabilities for them especially who are keen on incorporating blended learning experiences into their teaching and learning experiences. In other words, an LMS can totally represent the World Wide Web’s capabilities in an unlimited platform special for the course in need. Integrating learning management systems into blended environment which is combining conventional and contemporary learning environments provide various benefits for both course administrators and learners.

LMSs provide an open source to develop communicational skills between learners by getting individual feedbacks from teachers and even from their peers, hence lead gaining different perspectives through interactions (Laurillard, 2000). Such kind of systems integrating private messaging or bulletin boards in their pre-designed systems promote learners to construct knowledge apart from the classroom atmosphere which is the core part of real life communication and also develop social skills (Bates, 1995). With the integration of constructivist approach the focus was centred more on learner than teacher-centred instruction. And with the integration of technological notions into educational concepts, the arising explanation from blended learning may be more like ‘learner controlled’ by the use of learning management systems more than being teacher controlled so educators should also consider how learning might be facilitated in this way.

Previous attempts to design a learning management systems were focused more on communication between learners-learners and learners-instructors, and managing the course was insignificant point (Gunn, 2013). Nowadays, learning management systems presents other diversities which can directly significant in instructional design as assessment and course statistics that an instructor can monitor and trace individuals study (Eugenia, 2010). In learning management systems, computer assisted assessment systems are usually available which can provide a real time evaluation opportunity for course instructors and, in this way students can get instant feedback when it is compared to traditional classroom paper based assessment system (Freeman and Lewis, 1998). Most of the LMSs are comprised of recording tools to monitor how students are moving on. These record managers allow educators to follow learners closely and give feedback when it is necessary. In another respect, assessment processes conducted on learning management platforms or on web based platforms ensure instructors to get instant results. Hence, instructors gain time to give feedback even if it is a peer feedback (Eugenia, 2010). Besides, “educators often notice that the majority of students pay close attention if learning activities contribute to a grade or mark in assessment” (Eugenia 2010, p. 51).

Learning Management Systems are such kind of spaces in which learners and instructors can share information among peers or in group activities and follow their progress in a predetermined criterion according to their study. Besides, learning atmosphere is blended with face-to-face and web-based interactions through learning management systems which leads greater opportunity to communicate with stakeholders. Course instructors can easily share course documents by utilizing LMS, interact with learners about the documents and manage learning processes by giving feedback.

“LMSs are innovative tools for designing, managing and delivering online learning activities” (Bath & Bourke, 2010, p. 34). Another opportunity presented by learning management systems is designing a study plan both for individuals and also for groups. According to the needs of students, instructor can easily adapt learning activities and can modify it for follow-up utilization. Learning Management Systems contribute to educators to share and create learning activities in a series of order. Activities can involve different aims and approaches according to the requirements of

students and courses. They involve individual or group work activities as the extension of face-to-face classroom tutoring. Furthermore, learning management systems allow their users to study on their own path by drawing upon synchronous and asynchronous tools, and those mentioned tools are essential part of blended online learning.

In LMSs, educators utilize Web 2.0 technologies which provide diverse learning environment in an entertaining way. There is a wide-range of tools accessible in many of the LMSs such as noticeboards, blogs, bulletin forum pages, share resources tools, notebook, question and answer activity parts, image gallery, voting activity, chat boards (Bath & Bourke, 2010).

Non-governmental private schools and higher education institutions as universities in Turkey have utilized those learning platforms to interact and communicate with their learners in distance and those platforms allow educators monitoring and file sharing during off-campus studies. Moodle, Blackboard, Web Ct are common examples which has been preferred to use in such kind of educational institutions in different countries (Siemens, Althaus&Stange, 2013).

Many course book publishers also provide high quality, ready to use and easy to use resources for educators and especially learners. Those materials are sometimes presented into recorded CDs but more significantly resources are adapted to online platforms and are easily managed by the help of developed learning management systems. In this respect, using very well-known learning platforms bring about providing diverse activities for the learners who have different learning styles. But when they are compared to ready-made course book learning management systems in the light of designing a course plan, integrating face-to-face classroom teaching into online learning by providing diverse activities for different learning styles, LMSs as Blackboard and Moodle require more time to design their contents.

Researches indicate that from the time of its foundation so far, approximately 950 million members have been registered in Facebook around the world (Ashbaugh, 2013). Ashbaugh (2013) also points out that “along with 20th century situated cognitivists who believed learning occurs in certain settings most modern educators recognize the validity of learning collaboratively within one’s community” (p.1). When

viewed through this lens, Web 2.0 technological tools provide socialized experiences for enhanced learning environments.

Nowadays other organizations different from educational institutions have been focused on integrating online learning technologies into their teaching-learning environment. They divert their trainers to incorporate LMS learning experiences which are completely different from conventional classroom teaching but not by building a barrier between of two, combining both face-to-face classroom teaching and online learning firmly in a blended way (Shinde, 2012). When it is designed and used in a well-conceived manner, LMSs offer extensive usage area whatever the organizational unit has and wherever and whenever learners are. We can mention about administrative topics which offer instructors highly convenience to share information. Integrating an LMS into your blended learning environment provides easy planning, scheduling, monitoring and sharing what they do with stakeholders. Conventional classroom teaching experiences are generally on presentational skills of instructors which may cause boredom in the aspect of learners who have different learning intelligences. Incorporating a well-prepared blending course by using an LMS according to objectives of course and level of students brings diversity and removes the monotony of learning and teaching. Collaborative off-class activities can be sustained in face-to-face teaching to switch the atmosphere in a traditional classroom.

When it is thought out of the classroom concept, LMS allows educators to reach countless learners out of classroom boundaries. Today higher education organizations provide master degree programs in diverse departments for off-shore learners around the globe. The learning management systems' capability of recording data of learners, courses and saving documents allows learners and instructors easy-access to previous learning experiences, share and print them when necessary.

In the perspective of learners it is also possible to mention about the advantages of learning management systems. Without the temporal and spatial limitations of education, blended courses being integrated with the utilization of learning management systems enhance teaching-learning quality. In a designated face-to-face teaching experience, learners are constrained with the course time given by the instructors; however with a well-structured blend of both experiences, face-to-face and blended

online learning, learners will move further levels expected from course objectives by utilizing individual social interactional ways of learning.

As it is mentioned above, classroom environment is limited to time and also materials given by teachers. By utilizing learning management systems, learners draw upon multiple learning channels and media formats in different formats which create a possible atmosphere for different learning needs. Therefore, learner centred approaches are adopted. Feedback and tutor support are two basic keystones to scaffold learning whether it is in a face-to-face classroom environment or it is a blended one. In this respect, learning management systems without temporal and spatial limitation create possible environments to provide interaction between learners and instructors, yet feedback sessions during face-to-face instruction constrains instructors in a restricted time allocated for each student.

Moreover, LMS provides support for learners who stay backwards thanks to absence or different individual learning pace to gain course objectives by studying and repeating previous learning materials given by their lecturers in their extra time (Arcos, Ortega & Amilburu, 2009). An LMS can easily enable information available through online connections and let learners to interact with learning contents through an internet connection by utilizing a mobile device or a PC (Adobe Solutions for Learning Management Systems, 2009).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In the present section, detailed information about the methodological part of the research and how the study was conducted step by step were delineated. The methodological procedures of the study describing the research design, settings, materials, information about the data collection instruments, procedures and analysis of the data were represented in this order. The methodology included in this study was presented with a clear and vivid elaboration.

3.2. Research Design

The present study was conducted to scrutinize how EFL course books' Learning Management Systems incorporate online activities. The main purpose is to diagnose whether learning management systems present an effective bunch of activities in the aspect of blended learning approach by harnessing and carefully integrating online learning capabilities. A qualitative method which investigates and tries to interpret observed value (Shuttleworth, 2008) was used in the present study to assert an elaborative description of analysed data (Hoey, 2013) which is also called as ethnography. In a qualitative research method, the researchers' focal points are words and pictures rather than focusing on statistical data retrieved from tools such as questionnaires, surveys, experiments and tests (Creswell, 2012). Hereby, a qualitative research method was included in this study to get an in-depth narration of LMS in different educational topics. A quantitative research which is a method including collecting data from different sources by using data collection tools with predetermined questions (Creswell, 2012) was also included in this research. An adapted checklist was integrated into the research design to analyse and answer the research question. Therefore, the research was conducted by utilizing mixed methods design which is the combination of qualitative and quantitative research methods to elaborate harmony and effectiveness of activities integrated into LMSs. According to Creswell (2012), using the integration of those two methods rather than implementing only one of those enables the researcher to grasp the profound meaning of the research question by utilizing data from both designs.

3.3. Materials

The two different Learning Management Systems (LMSs) were investigated in this study, which were respectively administered by Oxford University Press and Pearson Education. The two main reasons to select those two course book providers was directly connected with the scope of their LMS content and provision of wide variety of course books in different levels which were supported by LMSs. The integration of more than one book in their LMSs ensured us to reach similar high school course books at the same level. Therefore, two intermediate high school EFL books were randomly selected among the others. There are some other different course book samples in both Oxford University Press's and Pearson Education's booklist that can be possible to integrate in this study. However, each LMS content of those publishers was based on single outline so every book was utilized their outlines almost in the same order. The approaches and the expectations in each LMS were almost the same in its entirety. Therefore, in order not to reduplicate the examination of LMSs, one course book sample from each provider was randomly selected.

Moreover, some course books' LMS content was completely comprised of digital version of workbook activities. Publishers turned those printed activities into the digital data to utilize them out of the classroom in a just click & do internet environment which may be the most primitive sample of LMSs. Those digital copies of printed material cannot provide even an extension online activities rather than interpreting those digital workbook activities in the aspect of blended learning concept because those activities are presented as another copy of the workbook activities in another platform. For this reason, such kind of Learning Management Systems was not included in the research area of this study.

3.3.1. Aim High

Aim High, Level 3 which represented the intermediate level from Oxford University Press and Choices, Intermediate from Pearson Education were selected from the specified publishers' book lists. It is described on Oxford University Press website that Aim High is a six-level course which develops language learning through carefully chosen vocabulary, texts which are interesting, and essential study skills. Besides it is attached that "Online Practice" provides extra homework activities that can be automatically marked and that teachers can track. www.oxfordlearn.com (for Oxford

University Press LMS) is the link to connect to online course content of the book, Aim High. It is required to register in the system with the access code presented on the first page of the course book.

3.3.2. Choices

As it is presented on Pearson Education website, Choices is a five-level course for upper secondary learners that combine contemporary, cultural and educational topics easily adaptable for teaching environment. It is declared on Pearson Education website about the course book Choices that tasks in the LMS encourage students to take control over their knowledge and skills development. www.myenglishlab.com (for Pearson Education LMS) is the link to connect the online platforms of the specified book. To login the system, registration is required with the access code given on the first page of the course book. After completing the registration part, it is possible to join the course.

3.4. Data Collection Tool

Learning Management Systems have a rich content inside. Taking notes and recalling what the researcher interprets is feasible by using a checklist component. In line with this view, the data were collected through exploiting a checklist in different aspects which inquires activities presented in LMSs. According to the view asserted by Brun (2011), a checklist enables researchers to record significant details in different topics. In this respect, significant details about LMSs in different topics were easily recorded and kept together. With the help of that checklist, the scope of online activities presented in LMSs was delineated.

An adapted checklist was used to diagnose the research question: “How EFL course books’ Learning Management Systems incorporate online activities in terms of learning – teaching content, suitability to learners, aims and achievements, skills, language and interaction.” The checklist which was utilized in this study was adapted from the studies conducted by Mukundan, Nimehchisalem&Hajimohammadi (2011) and Nahrkhalaji (2012). The checklists prepared by the researchers were exploited on evaluation of English language textbooks in English as a Foreign Language (EFL) context.

The checklist adapted and exploited in this study consists of six sub-headings which focus on the perspectives incorporated into LMSs as learning-teaching content,

suitability to learners, aims & achievements, skills, language and interaction. Each sub-heading has different items which are utilized to discern LMSs overall content. The first sub-heading in which learning-teaching content is focused has ten items which scrutinize content of LMSs activities in the aspect of implementation in instructional environments. The second one, suitability to learners, includes three different items. Their focal point is acceptability of the activities from the view of learners. The next one, including fourteen items, delineates aims and achievements of activities whether they elaborate expected goals from content of LMSs. The fourth sub-heading questions the general view of skills with two items. The fifth sub-heading underscores type of languages used in activities situated in LMSs. Language sub-heading has four items included. The last, the sixth one, sheds on interactivity between student-student and student-instructor which is one of the core elements of blended learning environment. Activities whether they lead group or peer interaction are discerned with five items. The checklist utilized in this study comprised of six sub-headings including totally thirty-eight items. Those thirty-eight items were analysed and answered by using the responses as “Yes”, “To Some Extent” or “No”.

In briefing sessions administered by the supervisor, some of the items of checklist were reviewed and recomposed to recure measurable and observable results. For instance, the word as “efficiently” was excluded. Besides, the item which was questioning the “quality” of the activities was removed not to include unmeasurable items in the checklist. For another item under the sub-heading of “language”, the supplementation, “English from different nationalities”, was subjoined to the end of the sentence which is “Activities promote variety of registers and language types”. After validating the checklist, the researcher, the supervisor and two different colleagues gave responses to the items in the checklist.

3.5. Data Collection Procedure

The checklist was handed out to the supervisor and two other colleagues to examine the LMSs thoroughly. LMSs were analysed by each analyst. Then the responses given to the each item were collected and discussed to identify clearly why and how the analysts gave the specified responses in the checklist. This was important to avoid some conceptual misunderstandings arising from biased interpretations. After validating the responses in the checklist, the data were collected by checking the

responses given by the other analysts correlatively. At last, aggregated data were put into practice to answer the research question.

3.6. Data Analysis

In this study, a qualitative data analysis method was exploited, especially the descriptive approach. During the data analysis, the responded checklist of each LMS was analysed and described in details under the different headings. Therefore, each course book's Learning Management System was described separately.

Each item placed under the different sub-headings was analysed and categorized according to the given responses by the analysts. The items which were responded as "Yes", "To Some Extent" and "No" were clarified. The results in each sub-heading were analysed and delineated in a coherent manner according to their responses given by the analysts to answer the research question.

3.7. Trustworthiness

One of the disadvantages in designing a qualitative research is researcher bias. Credibility which is the key factor to reach consistent data collection, objective results and measurements is significant to increase the internal validity and to reach consistent findings (Shenton, 2004). In line with this view, during briefing sessions administered by the supervisor of the investigation, the checklist was profoundly and collaboratively discussed to reach clear and concise understanding about what to be investigated in the items. Furthermore, the scope and understanding of each item were discussed again by "peer scrutiny" (Shenton, 2004, p. 67) in which feedback was offered by a colleague. Besides, all the items in the checklist were responded by three analysts. Hereby, the researcher integrated "triangulation through multiple analysts" (Patton, 1999, p. 1195) to increase the credibility which is one of the key factors for consistent data trustworthiness in a qualitative research design.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

In this chapter of the study, we aimed to delineate the data aggregated from the data and scrutinize the findings in the light of the research questions. The data obtained through Learning Management Systems were investigated under six sub-headings: learning-teaching content', 'suitability to learners', 'aims and achievements', 'skills', 'language' and 'interaction. These sub-headings enabled the researcher to shed light on each LMS specifically. The comparison of the LMSs is shown in Table 1.

4.2. The Analysis Of Pearson Education Learning Management System:My English Lab,(Choices–Intermediate)

4.2.1. Learning - Teaching Content

Under this sub-heading, learning-teaching content was analyzed in terms of 10 items, which covered the notions of blended learning design. These evaluations present various perspectives from the activities given by the participants.

4.2.1.1. Instructions of the activities direct students appropriately.

Instructions of each activity presented in the LMS guide the students in the direction of aims and achievements expected from learners and activities. Clear and concise instructions are presented for the learners as shown in the following example: *"Complete the text with the correct words. You can see the first letter of each word", "Read the text about different identities in Great Britain and match the people to the areas and cities (paragraphs 1–6) that they come from"*

4.2.1.2. Tasks are efficiently graded according to complexity to some extent.

Grading is closely observable in the parts where the designers include different samples from a skill or language area. As it is also shown in Figure 1, modules were graded efficiently according to complexity. Moreover, in the grammar subdivision of module 12, the first activity starts with the matching activity and continues as auxiliary matching activity, multiple choice activity and fill in the blanks activity respectively.

On the other hand, the grading of the activities is not considerable when LMS designers provide just one piece of activity from expected skills.



Figure 1. An example of grading activities according to complexity.

4.2.1.3. Activities are not developed to initiate meaningful communication.

Activities do not engage learners as communicators for authentic reasons as it is in real life situations. Almost all activities even the speaking activities are designated for individual use. Activities promoting meaningful communication and collaboration are the core of blended learning design but they are not incorporated in this design of the LMS.

4.2.1.4. Activities are not sufficiently various to help students with different kind of intelligences.

Activities mostly satisfy intrapersonal type of learners. Group or pair work activities that enhance the participation of interpersonal learners are not incorporated in the LMS outline. Furthermore, there is no sufficient material for visual learners, no sufficient multimedia for auditory learners. Moreover, there is not any activity for bodily-kinesthetic learners.

4.2.1.5. Activities are adequate in terms of quantity.

The number of activities offers a wide range for the learners. They are divided to modules, which are already sectioned as the outline presented in the course book. All the skills and language areas as vocabulary and grammar are adequately covered adequately in terms of quantity as shown in Figure 2.

hiking kayaking ski jumping snorkelling sailing surfing camping backpacking



kayaking



DRAG ITEM HERE



DRAG ITEM HERE



DRAG ITEM HERE

Where can you eat? Complete the places. Look at the things people say to help you.

1 'Just a coffee for me, please.'

a e a f e / a h

2 'Burger and chips, please.'

r i r u

3 'One large cheese and tomato pizza, please.'

p r

4 'We'll get some Chinese and eat it at home while we watch a DVD.'

n e

Example:

1 What does your father do?

He asked me what my father did .

2 Can you repair cars?

I asked the man repair cars.

3 Do you want to work in the media?

My teacher asked me to work in the media.

4 What's your uniform like?

My friend asked me what like.

I remember when Michael Jackson died.

My parents celebrated twenty years together with a trip to Paris.

I watched the running and swimming but nothing else.

My sister was born on 29 February 2005.

It was an exciting match which Liverpool won 2-0.

I invited ten friends to my house for my birthday.

Four days after my grandfather died, thirty people came to 'say goodbye'.

We got married in church and fifty people were there to watch us.

A funeral

A wedding

A death

A birth

An anniversary

The Olympics

A party

A cup final

Figure 2. An example of activities in terms of quantity.

4.2.1.6. The content of activities serves as a window into learning about the target language.

The content of the activities for target language is provided for the learners especially in the parts of reading skills activities. Figure 3, a fill-in-the-blank activity, provides an example for cultural exposition. Figure 4, a reading passage, presents a sample from the reading activity of unit 1. The presented reading activities give detailed cultural information of British Island.

Exercise 5

Choose the correct words to complete the sentences.

Example:

1 Scouse is like goulash.

2 Most people in England like Yorkshire pudding.

3 The new bridge in Newcastle looks like the old one.

4 There are many accents in England, like Cornish, Geordie, Scouse and Tyke.

Figure 3. An example of reading activity integrating the target culture.

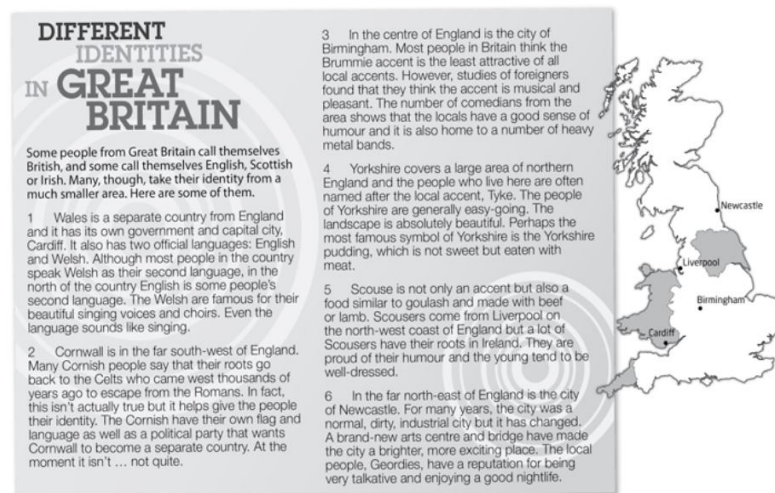


Figure 4. An example of reading activity integrating the target culture.

4.2.1.7. There is a balance between controlled and free exercises to some extent.

Predicated student responses are received in controlled activities in reading, vocabulary, grammar and listening activities. However, writing activities including free activities are less than controlled activities. However, when we observe the whole LMS of the course book, we can easily see that controlled exercises are more than free exercises.

4.2.1.8. Activities varied in format so that they will continually motivate and challenge learners.

For skills and language areas provide wide-spectrum of activities not to make readers dissatisfied. For instance, matching activities, puzzles, answer the questions activities, filling-in-the-blanks activities, and identification of vocabulary definitions activities are incorporated for vocabulary part of each module. These kinds of activities are proportionally distributed into the modules in order to motivate learners. Figure 5 presents a sample picture of varied activities excerpted from the LMS of the course book. When the activities are lined up in this order, it is easily interpreted that each learner is expected to strive more challenging activities in the next step. A listening activity in another part incorporates a matching activity in which learners match the given question sentences with their answers. In the following activity, learners are

expected to write questions according to the answers and listening material that is more challenging and productive activity to complete.

Contents MODULE 2 BIG EVENTS ↓ TOPIC TALK – VOCABULARY Exercise 1 Exercise 2 Exercise 3 Exercise 4	Contents ↓ LESSON 8 GRAMMAR The Passive REMEMBER REMEMBER Open Practice Exercise 1* Exercise 2** Exercise 3*** Grammar Active – Describing a process Exercise 4 Open	Contents ↓ LESSON 35 SKILLS Listening Exercise 1 Try again Exercise 2 Try again Word Builder – Multi-part verbs (3) Exercise 3 Open Sentence Builder – <i>whatever/whenever</i>, etc Exercise 4 Open
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*Figure 5.*An example of varied activities in the LMS of the course book, *Choices*

4.2.1.9. Activities delineate a relationship between the face-to-face and online components.

The activities integrated in the course book unit are connected with the titles and the subjects of the activities presented in the LMS of the course book. In line with this, the LMS present a good source of individual and group activities online to transfer face-to-face classroom teaching.

4.2.1.10. The Learning Management System cannot be used as a good source in a blended course design.

Activities are not developed to initiate meaningful communication and they are not sufficiently various to help students with different kind of intelligences. Although there are positive sides, communication and types of intelligences are neglected. Therefore, the LMS of the course book cannot be used as a good source in blended course design.

4.2.2. Suitability to Learners

Under this sub-heading, it is aimed to analyze the suitability in terms of achievable goals, compatibility to the background knowledge, level of the students and comprehensibility of social and cultural contexts.

4.2.2.1. The activities have achievable goals.

The activities provided in the LMS of the course book, Choice have achievable goals. We can easily see in the Figure 6, an individual learner at intermediate level can successfully deal with the activities.

Put the words below in the correct category.

Move

drawing painting opera theatre photography dance music composer director playwright musician sculpture

Visual arts

drawing (Example)

Performing arts

DRAG ITEM HERE

Complete the words with the correct prefix.

Example:

1 We'll never escape. It's im possible.

2 There's a very pleasant smell outside. Close the windows, quickly.

3 I'm afraid I agree with you about women's rights.

Match the beginnings with the endings.

I felt sick because ...

I couldn't buy the T-shirt because ...

My mum was angry because ...

The crowd went wild because ...

No one came to the party because ...

I failed my exams because ...

we had forgotten to send the invitations.

their team had won the cup.

I had eaten too much cake.

I hadn't done the shopping for her.

I hadn't studied the right topics.

I had spent all my money on CDs.

Figure 6. Three different samples of activities from the LMS of the course book.

4.2.2.2. Activities are compatible to background knowledge and level of students.

Activities have the same level as they are given in the course book content, intermediate level. It means that the level of the language is compatible with the level of intermediate learners. Furthermore, learners' background knowledge from their previous learning experiences gives chance to students to get accustomed to the activities of LMS easily.

4.2.2.3. The social and cultural contexts of the activities are comprehensible.

The social and cultural contexts about the target language given in different parts of the course book are supported to parade a good picture about what is taught. Photos,

videos and some useful definitions delineate the cultural contexts of the activities to make them comprehensible on learners' side.

4.2.3. Aims and Achievements

Under this sub-heading, aims and achievements were investigated in terms of 14 different items.

4.2.3.1. Activities help learners to become autonomous learners to some extent.

Learners need to do almost all the activities by themselves. Opportunities for such learners are incorporated into activities of the LMS. They deal with the activities in different formats on their own, thus learners can discover open the path to become an autonomous learner. Reports, total scores after a learner completes an activity are given; correct and wrong answers are marked to give learners feedback. Therefore, learners have the chance to learn to check their own progress and evaluate their learning to be autonomous learners. However, the activities do not properly promote learners to take their own responsibility to set goals and language learning strategies. Although the activities are varied in format according to the content, it is designated in the frame of the course book. This situation does not enable learners to take their own responsibility.

4.2.3.2. Activities do not increase the motivation and the confidence of the learners.

The topics of the activities are not interesting enough that students will enjoy participating in. In each module the type of activities are repeated in different orders. Therefore, after a while learners can easily lose their interest towards the activities. Besides, individuality integrated in the notion of the activities can create boredom in the sense of learners who are current member of Generation Z.

4.2.3.3. The topic of the activities is not interesting enough that students will enjoy participating in.

It is observed in the very beginning of the course book that the topic of the multiple choice test, crossword puzzles, and fill-in-blank activity etc. are not interesting enough for learners to participate. This could be because we see those kinds of things in everyday life. Moreover, learners on intermediate level could find those activities dull because they experienced them already.

4.2.3.4. Aims of the activities correspond closely with the aims of the blended learning.

According to Coulson (2012), the main purpose of blended learning is to improve learning resources' efficiency and time and create where teachers, learners, and the computer exist during the day. Thus, the aims of the activities correspond closely with the aims of the blended learning.

4.2.3.5. Activities do not promote internalization by encouraging students' active participation.

Internalization is a term in which learners utilize what they learn in a broader and further perspective during their real life practice. Such kind of opportunity can be made possible by incorporating task-based or any communicative intentional activities rather than integrating learner into artificial fill-in-the-blanks individual activities. Therefore, the LMS is not suitable for promoting internalization.

4.2.3.6. Activities promote critical thinking skills.

Critical thinking is essential for effective functioning in the modern world. According to Thyer (2013), good critical thinkers observe, analyze, evaluate, contextualize, question, and reflect. Learners determine what information available, gather information, break down the information into main themes or arguments, discriminate the value of the information, contextualize information in relation to historical, ethical considerations etc, question and test conclusion, thus we can conclude that activities promote critical thinking.

4.2.3.7. The content of the activities encourage students to express their own views to some extent.

Learners are expected to write a formal letter of complaint for the writing skill in the course book module 8. They are also supposed to write a thank-you e-mail and make comment as shown in the Figure 7. However, in other activities, learners are expected to give answers given in a list as it is fulfilled in fill-in-blank activities.

Exercise 7

Read the instructions below. Write an email.

- Someone has written to you. In your introduction, thank them for their email and make a short comment.
- In the main body of the email, tell your friend your news.
- Finish the email and give a reason why you have to stop writing.

Write between 80 and 120 words.



Figure 7. An example of writing activity.

4.2.3.8. The activities make connections between the learned content and face-to-face instruction.

Topics covered in the course book are transferred to the activities on the online platform. It is also observed that the expectations of each skill in each module are directly connected with the course book's goals.

4.2.3.9. Learners can reinforce and retain what has been taught by completing tasks.

The activities are graded in each module and they are connected with the topics covered in the course book. Therefore, learners face with the complementary content to reinforce and retain taught before. The content is not only the case. Activities to practice four skills, grammar rules, and vocabulary are designed and prepared to support as well.

4.2.3.10. Activities do not provide communicative purposes that help students carry out their communicative tasks in real life.

In a speaking activity as shown in Figure 8, communicative purposes are neglected to carry out communicative tasks. Another activity in the same module as shown in Figure 9, learners are supposed to fill in the blanks what they listen. Consequently, those kinds of activities do not promote communicative purposes that help students carry out communicative tasks.

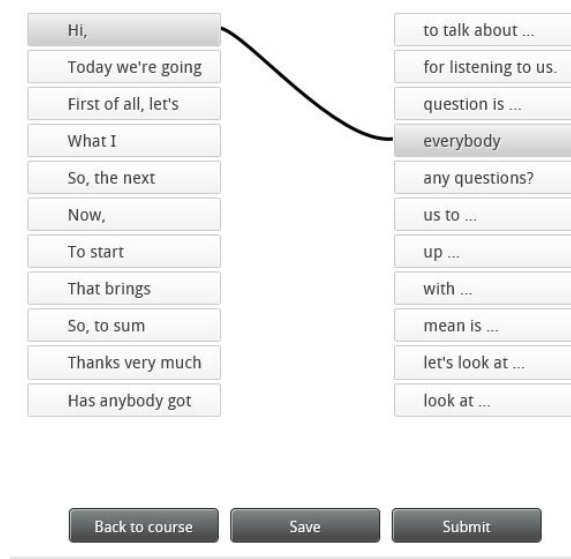


Figure 8.An example of activity from speaking skill.

Complete the sentences with the words below. Then listen to check your answers.

00:00

brings us Now let's start with let's look sum up mean can see next question

1 Hi, everybody. As you **can see** from the picture, today we're going to talk about communication.

2 First of all, **DRAG ITEM HERE** at traditional forms of communication.

3 When I say 'snail mail', what I **DRAG ITEM HERE** is traditional, non-electronic mail. Letters, postcards and things like that.

4 So, the **DRAG ITEM HERE** is, what is the most popular form of communication amongst teenagers?

5 **DRAG ITEM HERE** look at the internet.

6 To **DRAG ITEM HERE**, we're going to show you a short history of texting.

7 That **DRAG ITEM HERE** to social networking websites and Twitter.

8 So, to **DRAG ITEM HERE**, communication has changed completely in the last ten years and it will probably change completely again in the next ten.

Figure 9.An example of activity from speaking skill.

4.2.3.11. Activities promote thought-provoking and fosters sparking the learners' imagination on many levels to some extent.

Most of the activities except writings have one correct answer more than enabling learners question their inner life and surroundings. Only in writing activities, learners are expected to write about their thoughts, but it is not acceptable to believe that such kind of writing activities also enable learners' imagination on creating new ideas. The activities represented in the LMS are not stimulating instead of being inspirational and intriguing.

4.2.3.12. Activities are not task-based that require students to use new vocabulary to communicate.

According to Nunan (2004), a task is work that involves learners in comprehending, manipulating, or interacting to express meaning. Nunan further contend that tasks should have sense of completeness and they should be used as a communicative act. However, activities in the LMS are not task based that require learners to use new vocabulary to communicate.

4.2.3.13. Activities facilitate students' use of grammar rules by creating situations in which these rules are needed.

Diverse grammar rules for intermediate students are incorporated which are connected with one another in each module of the LMS. They facilitate students' use of grammar rules by creating situations in which these rules are needed.

4.2.3.14. Activities are complete enough to stand on its own. Teacher does not need to produce a lot of ancillary bridging material to make it workable.

It is observed that the designer of the LMS describes properly and explicitly what learners should do in the activities. An individual intermediate learner can cope with the activities in the LMS without a special ancillary support of an instructor because the instructions are described in a clear and concise manner as well.

4.2.4. Skills

The aim of this sub-heading is to present information about four skills. Besides, sub-skills such as note taking, skimming, scanning and paraphrasing were also investigated.

4.2.4.1. For skills are adequately covered, bearing in mind course aims and content of the course book to some extent.

It was observed that reading, listening and writing skills were adequately integrated into the activities of the LMS as shown in Figure 10. However, speaking is obviously neglected as they are not speaking activities indeed.

Contents	
➔	TOPIC TALK – VOCABULARY
➔	LESSON 34 GRAMMAR
➔	LESSON 35 SKILLS
➔	LESSON 36 GRAMMAR Verbs with <i>-ing</i> or infinitive
➔	Workshop 6
↓	EXAM CHOICE 6
➔	Reading
➔	Listening
➔	Speaking
➔	Use of English
➔	Writing

Figure 10. An example from LMS covering four skills.

4.2.4.2. Activities do not pay attention to sub-skills such as note taking, skimming, scanning, and paraphrasing to some extent.

Sub-skills such as note-taking, skimming, scanning except paraphrasing are all given in the activities but not sufficiently; for example, while the listening activities contain note-taking sub-skills, the reading activities pay attention to skimming and scanning sub-skills.

4.2.5. Language

Under this sub-heading, Authenticity, variety of registers, language types, English from different nationalities, and the language level were investigated.

4.2.5.1. Language to be promoted in the activities is not authentic.

Authentic materials involve the language that naturally occurs as communication in the native speaker contexts of use like real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Therefore, in the LMS, there should be real-life communication contexts that promote oral language. However, these kinds of contexts are not incorporated in the LMS.

4.2.5.2. Activities do not promote variety of registers, language types, and English from different nationalities.

English is worldwide and it is used in different continents. A register is a variety of a language used for a particular purpose or in a particular social setting. Therefore, variety of registers is not highlighted in the course book. The LMS does not incorporate language types such as creole, acrolect, basilect and English from different nationalities as well.

4.2.5.3. Activities are not authentic or close to real language situations.

The notion of the activities is not very different from the ones learners strive in face-to-face classroom controlled activities. Group or pair works, which lead learners to communicate in a natural atmosphere, are not incorporated. Authentic videos, authentic listening materials, or authentic newspaper reading passages are not involved in the activities of the present LMS.

4.2.5.4. Language level to be presented in the activities is appropriate with students' language level.

The language level represented in the activities is appropriate. Learners are at intermediate level, so there are not so many things that learners cannot cope with. The activities serve as a good source to corroborate their language level. The language level used in the activities is the language specially prepared for upper-secondary learners.

4.2.6. Interaction

Interaction was investigated under this subheading. Five items were investigated under this sub-heading.

4.2.6.1. Learning activities are not developed to foster student-student communication and/or collaboration.

The activities in the LMS are not suitable to promote student-student communication and/or collaboration because almost all the activities include individual works.

4.2.6.2. Learning activities are developed to foster student-content interaction to some extent.

The activities in which learners actively but individually engage rather than passively receive knowledge are integrated in the notion of the LMS to enhance student-content interaction to some extent. Quality reading and listening materials, recording choice in speaking activities, studying pronunciation and assessment for each activity help learners maintain interactivity between student and content.

4.2.6.3. Activities are not well balanced between individual response, pair work, and group work.

Activities mainly consist of individual responses while pair and group works are expected to be incorporated. Discussion threads, group projects, peer reviews, study groups for a task-based projects, and chat sessions are the types of activities that can foster student-student interaction, but those activities are not incorporated into the design.

4.2.6.4. A statement of the group's overall task is not provided with clear and concise outcomes that are appropriate, reasonable, and achievable.

A statement of the group's overall task is not provided because group works are not included in this LMS.

4.2.6.5. Benchmarks and expectations of group participation are not clearly stated.

If group work is incorporated, rules for forming groups and assigning roles within each are should be stated. A statement of how, when, and where the final product will be delivered is not provided. Benchmarks and expectations of group participation are not clearly stated in the LMS of the course book.

4.3. The Analysis of Oxford University Press Management System: Online Practice, Aim High – Level 3

4.3.1. The Analysis of Learning - Teaching Content

Under this sub-heading, the extent of the content was analyzed from the learning – teaching aspect. Each activity was evaluated according to the items in the checklist (See Appendix 1), which covered the notions of blended learning design. These evaluations present various points of the activities given by the participants.

4.3.1.1. Instructions of the activities direct students appropriately.

Instructions of the activities direct students appropriately. They were integrated into the explanation part of the activities are well defined. The expectations and the pathway to complete the activities were appropriately described for learners. For example, "Choose the correct endings; put the words into the correct category; complete the sentences with the words on the right" are the samples of those instructions, which are easy to understand in the aspect of intermediate learners. Especially in speaking and writing parts, learners are expected to complete a course of action. In line with this, instructions are described systematically by enumerating each description. Therefore, any unwanted confusion is prevented. A sample description excerpted from a writing activity is presented in Figure 11.

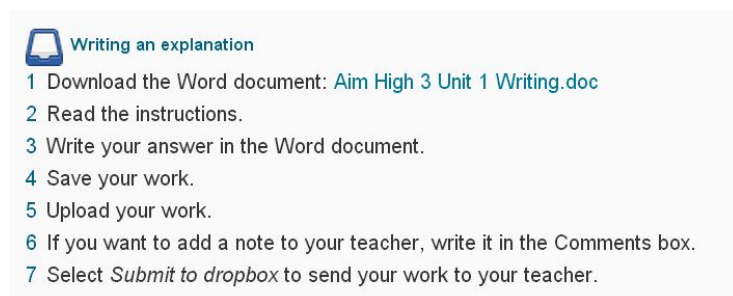


Figure 11. An example of writing activity instruction from the LMS of the course book.

4.3.1.2. Tasks are efficiently graded according to complexity.

Tasks are efficiently graded according to complexity in the course book. The grading is provided with the variation of the activities becoming more challenging in upper steps. For instance, vocabulary activities are presented in the order of classifying the given words in two different columns. Filling in the blanks activity is graded with the given words to create meaningful sentences and multiple Choices tests, which integrate sentences that are more challenging. In reading parts shown in Figure 12, three different levels of the reading activities have been presented as easy, moderate, and difficult. The content of those activities is similar but is more difficult with longer reading passages with harder test items. Moreover, in listening activities the similar situation is observed that the activities are graded as easy, moderate, and difficult in which more challenging test items are incorporated according to their level of difficulty.

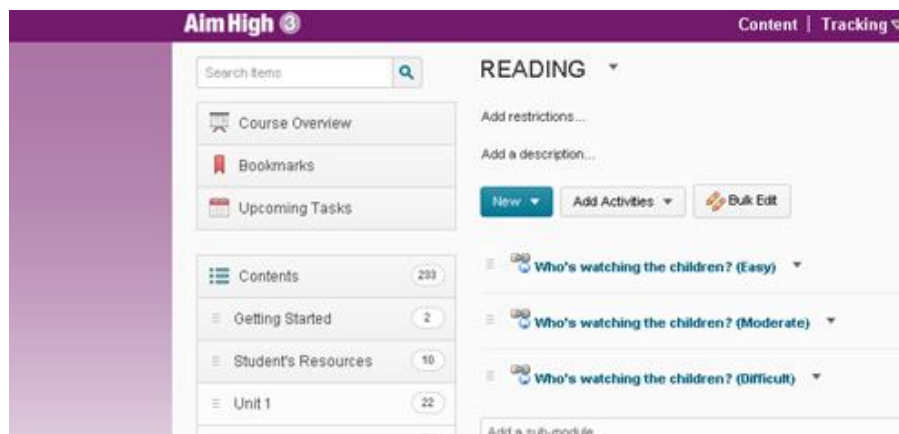


Figure 12.An example of activity from reading part.

4.3.1.3. Activities are developed to initiate meaningful communication to some extent.

In a speaking part, it requires students to record his/her voice by “describing an object, what does someone look like etc. and send it as a note to a teacher to be evaluated as shown in the figure 5. However, this does not mean that it could initiate meaningful communication.



Figure 13.An example of activity from speaking part.

4.3.1.4. Activities are sufficiently various to help students with different kind of intelligences.

The overall learning content of Aim High Level 3 is varied to help people with different kinds of intelligences. For instance, in vocabulary activities some pictures and photos related with the topic of the activities are integrated to visualize for the visual learners. In the grammar, activities mostly incorporate photos and pictures relevant to

the topic. All of the listening activities have listening recordings to trigger auditory learners. This is encountered in most of the listening activities. Every unit has a video part, which incorporates specified videos for learners about the topic of the unit to support auditory and visual learners. Moreover, some of the activities corroborated with the Oxford Learners' Dictionaries serve for visual learners. Besides, the LMS presents a good source of individual activities for learners who have intrapersonal intelligence. Furthermore, the discussion boards specifically motivate learners who prefer being in collaborative group activities. Dictionary corners are integrated in the LMS for learners who have verbal-linguistic intelligences.

4.3.1.5. Activities are adequate in terms of quantity.

The designer of the LMS includes various activities from four skills and language areas as grammar and vocabulary. Those areas are also supported by the other subtitles as discussion, dictionary corner, video division, and tests. At least, three different and relevant activities are incorporated under the titles of listening, grammar, vocabulary, and reading as shown in Figure 14. For the other skills, speaking and writing, Although there is an integration of single activity under the skills of writing and speaking, the content of those activities can successfully fulfill the aims and achievements of each unit to take learners one step beyond.

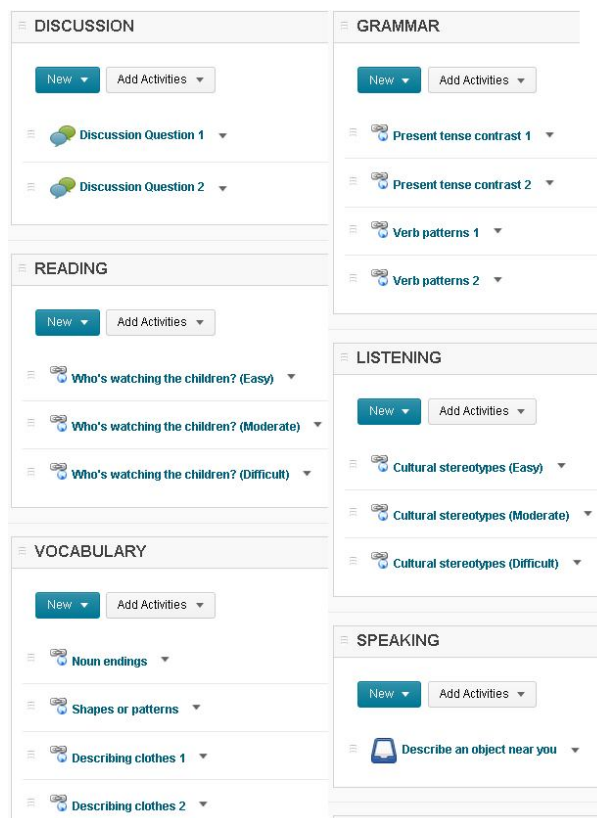


Figure 14. An example of the quantity of the activities.

4.3.1.6. The content of activities serves as a window into learning about the target language.

Especially in video topics, cultural themes are handled as British famous writers, universities, explorers, and famous schools from American culture. The designer of the LMS exuberantly utilizes the videos inside the platform to transmit the intended cultural messages by also exploiting the media. It also observed that the content of the other activities, the designer highlights cultural aspects as giving examples of daily expressions and usages. However, the notion of cultural aspects is sufficiently reflected in video parts more than presenting them in the sentence level as it is presented in other parts. In the reading part, the content of the passage is available for students to learn about the target language as shown in Figure 15.

Who's Watching the Children?

A

How would you feel about having security cameras in your school? You aren't a criminal, so surely there is no need for CCTV surveillance? But in many countries it is becoming increasingly common for schools to introduce cameras. Initially this was for normal security reasons; schools have some valuable equipment which makes them vulnerable to thieves. In some schools there are also problems with pupils' behaviour, which means staff want to monitor the children when they are in public areas such as corridors and playgrounds.

B

Installing surveillance equipment to deter criminals and encourage students to behave well makes sense, but now there is a new reason for security cameras in these locations. Some schools are linking the cameras to the internet so parents can see what the cameras can see. Parents have a password and can log in on their computer or mobile phone to watch what is going on at their child's school. So far this is only in private schools for younger children, but this technology could give parents of teenagers a better idea of what their children are doing at school.

C

Some parents are keen on this possibility. Susan and her husband are accountants and work long hours. Their son, Harry, is fourteen. Susan says, 'It would be marvellous if I could have a peek at what Harry's doing

Figure 15.An example of content from a reading passage.

4.3.1.7. There is a balance between controlled and free exercises

It is obvious that predicated student responses are received in controlled activities in reading, vocabulary, grammar and listening activities. In another aspect, writing activities in which learners, for instance, are expected to write an explanation or a description, learners are expected to produce unpredicted responses. Apart from writing activities, in speaking and discussion activities, learners are expected to answer open-ended questions, which provide learners cooperative, communicative, manipulative and student-centered content.

4.3.1.8. Activities varied in format so that they will continually motivate and challenge learners.

Reading, vocabulary, grammar and listening activities integrate matching, multiple Choices, filling in the blanks, classifying, ordering and rewriting exercises. As shown in figure 16, there are varied formats of activities.

Noun endings

Choose the correct endings.

1 develop ✓

2 assist ✓

3 detect ✓

4 harrass ✓

5 treat ✓

6 appear ✓

7 investigat ✓

8 attach ✓

Describing clothes 1

Complete the sentences with the words on the right.

1 She's wearing hard sandals.

2 That's a nice long- tunic.

3 Her dress hasn't got a pattern. It's .

4 My coat isn't tight. It's .

5 She's wearing a blue skirt and a headscarf.

6 That's a traditional kilt.

7 I've got a -lined parka for the winter.

8 I bought a smart suit.

Shapes or patterns

Put the words into the correct category, *shape* or *patterns*.

stripy	loose	plain	short
checked	tartan	decorated	long
baggy	tight		

shape

patterns

Figure 16.An Example ofactivities varied in format.

4.3.1.9. Activities delineate a good relationship between the face-to-face and online components.

The titles and the subjects of the activities integrated in each unit of the course book are interwoven with the titles and the subjects of the activities presented in the LMS of the same course book. Concerning this, the LMS provides a good source of individual and group activities in an online platform to move face-to-face classroom teaching beyond its boundaries. Moreover, this relationship is properly proportionate. Activities in the LMS integrate one or two specific titles from each unit and so overall content of each unit is utterly dealt.

4.3.1.10. The Learning Management System can be used as a good source in a blended course design.

Upon the analyzed items under the subheadings of the checklist, the present LMS provides a good source for a blended course design. The harmony of activities presented in the course book and the LMS are mutually complementary. The activities implemented in a face to face learning environment can be complemented with online activities on the LMS even by encouraging authentic experiences.

4.3.2. Suitability to Learners

Under this sub-heading, it is aimed to analyze the suitability in terms of achievable goals, compatibility to the background knowledge, level of the students and comprehensibility of social and cultural contexts.

4.3.2.1. Activities presented in the course have achievable goals.

Activities on the online platform have the same content with the course book in the sense of vocabulary, grammar and skill base; therefore, even individual learners can achieve expected goals in each part of the activities.

4.3.2.2. The content of the activities are compatible to background knowledge and level of the students.

Language level used in the online activities has the same level as it is presented in the course book content, intermediate one, which means that the level of language is compatible to the level of intermediate students. Learners' background knowledge coming from their previous learning experiences let intermediate students to cover the activities of LMS.

4.3.2.3. The social and cultural contexts of the activities are comprehensible

The social and cultural contexts about the target language which are given in different parts are supported by multi-media support to create a vivid portrait about what is taught. Photos, videos and some useful definitions delineate the cultural contexts of the activities to make them comprehensible in the aspect of learners.

4.3.3. Aims and Achievements

Under this sub-heading, aims and achievements were investigated according to 14 different items.

4.3.3.1. Activities help learners to become autonomous learners

Students need to do almost all the activities by themselves. Learners who study on the online platform can find various opportunities to move their language experiences beyond the scope. The idea is expected for the students who undertake their learning responsibility, know how to learn to learn. In other words, the present LMS establish a good way of learning opportunities for autonomous learners. They can easily grasp the idea of having another ways of experiencing the learning that is different from conventional face-to-face, in class learning environment. When a learner completes the activity situated in the LMS, a pop-up message gives feedback about the attempts of the learner and score. Besides, the items given in the activities are marked with green or red to indicate which questions are correct or wrong and also to direct students what to take into consideration in the next steps. Those points given above provide opportunities for learners to become autonomous learners to some extent.

4.3.3.2. Activities increase the motivation and the confidence of the learners to some extent.

Activities increase the motivation and the confidence of the learners to some extent. As feedback is the key point to motivate learners and create a confident atmosphere. Mutual information exchange between a learner and an LMS creates a motivated and confident learner who knows what to do and not to do in experiencing language. Moreover, after each activity has completed, a pop-up message provide information about the learner's result. To motivate and to create a confident atmosphere in the aspect of the learners On the other hand, giving limited feedback may create crucial problem especially for the learners who study in front of the online screen without the direct support of the instructors.

4.3.3.3 The topic of the activities is interesting enough that students will enjoy participating in.

Activities presented in the LMS of the course book, Aim High, integrates topics which are interesting enough that students will enjoy participating in. Especially

discussion activities set learners forward to create a social interactive atmosphere by including the topics that they study previously in face-to-face instruction. Learners can authentically experience real life language environments by exchanging their ideas with predetermined limitations on different topics. Apart from the discussion activities, other types of activities require individual participation. Even for those activities, learners can enjoy participating in because of the variety and multi-media support. For instance, speaking activities let learners record their voices and they can share it with their instructors to get asynchronous feedback.

4.3.3.4. Aims of the activities correspond closely with the aims of the blended learning.

A good combination of face-to-face instruction and online supplementary are provided with the help of online practice platform. The point especially expected is moving language itself beyond classroom boundaries into real life by providing integration of various skills and social interaction among language learners. In this respect, the LMS of the course book, Aim High 3, presents a good way of learner interaction platform under each unit. It also provides discussion part for each unit that let learners state their opinion about the given questions and interact socially. Besides, instructors create various discussion, chat, and survey boards, which integrate the notion of blended learning into the learning environments.

4.3.3.5. Activities promote internalization by encouraging students' active participation.

Discussion and chat board activities, which provide learners to experience real life language environments, promote internalization of educational attainments. Social inter-activities, videos, photos, and cultural materials presented in the activities lead learners to utilize them in their real life experiences. Unlike artificial fill-in-the-blanks activities, those activities integrating real-life communication and media support let learners move learning beyond for further steps during their real life practices.

4.3.3.6. Activities promote critical thinking skills.

The activities integrated into the LMS of Aim High Level 3 promote learners' critical thinking skills in various terms. The activities as fill in the blank, matching, listing categorizing activities situated in different areas of language as grammar and

vocabulary incorporate the critical thinking skills of identification and recalling. The activities which focus more on selecting facts and ideas to elicit main idea in reading activities foster comprehension that is also involved in critical thinking skills. Another critical thinking skills' step that is called application is observed in free writing and speaking activities, which provide an area for learners to use facts, rules, and principles. Moreover, those activities let learners incorporate compose their ideas to form a new whole. A significant point integrated into the core of the online platform of the course book, Aim High Level 3 is discussion parts. The discussion parts which are already correspond closely with the aims of blended learning create a real life language learning environment for learners to synthesize and evaluate by integrating the acts as developing opinions, judgments or decisions. Learners can utilize discussion activities to judge, justify, give opinions, comparing and appraising in target language.

4.3.3.7. The content of the activities encourage students to express their own views.

The LMS creates a safe, non-threatening learning milieu in which learners are fostered to express their own views and opinion. For example, in module 2, there is a writing activity that learners are supposed write a paragraph to express their own views. In module 3, there is another writing activity for learners to write freely.

4.3.3.8. The activities make connections between the learned content and face-to-face instruction.

The activities in the LMS are suitable to provide information to support the course book. Having experienced the course book, they actively engage learners in constructing knowledge that is applicable in the LMS. In writing, activities give chances to learners use some expressions in real-life. Topics included in the course book are transferred successfully to the online platform.

4.3.3.9 Learners can reinforce and retain what has been taught by completing tasks.

The notion of activities presented in the LMS has the same pathway as it is incorporated in the course book, Aim High Level 3. The content and types of activities both present analogical approaches and take individual study skills into consideration

without depleting the aims of blended learning. Therefore, learners can reinforce and retain what has been taught in face-to-face classroom activities.

4.3.3.10. Activities provide communicative purposes that help students carry out their communicative tasks in real life.

Especially discussion and chat boards help learners to integrate communicative real life purposes into their learning environment. Apart from these, giving opinions, planning and organizing language in writing and recording voice by analyzing, deciding and concluding in speaking activities provide opportunities for learners to carry out communicative tasks in real life.

4.3.3.11. Activities promote thought-provoking and fosters sparking the learners' imagination on many levels.

Activities promote thought-provoking and fosters sparking the learner's imagination on many levels. Writing, speaking, and discussion boards activities cause learners to think deeply about the given topics or questions. Questions in discussion boards like: "why does your opinion of people change when you get to know them?", or "why are members of the same family sometimes similar, and sometimes not?" stimulate interest and thought about what learners think of. Moreover, learners are requested to talk in one of the speaking activity by thinking about a time when they saved money to buy something they wanted or needed. In this activity, the LMS also asks those questions, "How long did they have to save?" and "how did they feel when they bought it?" Those kinds of thought-provoking questions and activities foster sparking learners' imagination on many levels.

4.3.3.12. Activities are not task-based that require students to use new vocabulary to communicate.

Activities are not task based that require students to use new vocabulary to communicate. In the LMS system of the course book, Aim High Level 3, there is not any example of task-based activities which create a virtual or real community where students can transfer newly learned vocabularies what they learn in discussion by interacting.

4.3.3.13. Activities facilitate students' use of grammar rules by creating situations in which these rules are needed.

Activities facilitate students' use of grammar rules by creating situations in which these rules are needed. In each unit, there are ten different sub-divisions as discussion, reading, vocabulary, grammar, listening, speaking, writing, dictionary corner, video and tests. The activities integrated in the grammar sub-division facilitate learners' use of grammar rules by creating situations in which these rules are needed. Four different activities in each grammar subdivision under each unit part are integrated into the online platform. Rewriting, multiple Choices, matching and filling in the blanks activities provide opportunities for learners to use grammar, which is already taught in-class sessions.

4.3.3.14. Activities are complete enough to stand on its own. Teacher does not need to produce a lot of ancillary bridging material to make it workable.

The designer of the LMS takes individual study option into consideration by including clear and concise activity instructions. Prompting questions especially in writing and speaking activities are included to identify clearly about the expectations of the activities. Moreover, definitions are given systematically in those activities to complete the activities successfully as it is shown in Figure 3. Therefore, instructors do not need to produce a lot of ancillary bridging material to make it workable.

4.3.4. Skills

4.3.4.1. Four skills are adequately covered, bearing in mind course aims and content of the course book.

Each unit has the same content bearing in mind vocabulary, grammar and course aims. Moreover, even speaking and writing activities are adequately covered by integrating genuine real life activities considering the aims of the course book content.

4.3.4.2. The activities pay attention to sub skills as note-taking, skimming, scanning and paraphrasing to some extent.

Learners are expected to take notes during some of the listening activities to answer multiple-choice activities. Moreover, the sub skills as skimming and scanning are expected from the learners in some of the reading activities to elicit main ideas or detailed information about the paragraphs.

4.3.5. Language

Under this sub-heading, Authenticity, variety of registers, language types, English from different nationalities, and the language level were investigated.

4.3.5.1. Language to be promoted in the activities is not authentic.

Authentic materials are the materials produced for the utilization of native language speakers. Instructors usually integrate such kind of materials for second or foreign language learners to let them apply language in their everyday usage. Video extension activities integrating authentic material by using public video channels on the World Wide Web are graded and recorded for specific user of language learning.

4.3.5.2. Activities do not promote variety of registers, language types, and English from different nationalities.

English is worldwide and it is used in different continents. A register is a variety of a language used for a particular purpose or in a particular social setting. Therefore, variety of registers is not highlighted in the course book. The LMS does not incorporate language types such as creole, acrolect, basilect etc and English from different nationalities as well.

4.3.5.3. Activities are authentic or close to real language situations to some extent.

In the LMS of the course the book, there are some authentic reading materials as shown in Figure 17. However, designers have not included such kind of activities which are authentic and close to real language situations in other activities provided in the LMS.



Figure 17. An example of reading text from unit 4.

4.3.5.4. Language level to be presented in the activities is appropriate with students' language level.

Language level to be presented in the activities of LMS of the present course book is appropriate with students' expected language level, intermediate.

4.3.6. Interaction

Interaction was investigated under this subheading with the notion of blended learning. 5 items were investigated under this sub-heading.

4.3.6.1. Learning activities are developed to foster student-student communication and/or collaboration to some extent.

In a blended learning design, instructors are expected to incorporate online group work activities out of the classroom. Such kind of activities promotes interaction and collaborative skills, which are necessary in language learning. Hereby, there are chat, discussion, and message link in terms of interactivity and collaboration. However, we can conclude that such kinds of activities may foster student-student communication and/or collaboration.

4.3.6.2. Learning activities are developed to foster student-content interaction.

The activities, which are integrated in the present LMS, are developed to foster student-content interaction. Those activities in the LMS provide wide variety of samples directly connected with the content of the course book. At least, three different activities presented under the each different skill's subdivision provide learners to acquire expected content attainments.

4.3.6.3. Activities are well-balanced between individual response, pair work and group work.

Activities are well balanced between individual response, pair work, and group work to some extent. Integrating group work activities, the designers of the present LMS aim to create well-balanced activities in terms of individual response, pair work, and group work. However, such kind of activities is limited in discussion.

4.3.6.4. A statement of the group's overall task is provided with clear and concise outcomes that are appropriate, reasonable, and achievable.

A statement of the group's overall task is provided with clear and concise outcomes that are appropriate, reasonable, and achievable.

4.3.6.5. Benchmarks and expectations of group participation are not clearly stated.

In the discussion activities, which are sole, represent of group work activities do not have any statement on benchmarks and expectations of group participation. Hence, a statement of the group's overall task is not provided. However, instructors are able to add learning objectives, restrictions, and rules for group participation in discussion parts.

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Conclusion And Discussion.

Today, it has been necessary to meet learners' requirements to present better learning milieus. With the advance of technology, blended learning design has emerged to be an assistant for face-to-face instruction. The idea of blended learning has great potentiality to add on modern teaching scenarios. Blended learning amplifies the potential to reproduce the educational relationships and therefore it is transforming a mutual redesign process (Sharpe et al., 2006). Such an online phase could be beneficial and hand-in-hand with 'chalk and talk' teaching. According to Geçer and Dağ (2012), LMS provides a particular learning environment for students in terms of having necessary access about the content of the courses and friends, working online on the course content and exchanging ideas mutually.

Although most of the researches have been conducted on blended learning design, making it internalized demands some adjustments. Moreover, it is a process that may need time and patient to be acquainted not only for the learners but also for the teachers. According to Eugenia (2010), blending of new forms into a conventional environment has been adopted slowly and in an almost tiresome way by stakeholders because of the resistance of habits.

In the scope of this study, EFL course books' Learning Management Systems (LMSs) were analyzed in terms of blended learning concept. Evidence from the study suggests that utilizing from the use of blended learning in LMSs brings interactivity, interest and educational benefits. Items concerning the evaluation of the overall concept generally scored positively in terms of learning – teaching content, suitability to learners, aims, and achievements, skills, language and interaction. However, some qualities in the LMSs meet the requirements, meet the requirements to some extent, or do not meet at all.

In both of the LMSs, instructions of the activities direct students appropriately. Activities are graded according to complexity in Aim High, but to some extent in

Choices. Activities are not developed to initiate meaningful communication in Choices; but to some extent in Aim High. Activities are sufficiently various to help students with different kinds of intelligences in both of the LMSs. Activities are adequate in terms of quantity in both of the LMSs. The content of the activities serves as a window into learning about the target language culture in both of the LMSs. There is a balance between controlled and free exercises in Aim High, but to some extent in Choices. Activities varied in format so that they will continually motivate and challenge learners in both of the LMSs. Activities delineate a relationship between face-to-face and online components in both of the activities. The LMS of Choices cannot be used as a good source in a blended learning course design, while Aim High can be used as a good source.

Activities have achievable goals; they are also compatible to background knowledge and level of students. The social and cultural contexts of the activities are comprehensible in both of the course books.

Activities help the learners to become autonomous learners in Aim High, but to some extent in Choices. Activities increase the motivation and confidence to some extent in Aim High, but not in Choices. The topics are interesting for participation in Aim High, but it is not interesting in Choices. Activities correspond closely with the aims of the learning in Aim High, but do not correspond in Choices. Activities promote internalization in Aim High, but do not promote in Choices. Activities promote critical thinking in both of the LMSs. The content let learners to express their own views in Aim High, but to some extent in Choices. Activities make connections between learned content and face-to-face instruction in Aim High, but to some extent in Choices. Learners reinforce and retain by completing tasks in both of the LMSs. Activities provide communicative purposes for real life in Aim High, but they do not provide such purposes in Choices. Activities are thought-provoking and fostering students' imaginations to some extent in both of the LMSs. Activities are not task based to use new vocabulary in both of the activities. Activities facilitate student use of grammar rules in both of the LMSs. Activities are complete enough to stand on their own and teacher does not need to produce a lot of ancillary bridging material to make it workable in both of the LMSs.

Four skills are covered in Aim High, but to some extent in Choices. Activities pay attention to sub skills to some extent in both of the activities.

Language to be promoted in the activities is not authentic in both of the activities. Activities do not promote variety of registers, language types and English from different nationalities. Activities are authentic or close to real language situations to some extent in Aim High, but not authentic or close to real language in Choices. Language level to be presented is appropriate in both of the LMSs.

Learning activities are not developed to foster student-student communication and/or collaboration in Aim High, but to some extent in Choices. They are also developed to foster student-content interaction in both of the activities. Activities are not well balanced between individual response, pair work and group work in Choices, but to some extent in Aim High. A statement of the group's overall task is not provided with clear and concise outcomes in both of the activities. Benchmarks and expectations of group participation are not clearly stated in both of the LMSs.

5.2 Implications

Findings of this study are significant in contributing to the related literature as the results indicate that in EFL context, language management systems of course books should be based on some principles for effective learning and teaching. This study is also useful for course book designers in designing more effective language management systems.

It is also important that teachers should adapt themselves to changes in the technology for a better learning and teaching environment. Therefore, teachers should be acquainted not only with the course book but also with the LMS it presents. In order to keep up with these changes, the teachers need to modify their roles in the class and improve their skills in technology to make use of platforms like blended learning. The final point is that such web platforms must be fostered in other forms such as blogs and wikis.

As a conclusion, both teachers and course book designers need to link the classroom and the real life by designing real life bounded activities, tasks or course books.

5.3. Suggestions For Further Research

Results of this study indicate a number of areas that need further investigation. First of all, as this study was conducted on intermediate level students, other studies should be conducted on other levels as well. Furthermore, as this study comprises only three analysts, a similar study can be carried out with more analysts. Finally, some other studies may be conducted in longer periods like two or more years, and the results may be compared and contrasted.

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7. APPENDICES

7.1. APPENDIX 1: Checklist

CHECKLIST				
A. Learning - Teaching Content		Yes	To Some Extent	No
1.	Instructions of the activities direct students appropriately.			
2.	Activities are graded according to complexity.			
3.	Activities are developed to initiate meaningful communication.			
4.	Activities are sufficiently various to help students with different kinds of intelligences.			
5.	Activities are adequate in terms of quantity.			
6.	The content of activities serves as a window into learning about the target language culture (American, British, etc.)			
7.	There is a balance between controlled and free exercises.			
8.	Activities varied in format so that they will continually motivate and challenge learners.			
9.	Activities delineate a relationship between the face-to-face and online components.			
10.	The Learning Management System can be used as a good source in a blended learning course design.			
B. Suitability to Learners				
1.	Activities have achievable goals.			
2.	Activities are compatible to background knowledge and level of students.			
3.	The social and cultural contexts of the activities are comprehensible.			
C. Aims & Achievements				
1.	Activities help the learners to become autonomous learners.			
2.	Activities increase the motivation and the confidence of the learners.			
3.	The topic of the activities are interesting enough that students will enjoy participating in.			
4.	Aims of the activities correspond closely with the aims of the blended learning.			
5.	Activities promote internalization by encouraging students' active participation.			
6.	Activities promote critical thinking skills.			
7.	The content of the activities encourage students to express their own views.			
8.	The activities make connections between the learned content in face-to-face instruction.			
9.	Learners can reinforce and retain what has been taught by completing tasks.			
10.	Activities provide communicative purposes that help students carry out their communicative tasks in real life.			

11.	Activities promote thought-provoking and fosters sparking the learners' imagination on many levels.			
12.	Activities are task-based that require students to use new vocabulary to communicate.			
13.	Activities facilitate students' use of grammar rules by creating situations in which these rules are needed.			
14.	Activities are complete enough to stand on its own. Teacher does not need to produce a lot of ancillary bridging material to make it workable.			
D. Skills				
1.	Four skills are adequately covered, bearing in mind course aims and content of the course book.			
2.	Activities pay attention to sub skills such as note-taking, skimming, scanning and paraphrasing.			
E. Language				
1.	Language to be promoted in the activities is authentic.			
2.	Activities promote variety of registers, language types and English from different nationalities.			
3.	Activities are authentic or close to real language situations.			
4.	Language level to be presented in the activities is appropriate with students' language level.			
F. Interaction				
1.	Learning activities are developed to foster student-student communication and/or collaboration.			
2.	Learning activities are developed to foster student-content interaction.			
3.	Activities are well-balanced between individual response, pair work and group work.			
4.	A statement of the group's overall task is provided with clear and concise outcomes that are appropriate, reasonable and achievable.			
5.	Benchmarks and expectations of group participation are clearly stated.			