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**PRIMARY SCHOOL STUDENTS AND PARENTS' EXPERIENCES
IN BLENDED ENGLISH CLASSES DURING THEIR FIRST
ENCOUNTERS**

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**İLKOKUL ÖĞRENCİLERİ VE VELİLERİNİN HARMANLAŞMIŞ
İNGİLİZCE DERSLERİYLE İLK KARŞILAŞMALARINDA
YAŞADIKLARI DENEYİMLER**

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ETİK BEYAN

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Semra AYDİN

ÖZET

İLKOKUL ÖĞRENCİLERİ VE VELİLERİNİN HARMANLAŞMIŞ İNGİLİZCE DERSLERİYLE İLK KARŞILAŞMALARINDA YAŞADIKLARI DENEYİMLER

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Bu çalışma, ilk hibrit (karma) İngilizce öğreniminin ilkökul öğrencileri ve velileri için ne anlama geldiğini araştırmaktadır. Çalışmada, Türkiye bağlamında, Sosyal Varlık Teorisi çerçevesinde, ilkökul öğrencilerinin ve velilerinin, özellikle ilk karşılaşmalarında, hibrit (harman) İngilizce derslerini nasıl tanımladıkları ve deneyimledikleri incelenmiş, en yaygın algılanan faydalar kavramsallaştırmaya ve bu yeni deneyimlerin zorlukları gösterilmeye çalışılmıştır. Bu tez, özellikle ilkökul düzeyinde, İngilizce dil eğitimi bağlamında, öğretmenlere, öğrencilere ve velilere, zorlukları ortadan kaldırmaları veya azaltmaları ve karma öğrenme yaklaşımının faydalarını en üst düzeye çıkarmalarına katkı sağlamak için yapılmıştır.

Bu amaçla nicel araştırma yöntemlerinden kesitsel tarama modeli kullanılmış ve çalışmaya 147 öğrenci ve 138 veli katılmıştır. Veriler çevrimiçi anketler aracılığıyla toplanmış, betimleyici istatistikler aracılığıyla analiz edilmiş ve ortalamalar ve standart sapmalar SPSS programı kullanılarak hesaplanmıştır. Veriler, ilkökul öğrencilerinin ve velilerinin, ilk deneyimlemelerinde hibrit (karma) İngilizce dersi deneyimlerinden genel olarak memnun olduklarını göstermiştir. Özellikle Covid-19 salgını gibi kritik dönemlerde, hibrit (karma) İngilizce öğrenme deneyimlerinin değerli olduğunu ve öğrenme sürecine katkı sağladığını ifade etmişlerdir. Bununla birlikte hem öğrenciler hem de veliler, hibrit (karma) ve çevrimiçi İngilizce derslerinin etkileşim ve sosyal unsurlar açısından sınırlamaları ve zorlukları olduğuna inandıklarından, yüz yüze format daha olumlu algılanmıştır. Bu çalışmanın sonuçlarına göre, İngilizce öğretimi için bazı çıkarımlar yapılarak, daha etkili bir öğretim ortamı için olası çözümler ve ayrıca ileri araştırmalar için öneriler sunulmaktadır.

Anahtar Kelimeler: Hibrit öğretim, Hibrit İngilizce öğretimi, Karma öğrenme, Karma İngilizce öğrenimi, Sosyal Varlık Teorisi, Çevrimiçi öğrenme, Yüz yüze öğrenme

ABSTRACT

PRIMARY SCHOOL STUDENTS AND PARENTS' EXPERIENCES IN BLENDED ENGLISH CLASSES DURING THEIR FIRST ENCOUNTERS

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The present study investigates what blended (hybrid) English learning, the first of its kind at their school, means to the primary school students and parents. It attempts to show how primary school students and parents experience and perceive blended (hybrid) English classes especially in their first encounter, to conceptualize the most common perceived benefits, and challenges of this new experiences using Turkey as a setting with regard to the existing theoretical framework: Social Presence Theory. This thesis has been conducted to help teachers, students, and parents specifically in a primary level English language education context, to exclude or reduce the barriers and maximize the benefits of the blended (hybrid) learning approach.

To this end, cross-sectional survey design, which is one of the quantitative research methods, was adopted and 147 students and 138 parents participated in this master's thesis. Data was collected through online questionnaires, calculated using SPSS program, and analyzed through descriptive statistics including mean, standard deviation. The data showed that primary school students and parents were generally pleased with their blended (hybrid) English class experiences in their first encounter. They found blended (hybrid) English learning experiences to be valuable and enhance their learning, especially in critical periods such as the Covid-19 pandemic. However, the face-to-face format is perceived more positively since both students and parents believe that there are limitations and challenges of blended (hybrid) and online English classes in terms of interactions and social elements. Based on the results of this study, some implications for ELT are provided as well as suggestions for further research.

Keywords: Hybrid teaching, Hybrid English teaching, Blended learning, Blended English learning, Social Presence Theory, Online learning, Face-to-face learning

FOREWORD

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ABBREVIATIONS

EFL: English as a Foreign Language

EBA: Eğitim Bilişim Ağı (Education Information Network)

ELT: English Language Teaching

ESL: English as a Second Language

ICT: Information and Communication Technologies

The MoNE: The Ministry of National Education



CHAPTER I

1. INTRODUCTION

This chapter includes five sections. The first section gives information about the background of the study. The purpose of the study, the significance of the study referring to the missing aspects in this area, research questions follow this section. Lastly, limitations and assumptions are included.

1.1. Background of the Study

Technological developments affected major sectors across the globe and education had its share of it. Accordingly, new educational technologies opened a new world of online learning and digital technology including a great variety of computing hardware and software started to be regarded as one of the integrated parts of education (Benson & Kolsaker, 2015); it changed the ways in which students learn and teachers teach (Coccoli et al., 2014). Information and computer technologies were applied as the most effective tools by educational environment organizations (Arkhipova & Bozzoli, 2018) in order to promote conventional teaching methods and enrich the educational settings as Somyürek (2014) stated that learning environment and curricula have to be fixed after technological advances.

Prensky (2001) stated that today's generation is digital natives at the beginning of the 21st century. Gurung and Rutledge (2014) agreed that current students in grades K-12 are 'digital learners' in their academic affairs as in their private lives. They use the possibilities of digital technologies for educational purposes such as reading or writing e-mails, reading online sources such as e-journals or e-books, utilizing learning management systems, taking e-quizzes, engaging in online debates, and so on (Jones & Healing, 2010; Waycott et al., 2010). In the light of this information, in order not only to provide considerable experiences for the students but to meet the needs, wants, and demands of the new generation, technology is regarded as one of the elements given the highest importance, and teachers integrate appropriate technological ways to their teaching or combine both traditional and web-assisted learning methods. In the same way, educational institutions adopt new technologies in order to get their students to be involved in the numerous learning and teaching modes (Tang & Chaw, 2016) since traditional classes turned out to be ineffective in current educational settings (Arkhipova & Bozzoli, 2018). Since the early

2000s, various educational agencies including different stages of educational institutions implemented different kinds of combining traditional and contemporary methods, generally referred to as flipped, inverted, hybrid, or blended learning which is primarily associated with the combination of face-to-face and online learning opportunities (Graham, 2006). One of the most widely used methods, although it has recently come to much greater prominence, blended learning started to be regarded as one of the biggest innovations and top trends in the education and knowledge delivery industry (Rooney, 2003). Although many definitions exist in different sources in the literature for blended learning, it has been mostly regarded as the strategic combination of online and in-person instruction with the aim of complementing each other as Graham (2006) and many other researchers suggested. Since it offers definite advantages by combining the best elements of online and face-to-face education such as giving a chance to both classroom and online learning all in one place, being flexible and continuous learning (Boyle et al., 2003; Duhaney, 2004; Thorne, 2003), being probable to stay as one of the prevalent teaching models of the current and future education, an increasing number of educational institutions including colleges, primary schools, and many others widely adopted blended learning approach.

Thus far, previous studies confirmed that students learn better in a blended context than they do in either fully online or traditional (face-to-face) models. In the same line with this view, Singh (2003) stated that applying blended learning strategies is more profitable than using an only learning delivery medium. This view was supported by Akkoyunlu and Soylu (2006) that blended learning combines technology with the means and resources of the learning modalities to overcome the drawbacks of face-to-face classroom settings. For the problems of small space classroom and larger class sizes, blended learning was considered as a practical solution (Garrison & Vaughan, 2013) to satisfy learners, teachers, and educational institutions (Moskal et al., 2013). Several studies pointed out that blended learning models supported with Web 2.0 technologies can increase students' engagement, arouse interests, and improve learning (Dey & Bandyopadhyay, 2019). Applying information technologies as one of the components of blended learning is highly probable to be useful for computer-minded learners (Arkhipova & Bozzoli, 2018). Blended learning is believed to offer more flexible teaching experience, more effective classroom, more useful and better learning experiences for the students (Owston et al., 2013). All in all, blended learning gives shareholders a chance to integrate 21st century instructional models to educational process for effective teaching.

From another perspective, while blended learning is preferred as a trend for teaching, guiding seminars, or offering skills training for the educators who are interested (Tesar, 2020), it became a lifeline and obligation for the teachers and educators in some cases like

the Covid-19 pandemic (Russell & Murphy-Judy, 2020). The concept of “remote and distance learning” became widespread in the Covid-19 pandemic since working remotely and online learning became common practices all around the world. Since it gave a sudden change to an educational environment, Mali and Lim (2021) suggested that students’ preferences should be documented to examine how they perceive different types of teaching methods before and during the Covid-19 pandemic. Before the Covid-19 emergency, some shareholders (teachers, students, and parents) had very little experience with online learning and were big fans of traditional and in-person sessions (Müller et al., 2021). After the Covid-19 pandemic, many countries in the world started to provide blended programs for their students (Alqahtani & Rajkhan, 2020). Such a switch also appeared in Turkey, which recorded its first case of Covid-19 on March 11, 2020 (Turkish Ministry of Health, 2020). Two days after the first case, in accordance with the order of the Ministry of National Education (the MoNE), primary, secondary, and high schools were closed in Turkey and shifted to distance education until the new 2020-2021 term. In the new term in October, blended learning strategies (both face-to-face and e-learning experiences) started to be implemented. Meanwhile, the MoNE announced that even if the pandemic is over, blended education will take place and asked all the shareholders to get used to this trend (Sanli, 2020) with the far-reaching effect of Covid-19 on educational institutions as it was expected by Singh (2021) that even after Covid-19 pandemic and education returns to face-to-face format, the trend towards blended learning will still grow. Commenting on the same concept before the pandemic, Kim et al. (2006) and Graham (2006) had already argued that the use of blended learning approach and the trend towards blended systems would rise dramatically in the future. Furthermore, it was recorded that blended learning is not a trendy approach; it is more than being that: a regular part of education and learning concepts (Kim et al., 2006).

Focusing on the distinct advantages of blended learning to facilitate learning, it was suggested to support different learning styles (McCray, 2000), promote student satisfaction (Donnelly, 2010; Woltering et al., 2009), and save costs (Graham, 2006; Twigg, 2003; Vaughan, 2007; Yüce, 2022). In the English language teaching context, it was proved that lower costs, and increasingly available and low-price sources affected the extension of blended learning (Hockly, 2018). Considering the core characteristics of the new generation, blended learning is defended holding definite advantages since students are exposed to technological devices almost from birth (Arkhipova & Bozzoli, 2018). According to another view, using digital technology in class activities within a blended learning approach fosters students’ motivation and creativity (Arkhipova & Bozzoli, 2018).

Besides its affordances, blended learning might also pose challenges for its beneficiaries including the time-consuming preparation process (Johnson, 2002), workload, handling the technological teaching skills (Dziuban et al., 2013; Voos, 2003; Yüce, 2019), and so on. According to Tang and Chaw (2016), today's learners may not have difficulty using technological devices for entertainment and social purposes; however, they should be trained to use the technology effectively for learning purposes as well. Waycott et al. (2010) also warn the teachers to be aware that although learners are familiar with the technology in their everyday life, they do not have to know how to use technology for learning necessarily. Likewise, Ng (2012) holds the view that learners may not know using technology for educational purposes. Likewise, Gurung and Rutledge (2014) assert that students may need support to use technology for learning effectively. While this kind of learning experience may draw both students' and teachers' attention, they may not succeed if they cannot manage to deal with the autonomy of a flexible learning environment (Siko, 2014).

That is to say, the blending learning process should be well- planned and properly implemented in an educational organization, a curriculum or in a course in order to gain maximum benefit and reach the goals (Mortera-Gutierrez, 2006; Oblinger, 2006; Sharpe et al., 2006). The teachers must allocate their time properly and attach importance to how to use the classroom materials effectively (Arkhipova & Bozzoli, 2018) because combining technology with numerous educational settings effectively is an advanced problem which should be analyzed carefully (Fitzer et al., 2007). It might present serious implementation challenges especially in the developing countries (Kundu, 2018). If the teacher become indifferent to the needs and demands of modern education, it might pose a risk of ineffective and inefficient teaching process, an increasing gap between the teacher and students (Arkhipova & Bozzoli, 2018). In the same vein, Kundu (2018) proposes that blended learning turns to be an effective strategy as long as the learning process is carefully designed. A broader perspective was adopted by Graham (2006) who argues that achieving a good balance between production and innovation as a consequence of the constant changing nature of technology is going to be a constant demanding and stimulating situation for the ones who design blended education systems.

1.2. Purpose of the Study

The existing body of research on blended learning does not largely focus on educational contexts in the developing countries where primary school education goes through some problems (Kundu, 2018), and there is little published data on the investigation

of blended learning in the elementary education contexts while some research was carried out on the upper grades.

In the light of this information, this study tries to investigate the experiences of primary school students' and parents' experiences in blended English classes during their first encounters. It attempts to show how primary school students and parents experiences and perceive blended English classes especially in their first encounter, to conceptualize the most common perceived benefits, and challenges of this new experiences using Turkey as a setting. This study was designed to take a step towards meeting this need and addressing a gap with regard to the existing theoretical framework: Social Presence Theory as it is one of the key factors affecting the blended learning experience and should be discussed in detail.

In accordance with this fact, the goal of this study is to provide a detailed picture of the primary school students' and parents' compulsory blended course experiences and perceptions in English language learning context especially in the first course offering.

1.3. Significance of the Study

In the literature, it is strongly suggested to investigate the forms and impacts of blended learning to promote more effective teaching practices (Bliuc et al., 2007; Garrison & Kanuka, 2004). Another point is that as in Turkey, many other countries increasingly apply blended learning systems for compelling reasons like the Covid-19 pandemic; however, the approach is very probably to be permanent after the crisis in that offering advantages such as being flexible, adaptable, and cost-saving in long term. In the literature, numerous studies specify the advantages of the blended learning format, and most studies only investigate graduate students and nontraditional programs (Collopy & Arnold, 2009). From this point of view, it is expected that this research may help teachers, students, and parents specifically in a primary level English language context, to exclude or reduce the barriers and maximize the benefits of the blended learning approach.

Another significance of this study is that although some research was carried out on blended learning and experiences of the shareholder groups, advantages, and challenges of the blended learning, research on blended learning in all primary and secondary education continues to be limited (Halverson et al., 2012; Means, 2010; Wayer et al., 2015) particularly examining the experiences of the shareholders (students and parents) because of compelling reasons with the sudden move from face-to-face format to blended learning strategies, not preferably. While implementing blended learning strategies in the teaching process, it is an undoubted truth that the age of students is a defining factor. The readiness of primary and secondary school students for blended learning, and whether they are

enough mature to be students in a blended learning environment (Alebaikan, 2012) are the points that need to be considered. Kundu (2018) supports this view that at the elementary level, creative thinking skills should be encouraged, and blended learning is one of the ways innovative thinking occurs effectively at the primary school level. From this perspective, this research may address a gap in the context where younger students blended English learning experiences require a greater focus.

Another importance of this study is that although most studies in the academic literature examined the blended learning experiences in any subject offered, this thesis investigates a blended English language teaching context regarding Social Presence Theory. The results are discussed, and suggestions are made for effective blended learning and teaching experiences. In the end, recommendations for future research studies are also stated.

1.4. Research Questions

The Main Research Questions

- What does blended English learning, the first of its kind at their school, mean to the primary school students?
- What does blended English learning, the first of its kind at their school, mean to the primary school parents?

To this end, the following sub-research questions were addressed:

1. What are the experiences of the primary school students in the first blended English learning initiative?
2. What are the perceptions of primary school students regarding the advantages and disadvantages of blended English learning?
3. What are the primary school students' opinions about blended English learning?
4. Are there statistically significant differences in students' views about blended English learning based on:
 - a. gender
 - b. having an internet connection at home or not
 - c. grades
 - d. parents' educational background
5. What are the experiences of the primary school students in the first blended English learning initiative in relation to Social Presence Theory?
6. Are there significant relationships among the sub-categories of The Social Presence Model based on students' views?

7. What are the students' personal preferences for blended, face-to-face, or online English classes?
8. What are the experiences of the parents having a child or children experiencing the first blended English course?
9. What are the perceptions of the parents having a child or children experiencing the first blended English course, regarding the advantages and disadvantages of blended English learning?
10. What are the opinions of the parents having a child or children experiencing the first blended English course about blended English learning?

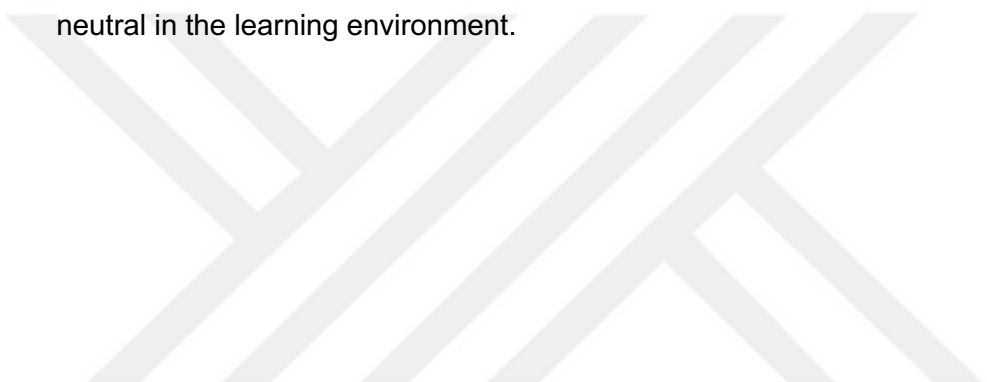
1.5. Limitations of the Study

This study was conducted within the following parameters, which in some instances were governed by variables beyond the researcher's control. These criteria and restrictions must be considered while applying the findings of the research more widely.

- Although the number of the students taking blended English classes in two schools where this study was conducted is 237, the scope of this study is restricted to 147 primary school learners of English and 138 parents having at least one child studying at the primary school from two state schools affiliated with Amasya Provincial Directorate for National Education, which makes it hard to generalize the findings beyond the study group.
- As this study was conducted with 2 schools at Taşova, Amasya province, a small-town where middle class families live, the results may not be generalized to other settings.
- The study is limited to 2nd, 3rd, and 4th grade blended English courses experiences of two shareholder groups (students and parents). The experiences of other stakeholder groups (administrators and teachers) were neglected in this study.
- This study is limited to a period of almost 7 months blended learning experiences of students and parents. It was conducted in an environment where students received English lessons for only 1 hours face-to-face and 1 hours online each week. It was not compulsory for the students to attend online and face-to-face classes as long as the parents give their excuses to the teachers and school principals. Therefore, it may not be suitable to generalize the results to all language learners from different contexts. However, a longer treatment may yield more fruitful results.
- All of the participants' demographic information was self-declared.

- Questionnaires were not applied in the original language (English), they were translated into Turkish language since nearly all the students and parents do not know English in the advanced level.
- The study was cross-sectional, and questionnaires were self-administered, thereby reducing researcher- induced bias but potentially increasing selection bias.

1.6. Assumptions

- In the research, participant students and parents are assumed to answer the questions and demographic information form sincerely and honestly.
 - The researcher is presumed to be unbiased during the research process.
 - The students and parents who cannot participate in this research are considered neutral in the learning environment.
- 

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter presents the concept of blended learning with a variety of definitions from the academic literature, the advantages of blended learning including foreign language teaching context as well as the disadvantages, the framework for designing an effective blended learning environment, and its relationship with Social Presence Theory, respectively.

2.2. Concept of Blended Learning

Modern education is inevitably affected by the various developments in the world. It is undeniable fact that information and communication technologies (ICT) is one of the developments and has been already become pervasive in almost all sectors in contemporary society (foreign affairs, education, etc.). A new trend of education emerged from the ICT and started to be called as blended learning. It is widely regarded as an approach combining instructional modalities, particularly face-to-face and online learning (Bonk & Graham, 2012; Driscoll, 2002; Garrison & Kanuka, 2004; Graham, 2006; Jonas & Burns, 2010; Neumeier, 2005; Williams et al., 2008).

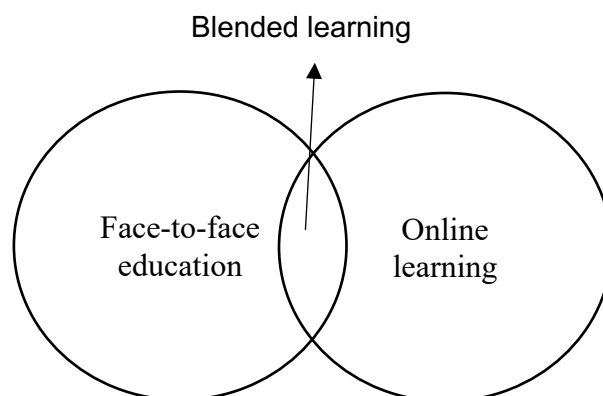


Figure 1. A diagram of blended learning

In the current century, a great amount of research into blended learning has been witnessed because the concept of e-learning led to the blended learning alternative in the early 1990s (Zhonggen, 2015). Regarding the history of blended learning, although the first technology-based training approach was offered in the 1960s and 1970s with

mainframe and minicomputers, it was a lack of character-based terminals; however, this system gave people a chance for getting in touch with several people in the place of business (Bersin, 2004). Blended learning was shown as a method in 1999 for the first time when a foundation named “Interactive Learning Centers (computer skills certificate and software training program in Atlanta)” introduced it (Friesen, 2012). The years between 1999 and 2002 have been called as first attempts at blended learning, the period time between the years 2003- 2006 as its definition time and it was not until late 2007 that it was regarded as its popularity years (Güzer & Caner, 2014). Despite this general information, one cannot easily say that every country or learning environment has the same level of acquaintance or history, and/ or development of blended learning (Barbour, 2014); however, there is a growing body of literature proving that especially in the last few decades, blended learning was popular and also an effective educational practice benefited from in the field of educational technology, specifically in English teaching methodology (Picciano et al., 2013).

In the past few decades, the concept of blended learning was used increasingly in the academy, army, trading, and business sectors, among other institutions with educational tasks (Moskal et al., 2013), and its definition developed gradually in the process of time. Related to the blended learning concept, a variety of definitions was made in the literature (Bonk & Graham, 2012; Driscoll, 2002; Jonas & Burns, 2010; Garrison & Kanuka, 2004; Graham, 2006; Neumeier, 2005; Williams et al., 2008; Yen & Lee, 2011,). While several definitions of the term ‘blended learning’ were suggested, it is widely used to make a distinction between traditional and online learning. The academic literature revealed that all definitions have common features and there is not only a correct definition (Bliuc et al., 2007; Osgerby, 2013; Picciano et al., 2013; Sharpe et al., 2006). Blended learning term was not only regarded as a simple teaching approach or a method combining online and physical learning opportunities; it was further defined. In the late 1990s, blended learning was described as combining any technologies, approaches, and assignments (Lakhal & Meyer, 2020). Bonk and Graham (2012) identify blended learning as the combination of traditional face-to-face instruction with computer-based education. According to Singh and Reed (2001), it is characterized as an academic program where at least two delivery modes are applied to get the maximum learning outcome and/or optimize the cost of the program offered. It was defined as the combination of traditional face-to-face learning with online learning materials by Downes (2008). According to Garrison and Kanuka (2004), the term emerged from the belief that learning is not a one-time phenomenon, it is an ongoing process. Blended learning, according to Brew (2008), is defined as combining online and face-to-face formats to provide a more effective learning experience. From another

perspective, blended learning needs to be thought as a pedagogical approach combining the advantages and interaction opportunities of face-to-face education with the digitally enriched educational materials of the online environment, instead of a proportion of delivery modalities (Dziuban et al., 2004; Ferdig et al., 2009). According to Ja'ashan (2015), blended learning courses are one of the most essential applications for using information and communication technology in the educational process. In elementary and secondary school contexts, it might include students studying on their own with educational computer programs in the physical school environment, either in a class or in an information technology lab (Hockly, 2018). Hubackova and Semradova (2016) conceptualized the term as the combination of contact teaching using certain constructivist concepts including some kind of electronic formats. The point here is that the aim of applying blended learning strategies should be combining strong aspects of both traditional and online learning to create a more effective learning environment (Kazu & Demirkol, 2014) as it is the common feature of the most definitions suggest. In Graham's (2006) study, different levels of blended learning are identified: activity level blending in which activities consist of both face-to-face and virtual elements, and course-level blending which is the most frequent way of blending and used as a part of a course, program level blending widely occurring in higher education at the degree program level, and institutional-level blending by organizational commitments for blending online face-to-face instruction. All of these four levels are decided by the learners or the instructor or the designer of the course. In this study, institutional-level blending will be addressed since all the stages and educational institutions in Turkey have to follow blended learning programs by the order of the MoNE, during a certain period.

In the international literature, "mixed-mode instruction" or "hybrid learning", and in the Turkish literature "hybrid learning" is used instead of blended learning term (Kurt & Yıldırım, 2018); however, throughout this paper, the term blended learning will be used and refer to these three different keywords but the same concept: the combination of traditional physical classes with online education elements. At this point, regardless of what the best title is, Akbarov et al. (2018) claim that blended learning, paperless classroom, virtual classroom, digital/ online learning, etc. are the terms each contemporary educator ought to have in their vocabulary. Since English language teaching is also a changing and developing field, every language teacher should follow the technological developments, information technologies, and education closely to be effective in their profession.

2.3. Advantages and Disadvantages of Blended Learning

Each blended learning environment might include some advantages, disadvantages or challenges as mentioned before.

2.3.1. Advantages of Blended Learning

The benefits of blended learning systems were praised by several studies, among which are the facilitation of the learning process through the use of technology in the classroom or online (Garrison & Kanuka, 2004; Vaughan, 2007), supporting online cooperative learning (Carr-Chellman, 2004; Gabriel, 2004), flexibility in numerous institutions including higher educational institutions (Kaur & Ahmed, 2006) and K-12 schools (Keller & Suzuki, 2004) as well as many others.

Blended learning is regarded as an adaptable, extensible, and purposeful way of teaching and learning (Garrison & Vaughan, 2013; Senffner & Kepler, 2015). In 2003, it was argued that blended learning is a new method to solve the challenges of making appropriate learning and improvements to the needs of learners (Thorne, 2003). With the technological advances in information and the educational environment, the blended learning approach started to contribute effective tools to the face-to-face class learning environment (Ginns & Ellis, 2009). There is widespread agreement and a great deal of comparative study on blended learning in the literature on the effectiveness of blended learning focusing on the advantages and proving that implementing blended learning is more beneficial than using either only traditional or fully online learning strategies. Since blended learning can be identified as an eclectic model created to minimize the disadvantages of both face-to-face and online learning, and also converge the positive aspects of both ways of teaching (Finn & Bucci, 2004; Graham, 2006; Kassou, 2016; Whitelock & Jelfs, 2003; Williams et al., 2008), data from several studies suggest that advantages and positive features of both face-to-face and online learning should be applied for completing each other. This view is supported by Young (2002, as cited in Graham, 2006) who states that the goal of adopting blended learning is identified as being competent at blending the most advantageous of two learning delivery methods: face-to-face and online learning. Similarly, another research done by Tayebinik and Puteh (2013) indicated that blended learning should be applied rather than only traditional or fully online learning since it offers more involvement and collectivism. One of the most cited benefits of blended learning is that students attending blended classes accomplish more than those attending only online or face-to-face classes (Means, 2010). Riel et al. (2016) agree that it gives students a chance to work together by cooperating on both online and face-to-face platforms which offer certain advantages.

Regarding both components of blended instruction which are online and face-to-face learning, using fully online teaching seems insufficient on several counts such as student engagement, particularly in the lower grades (Milthorpe et al., 2018). Slomanson (2014) proposes that a blended learning environment should be created rather than a fully online education as it offers better academic performance. Fully online courses are also rejected,

and blended classes are suggested by several researchers thanks to their clear benefits to academic institutions. Delialioglu and Yildirim (2007) warn the shareholders that fully online instruction includes some problems such as insufficient hardware and computer programs, funds, and time besides problems related to educational methods and principles. From another point, the online learning aspect of blended learning serves as a good opportunity for the executives: a variety of reasons, including even political stability when students have difficulty in physically attending classes may force the shareholders to use the blended learning approach (Fleet, 2013). One major advantage of blended learning is that it provides numerous materials for learners. Azizan (2010) reported that applying information technologies in face-to-face classes offers more sources for the learners and it is believed to improve students' being confident and competent besides enhancing educational quality. According to Chen and Jones (2007), applying blended learning strategies helps better comprehension thanks to e-source opportunities besides active student involvement in a physical class environment. On this point, the efficacy of online learning cannot be disregarded because it offers an interactive environment for teacher and student communication and may promote collaborative activities even on the far side of the classrooms (Kit Ma & Kau Yuen, 2010). Graham (2006) asserts that blended learning is an effective option for the limitations of face-to-face lessons such as space and time. Barbour (2014) reports that blended learning has the potential for breaking down geographical barriers. Likewise, previous studies assert that blended learning is applied in to enhance the methods and practices of teaching, produce effective results without costing much money, increase access and adaptability, and make the simpler review (Graham et al., 2005; Osguthorpe & Graham, 2003). In the academic literature, studies over the past two decades provided important information on the positive aspects of using the blended learning approach in students' learning at different levels. In most of the studies in the literature, it was concluded that students prefer blended learning to the traditional one, and blended learning strategies are more effective for improving students' critical thinking abilities and their involvement in a subject matter or the courses they attend (Korkmaz & Karakuş, 2009). Higher academic success was recorded to be achieved through blended learning and the results were supported by the experimental studies in which both blended and traditional methods were compared (Almasaeid, 2014). According to Martinez-Caro and Campuzano-Bolarin's (2011) study, learners' satisfaction is likely to be more considerable in blended classes than they do in face-to-face classes. One study by DeLacey and Leonard (2002) at Harvard Business School Faculty found that students do not only learn better in a blended class, but they also improve communication and pleasure. In a study investigating blended learning, learners attending blended learning applications

were found to advance good opinions of online learning instead of traditional learning and get higher marks in exams (el-Deghaidy & Nouby, 2008). One recent study examining the advantages and disadvantages of blended learning in the school of Nursing and Midwifery in Ireland found that accessible and flexible learning features of blended learning help students learn better (Smyth et. al., 2012). In another major study, Deschacht and Goeman (2015) carried out a study examining two groups of learners to check whether blended learning affects academic performance. According to the research, it was reported that blended learning enhances educational achievements more considerably compared to traditional, in-class learning. The study by Dey and Bandyopadhyay (2019) concluded that blended learning programs, accompanied by efficient online input, qualified online educators, and on-site teaching assistants as class advisors lead to an educational setting that improves academic performances and welfare of the learners dramatically, regardless of socioeconomic status. Usta and Özdemir (2007) investigated learners' views on blended learning settings and asserted that they take a positive view of blended learning. Gómez and Duart (2012) also examined a blended postgraduate program in a higher education institution in Colombia and found that learners have positive opinions about the classes and program. In a study conducted with Greek students, it was shown that perceived benefits and easy-to-use features of blended learning led students to generate positive attitudes towards it (Tselios et al., 2011). In the experimental study of Ceylan and Kesici (2017) conducted in Turkey, it was reported that students taught using blended learning strategies demonstrated more remarkable achievement than those taught using traditional learning strategies. Regarding the possible advantages, Marsh and Hattie (2002) suggest that blended learning strategies can be used for learners with multiple intelligences in the classrooms. It might be considered as an effective educational model except for the educational expenses and acceptance (Zhonggen, 2015).

2.3.1.1. Blended Learning Benefits for Foreign Language Education

As the research on blended learning has significantly advanced, within the scope of English language teaching, the term 'blended learning' has been broadly used since at least 2007, when Sharma and Barrett (2008) published the best practices for blended learning book (Hockly, 2018) to respond the emergent needs of educators. In terms of ESL and EFL contexts, several advantages and additional learning opportunities of blended learning were reported in the literature. Compositing learner-centered instruction and the newest technology is regarded as the essence of blended learning, which serves as a valuable educational tool for foreign language learners (Arkhipova & Bozzoli, 2018). In a study by Hubackova (2015), it is regarded as being gradually the most effective method for teaching

a foreign language. Aborisade (2013) stated that small space classrooms and larger class sizes, teacher discontent with the features of traditional teaching because of the insufficient exposure to the foreign language might be valid reasons for applying blended learning strategies in classes. Blended learning is seen as an option because of supporting the language teachers with visuals broadening students' appeal, rather than speaking monotonously to a class or a group (Arkhipova & Bozzoli, 2018). Researchers encourage teachers and educators to apply blended learning strategies in EFL classrooms laying down reasons including increasing students' motivation and involvement in the sessions (James, 2016) since motivation is one of the remarkable components of blended learning and plays a key role in learning a foreign language. The belief of different language skills can be enhanced by this motivation was proved by scientific studies in the literature. Yoon and Lee (2010) favor blended learning stating that students' motivation can be improved through blended learning and accordingly important aspects of language learning such as communication, cooperation, and autonomy can be promoted. Liu (2013) agrees that applying blended learning strategies is more stimulating and encouraging for the learners of a language since it provides two different types of learning platforms. Arkhipova and Bozzoli (2018) reported that blended learning gives teachers a chance to meet the needs of students of different ages biologically and psychologically by strengthening students' motivation to acquire a second language, influencing their performance for learning outcomes. Banditvilai (2016) agrees on this idea with the findings of another study that web-based practices are directly effective for four language skills since it helps learners be more autonomous and motivated learners. According to Ghazizadeh and Fatemipour (2017), specifically reading skills of the learners can be improved by using blended learning strategies. Similarly, in another study, Shih (2010) asserted that the speaking skills of the learners besides their grammar, pronunciation, gestures, and eye contact abilities can be strengthened by making use of the benefits of blended learning. In a study, blended learning methods were proved to strengthen different kinds of grammar and speaking tasks encouraging intense and well-built skills. (Arkhipova & Bozzoli, 2018). As regards speaking and writing skills, blended learning provides digital content to the learners by letting them access authentic materials and native speakers' speech, which is important for improving productive and receptive skills (Arkhipova & Bozzoli, 2018). Djiwandono (2013) remarked on the effectiveness of blended learning for teaching vocabulary in EFL classrooms by concluding that there is a strong connection between the use of online learning tools and the enhancement of language skills. In the study of Al-Saleem et al. (2010), it was reported that the speaking skills of English language learners can be improved thanks to blended learning strategies. Likewise, Grgurovic (2011) found out that four language skills can be

strengthened with blended learning contexts and there were also reported that learners and teachers have also positive views on blended learning in the English language teaching context.

Overall, most studies showed that students generally develop positive attitudes and perspectives toward blended learning (Al-Shaer, 2013) and this type of education has a positive impact on their language learning process and experiences. Furthermore, the blended learning format is not only acceptable but also preferred by today's generation since they can easily and quickly deal with the technology (Hubackova & Semradova, 2016) as most scholars suggest that younger students have become more digital learners, which means ignoring new technology in English language teaching to the field is not a preference any longer (Arkhipova & Bozzoli, 2018). Considering its role in language instruction, despite its possible challenges and drawbacks, many educational and social benefits of it are also suggested by several lines of evidence and it is strongly recommended to be made use of the advantages in language teaching contexts due to many reasons including enhancing students' language skills, fostering deeper learning, and motivating students (Abdelhak, 2015).

2.3.2. Disadvantages, Faced Issues, Challenges, and Barriers While Blending

Although blended learning has a positive impact on not only the learners but also the learning environment, a remarkable amount of the literature has shown that it might pose some disadvantages, and challenges or might not present direct positive results in the teaching process. In a recent study, Ja'ashan (2015) concluded that some English language learners find blended learning challenging, frustrating or useless and they also believe that it causes them to be antisocial individuals. In another major study, Tosun (2015) claimed that although the students seemed pleased with the blended learning strategies, using these strategies did not actually help them improve their vocabulary knowledge. Similarly, Kregor et al. (2012) defended that the students favor traditional learning ways such as debates and lectures even though they use technological devices such as notebooks or mobile phones.

In one of the studies in the literature, students' not only being autonomous but also not having technological literacy were asserted as challenges for them (Rasheed et al., 2020). In the same study, the teachers were recorded to be inefficient in the use of educational technology. Supplying appropriate instructional technology and required training were stated as the other key challenges for the institutions (Rasheed et al., 2020). In another study, the time-consuming feature of blended learning was emphasized as a challenge for teachers. Teachers reported that allocating some time while preparing and

implementing blended learning strategies for two different (online and face-to-face) platforms is a challenge for them (Ja'ashan, 2015). Likewise, according to a recent study by Milthrope et al. (2018), infrastructure, connection problems and the low socioeconomic level of the students are the key challenges while creating an effective blended learning environment. According to the same study, it is reminded that accessing education at a distance has a cost and not being able to afford it may restrain their learning. In the same way, Stack-Cutler et al. (2017) point to another jeopardy posed by blended learning that unfair digital literacy extends the economic and involvement gaps between people who can access the internet and the others who cannot. Although the article by Smyth et al. (2012) mostly focuses on the positive impacts of blended format, the challenges are also classified under three categories: lack of social interaction, delayed response from the teacher, and bad connection, respectively.

Blended learning is generally identified as the combination of face-to-face and online learning strategies by gathering their merits and benefits. Nonetheless, this approach gave students, teachers, and educational institutions concerns throughout the years such as cultural factors affecting blended learning and its implementation process (Hockly, 2018). In addition, students were recorded to be discouraged sometimes to participate in the online discussions and sessions because of the feeling of distress (Zhu et al., 2009). Accordingly, they may have difficulty in adapting blended learning (Aycock et al., 2002; Bonk et al., 2002), especially in contexts where one of the huge barriers is bad time-management skills, not only a lack of technical knowledge of ICT tools, contrary to assumptions. Despite all the benefits of blended learning approach and strategies, being reluctant to the adapting to innovation became an acute problem at some institutional level. Blended learning was not welcomed by some institutions (Vaughan, 2007), and some even perceived it as a threatening concept (Seife, 2000) since it threatens the unity of traditional methods and principles of teaching despite its affordances like technology-integrated education with online and mobile learning. In the study of Saltan (2017), learners favored attending face-to-face classes consistently since they believed traditional classes produce more desired results, as well as being more authentic and communicative. According to the study conducted by Aviv (2000) conventional atmospheres create belongingness by employing groupwork for discussions and assignments. In a similar vein, some of the previously published studies concluded that blended learning did not work at all in educational contexts. For instance, in 2008, Delialioglu and Yildirim (2008) demonstrated that blended learning means made no difference greater than traditional courses. By drawing on the concept of blended learning, Jackson and Helms (2008) showed that learners mentioned an equivalent number of advantages and challenges of blended learning in a SWOT

analysis study. In another study, Dziuban and Moskal (2011) found that the mode of blended education had no strong correlation with learners' achievements or persistence. The study of Bausmith and Barry (2011) also asserted that blended learning was not proved to be beneficial to the professional development of teachers.

All in all, besides the benefits of blended learning, one must accept that blended learning might create some existing and also unexpected challenges to overcome as mentioned. The important thing is to analyze them and get ready for dealing with those problems to be effective and successful on these platforms (Oliver & Stallings, 2014).

2.4. Framework for Designing Effective Blended Learning Environment (Parameters)

Teachers, course designers, administrators or other shareholders may need a framework of parameters that support them for the implementation of blended learning approach and designing an effective blended learning environment. Designing a blended learning environment may include different arrangements of face-to-face physical classroom learning and e-learning in diverse learning contexts (Garrison & Kanuka, 2004) and ideal combination is generally demanding (McKenzie et al., 2013). Moreover, a variety of methods might be used for planning and implementing blended learning (Oliver & Trigwell, 2005).

Previous research established different frameworks for designing blended learning environment by reminding that there are some points to be taken into consideration while implementing blended strategies. According to Neumeier (2005), six important parameters should be determined before applying blended teaching practices: mode, integration pattern, learning objectives and content, language teaching methods, the participation of the subjects, and place. In the study of Bonk and Graham (2012), six considerations that the teachers should be aware of are identified, which are interaction, learners' choices and self-monitoring, models for support and training, dealing with the digital divide, cultural adaptation, and finding a balance between innovation and production. In the literature, each parameter is strongly recommended to be emphasized on for an effective teaching process. In a review, Oliver and Stallings (2014) proposed that three key steps should be addressed while planning a blended course including contextual issues such as topic or subject suitability, instructional strategy and teaching considerations, and technology considerations. In the study of Dziuban et al. (2005), the factors such as educational aims, student profile, teacher experience and style, training, level of developments, and e-resources were highlighted to be taken into account during the preparation process. Moreover, it was suggested to allocate the required time to get prepared for the blended

course appropriate for the capability and experiences of the students with the provided sources. According to another study, advantages of the different strategies should be taken, and an eclectic method should be created to overcome the weaknesses (Osguthorpe & Graham, 2003). In a similar and very recent study, Anthony (2019) suggested the teachers to be more sensitive and flexible to their students, to combine the different source of data in the assessment process, and to find more meticulous learning activities to get better results in the blended learning model. Regarding flexibility, Poon (2013) also claimed that improving students' motivation to learn by themselves according to their capabilities and suitable time is significant in this format of education. Likewise, Liu and Chiu (2016, as cited in Hockly, 2018) stated another point that while applying blended learning, cultural adaption ought to be tolerated willfully and supervised by focusing on the how existence of a variety of cultural groups and values are included in the curriculum design and teaching. More recently, Muxtorjonovna (2020) stated multiple intelligences in the classroom such as visual, auditory, or kinesthetic should be remembered and different kinds of strategies and materials should be integrated into lessons for effective teaching. According to Moskal et al. (2013), there is not 'most suitable or desirable' blended learning model. Rather, some critical achievement factors affect the process, including educational goals and objectives; cooperation between the aims of the people who administer the institution and its staff; organizational capacity; institutional and course development support; support for online learners and institution; practical and powerful infrastructure; longitudinal data collection and analysis; policy-making development; and financial plan. For instance, Whittaker (2013, p.181) proposes a four-step process for creating a blended learning course, which includes:

1. Thinking deeply about the learning and teaching context, to determine why blended learning approach should be applied and to identify the drawbacks of the design.
2. Deciding on the technological components of the design, determining the delivery mode (traditional or online), determining on how much time students will spend on either delivery, besides determining the pedagogic objectives of each format and how these fit into the broader methodology of the blended learning. Making comprehensive decisions on the time- schedule, such as the quantity, scheduling, and place of the in-person sessions making up the blended course, is also a part of the second step.
3. Thinking deeply about students and teachers; for instance, the individuals involved in the course planning process, their roles, and interaction patterns incorporated in both physical classrooms and technology integrated elements of the course comprises the third step of the design. Other significant considerations to examine

at this step include the ways of educators and students encouraged in the transition to a blended learning design, how much autonomy students will require, and what ratio of the students to the instructors' technological content of the course will have. The last issue includes the demands on the instructor's time, as well as the ways and times that the feedback on students' outside-of-class work is given.

4. The last step of the design is determining the evaluation and development of the design, as a part of continuing repeated course design process.

In EFL and ESL contexts, it is difficult to conclude with the variety of contexts where blended learning can be implemented, the wide range of elements affecting language education, and multiple forms of blended learning may occur; comparing the studies is demanding and drawing absolute conclusions about its effectiveness is challenging (Hockly, 2018). McCarthy (2016) asserted that there is a proliferation of studies in the foreign language education field related to blended language learning design. Foreign and second language acquisition, and classroom interaction research, besides the information on corpus linguistics, were cited since they are highly beneficial for the program designers to achieve a good balance between face-to-face learning and e-learning activities. According to Sharma and Barrett (2008), teachers' attitudes towards the use of technology, learners' level of English, instructors' technological skills, learners' access to the technology, and the cost will affect the blended learning process in a language teaching context.

As for the incentives for planning and implementing blended courses, some institutions and administrators encourage and support their teachers to plan and implement blended courses with extra salaries, awards, promotions, or appreciation (Fetters & Duby, 2011; Garrison & Vaughan, 2013; Story & DiElsi, 2003). It was also suggested that the teachers implementing blended courses should be provided some time (6 months) to get prepared for the new courses and also be taught effective practices and gain experiences from their experts who became more accustomed to the digital learning strategies (Benson et al., 2011; Cowie & Nichols, 2010). They are suggested to develop specialized skills for blended teaching contexts to teach effectively (Graham et al., 2019).

2.5. The Social Presence Theory, Models, and Blended Learning: Theoretical Fundamental of the Research

Using blended learning in teaching allowed educators and learners an opportunity to realize that it may create disadvantages in the socializing field (AlKhaleel, 2019) as mentioned in the sections above. It was shown that the social dimension of blended

learning, social presence, might be one of the key factors affecting the blended learning experience and it should be discussed in detail for some apparent reasons stated below. Several studies proved that social presence is a key factor in the effectiveness of online classes (Beaudoin, 2002; Garrison & Arbaugh, 2007; Garrison et al., 2000; Richardson et al., 2016). Besides a large and growing body of literature investigating social presence theory in many branches of sciences, the existing literature on the social dimension of online learning was extensive and focused particularly on studies in distance and blended learning (Bowers & Kumar, 2015; Gunawardena & Zittle, 1997; Horzum, 2017; Lowenthal, 2009; Lowenthal, 2012; Picciano, 2002; Richardson & Swan, 2003; Rourke et al., 1999; Rovai, 2002; Stacey, 2002; Swan & Shih, 2005; Tu & Mclsaac, 2002; Tu, 2001; Weidlich & Bastiaens, 2017; Whiteside et al., 2014). In 2003, Biocca et al. suggested more studies for the development of social presence theory in online education; accordingly, several attempts were made to investigate the topic (Kehrwald, 2010; Ponkanen et al., 2011; Portnoy et al., 2010; Schultze, 2010). It was mentioned as an important component of online teaching to be examined since traditional communication cues do not exist in online classrooms. According to Aragon (2003), social presence was stated as one of the critical social factors for improving educational performances and building community sense. Since the instructor and learner are physically apart in online component of blended education, students' sense of presence was thought critical in online education. Rovai (2007) supported the idea that students might experience negative feelings of solitude and alienation since they are physically apart from the other peers. Aiming to decrease or dispose of these experiences, students' sense of presence might be improved. Moreover, social presence was proved to be related to various aspects of online and blended learning including students' attitudes towards the online learning environment (Gunawardena & Zittle, 1997; Hostetter & Busch, 2006; Richardson & Swan, 2003), perceived education (Richardson & Swan, 2003), online course retaining (Liu et al., 2009) and online social interactive relation (Tu & Mclsaac, 2002). Not sufficient social presence may result in a great degree of discomfort, unconscionably judgmental attitudes toward the teachers' efficacy, and affective learning on a minor level (Garrison et al., 2010; Ke 2010).

To date, a large number of published studies (Altun et al., 2008; Gecer & Dag, 2012; Lilje & Peat, 2010) examined the impacts of online interaction and communication on educational platforms and emphasized the use of digital media and social communication platforms that particularly contributing collaborative learning. However, there is a growing body of research stating that particularly online components of blended learning might pose some challenges in terms of interaction and socializing. In a comparative study by Rovai and Jordan (2004), where three classes were compared, it was found that since learners in

a blended course demonstrate a similar sense of community and variability as learners in face-to-face courses, providing the convenience of fully online classes without eliminating face-to-face contact may be sufficient to foster a strong sense of community in learners who would otherwise feel isolated in a fully online course. In a comprehensive study by Collopy and Arnold (2009) conducted with teacher candidates, it was concluded that they feel more isolated while attending classes or working in online formats of the blended learning design. Similarly, Collopy and Arnold's (2009) study reported that the online component of blended learning experiences as a part of a course or work might get the teacher candidates to feel more alone and isolated. Alebaikan (2012) reported that traditional (face-to-face) learning experiences in physical classrooms enable young learners to be motivated by providing a fruitful environment for counseling, interacting, and socializing. Fook et al. (2015) even contended that the inability to eliminate the disadvantages of online learning, particularly restricted communication, and limited interaction feature of it, stimulated the demand for traditional and face-to-face learning experiences.

A variety of definitions of social presence theory was suggested and frequently used in the literature; however, it was originally defined by Short et al. (1976) as 'the degree of salience of the other person in the interaction' and the consequent appreciation of an interpersonal relationship. It was highlighted that it is one of the components and aspects of the communication medium. In broad terms, social presence is regarded as an individual's degree of being noticed in mediated interaction (Gunawardena & Zittle, 1997). Social presence, for Tu (2002), and Richardson and Swan (2003), refers to the amount of being remarkable in an interaction. Osguthorpe and Graham (2003) explained the aim of applying blended learning strategies as finding a harmonious balance between remote access to information and face-to-face interaction with people. From an online learning environment perspective, Tu and McIsaac (2002) identify it as assessing the level of feeling of community that a learner experiences on a distant platform. In another study, it is defined as the degree a student feels personally connected with other learners and the teacher in an e-learning platform (Sung & Mayer, 2012). Despite different definitions of social presence theory in the literature, the main weakness of this theory is its major components. Tu and McIsaac (2002) stated that the concept of social presence is not abundantly apparent despite many definitions of it. Short et al. (1976) relate 'social presence' to 'immediacy' (Weiner & Mehrabian) and 'intimacy' (Argyle & Dean, 1965). Biocca et al. (2001) associate 'social presence' with people, but also broaden its meaning 'interaction' and 'medium'.

In the literature, as well as accepted definitions, different factors influencing social presence and its dimensions were discussed; and a social presence model including five integrated components was highlighted: affective association, community cohesion,

instructor involvement, interaction intensity, and knowledge and experience (Whiteside, 2015). It has been stated that these features determine learners' motivation to assume a role in their own and peers' learning process, accordingly, it might hinder learning outcomes.

The Social Presence Model in Figure 2 was developed in a 26-month study (2003-2005), improved, and published (2005-2007), and examined (2008-present) with many secondary and higher education studies by Whiteside and Garrett Dikkers (2008, 2009, 2012, as cited in Garrett Dikkers et al., 2013) and Garrett Dikkers et al. (2013).



Figure 2. A Social Presence Model (Whiteside, 2015, p.11)

In this study, the developed model in Figure 1 including five integrated components (Affective Association, Community Cohesion, Instructor Involvement, Interaction Intensity, and Knowledge and Experience) for measuring social presence in an online learning environment was applied, explained in detail, and discussed in the following chapters. Overall, this study builds on a growing body of research applying social presence theory to online and blended English learning experiences by addressing these components since it aims to represent an important literacy for blended education and provide a guide for teachers having problems with social presence in their blended learning programs.

In the light of this review, the purpose of this thesis is to discuss the effectiveness of the primary level blended courses, the first of its kind at their school and educational life, especially in terms of English language learning and, to foresee the negative implications and impacts, and accordingly to make possible suggestions for the shareholder groups.

CHAPTER III

3. METHODOLOGY

This chapter presents a description of the research methodology that was followed by the design of the study, setting and participants, data collection instruments and reliability and validity of them, procedures, and data analysis are covered comprehensively.

3.1. Design of Study

Since the main purpose of the study is to investigate the experiences of primary school students' and parents' experiences in blended English classes during their first encounter by making comparisons to the face-to-face education through different variables, a cross-sectional survey design, which is one of the quantitative research methods, was used in the study. Although in longitudinal research, data are collected across various time durations to observe the changes over time (Sedgwick, 2014), cross-sectional study occurs at a given point in time (Connelly, 2016).

Since this study tries to investigate the experiences in the first encounter with the blended English course, and it is flexible, may cover various behaviors of people and circumstances, and might be used with many participants (Polit & Beck, 2009), the cross-sectional study design was applied in the study.

3.2. Setting and Participants

The study was conducted at two state primary schools (Özkan Ağış Primary School and Cumhuriyet Primary School) in Taşova, Amasya in March 2021 (2020/2021 Spring semester). At the time of the study, all the schools in Turkey, as in many other countries in the world, had to adopt online or blended education because of the Covid-19 pandemic. Participant students and parents had been experiencing compulsory blended English courses for almost six months when the survey was conducted.

All the students and parents filling out the questionnaires were selected based on availability and willingness to take part in the study, which means convenience sampling, one of the non-probability sampling methods, was used. This kind of sampling involves choosing the participants who are willingly available (Mertens, 2019). The rationale for selecting this technique was through the availability of naturally formed groups (Creswell, 1994) and serving practical purposes such as close geographical location, availability in a specific period, being accessible, or willingness to participate in the study (Dörnyei, 2007).

Descriptive profiles of the students and parents who participated in this study are illustrated and summarized in Table 1 and Table 2 below.

Table 1. Demographic Data of the Participant Students

Variables		f	%
Gender	Male	61	41.5
	Female	86	58.5
	Total	147	100.0
Grade	2 nd Grade	46	31.3
	3 rd Grade	49	33.3
	4 th Grade	52	35.4
	Total	147	100.0
Age	7	9	6.1
	8	46	31.3
	9	41	27.9
	10	42	28.6
	11	9	6.1
	Total	147	100.0
Parents' Education Level	Primary School	49	33.3
	Graduate		
	Middle School	22	15.0
	Graduate		
	High School	52	35.4
	Graduate		
	University Graduate	24	16.3
	Total	147	100.0

in this study comprised 147 primary school learners of English (2nd, 3rd, and 4th grades) aged between 7 and 11 with the mentioned demographic information.

Table 2. Demographic Data of the Participant Parents

Variables		f	%
Gender	Male	34	24.6
	Female	104	75.4
	Total	138	100.0

Employment Status	Employed	59	42.8
	Unemployed	79	57.2
	Total	138	100.0
Age	20-29	15	10.9
	30-39	88	63.8
	40-49	31	22.5
	50-59	4	2.9
	Total	138	100.0
Education Level	Primary School Graduate	39	28.3
	Middle School Graduate	39	28.3
	High School Graduate	36	26.1
	University Graduate	24	17.4
	Total	138	100.0

In the study, 138 parents (104 female and 34 male) whose children are studying at the same schools with the mentioned demographic information were participated.

3.3. Data Collection

3.3.1. Instruments

The data collection tool was adapted from a questionnaire used in a study named “More Confident Going into College: Lessons Learned from Multiple Stakeholders in a New Blended Learning Initiative” by Whiteside et al. (2016) and e-mail permission was obtained from the researchers developing the instrument. The expert opinion of the supervisor of this study was taken and the questions were finalized based on the feedback obtained from two experts in their fields. Besides, five learners were requested to check the clarity of the items and suggest corrections if necessary. The adapted questionnaires for both primary level students and their parents experiencing their first English blended course were translated into Turkish and 2 more English teachers’ and 2 academicians’ advice were taken to make sure that all the questions were fully comprehended by participants and not to cause any misunderstandings. While taking experts’ opinions, interrater reliability was applied since different assessors were asked to give subjective opinions on the same objective (Shou et al., 2022). A rating form (see Appendix 4) was sent to the experts and requested their opinions to see to what extent two or more individuals agree (Fink, 2010). After the questions were confirmed by the experts, 2 different surveys were formed through Google-Forms.

In the student questionnaire, open-ended and complex questions in the original survey were converted into closed-ended questions or multiple-choice questions with the consent of the advisor and experts since the age of the participant students may not be suitable for the related open-ended questions. Respondent students were required to answer the questions easily with the given choices without requiring explaining their ideas in their own words. However, in the last section of the questionnaire, any other ideas were allowed to be shared through the “other things that you want to add” part. The student questionnaire consisted of 36 questions, including a mix of survey question types (demographic, yes/no, multiple-choice, multiple answers, and Likert-type items). It must be noted that five-point Likert-type items range from 1 to 5 (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, and 5: strongly agree) in the findings section for the analysis of both questionnaires.

- The items (1-8) identify students' experiences with blended English education
- The items (9-15) identify students' opinions about blended English education
- The items (16-17) are about blended English education at students' schools
- The items (18-26) analyze blended English education in terms of the Social Presence Model with the following sub-categories
 - Affective Association
 - Community Cohesion
 - Instructor Involvement
 - Interaction Intensity
 - Knowledge and Experience
- The items (27-29) are about students' personal preferences for blended or traditional classes
- The items (30-36) are related to students themselves and their demographic information

The parent questionnaire included 31 questions (Likert-type, yes/no, multiple-choice, multiple answers, demographic questions, and an open-ended question) in total.

- The items (1-4) consist of questions about blended English education term
- The items (5-21) identify their children's experiences with blended English education
- The items (22-23) are about parents' opinions about blended English education
- The items (24-25) are about blended English education at students' schools
- The items (26-31) are about parents themselves and their demographic information

3.3.1.1. Reliability and Validity

The original survey was stated as validated and reliable in “More Confident Going into College”: Lessons Learned from Multiple Stakeholders in a New Blended Learning Initiative study. Whiteside et al. (2016) reported employing Cohen’s kappa and their coding was .80 showing an excellent range (Cicchetti, 1994).

The English questionnaires were translated and conducted in the Turkish language for the first time and validated by an expert opinion. Moreover, 2 English teachers and 2 academicians filled out expert opinion forms for the translated and adapted questionnaires.

To ensure reliability, the adapted questionnaires were piloted on 20 students and parents, and then Cronbach’s Alpha was used to determine the reliability coefficient.

Table 3. Cronbach’s Alphas for Student and Parent Questionnaires

	Cronbach's Alpha	N of Items
Student questionnaire	.75	65
Parent questionnaire	.80	52

The values of the student and parent questionnaires using SPSS were found as .75 and .80, respectively which indicates a high level of internal consistency for the questionnaires and reliability. Reliability calculation of quantitative data was done with Miles and Huberman's (1994) formula. According to Nunnally (1978), this value should be above 0.70 for a survey to be reliable, thus the surveys could be stated as reliable.

3.3.2. Procedure

After the literature was reviewed, the instruments related to blended learning experiences were found. As stated before, e-mail permission was obtained from the researcher developing the instrument. After making required revisions thanks to the expert opinions, the legal procedure was followed and permission from Amasya Provincial Directorate for National Education and school principals was taken by indicating the aim and the method of the study before the application of the questionnaire. After getting the necessary permission, two online questionnaires through Google forms were created (see Appendix 1) and sent to the parents and students via WhatsApp along with a short information about the aim of the study. Sessions for both questionnaires lasted for approximately 10 minutes for each participant and the participants were requested to approve informed consent form before taking part in the study. The questionnaires were in the native language of the participants for the same reason Harkness and Schoua-Glusberg (1998) stated as the most common cause for translated questionnaires, which is not able

to find a suitable questionnaire to be applied in the native language. In this way, data collection procedures started, and data were collected in March 2021 and lasted 4 weeks.

3.4. Data Analysis

Completed student and parent questionnaires were exported from an Excel Spreadsheet into the SPSS software program separately, then analyzed. The gathered data was converted to descriptive analyses and the SPSS software program was used to do the statistical analyses of the data obtained from the questionnaires. Firstly, the internal consistency of both questionnaires was analyzed, and Cronbach Alpha was calculated. The frequency and descriptive analysis of quantitative data obtained from the questionnaires were done to show primary school students' and parents' compulsory blended English learning experiences and perceptions in their first encounters. To analyze the significant differences in the participants' views based on demographic information, two-sample T-tests and one-way between-subjects ANOVA were conducted. A Pearson correlation coefficient was also computed to determine the relationship between one component of The Social Presence Model and one another. At the end of the analysis, the results were reported as percentages and numbers with tables.

CHAPTER IV

4. FINDINGS

In this chapter, the research questions will be presented and discussed in detail focusing on two shareholder groups' (primary school students and parents) experiences in the light of the findings of the collected data.

4.1. Student Survey

This section analyses the following 7 questions about the first blended English learning program in detail.

1. What are the experiences of the primary school students in the first blended English learning initiative?
2. What are the perceptions of primary school students regarding the advantages and disadvantages of blended English learning?
3. What are the primary school students' opinions about blended English learning?
4. Are there statistically significant differences in students' views about blended English learning based on:
 - a) gender
 - b) having an internet connection at home or not
 - c) grades
 - d) parents' educational background
5. What are the experiences of the primary school students in the first blended English learning initiative in relation to Social Presence Theory?
6. Are there significant relationships among the sub-categories of The Social Presence Model based on students' views?
7. What are the students' personal preferences for blended, face-to-face, or online English classes?

4.1.1. What are the experiences of the primary school students in the first blended English learning initiative?

This research question aims to measure students' experiences about blended English learning mostly get them to make comparisons with face-to-face English classes. For the exploration of the data, the students firstly ranked 5 items from Strongly Disagree, Disagree, Neutral, Strongly Agree to Agree related to blended English course workload (item 2),

required time (item 3), levels of learning (item 4), learner autonomy (item 5) and responsibility (item 6) variables. The responses given to this category are presented in percentages and frequencies in Table 4.

Table 4. Students' Experiences with Blended English Learning

	Strongly Disagree				Neutral				Strongly Agree			
	Disagree		Disagree		Neutral		Agree		Agree		Agree	
	f	%	f	%	f	%	f	%	f	%	f	%
2- Our blended English lessons required more work than my traditional classes.	6	4.1	19	12.9	14	9.5	65	44.2	43	29.3		
3- The amount of time I spend on work for this English blended course was more than our traditional lessons.	2	1.4	25	17.0	20	13.6	74	50.3	26	17.7		
4- After completing this English blended course, I feel I learned less than I usually learn in my traditional classes.	14	9.5	46	31.3	17	11.6	43	29.3	27	18.4		
5- In this blended English course, I usually feel like I have more control over my learning.	2	1.4	37	25.2	16	10.9	64	43.5	28	19.0		
6- In this blended English course, I usually feel like I must take more responsibility for my learning.	0	0.0	8	5.4	7	4.8	93	63.3	39	26.5		

As shown in Table 4, most respondents think blended English classes required more work than traditional (face-to-face) English classes since 44.2% (f=65) of the students responded "Agree" and 29.3% (f=43) of them responded, "Strongly Agree". According to the responses given to item 3, students spend more time on blended English course work compared to the traditional classes because 50.3% (f=74) of the students agreed on the related item and 17.7% (f=26) of them strongly agreed.

Item 4 with mean score (3.15) indicated that there is not any significant result about the levels of learning in both (blended and face-to-face) learning experiences for the

students. Item 5 showed that students have more control over their learning in their blended English course experiences with 43.5% (f=64) “Agree” and 19% (f=28) “Strongly Agree” answers. According to the answers given for Item 6, students feel they must take more responsibility for their learning in their blended English classes compared to face-to-face classes because 63.3% (f=93) of them responded with “Agree” and 26.5% (f=39) of them with “Strongly Agree”.

4.1.2. What are the perceptions of primary school students regarding the advantages and disadvantages of blended English learning?

The second part of the questionnaire aimed to explore students’ perceptions regarding the disadvantages and advantages of blended English learning. For the exploration of the data, the students were asked to tick the sentences that are suitable for them and their experiences in item 8 and item 9.

Table 5. Students’ Perceptions Regarding the Advantages of Blended English Learning

	No		Yes	
	f	%	f	%
S1. I feel safer during online lessons because of not having the fear of getting sick (like covid-19).	15	10.2	132	89.8
S2. During online lessons, I can attend the lessons wherever and however I want, without having to go to school.	63	42.9	84	57.1
S3. Because few students usually attend our online English lessons, I can understand the lesson better.	111	75.5	36	24.5
S4. I don't have to wear a mask in online lessons, and I can wear the clothes I want.	38	25.9	109	74.1
S5. Outside of the classroom, I can do online activities in English.	74	50.3	73	49.7
S6. Learning to use computers, phones, and other devices rather than using them for playing games is great.	74	50.3	73	49.7
S7. During our online lessons, I don't have to carry heavy bags, or the materials required for each lesson, it is enough to attend the lesson with whatever resource is required for the lesson.	46	31.3	101	68.7

S8. I don't have to wake up early to attend the lessons we do online.	95	64.6	52	35.4
S9. I feel more motivated in our blended English lessons, compared to face-to-face lessons.	109	74.1	38	25.9
S10. No matter what, it's nice to find the opportunity to take blended education.	24	16.3	123	83.7

As can be seen in Table 5, 89.8% (f=132) of the students see online classes as an advantage because they believe it gives them a chance to protect themselves from pandemic as it is now (schools are closed entirely or partially in Turkey because of covid-19 pandemic) (S1). The answers given to S2 indicated that 57.1% (f=84) of the respondents agreed with the flexibility of the blended learning approach. In the S3, 24.5% (f=36) of the students agreed that few students attend their online classes and being a small number of students in a class is an advantage for understanding the lesson better. According to the answers given to S4, 74.1% (f=109) of the respondents agreed on the idea that they feel more comfortable while studying online classes, which also mean they find online learning environment more convenient and flexible. For S5 and S6, 49.7% (f=73) of the students stated that it is good to do online English activities outside the classroom and learning to use educational tools and applications effectively is an advantage, too. In S7, 68.7% (f=101) of the students reported that during online lessons, they do not have to carry heavy bags, or the materials required for the classes, which means participants are in favor of online classes thanks to its comfortableness and flexibility. According to the answers given to S8, 35.4% (f=52) of the students have more flexible schedule for their blended classes compared to face-to-face classes. In S9, 25.9% (f=38) of the respondents stated they feel more motivated in their blended classes compared to traditional classes. S10 revealed that 83.7% (f=123) of the students are in favor of blended education experiences despite all the drawbacks, which means they are aware that taking advantage of this blended education experience positively contribute to their development.

To investigate the distinct disadvantages and challenges experienced by the primary school students in a blended English learning environment, 12 statements were given to the students, and they were asked to tick the statements that were suitable for them.

Table 6. Students' Perceptions Regarding the Disadvantages of Blended English Learning

No	Yes
----	-----

	f	%	f	%
S11. During online lessons, I often have connection problems (late connection, freezing, audio or video problems, etc.), which shortens my time to follow the lesson effectively.	30	20.4	117	79.6
S12. We cannot afford distance education (it may not be possible), it is expensive for us to access the internet and online resources.	122	83.0	25	17.0
S13. I am happier when I am physically together with my friends and teachers, distance education does not allow this.	31	21.1	116	78.9
S14. Online lessons do not allow me to socialize. I do not have a chance to chat or play games with my friends during breaks.	40	27.2	107	72.8
S15. The lessons we do online are not as active and fun as the lessons we do face-to-face.	58	39.5	89	60.5
S16. During the periods when blended education is offered, I confuse lesson hours and days, and cannot follow them.	127	86.4	20	13.6
S17. My learning process is negatively affected because I cannot attend all the blended classes.	110	74.8	37	25.2
S18. Because the classes numbers are made fewer, I attend less than my weekly class hours, which negatively affects my learning process.	86	58.5	61	41.5
S19. I can't express myself enough in the online lessons, I don't have the opportunity to talk much, I feel like we are more crowded online with the same class number.	83	56.5	64	43.5
S20. Looking at the screen all the time in online lessons affects my health negatively (head, eye, or low back pain, etc.)	69	46.9	78	53.1
S21. During online lessons, things happening at home distract me and my concentration is impaired.	79	53.7	68	46.3
S22. During online lessons, I may run out of battery or face a technical problem.	55	37.4	92	62.6

As shown in Table 6, 79.6% (f=117) of the students stated that they might encounter technical problems during online classes, and they see it as a major disadvantage since it shortens the time to follow the lesson effectively (S11). Although the study was conducted in an environment where middle class families live, only 17% (f=25) of the respondent students expressed they cannot afford distance education tools (S12). According to the answers given S13, 78.9% (116) of the primary school students want to be physically present in their classes which motivate them for the lessons. S14 supports this idea since 72.8% (f=107) of the students stated they want to socialize and interact with their peers at the physical school environment. S15 indicated that 60.5% (f=89) of the students felt that the lessons in face-to-face format are more active and funnier compared to blended courses, which means they have a strong preference for traditional classes. S16 showed that the number of the students who confuse blended class hours is very limited with the percentage of 13.6% (f=20) although they are not older students and may not be autonomous learners on highest degree. 25.2% (f=37) of the students reported that they may not attend all the blended classes for some reasons and stated that it is one of the downsides (S17). 41.5% (f=61) of the respondents think that their learning process is affected negatively since the class numbers were decreased because of the pandemic rules and students cannot attend all the classes they had been before pandemic and blended education term (S18). According to the answers given to S19, 43.5% (f=64) of the students cannot express themselves precisely in distance education, which means they might have breakdowns in communication, and it will be analyzed under next title "Social Presence Model" in detail. Although a big number of students stated that online classes is an advantage to keep healthier during pandemic; however, 53.1% (f=78) of them also believe that they have some health problems since they have to sit in front of the computer for long hours and it affects their organs and health negatively. (S20). 46.3% (f=68) of the respondents reported that home environment disturbs their concentration, which means their family and home environment is not suitable for studying (S21). Lastly, in S22, 62.6% (f=92) of the students stated that they may run out of battery or encounter a technical problem as mentioned one of the previous statements.

4.1.3. What are the primary school students' opinions about the first blended English learning initiative?

The questionnaire items 9, 10, 11, 12, 13, 14, and 15 were asked participants to find out learners' opinions about blended English education.

Table 7. Students' Opinions about Blended English Learning

	Strongly Disagree				Neutral				Strongly Agree			
	Disagree		Disagree		Neutral		Agree		Agree		Agree	
	f	%	f	%	f	%	f	%	f	%	f	%
9- I seem to learn as much or more in English blended classes than I do in traditional classes.	11	7.5	41	27.	31	21.	40	27.	24	16.		
				9		1		2		3		
10- In general, blended English classes prompt me to take more responsibility for my own learning.	0	0.0	13	8.8	21	14.	78	53.	35	23.		
						3		1		8		
11- I believe blended English classes have allowed me to succeed in classes that would have been challenging for me in a face-to-face format.	6	4.1	45	30.	36	24.	40	27.	20	13.		
				6		5		2		6		
12- Blended English classes make learning more accessible to me.	1	0.7	14	9.5	18	12.	86	58.	28	19.		
						2		5		0		
13- Blended classes are a fad that will eventually fall out of fashion.	33	22.	51	34.	20	13.	27	18.	16	10.		
		4		7		6		4		9		
14- I am satisfied with my blended English learning experiences.	5	3.4	11	7.5	15	10.	60	40.	56	38.		
						2		8		1		
15- Comparing blended and face-to-face courses, blended English learning takes significantly more time and resources.	0	0.0	26	17.	32	21.	64	43.	25	17.		
				7		8		5		0		

As can be seen in Table 7, item 9 showed that there is no significant result among participants' opinions about the levels of learning experiences with mean score (3.17). About item 10, 53.1% (f=78) of the participants responded "Agree" and 23.8% (f=35) responded "Strongly Agree", which means most students believe they must take more responsibility for their learning in blended English classes. Item 11 aimed to find out whether students believe blended English classes give them a chance to succeed in classes that might be challenging in the traditional format. 27.2% (f=40) agreed and 13.6% (f=20) strongly agreed with the idea; however, mean score for the item was 3.15. Most of the participant students (58.5% (f=86) of them agreed, 19% (f=28) of them strongly agreed) believe that blended English classes make learning more accessible for them (item 12). When the students were asked whether they believe blended classes will go out of fashion

(item 13), the responses were generally negative: 34.7% (f=51) of the students responded “Disagree” and 22.4% (f=33) of them marked “Strongly Disagree”. The next item, item 14, was about students’ satisfaction with the blended English learning experiences. Most of the students (40.8% (f=60) agreed and 38.1% (f=56) strongly agreed) stated that they were generally pleased with their blended English class experiences. For item 15, 43.5% (f=64) of the students agreed and 17% (f=25) of them strongly agreed that blended education takes more time and resources compared to face-to-face English classes.

Table 8. Students’ Responses to the item *“Our school and district were successful in carrying out blended English classes.”*

	f	%
Strongly Disagree	1	.7
Disagree	6	4.1
Neutral	15	10.2
Agree	74	50.3
Strongly Agree	51	34.7
Total	147	100.0

As shown in Table 8, the majority of the respondents, with mean score (4.14), agreed that their school and district were successful in carrying out blended English classes.

Table 9. Students’ Responses to the item *“Our blended English classes were not as bad as we had worried in our school and district.”*

	f	%
Strongly Disagree	1	.7
Disagree	7	4.8
Neutral	12	8.2
Agree	80	54.4
Strongly Agree	47	32.0
Total	147	100.0

As shown in Table 9, the majority of the respondents, with the mean score (4.12), agreed that blended English classes were not as bad as they had worried.

4.1.4.a. Are there statistically significant differences in students' views about blended English learning based on gender?

Table 10. Differences in Students' Views about Blended English Learning Based on Gender

		N	Mean	Std.	Std. Error Mean
				Deviation	
Questionnaire	Male	61	3.56	.39	.05
_Mean	Female	86	3.68	.46	.05

A total score was calculated for the Likert-items questions in the questionnaire which summarizes students' views about blended English learning and whether there is a statistically significant difference in students' opinions based on their gender was investigated. As shown in Table 10, there was not a significant difference in terms of gender between female students ($M = 3.68$, $SD = .46$) and male students ($M = 3.56$, $SD = .39$).

Table 11. Independent Samples Test for the Differences in Students' Views about Blended English Learning Based on Gender

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	df	Sig. (2- tailed)	Mean Difference	Std Err or Difference	95% Confidence Interval of the Difference		Upper
								Lower	Upper	
Questionnaire_Mean	Equal variances assumed	1.21	.27	-1.54 145	.12	-.1	.07	-.25		.03
	Equal variances not assumed			-1.58 140.50	.11	-.11	.07	-.25		.02

While investigating whether there is a statistically significant difference in students' views about blended English learning based on gender, a two-sample t-test was also

Another two-sample t-test was performed to compare the students “having an internet connection at home” and the students “not having an internet connection at home” and the analysis of the test is illustrated in Tables 13 above. It was proved that there was not a significant difference in participants’ views in terms of the “having an internet connection at home or not” variable in the following values: $t(145) = .19, p = .84$.

4.1.4.c. Are there statistically significant differences in students’ views about blended English learning based on their grades?

Table 14. Differences in Students’ Views about Blended English Learning Based on Their Grades

	Sum of				
	Squares	df	Mean Square	F	Sig.
Between Groups	.35	2	.17	.90	.40
Within Groups	27.99	144	.19		
Total	28.34	146			

A one-way between-subjects ANOVA was conducted to compare the effect of grade levels of the students on the mean of the questionnaire in 2nd, 3rd, and 4th-grade conditions. The analysis of the test is illustrated in Table 14 above. There was not a significant effect of grades on the mean of the questionnaire at the $p < .05$ level for three levels [$F(2,144) = .90, p = .40$].

4.1.4.d. Are there statistically significant differences in students’ views about blended English learning based on their parents’ educational background?

Table 15. Differences in Students’ Views about Blended English Learning Based on Parents’ Educational Background

	Sum of				
	Squares	df	Mean Square	F	Sig.
Between Groups	1.78	3	.59	3.20	.02
Within Groups	26.56	143	.18		
Total	28.34	146			

Another one-way between-subjects ANOVA was conducted to compare the effect of the parents’ educational background on the mean of the questionnaire in primary school graduates, middle-school graduates, high school graduates, and university graduates

conditions. As shown in Table 15, there was not a significant effect of grades on the mean of the questionnaire at the $p < .05$ level for four conditions [$F(3,143) = 3.20, p = .02$].

4.1.5. What are the experiences of the primary school students in the first blended English learning initiative in relation to Social Presence Theory?

The Social Presence Model explains the ways how teachers can create a community in a classroom. There are five parts of the model, and this section asks students questions about each of those parts. 9 questions were analyzed for exploration of the data regarding the Social Presence Model dimension of blended English education.

4.1.5.1. Part 1: Affective Association

Under the “Affective Association” title, how much emotional connection is created during blended English classes and how teachers and students show emotion online will be discussed.

Table 16. Students' Responses about the Amount of Emotional Connection Created in Blended English Classes

	f	%
Not at all	7	4.8
A little	10	6.8
Some	82	55.8
A lot	48	32.7
Total	147	100.0

As shown in Table 16, 55.8% ($f=82$) of the students can show “some” amount of emotion, 32.7% ($f=48$) think they can show “a lot of” emotion during classes, 6.8% ($f=10$) of them stated that they can show “a little” emotion, and lastly 4.8% ($f=7$) of them expressed they cannot express their feelings “at all”.

Table 17. The Ways Students Expressed Themselves in Blended English Classes

	No		Yes	
	f	%	f	%
I send emojis	93	63.3	54	36.7
I use chatbox	119	81.0	28	19.0

I use gestures and mimics	65	44.2	82	55.8
I can show my emotions only when I get a chance to speak	59	40.1	88	59.9

When they were asked how they can show their feelings, 59.9% (f=88) stated when they have a chance to speak during classes, 55.8% (f=82) of them reported when they use gestures and mimics, 36.7% (f=54) stated that they send emojis during online classes and 19% (f=28) of them reported that they use written language- chatbox through the applications they use to express their feelings.

4.1.5.2. Part 2: Community Cohesion

Community Cohesion is about being a member of a class: sharing more sources and other things with the group besides thinking of the class (group) all together (as a community).

Table 18. Students' Responses about the Amount of Community Spirit Created in Blended English Classes

	f	%
Not at all	12	8.2
A little	23	15.6
Some	79	53.7
A lot	33	22.4
Total	147	100.0

As shown in Table 18, 53.7% (f=79) of the students reported that "some" amount of community spirit is created in their blended English classes, 22.4% (f=33) of them believe "a lot of" community spirit exists in their course, 15.6% (f=23) stated that there is "a little" community spirit, and 8.2% (f=12) believe that there is not any community spirit in their blended English classes.

Table 19. The Ways Students Form Groups and Represent Themselves as a Community in Blended English Classes

No		Yes	
f	%	f	%

Our teacher can ask us to do any activity by forming groups during the lesson.	76	51.7	71	48.3
I can contact my friends whenever I want to do group work outside of class.	104	70.7	43	29.3
When I need to do group work for any of my assignments, I get help from my teacher.	83	56.5	64	43.5
When I need to do group work for any of my assignments, I get help from my family.	37	25.2	110	74.8
When I need to do group work for any of my assignments, I expect my friends to contact me.	122	83.0	25	17.0
I have never done group work before.	144	98.0	3	2.0

As shown in Table 19, when they were asked to list how they form groups and represent themselves as a community, 74.8% (f=110) stated contacting their friends thanks to their family members when they want to do group work outside the class hours. 48.3% (f=71) of them reported that they do group work activities when their teacher forms groups during the lesson. 43.5% (f=64) of them stated that they get help from the teacher if they want to do group work. 29.3% (f=43) of them can easily contact their friends without any outside assistance if they want to do group study. 17% (f=25) stated that they wait for their friends to get in contact with them and only 2% (f=3) stated that they never do group work.

4.1.5.3. Part 3: Instructor Involvement

As it is evident from its name, teachers' involvement comprises another sub-category of the Social Presence Model and it is as important as other components. This part has to do with how the teachers show their involvement in the learning process of the students in blended English classes.

Table 20. Students' Responses to the item *"In our English blended classes, our teacher is involved in the learning process very much."*

	f	%
Neutral	5	3.4
Agree	52	35.4
Strongly Agree	90	61.2
Total	147	100.0

According to the answers by the respondents and as shown in Table 20, 61.2% (f=90) of the students strongly agree, 35.4% (f=52) of them agree and 3.4% (f=5) are neutral that their English teacher is involved in the learning process very much. There are no negative answers (“disagree” or “strongly disagree”).

Table 21. The Ways Students Believe how their English Teacher is Involved in the Learning of the Class

	No		Yes	
	f	%	f	%
Our English teacher plans and implements activities suitable for the classroom and out-of-class environment.	36	24.5	111	75.5
Our English teacher uses blended education resources and tools effectively.	32	21.8	115	78.2
Our English teacher uses time effectively.	27	18.4	120	81.6
Our English teacher checks our homework and gives feedback.	27	18.4	120	81.6
Our English teacher suggests resources for us to do individual activities outside of the classroom.	60	40.8	87	59.2
Our English teacher makes up for the lessons she missed.	42	28.6	105	71.4

Regarding how the involvement is shown by the teacher, as shown in Table 21, 81.6% (f=120) of the students think that their English teacher uses class time effectively, checks students' homework, and gives feedback. According to 78.2% (f=115), blended education resources and tools are effectively used by the teacher. 75.5% (f=111) reported that their English teacher plans and implements suitable activities for the class and out-of-class environment. 71.4% (f=105) stated that their teacher makes up for the lessons missed. Lastly, 59.2% (f=87) expressed that their teacher suggests resources for them to do individual activities outside of the classroom.

4.1.5.4. Part 4: Interaction Intensity

This part deals with how often participant students interact with each other and how much interaction occurs among them.

Table 22. Students' Responses to the item *"In our English blended classes, I can interact with my friends effectively."*

	f	%
Strongly Disagree	2	1.4
Disagree	12	8.2
Neutral	23	15.6
Agree	67	45.6
Strongly Agree	43	29.3
Total	147	100.0

Under this sub-category, students were asked whether they can interact in blended English classes effectively, as shown in Table 22, and 45.6% (f=67) stated that they agreed with the idea of interacting effectively. 29.3% (f=43) strongly agreed and 15.6% (f=23) stated they are neutral. 8.2% (f=12) expressed that they disagreed and 1.4% (f=2) strongly disagreed with the idea of interacting effectively with their friends.

Table 23. The Ways Students Interact with Other Students in Blended English Classes

	No		Yes	
	f	%	f	%
I interact through our WhatsApp group or our personal WhatsApp numbers.	29	19.7	118	80.3
I make comments and likes on the EBA platform.	93	63.3	54	36.7
We interact through other platforms (Edmodo, E-blog).	139	94.6	8	5.4
I don't interact much other than in our online classes.	95	64.6	52	35.4

When they were asked to share the ways they interact with other people in online classes, as shown in Table 23, 80.3% (f=118) of them stated they use the WhatsApp application, and 36.7% (f=54) reported that they make comments and likes on the EBA platform (a website used all around Turkey for educational purposes). 35.4% (f=52) expressed they do not interact much except for online classes, and 5.4% (f=8) stated that they use other online educational platforms.

4.1.5.5. Part 5: Knowledge and Experience

“Knowledge and Experience” is one of the sub-categories and key elements for creating a social presence in a class. It has to do with the ways students share what they already know about the online classes and any experiences they have working with the content of those lessons.

Table 24. The Number of Opportunity Students Have to Share the Things They Knew and Experienced

	f	%
Not at all	3	2.0
A little	6	4.1
Some	91	61.9
A lot	47	32.0
Total	147	100.0

The students were asked how many opportunities they get to share the things they already know and experienced. As shown in Table 24, 61.9% stated that they can have “some”, 32% (f=47) said “a lot” and 4.1% (f=6) reported “a little” opportunity to share their knowledge and experiences. Only 2% (f=3) of the students stated that they can make sharing “not at all”.

4.1.6. Are there significant relationships among the sub-categories of The Social Presence Model based on students’ views?

Table 25. The Relationships Among the Sub-Categories of The Social Presence Model Based on Students’ Views

		Knowledge and Experience				
		Affective Association	Community Cohesion	Instructor Involvement	Interaction Intensity	
Affective Association	Pearson	-	.23**	.32**	.65**	.37**
	Sig. (2-tailed)		.00	.00	.00	.00
	N	-	147	147	147	147
Community Cohesion	Pearson	-	-	.08	.17*	.24**
	Correlation					

	Sig. (2-tailed)	-		.28	.03	.00
	N	-	-	147	147	147
Instructor Involvement	Pearson Correlation	-	-	-	.37**	.23**
	Sig. (2-tailed)	-	-		.00	.00
	N	-	-	-	147	147
Interaction Intensity	Pearson Correlation	-	-	-	-	.39**
	Sig. (2-tailed)	-	-	-		.00
	N	-	-		-	147
Knowledge and Experience	Pearson Correlation	-	-	-	-	-
	Sig. (2-tailed)	-	-	-	-	-
	N	-	-	-	-	-

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The results indicate a significant positive relationship between Affective Association and Community Cohesion components ($r=.23$, $p=.00$). Instructor Involvement ($r=.32$, $p=.00$), Interaction Intensity ($r=.65$, $p=.00$), and Knowledge and Experience ($r=.37$, $p=.00$) components are also significantly correlated with the Affective Association component. Moreover, there is a significant positive relationship between Community Cohesion and Interaction Intensity component ($r=.17$, $p=.03$) and the Knowledge and Experience component ($r=.24$, $p=.00$). According to the findings, there is a significant positive relationship, too between the Instructor Involvement element and Interaction Intensity ($r=.37$, $p=.00$). There is also a significant relationship between Instructor Involvement and Knowledge and Experience components ($r=.23$, $p=.00$). Lastly, the results indicate a significant positive relationship between Interaction Intensity and Knowledge and Experience elements ($r=.39$, $p=.00$).

4.1.7. What are the students' personal preferences for blended, face-to-face, or online English classes?

Table 26. Students' Preferences for Delivery Formats of English Classes

	f	%
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Online English classes	14	9.5
Face-to-face English classes	101	68.7
Blended English classes	30	20.4
I don't have a preference	2	1.4
Total	147	100.0

As can be seen in Table 26, 68.7% (f=101) of the students reported that they prefer traditional (face-to-face) classes. According to the statements of 20.4% (f=30), they are in favor of blended English classes. 9.5% (f=14) of them choose online English classes and lastly, 1.4% (f=2) of them stated that they do not have a preference.

Table 27. Students' Views on Blended English Classes

	f	%
Positive	112	76.2
Negative	7	4.8
Neutral	28	19.0
Total	147	100.0

Although only 20.4% (f=30) of the students stated that they prefer blended classes to online or face-to-face classes as shown before in Table 27, 76.2% (f=112) of them commented positively on blended English classes they have attended as Table 27 illustrated, which means the educational process was completed effectively to some degree. 19% (f=28) of the respondent students were neutral about their blended education experiences; only 4.8% (f=7) had negative thoughts about blended English classes.

As the last question of the survey, students were asked whether they want to be offered more blended courses, and answers were illustrated in Table 28 and analyzed below.

Table 28. Students' Views on Taking More Blended English Classes

	f	%
Yes	94	63.9
No	26	17.7
Neutral	27	18.4
Total	147	100.0

If the students are given a chance to attend more blended classes as well as face-to-face classes, 63.9% (f=94) reported that they would like to get more experience of it. 17.7% (f=26) stated that they do not want to take more blended courses and lastly 18.4% (f=27) of them were neutral about taking more blended courses or not.

4.2. Parent Survey

In the current study, very similar questions were asked to another shareholder group, parents, to identify their experiences, opinions, and perceptions of them. This section analyses the following 3 questions about their first encounter with the blended English learning program in detail.

1. What are the experiences of the parents having a child or children experiencing the first blended English course?
2. What are perceptions of the parents having a child or children experiencing the first blended English course, regarding the advantages and disadvantages of blended English learning?
3. What are the opinions of the parents having a child or children experiencing the first blended English course about blended English learning?

4.2.1. What are the experiences of the parents having a child or children experiencing the first blended English course?

This research question aimed to explore parents' experiences with the first blended English course.

Table 29. Parents' Responses to the Amount of Work Required in Students' Blended English Classes

	f	%
I'm not sure how much work is required for my child's blended classes	7	5.1
I didn't really have any expectations	6	4.3
Less than what my child is required to perform in face-to-face classes	6	4.3
About the same as what my child is required to perform in face- to-face classes	98	71.0
More than what my child is required to perform in face-to-face classes	21	15.2

Total	138	100.0
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As shown in Table 29, contrary to most respondent students thinking that blended English classes required more work than face-to-face classes, 71% (f=98) of the parents think that the work required for their child/children's blended English classes is about the same amount as face-to-face classes.

Table 30. Parents' Responses to the Amount of Time Required to Complete the Work for Students' Blended English Classes

	f	%
I'm not sure how much time is required to complete work for my child's blended classes	4	2.9
I didn't really have any expectations	7	5.1
Less time than I expected	9	6.5
About the same amount of time as I expected	74	53.6
More time than I expected	44	31.9
Total	138	100.0

Although most students pointed out that blended English classes and work take more time compared to traditional classes, 53.6% (f=74) of the parents think that it takes about the same amount of time as they expected; however, 31.9% (f=44) of them stated that it took more time than they expected.

Table 31. Parents' Responses to the item "After completing this blended English class, I felt my child learned...."

	f	%
I'm not sure how much my child learned in these blended classes	7	5.1
Less than my child learned in face-to-face classes	60	43.5
About the same as my child learned in face-to-face classes	56	40.6
More than my child learned in face-to-face classes	15	10.9
Total	138	100.0

In the student questionnaire, although there was not a significant result about the levels of learning when they compared blended and face-to-face classes, 43.5% (f=60) of the parents reported that their child/children learned less than they learned in face-to-face classes, and according to 40.6% (f=56), learned things were nearly same in two types of education (blended and face-to-face classes).

For more exploration of the parents' experiences about their own and children's first blended English education, they were asked to rank 8 statements from Strongly Disagree, Disagree, Neutral, Strongly Agree to Agree including different variables. The responses given to this category are presented in percentages, frequencies in Table 32, and descriptive statistics in Table 33.

Table 32. Parents' Experiences with Students' Blended English Learning

	Strongly Disagree				Neutral				Strongly Agree			
	Disagree		Disagree		Neutral		Agree		Agree		Agree	
	f	%	f	%	f	%	f	%	f	%	f	%
8- I believe that blended English learning is the best option for my child.	20	14.5	36	26.1	31	22.5	44	31.9	7	5.1		
9- I believe that blended English learning helps my child with time management skills.	6	4.3	16	11.6	36	26.1	66	47.8	14	10.1		
10- I like the flexibility blended English learning provides our family.	11	8.0	21	15.2	24	17.4	56	40.6	26	18.8		
11- I think blended English learning has a positive impact on my child.	6	4.3	16	11.6	28	20.3	76	55.1	12	8.7		
12- I find blended English learning to be a nice transition to the middle school.	7	5.1	21	15.2	46	33.3	49		15	10.9		
13- Blended English learning helps my child/ren's overall learning.	4	2.9	14	10.1	16	11.6	86	62.3	18	13.0		
14- Blended English classes prompt my child to take more responsibility for his/her own learning.	4	2.9	10	7.2	17	12.3	86	62.3	21	15.2		

15- My child seems to learn as much or more in blended English classes than in traditional classes.

Table 33. Descriptive Statistics of Parents' Experiences with Students' Blended English Learning

	N	Minimum	Maximum	Mean	Std. Deviation
8- I believe that blended English learning is the best option for my child.	138	1.0	5.0	2.870	1.1641
9- I believe that blended English learning helps my child with time management skills.	138	1.0	5.0	3.478	.9757
10- I like the flexibility blended English learning provides our family.	138	1.0	5.0	3.471	1.1912
11- I think blended English learning has a positive impact on my child.	138	1.0	5.0	3.522	.9607
12- I find blended English learning to be a nice transition to the middle school.	138	1.0	5.0	3.319	1.0251
13- Blended English learning helps my child/ren's overall learning.	138	1.0	5.0	3.725	.9183
14- Blended English classes prompt my child to take more responsibility for his/her own learning.	138	1.0	5.0	3.797	.8892
15- My child seems to learn as much or more in blended English classes than in traditional classes.	138	1.0	5.0	3.007	1.1494

As shown in Tables 32 and 33, the majority of the respondents have a positive attitude toward blended education, except for the first and last statements (items 8 and 15). By analyzing the tables, it can be easily seen that the most selected answers were in favor of both "Agree" and "Strongly Agree" for the 9th, 10th, 11th, 12th, 13th, and 14th items, which means parents see blended education as a chance and try to take advantage of this opportunity on several counts. They believe this experience helps their child/children

improve time management skills (item 9). They also appreciate its flexibility (i10) and think that it has a positive impact on their child/children (i11) and contributes to their academic and educational development (i12). In addition, they believe blended English class experiences help their child/children overall learning (i13) and encourage them to take more responsibility for their learning (i14). Regarding the first statement (i8), parents differ from each other about the blended English course being the best for their child/children. It has the lowest mean score of the responses in this domain (2.87). Lastly, item 15 with mean score (3.0) indicated that there is not any significant result about how much students learned in their blended classes compared to face-to-face classes from the points of parents.

Table 34. The Degree of Importance of Attached to Students' Participation in Blended English Classes by Parents

	f	%
Not at All Important	4	2.9
Somewhat Important	19	13.8
Important	55	39.9
Very Important	60	43.5
Total	138	100.0

As Table 34 shows, many parents believe blended English education experiences to be valuable for their child/children. Over 80% of the parents (f=115) stated that it is "very important" or "important" that their child/children have the opportunity to participate in blended English classes.

Table 35. The Amount of Satisfaction with Blended English Learning Experiences of Students from Parents' Point of View

	f	%
Not at all	6	4.3
A little	8	5.8
Neutral	19	13.8
Some	79	57.2
A lot	26	18.8
Total	138	100.0

Parents were asked how much their child/children are happy with their blended English learning experiences (Table 35). According to 18.8% (f=26), their child/children seem satisfied "a lot", 57.2% (f=79) of the parents think that their child/children are satisfied

“some”, 13.8% (f=19) believe that their child/children are “neutral” about this experience, 5.8% (f=8) of them stated that their child/children are satisfied “a little” and 4.3% (f=6) believe that their child/children are not satisfied with their experiences “at all”.

Table 36. Parents’ Responses to the item “*Blended English classes allow my child to succeed in topics where he/she would not have been.*”

	f	%
Yes	41	29.7
No	53	38.4
Neutral	44	31.9
Total	138	100.0

Parents were also asked whether blended English classes would be an alternative for the classes their child/children do not succeed in. 38.4% (f=53) of them do not believe blended English classes would achieve this, 31.9% (f=44) of them are neutral about it, and 29.7% (f=41) believe blended English classes allow their child/children to succeed in topics where he/she would otherwise not have been.

The following and the last table of the above research question focused on the parents’ observations about the advantages and disadvantages of blended English education as it is in the original questionnaire form (Whiteside et al., 2016).

Table 37. Parents’ Observations of Students and Their Learning Experiences in Blended English Classes

	No		Yes	
	f	%	f	%
Happy with flexibility	69	50	69	50
Frustrated with lack of organization	100	72.5	38	27.5
Frustrated with lack of human contact	59	42.8	79	57.2
More satisfied with the learning experience	105	76.1	33	23.9
Improved time management	100	72.5	38	27.5
Takes responsibility for learning	44	31.9	94	68.1
More responsible person	89	64.5	49	35.5

The results showed that exactly half of the parents (f=69) think that their child/children are satisfied with the flexibility of blended English classes, 27.5% (f=38) of them believe

that their child/children feel discouraged with the lack of organization feature of blended English classes, 57.2% (f=79) of them stated that their child/children feel disappointed with the insufficient human contact of blended education, 23.9% (f=33) of them think that their child/children are more satisfied with the English blended learning experiences. In addition, 27.5% (f=38) of the parents believe that their child/children improve time management skills thanks to blended education, 68.1% (f=94) of them observed their child/children take responsibility for their learning and 35.5% (f=49) of them even think that they child/children have become more responsible thanks to blended education.

4.2.2. What are perceptions of the parents having a child or children experiencing the first blended English course, regarding the advantages and disadvantages of blended English learning?

As well as the questions focusing on the advantages and disadvantages in the original questionnaire, following statements were developed by the researcher and experts to analyze the favors and concerns in detail. Parents were asked to tick the sentences that are suitable for them and their own and child/children's experiences as in the student questionnaire.

Table 38. Parents' Perceptions Regarding the Advantages of Blended English Learning

	No		Yes	
	f	%	f	%
S1. Our lives are more organized when my child takes blended education.	105	76.1	33	23.9
S2. Since my child does not have to go to school for 5 days during blended education, I can do more useful activities for his/her development.	106	76.8	32	23.2
S3. During online English courses, I feel safer without the fear of my child getting sick.	27	19.6	111	80.4
S4. During online English courses, I appreciate my child's attending classes wherever and however s/he wants, without having to go to school.	78	56.5	60	43.5
S5. I think that my child understands the lesson better because few students usually attend online English lessons.	111	80.4	27	19.6

S6. I appreciate that my child can do online English activities and learn these online tools outside of the classroom environment.	59	42.8	79	57.2
S7. It's great that my child learns to use computers, phones, and other devices rather than playing games or just for fun.	42	30.4	96	69.6
S8. During online English courses, my child does not have to carry heavy bags or materials required for each lesson, it is sufficient to attend the lesson with whatever resources are required for each lesson.	62	44.9	76	55.1
S9. My child does not have to wake up early to attend online courses.	91	65.9	47	34.1
S10. My child feels more motivated in blended English classes than in face-to-face courses.	114	82.6	24	17.4
S11. No matter what, it is good that my child has the opportunity to have blended education.	38	27.5	100	72.5

As shown in Table 38, 23.9% (f=33) of the parents believe that their lives are more organized in the blended education term (S1). 23.2% (f=32) of them reported that they can do more useful activities for their child/children's development since they do not have to go to school for 5 days during blended education term (S2). According to the answers given to S3, 80.4% (f=111) of the parents see online classes as an advantage because they believe students can protect themselves from pandemic (they get the blended education experience for the first time because schools are closed entirely or partially because of covid-19 pandemic). The answers given to S4 indicated that 43.5% (f=60) of the respondents agreed with the flexibility of the blended learning approach in the lessons. In the S5, only 19.6% (f=27) of the parents agreed that few students attend their child/children's online classes or being a small number of students in a class is an advantage for their understanding the lesson better. For S6, 57.2% (f=79) of the parents stated that they appreciate their child/children doing online English activities and learning online educational tools thanks to distance education. Moreover, 69.6% (f=96) of the parents think that it is great their child/children learn technological devices used in education rather than playing games or just for fun (S7). In S8, 55.1% (f=76) of the parents reported that during online classes, they do not have to carry heavy bags, or the materials required for the classes, which means they are also in favor of online classes thanks to its comfortableness and flexibility. According to the answers given to S9, 34.1% (f=47) of the

parents think that their child/children have more flexible schedule for the blended classes compared to face-to-face classes. In S10, 17.4% (f=24) of the respondents stated that their child/children seem more motivated in their blended classes compared to traditional classes. S11 revealed that 72.5% (f=100) of the parents believe that despite all the challenges, it is good that their child/children have the opportunity to get the blended education, which means they are trying to take advantage of blended education experience positively to contribute to their child/children's development.

Besides advantages of the blended English learning, parents mentioned several concerns about this method of teaching in the questionnaire. These drawbacks and challenges are illustrated in Table 39 with statements.

Table 39. Parents' Perceptions Regarding the Disadvantages of Blended English Learning

	No		Yes	
	f	%	f	%
S12. During online courses, my child often has connection problems (late connection, freezing, audio or video problems, etc.), which shortens the time to follow the lesson effectively.	45	32.6	93	67.4
S13. My child does not have sufficient technical skills to attend distance classes, he must get help from me or an adult.	105	76.1	33	23.9
S14. We cannot afford distance education (it may not be possible), it is expensive for us to access the internet and online resources.	119	86.2	19	13.8
S15. During online courses, my child cannot attend the lesson sometimes because his/her sibling(s) have online lessons at that time.	110	79.7	28	20.3
S16. My child cannot focus on his lessons outside the classroom environment, he is often distracted.	67	48.6	71	51.4
S17. My child spends most of the day sitting on a computer, tablet, phone, etc. I am worried that looking at the screen affects his health negatively.	49	35.5	89	64.5
S18. In the periods of blended education, our life is not systematic and organized.	85	61.6	53	38.4

S19. My child is happier when he is physically together with his friends and teachers, constant distance education does not allow this.	41	29.7	97	70.3
S20. Distance lessons do not allow my child to socialize.	43	31.2	95	68.8
S21. During the periods when blended education is offered, my child confuses lesson hours and days and cannot follow them.	110	79.7	28	20.3
S22. During the periods when blended education is offered, I also confuse lesson hours and days, and cannot follow them.	107	77.5	31	22.5
S23. Since my child cannot attend all the blended lessons, his learning process is negatively affected.	105	76.1	33	23.9
S24. Since the class numbers are made fewer, my child attends less than the weekly lesson hours, which negatively affects the learning process.	81	58.7	57	41.3

Findings revealed that 67.4% (f=93) of the parents stated that their child/children sometimes encounter technical problems during online classes, and it is a disadvantage for them since it shortens the time to follow the lesson effectively (S12). 23.9% (f=33) of them also added that their child/children do not have enough technical skills to handle these problems and they may need help from the elders (S13). As it was stated in the student questionnaire analysis, although the study was conducted in an environment where middle-class families live, only 13.8% (f=19) of the parents reported that they cannot afford distance education (S14). According to the answers given to S15, 20.3% (f=28) of the respondent parents affirmed that their child/children may not attend the classes since the other child may have online classes at the same time. More than half of the parents, 51.4% (f=71), asserted that their child/children are often distracted in the home learning environment (S16). Another problem stated by 64.5% (f=89) of the parents is health problems their child/children may suffer because of sitting in front of computers, tablets, and other technological devices for long hours (S17). 38.4% (f=53) of the parents remarked that their life is not systematic and organized during the blended education term (S18). According to analyses of S19 and S20, 70.3% (f=97) of the parents think that their child/children are happier in traditional classes since it allows them to be physically in the lessons, and 68.8% (f=95) of them also believe that distance education hinders their child/children from socializing. 20.3% (f=28) of the parents reported that their child/children confuse class hours and days during blended education term (S21). 22.5% (f=31) stated that parents themselves also confuse class hours and may not follow them (S22). In addition, 23.9%

(f=33) of them remarked that their child/children's learning process is negatively affected since they may not attend all the blended classes for some reason (S23). Lastly, 41.3% (f=57) of the parents think that their child/children's learning process is affected negatively since the class numbers were decreased because of the pandemic rules and students cannot attend all the classes they had been before the pandemic and blended education term (S24).

4.2.3. What are the opinions of the parents having a child or children experiencing the first blended English course about blended English learning?

Table 40. Parents' Responses to Time-Use and Resource Consumption in Blended English Classes

		f	%
Valid	Face-to-face English courses take significantly more time and resources than blended classes	11	8.0
	Face-to-face English classes take some more time and resources than blended classes	9	6.5
	Blended English classes and face-to-face English classes take similar amounts of time and resources	47	34.1
	Blended English classes take some more time and resources than face-to-face English classes	38	27.5
	Blended English classes take significantly more time and resources than face-to-face English classes	33	23.9
	Total	138	100.0

The parents were asked to make a comparison of face-to-face and blended learning regarding time-use and resource consumption. As shown in Table 40, 34.1% (f=47) of the parents think that both blended and face-to-face learning take an almost equal amount of time and require the almost same amount of resources. 51.4% (f= 71) of them stated that blended learning takes more time and requires more resources (27.5%, some more and 23.9%, significantly more). However, 14.5% (f=20) of them believe that face-to-face classes take more time and require more resources (6.5% (f=9), some more and 8% (f=11), significantly more).

Table 41. Parents' Responses to the item "Blended classes are a fad that will eventually fall out of fashion."

	f	%
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Strongly Disagree	17	12.3
Disagree	44	31.9
Neutral	50	36.2
Agree	19	13.8
Strongly Agree	8	5.8
Total	138	100.0

When the parents were asked whether blended education will decline its popularity, 44.2% (f=61) opposed the statement (31.9% (f=44), disagreed and 12.3% (f=17), strongly disagreed), 36.2% (f=50) were neutral about the subject. 19.6% (f=27) concurred with the idea (13.8% (f=19), agreed and 5.8% (f=8), strongly agreed). After all, the mean score (2.68) showed that the majority of the parents disagreed that blended English education is going to lose popularity in time.

Table 42. Parents' Responses about the Reactions Given to the Blended English Classes

	f	%
Less positive than I expected	29	21.0
About as positive as I expected	64	46.4
More positive than I expected	45	32.6
Total	138	100.0

By examining Table 42, it can be noticed that school district responses to blended English classes were generally as positive as it had been expected (46.4% (f=64)) or more positive than it was expected (32.6% (f=45)); however, 21% (f=29) of the parents stated that reactions were less positive than they expected.

Table 43. Parents' General Views on Blended English Classes

	f	%
Extremely negative	2	1.4
Negative	14	10.1
Neutral	28	20.3
Positive	69	50.0
Extremely positive	25	18.1
Total	138	100.0

Lastly, parents were asked their general impression of blended English classes at school after completing at least one term. As shown in Table 43, with the mean score (3.73), parents have a positive view of blended English classes in spite of all the challenges they face.



CHAPTER V

5. DISCUSSION

The present study was designed to recognize what blended English learning, the first of its kind at their school, means to primary school students and parents. It attempts to show how primary school students and parents experience and perceive blended English classes, especially in their first encounter, and tries to conceptualize the most common perceived benefits, and challenges. It also tries to examine these experiences concerning the existing theoretical framework: Social Presence Theory. This study was conducted to help teachers, students, and parents specifically in a primary-level English language context, to exclude or reduce the barriers and maximize the benefits of the blended learning approach.

In the research, the first set of questions aimed to investigate students' experiences in the first blended English learning initiative. The data found that students believe blended English classes required more work than traditional (face-to-face) English classes and they spend much more time on blended English classes work compared to the traditional classes. These results corroborate the ideas of Singh and Reed (2001), arguing that organizations become aware that blended learning is more time and cost-effective. Ja'ashan (2015) further supports the idea that time-consuming and slow internet connections are top problems faced by learners and possibly affect their performance and motivation in a blended learning environment. Aycock et al. (2002) and Bonk et al. (2002) are in agreement with the same idea that students may experience difficulty in adapting to blended learning when a huge barrier is bad time-management skills. With respect to the first research question, it was also found that students have more control over their learning and take more responsibility for their learning in their blended English classes compared to face-to-face English classes. These results also match those observed in earlier studies: Yoon and Lee (2010) reported that communication, cooperation, and learner autonomy can be fostered in educational settings through blended learning strategies. Siko (2014) also warns both students and teachers about the autonomous feature of blended learning not to cause any failure.

The second question in this research was the perceptions of primary school students regarding the advantages and disadvantages of blended English learning. Regarding the advantages, one interesting and most stated finding was students' feeling safe in online classes without the fear of getting sick. A possible explanation for this might be that the

Covid-19 pandemic was the main reason for providing a blended program for the students in this research in accordance with the order of the MoNE. As mentioned in the introduction and literature review part, applying the blended learning approach might not be a preference by the institutions, it might be implemented because of compelling reasons as it is in this study. Dahmash (2020) reiterates that this was the case in most educational institutions throughout the world; they altered the mode of delivery in teaching significantly to ensure continuity and manage the spread of the Covid-19 pandemic. Regarding this advantage, Mali and Lim (2021) found that blended learning is preferred in the Covid-19 pandemic era due to the physical risk associated with the infection spreading. The students also reported they appreciate attending lessons wherever and however they want, wearing whatever they want, and not carrying heavy bags and materials for the classes, proving that the flexible learning environment feature of blended learning is one of the offered advantages. These results are in accord with most earlier studies that blended learning is believed to offer more flexible teaching experiences (Owston et al., 2013). Regarding the same finding, Graham (2006) asserts that blended learning is an effective option for the limitations of face-to-face lessons such as space and time. Hence, blended English learning is therefore likely to foster learning. This argument is also supported by Zhang and Zhu (2018) indicating that accessibility, flexibility, and interaction provided by the blended learning approach facilitate the learning and teaching environment.

As for the disadvantages and challenges of blended English learning, connection and technical problems in online classes were stated as the biggest problem by the participant students. This result confirms the findings of Zaytoon's (2005) study, which found that slow internet connection is one of the blended learning challenges that affect students' performance. Ng (2012) supports the same result that learners may not know about using technology for educational purposes. Similarly, Tanveer (2011) concluded in a study that one of the major challenges that students face in the blended learning approach is the technical problems such as inadequacy of technical skills, system crashes, and a slow internet connection. The results are also supported by Brown's (2016) study that students' technological illiteracy might be one of the blended learning drawbacks. Tang and Chaw (2016) agree on the same idea that today's learners may not have difficulty in using technological devices for entertainment and social purposes, but they might have some problems for their academic studies. Similarly, Prior et al. (2016) agree on the view that students might make use of technology not for learning but for social and entertainment purposes; however, they should be trained to use the technology effectively for learning purposes as well. As another disadvantage, the students stated that they want to be physically together with their friends and teachers and socialize in the school environment;

they complained about the online delivery format of blended learning because of not giving them those chances. According to the data, online lessons' being less active and less fun, health problems because of sitting and looking at the screen for long hours are the other most stated disadvantages. Despite all the stated challenges, most students agreed that it is nice to find the opportunity to take blended English education. These results are congruent with Xie et al.'s (2020) study finding that technological limitations, insufficient sense of affiliation and connection, distractors, and inadequate engagements are the challenges of online or blended education. In addition, these results reiterate Muilenburg and Berge's (2005) study that social interaction, technical skills, learning motivation, technical support, and internet access cost are the disadvantages of online education.

On the question of primary school students' opinions about blended English learning, the results of this study did not show any significant result in participants' opinions about the levels of learning experiences in both delivery formats of teaching (face-to-face or blended learning); however, most of the students confirmed that they must take more responsibility for their learning in blended English classes. The other points stated by the students are listed as follows: blended English classes give them a chance to succeed in classes that might be challenging in a traditional format, and blended English classes make learning more accessible for students. These results are also in line with the study of Smyth et. al. (2012), who suggested that accessible and flexible learning features of blended learning help students learn better. A possible explanation for this might be that the more accessible feature of blended learning compared to the traditional classes give students a chance to reach the knowledge wherever and whenever they ask, accordingly achieving success not only in English language classes but also in other courses they experience blended learning strategies. According to the results of this study, most students do not believe blended classes will go out of fashion after the pandemic as Sangster et al. (2020) suggested that online formats are expected to become widespread following the pandemic. Regarding the same issue, Singh (2021) argued that a variety of academic research has been conducted in order to increase the number of online learning options for learners through the Covid-19 pandemic era. The participant students also stated they are generally pleased with their blended English class experiences; however, they think that blended English classes take more time and resources compared to face-to-face classes just like they stated taking more responsibility in the previous question. Moreover, most of them recorded that their school and district were successful in carrying out blended English classes and this experience was not as bad as they had worried. In addition, while analyzing the data, two-sample T-tests and one-way between-subjects ANOVA were conducted to investigate whether there is a statistically significant difference in the participants' opinions

about blended English learning based on demographic information. In this study, the results of the tests indicated no significant difference among participants based on gender, having an internet connection or not, grades, and parents' educational background variations. The findings appear not to coincide with the results of Puspita's (2021) study emphasizing the role of parents during online classes. In the study, it was suggested that parents affect their children to achieve maximum learning outcomes; at this point, parents' educational background might be thought of as one of those indirect effects. The results of this study do not also concur with Abou Naaj et al.'s (2012) study arguing that blended education satisfaction varies according to the gender of the students and another study conducted by Dang et al. (2016) suggesting that the level of perceived accomplishment or perceived enjoyment differs according to the gender of the students. Moreover, the opinions of learners in this respect can be supported by the claims made by Padilla-Meléndez (2013) who noted that there exist gender differences in the effect of playfulness on the student attitude toward technology in a blended learning scenario. Regarding the grades of the students, Means et al. (2013) conducted research on blended learning from middle school to graduate program and found that there was no difference between younger learners and older learners in terms of the effectiveness of blended learning; however, Arkhipova et al. (2017) argue that the age of the students is an important factor of the necessity of information technologies used in a blended EFL learning context.

Social Presence Theory-related questions on the student questionnaire aimed to analyze students' experiences with blended English learning with a social dimension. Under the "Affective Association" title, how much emotional connection is created and how teachers and students show emotion online were analyzed. Most of the students stated that they can show their emotions to some extent (some or much more) during online classes. To show their feelings, they use verbal communication, gestures and mimics, digital images, and icons, respectively. Regarding the "Community Cohesion" component of the model, most of the students stated that community spirit is created in their online English classes to some extent. As for how they form groups and represent themselves as a community: most of them stated contacting their friends thanks to their family members out of the class hours, when their teacher forms groups during the lesson, and needing the teacher's help out of the class hours, too, respectively. The data is further supported by Riel et al. (2016) arguing that blended classes give students a chance to work together by cooperating in both online and face-to-face platforms which offer certain advantages and Gabriel et al. (2004) and Carr-Chellman et al. (2000) suggesting that blended classes support online cooperative learning. Another component of the Social Presence Model, "Instructor Involvement" tries to present the amount of teacher involvement during online courses and

its effect on the learning process. According to the findings of this study, most students think that their English teacher is involved in the learning process by using time effectively, checking students' homework, giving feedback, using class materials effectively, planning and implementing suitable activities, making up for the missed lessons and suggesting more resources for the students. The "Interaction Intensity" element of the model deals with how often participant students interact with each other during online classes and how much interaction occurs among them. The results of this study indicate that most of the students can interact for the requirements of online English classes thanks to the WhatsApp application. In addition, a remarkable number stated that they make comments and likes on the EBA platform and almost the same other number reported that they do not interact much other than in online classes. "Knowledge and Experience" was regarded as one of the sub-categories of the model and key elements for creating a social presence in a class. It deals with the ways students share what they already know about online classes and any experiences they have working with the content of those lessons. The students were asked how many opportunities they get to share the things they already know and have experienced within the scope of this study and most students stated that can make sharing to some extent (some, a lot, and a little respectively). According to the results of the Pearson correlation coefficient, the five component variables of The Social Presence Model were also found to be correlated with each other positively to some degree except for the relationship between Community Cohesion and Instructor Involvement elements, thus it does not possible to think a sub-category is independent of one other. Regarding the Social Presence Theory and blended learning, Oztok and Brett (2011) confirm the results of this study suggesting that students perception of their learning and satisfaction in an e-learning platform are influenced positively by social presence. Shea et al.'s study (2006) also coincides with the results of this thesis asserting that there is a significant positive correlation between increased social presence and perceived learning of the students. In a similar vein, Picciano (2002) emphasizes that social presence is significantly correlated with students' perception of their learning positively.

This study also set out with the aim of determining students' personal preferences for blended, face-to-face, or online English classes. Most of the students reported that they prefer traditional (face-to-face) classes, a small number stated that blended English classes are superior to traditional classes and lastly the least number favored online English classes. In Mali and Lim's (2021) study, which is also in line with the results of this study, traditional physical classes are perceived more positively, too when the Covid-19 pandemic is not an issue since learners stated experiencing disadvantages in terms of interaction with the teacher, cooperation, peer engagement, involvement, and being able to ask questions

about technical information. In this thesis, another important finding was that most of the students commented positively on blended English classes and stated they want to experience more blended English classes. These results could also lend support to the findings regarding the face-to-face preferences of the shareholders found in Güvercin et al.'s (2021) study which proved that face-to-face education cannot be replaced by distance education in terms of socializing, and online education may reduce motivation and result in not enough attendance particularly when parents and students do not have technical skills.

As mentioned in the previous sections, this study was also designed to investigate other shareholder groups'- parents' experiences and perceptions in a blended English language learning context especially in their first encounters. With respect to the first research question about their experiences, it was found that the majority of the parents think that the work required for their child/children's blended English classes is about the same amount as face-to-face classes. Most parents think that blended English classes take the almost same amount of time as they expected. It is somewhat surprising that although they believe a similar amount of work and time are required for both delivery formats (face-to-face or blended classes), a large number of the parents also think that their child/children learned less in blended English classes than they learned in face-to-face classes; however, almost equal numbers of parents stated that learned things were nearly same in two types of delivery formats. Moreover, they believe blended class experiences help their child/children improve time management skills. In this research, it was found that parents also appreciate the flexible feature of blended education, like students, and think that it has a positive impact on their child/children's learning process and contributes to their academic and educational development. In addition, they believe blended English class experiences help their child/children's overall learning. As well as revised throughout this thesis, Xie et al.'s (2020) study is also in line with these results since they found that the online mode of blended learning offers a variety of benefits for the learners such as flexibility, accessible information, global reach, equity, modernization, and efficiency. However, most parents do not agree that blended English course is the best format for their child/children. Like students, despite all the advantages that blended education offers, parents favor traditional (face-to-face) classes eventually. Regarding this aspect, Tedmem (2020, as cited in Güvercin et al., 2021) argued that, in line with the results of this study, physical classroom learning cannot be replaced by remote learning during the pandemic.

The findings of this study did not show any significant results about how much students learned in their blended classes compared to face-to-face classes from the points of parents, but another important finding was that many parents believe blended English education experiences to be valuable for their child/children as they stated before and their

child/children to be satisfied with their blended English course experiences to some extent (some or a lot). These results are also in accord with some previous studies indicating that blended learning promotes student satisfaction (Donnelly, 2010; Woltering et al., 2009). Believing blended classes' benefits for the learning process, most parents also think that blended English classes might be an alternative to the classes their child/children do not succeed in. Besides, as most of the students emphasized themselves and previous studies proved, exactly half of the parents think that their child/children are satisfied with the flexibility of blended English classes. When the parents were asked to tick the sentences that are suitable for their blended English course experiences under another question, the following findings were remarkable: Most of the parents stated that their child/children feel disappointed with the lack of human contact in blended education; however, they observed their child/children take more responsibility for their learning in blended classes. Regarding the same aspect, Mısırlı and Ergüleç (2021) found that parents believe that children acquired self-regulated learning skills and digital socialization during the Covid-19 pandemic distance education process, in line with the findings of this study. It must be noticed that taking students' age and development into consideration (primary school students), as stated in the literature review part before, the online format of blended education might be challenging for younger learners in terms of weak communication and socialization as Milthorpe et al. (2018) asserted that using fully online teaching seems insufficient on several counts such as student engagement, especially at the lower levels. In the literature, some studies proved this idea arguing that blended learning might be a limiting factor in student development (Burgess, 2008; Lomer & Palmer, 2021; Marriott & Marriott, 2003; Selwyn, 2016). Mısırlı and Ergüleç's (2021) study also supports this finding concluding that distance education is not suitable for young learners and children with special needs.

As for the perceptions of the parents having a child or children experiencing the first blended English course, regarding the advantages and disadvantages of blended English learning, most of the parents, like students, see online classes as an advantage because they believe students can protect themselves from Covid-19 pandemic since face-to-face class hours were shortened and online classes started to be implemented as a precaution. These results also coincide with another study conducted with teacher-parents by Güvercin et al. (2021). In that study, it was reported that distance education was a good practice during the Covid-19 pandemic since it enabled students not to break off from education despite its all the drawbacks such as administrative problems, technological illiteracy of the students and other technical problems. Further, in this thesis, most parents appreciate their child/children doing online English activities and learning online educational tools and they

find it very useful that their child/children learn technological devices used in education rather than using them for playing games or just for fun. These results corroborate the ideas of Arkhipova and Bozzoli (2018) who suggested that using digital technology in class activities within the blended learning approach fosters students' motivation and creativity. In the literature, various studies suggest blended learning increases student motivation and performance (Bernard et al., 2014; Liu et al., 2016; Marriott et al., 2004; Spanjers et al., 2015). In terms of English language teaching, Lee & Chong (2007) proved that using online materials can improve vocabulary and listening skills. Adas and Bakir (2013) also suggested that blended learning contributes to students' writing, spelling, and grammar skills to improve. Moreover, in the study by Dahmash (2020), it was revealed that blended learning supports EFL students' writing skills and motivates them to make online research. According to these data, it can be inferred that integrating technological improvements into the language instruction process needs to be planned well to benefit from it fully, efficiently, and effectively. In addition to these, it must be repeated once more that like students, most parents also see the flexibility of blended learning as one of the most advantageous features as mentioned before. They expressed that during online classes, their child/children do not have to carry heavy bags, or the materials required for the classes, which means they are also in favor of online classes thanks to their comfort and flexibility. Lastly, most of them remarked that, despite all the challenges, it is pleasing that their child/children have the opportunity to get a blended education, which means they are trying to profit from blended English education experiences since they believe it contributes to their child/children's academic development. In short, therefore, it seems that parents, like students, are satisfied with the accessibility and flexibility of blended English classes that may facilitate learning for students since it gives them flexible time to use the materials inside and outside the classroom and offers them access anytime and anywhere they want. Siko and Barbour (2014) conducted a similar study with parents about blended learning from the perspectives of both students and parents and similarly found that although the participants' complained about the interaction problems in a blended environment, they still believed blended learning worth experiencing: they felt grateful for the experience in the end. Regarding the disadvantages and challenges, most of the parents remarked that their child/children sometimes encounter technical problems during online classes, and it is seen as the biggest challenge faced in the online format. Their views coincide with those of Al Zumor et al. (2013) who stated technical problems are one of the biggest challenges of blended learning and Rianto (2020) who also concluded that online technical aspects and internet connectivity are the main challenges of the offered blended education. In addition, most parents complained that while attending classes from home, their child/children are often

distracted and cannot stay focused. The opinions of parents in this respect can be supported by the claims made by Rasheed et al. (2020) who noted that monitoring themselves (self-regulation challenges) is the biggest challenge students encounter in a blended learning environment. Borup et al. (2015) recommend that parental involvement during distance education requires feeling accountable to teachers for organizing the physical environment of the students to maximize effective learning outcomes and interaction. Yılmaz et al. (2020) also suggest that parents should take more responsibility for their child/children's education. In addition, health problems because of sitting and looking at the screen for long hours is another most reported disadvantage in the parent survey. Lastly, most of them seemed dissatisfied with the online class experiences because they believe it hinders their child/children from socializing in the physical school environment. In the literature, as mentioned before, there is a variety of research arguing that limited interaction with the learners during online education is one of the challenges (De Oliveira et al., 2018; Muilenburg & Berge, 2005). In Mısırlı and Ergüleç's (2021) study, which is also in agreement with these results, it was reported that parents complain about social isolation and increased screen time and those are the responsibilities that distance education assigned to the parents. This opinion was also examined in detail at the beginning of the study in terms of Social Presence Theory and also confirmed by Nicol et al. (2003), who expressed students feel disturbed by the poor communicative feature of online discussions.

This study also discusses the opinions of the parents about blended English classes in the stated context as another specific research question. With respect to the last research question of the study, the most important relevant findings were that the majority of the parents, like students, do not believe that blended education is going to lose popularity in time and most of them have a positive view of blended English classes despite all the challenges they face. As mentioned before in the review section, Xie et al. (2020) also reported that online education will play a significant role in the post-pandemic era, and blended learning strategies will continue to be applied as both students and parents were recorded to believe in this study. In addition, they stated that school district responses to blended English classes were generally as positive as had been expected or more positive than it was expected. Regarding the same issue, Persico and Pozzi (2015) reported that learners' needs are changing since their learning methods and practices altered owing to the widespread presence of the internet. These results are also in agreement with those obtained by Kim et al. (2006) and Graham (2006) arguing that the use of the blended learning approach and the trend toward blended systems will rise dramatically in the future.

Kim et al. (2006) also argued that blended learning is not a trendy approach; it is more than being that: a regular part of education and learning concepts.

In summary, the results of this study were principally positive: students and parents were, in general, pleased with their blended English class experiences. The data also revealed that both blended and face-to-face classes have pros and cons. Primary school students and parents are trying to benefit from those experiences; however, except in obligatory cases like the Covid-19 pandemic, if they are given a chance to choose between two delivery formats, face-to-face learning is perceived more positively since students and parents think that there are limitations and challenges of blended English classes in terms of interactions and social elements. All these findings and results must be taken into consideration by the teachers and institutions to minimize students' and parents' negative attitudes regarding the transition from face-to-face delivery format to blended and to provide an effective blended learning environment and instruction. If it is implemented in a well-planned, more organized way with a positive attitude, it will doubtless be much more efficient.



CHAPTER VI

6.CONCLUSION AND SUGGESTIONS

6.1. Conclusion

This study tries to investigate the experiences of primary school students' and parents' experiences in blended English classes during their first encounters. It attempts to show how primary school students and parents experience and perceive blended English classes, especially in their first encounter, to conceptualize the most common perceived benefits, and challenges of this new experience using two state primary schools in a small town from Turkey as a setting.

The results demonstrate that primary school students and parents were generally pleased with their blended English class experiences in their first encounter. They found blended English learning experiences to be valuable and enhance their learning, especially in critical periods such as the Covid-19 pandemic. Regarding the flexibility of a blended learning environment, the present study confirmed that most of the students appreciate not only the flexibility and accessibility features of the blended education but also the language sources (online English activities and other educational tools) it provides. The experiences also confirmed that blended, online, and face-to-face English delivery formats have their advantages, disadvantages, and considerations. Furthermore, although primary school students and parents tend to benefit from these formats and learning ways, the face-to-face format is perceived more positively since they believe that there are limitations and challenges of blended and online English classes in terms of interactions and social elements.

Regarding whether there are statistical differences in students' views about blended learning based on gender, having an internet connection at home or not, grades, and parents' educational background, it seemed that there is not a significant difference in terms of those variables. This study also shed light on the relationship between Social Presence Theory and blended learning and found that there is a significant positive correlation between students' blended learning experiences and perceptions, and social presence in an online learning platform. Moreover, the five component variables of The Social Presence Model seemed to be correlated with each other positively to some degree except for the relationship between Community Cohesion and Instructor Involvement elements.

In the future, it should be worth examining in more detail the blends the students use and how they use the blends since it is believed that blended education will be continued to be applied increasingly in both education and foreign language teaching field. This thesis addresses this gap by eliciting perceptions, experiences, and attitudes towards the first blended English lesson initiative in a primary school context. From this approach, the current study was an indicative one.

6.2. Implications for Practices

One needs to keep in mind that emerging technologies led people to make sharing, communicate and access the content and learning through a variety of ways, thus it renewed interest in seeking new teaching methods. Since offering a curriculum or program emphasizing traditional learning environment discourage learners in such a full of new technologies and media, blended learning, as one of the much- preferred types of modern learning experiences, started to be applied and used in majority of the institutions of not only higher educations but also all educational programs including primary and secondary levels. It has a variety of implications in the field of ELT education combining the advantages of both face-to-face and online classroom experiences and diminish the challenges.

As examined throughout this thesis, blended learning is one of the essential ways in foreign language education field since it was proven to help students develop English learning practices and all four language skills: reading, listening, speaking, and writing with the rich materials provided. Furthermore, since using online materials was proven to improve students' language skills in a variety of research, language teachers should integrate the new technological advances into language instruction and face-to-face settings; creative and technology integrated English lessons should be created with more technological settings, methods, and systems.

As it is accepted as one of the biggest innovations in ELT field and was proven to be effective for improving communicative skills and helping learners become active learners, teachers should integrate the various non-traditional teaching and learning forms and the technologies into their classrooms. Moreover, since students emphasize that blended English classes make learning more accessible and flexible for them, teachers should provide follow-up activities and authentic materials allowing students to study in an environment they choose and the time they want and practice the language freely; learning should not be restricted to a specific time and certain place. ELT experts should consider and plan how to design, teach and assess their courses to foster language and digital skills to acquire the language. In addition, English language teachers should be trained with the technical skills not to lose control in their classes. Since social presence means the level of

connectedness among teachers and students, and increased social presence is generally associated with motivated participants and increased success in the research studies, teachers should consider social interaction in an online learning environment and make learning more meaningful for the learners; appropriate pre-service and in-service teacher training programs should be offered. From another perspective, governmental and institutional policies should encourage both blended methods and extensive use of learning technologies.

All in all, a well-planned process is required to implement a new blended education program in language instruction as in the other lesson to maximize the benefits and minimize shareholders' negative attitudes, perceptions, and experiences. All these findings and results should be taken into consideration by the teachers and institutions to minimize students' and parents' negative attitudes regarding the transition from face-to-face delivery format to blended and to provide an effective blended learning environment and instruction. If it is implemented in a well-planned, more organized way with a positive attitude, it will doubtless be much more efficient because it seems that blended learning is not a trendy approach; it is more than being that: a regular part of education and learning concepts.

6.3. Suggestions for Further Research Studies

These data suggest that effective blended English learning can be achieved through an effective blended learning environment and instruction. Therefore, reported problems such as inadequacy of technical skills and challenges including other technical problems should be handled by executives by providing proper training for using the technology effectively for learning purposes or supporting the technical infrastructure. Moreover, since students emphasize that blended English classes make learning more accessible and flexible for them, the findings should encourage the program and curriculum designers to do more research and design various blended learning environments to offer more flexibility. Since difficulties with communication were the major complaint expressed by the participating students, future research into how to develop communication skills in an online learning environment by students is also recommended. In addition, to strengthen the validity and reliability of the results, the number of participants should be kept as high as possible in further studies. Since this thesis is a study within its local context (a small part of Turkey) and also puts forward that there is a significant positive correlation between students' blended learning experiences and perceptions, and social presence in an online learning platform, more studies utilizing Social Presence Theory in a blended learning environment should be conducted to achieve a more representative and generalizable set of results.

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APPENDICES

Appendix 1. Plagiarism and Originality Report

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ORIGINALITY REPORT

17%

SIMILARITY INDEX

PRIMARY SOURCES

1	acikbilim.yok.gov.tr Internet	668 words — 2%
2	etd.lib.metu.edu.tr Internet	192 words — 1%
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Appendix 2. Thesis Review Plagiarism and Final Report



T.C.

AMASYA ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ

TEZ İNTİHAL İNCELEME SONUÇ RAPORU

Öğrenci No	198010503
Adı ve Soyadı	Semra AYDIN
Anabilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı (Varsa)	İngiliz Dili Eğitimi Bilim Dalı
Tez Başlığı	Primary School Students and Parents' Experiences in Blended English Classes During Their First Encounters İlkokul Öğrencileri ve Velilerinin Harmanlanmış İngilizce Dersleriyle İlk Karşılaşmalarında Yaşadıkları Deneyimler
Tez Konusu	Harmanlanmış Öğrenme ile İngilizce Öğrenimi

Yukarıda bilgileri yer alan öğrencinin tezi tarafımdan incelenmiş ve aşağıda sonucu gösterilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Bilimsel etik ihlaline rastlanmamış ve intihal olarak nitelendirilecek bir durum tespit

edilmemiştir. ☒

Tezinde bilimsel etik ihlallerine rastlanmıř olup ilgili rapor ekte sunulmuřtur.

05/07/2022

Dr. Öğr. Üyesi Ayfer SU BERGİL

DANIřMAN



Appendix 3. Ethics Committee Report

Evrak Tarih ve Sayısı: 28.12.2020-E.27813



T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-
Konu : Etik Kurul İzin Belgesi

REKTÖRLÜK MAKAMINA
Sayın Dr. Öğr. Üyesi Ayfer SU BERGİL
Öğretim Üyesi

İlgi : 14.12.2020 tarihli ve 745 sayılı yazı.

"The Experiences of Primary Students and Parents in the First English Blended Course Program (İlköğretim Öğrencilerinin ve Velilerinin Harmanlanmış İlk İngilizce Ders Programına İlişkin Deneyimleri)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir.

Bilgilerinizi rica ederim.

Doç.Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:

- 1- Ayfer Su Bergil değerlendirme (1 sayfa)
- 2- Etik Kurul Başvurusu Ayşe Su Bergil 2 (70 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BENN3Y593 Pin Kodu :77781

https://ebys.amasya.edu.tr/enVision/Validate_Doc.aspx?V=BENN3Y593

Adres:Akbilek Mah. Muhsin Yazıcıoğlu Cad. No:7 Merkez/Amasya
Telefon:2600060 Faks:2600059
e-Posta:genelsekreterlik@amasya.edu.tr Web:http://www.amasya.edu.tr/dari/etik-kurul/bilim-etik-kurulu.aspx
Kep Adresi:amasyauniversitesi@hs01.kep.tr

Bilgi için: Songül KEÇECİ KURT
Unvanı: Etik Kurul Başkanı

Tel No: 1



Bu belge,güvenli elektronik imza ile imzalanmıştır.

	AMASYA ÜNİVERSİTESİ SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU

Ek-1

Araştırmanın Başlığı : The Experiences of Primary Students and Parents in the First English Blended Course Program (İlköğretim Öğrencilerinin ve Velilerinin Harmanlanmış İlk İngilizce Ders Programına İlişkin Deneyimleri)	
Başvuru Formunun Etik Kurula geldiği tarih	14.12.2020
Başvuru Formunun Etik Kurulda incelendiği tarih	25.12.2020
Karar tarihi	25.12.2020

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad,soyad ve imzaları.

(Başkan)
Doç. Dr. Songül KEÇECİ KURT

(Üye)
Doç. Dr. Kemal BAYTEMİR

(Üye-Bşk Yardımcısı)
Dr. Öğr. Üyesi Burcu
KARASAR

(Üye)
Dr. Öğr. Üyesi Kürşat EFE

(Üye)
Dr. Öğr. Üyesi Davut
AĞBAL

Appendix 4. Rate Form

Değerli Hocam,

“Primary School Students and Parents’ Experiences in Blended English Classes During Their First Encounters” çalışmasına uzman görüşü vermeniz, çalışmamıza önemli katkı sağlayacaktır. Görüşünüzü oluştururken lütfen görüşme maddesi için aşağıda yer alan sorularla değerlendirmenizi yapınız ve maddesinin uygunluğunu “kesinlikle uygun”, “uygun (madde ve ifade için ufak değişiklikler gerekli)”, “biraz uygun (maddenin ve ifadenin uygun şekle getirilmesi gerekli)” ve “uygun değil” seçeneklerinden birini işaretleyerek belirtiniz:

- Sorular ilgili boyutu/konuyu/temayı ölçecek nitelikte midir?
- Boyutları/konuyu/temayı ölçmek üzere hazırlanan sorular, boyutları ölçmede yeterli midir?
- İfade yönünden anlaşılması zor veya yanlış anlamaya neden olacak soru var mıdır?
- Sorulmasını gereksiz bulduğunuz soru var mıdır?

Formda biraz uygun ya da uygun değil olarak işaretlediğiniz maddeler için lütfen tabloda “önerileriniz” başlığı altında önerilerinizi yazınız. Çalışmamıza sağlayacağınız değerli katkı ve emekleriniz için teşekkür ederiz.

VELİ ANKETİ

	Uygun değil (1)	Biraz Uygun (madden in uygun şekle getirilme si gerekli) (2)	Uygun (madd e için ufak değişik likler gerekli) (3)	Kesinlikl e uygun (4)
1. "Karma (hibrit) öğrenme" sizin için ne anlam ifade ediyor? _____ _____ _____ _____ _____	1	2	3	4
Önerileriniz:				
2. 'Karma (hibrit) öğrenme- eğitim' terimini ilk				

kez ne zaman duydunuz? ☐ 2020 ☐ 2019 ☐ 2019'dan önce	1	2	3	4
Önerileriniz:				
3. Karma (hibrit) İngilizce öğrenme seçeneğini ilk kez duyduğunuzda ne düşündünüz? ☐ Çok olumlu ☐ Olumlu ☐ Kararsızım ☐ Olumsuz ☐ Çok olumsuz	1	2	3	4
Önerileriniz:				
4. Karma (hibrit) İngilizce öğrenme seçeneği hakkında şu anda ne düşünüyorsunuz? ☐ Çok olumlu ☐ Olumlu ☐ Kararsızım ☐ Olumsuz ☐ Çok olumsuz	1	2	3	4
Önerileriniz:				
5. Beklentilerimle karşılaştırırsam, çocuğumun karma (hibrit) İngilizce dersi için gerekli olan ev ödevleri ve çalışmalar ☐ Yüz yüze eğitimde gerekenden daha fazla ☐ Neredeyse yüz yüze eğitimde olduğu kadar ☐ Yüz yüze eğitimde gerekenden daha az ☐ Hiçbir beklentim yoktu ☐ Çocuğum için gerekli karma (hibrit) İngilizce dersine dair iş yükü konusunda bilgim yok	1	2	3	4
Önerileriniz:				
6. Beklentilerimle karşılaştırırsam, çocuğumun karma (hibrit) İngilizce dersinin ev ödevlerini ve çalışmalarını tamamlamak için gerekli olan zamanın miktarı ☐ Beklediğimden daha fazla ☐ Neredeyse beklediğim kadar ☐ Beklediğimden daha az ☐ Hiçbir beklentim yoktu ☐ Çocuğumun karma (hibrit) İngilizce derslerinin tamamlaması için gerekli iş yükünün zamanı konusunda bir bilgim yok	1	2	3	4
Önerileriniz:				
7. Bu karma (hibrit) İngilizce derslerini tamamladıktan sonra çocuğum öğrenmiş gibi hissettim. ☐ Yüz yüze olan derslerden daha fazlasını ☐ Neredeyse yüz yüze eğitimde öğrendiği kadar ☐ Yüz yüze olan derslerden daha azını	1	2	3	4

13.İngilizce karma (hibrit) eğitim, çocuğumun genel öğrenmesine yardımcı oluyor.	☐	☐	☐	☐	☐	1	2	3	4
14.İngilizce karma (hibrit) dersler çocuğumun kendi öğrenmesi üzerinde daha fazla sorumluluk almasını sağlıyor.	☐	☐	☐	☐	☐	1	2	3	4
15.Çocuğum İngilizce karma (hibrit) derslerde, yüz yüze derslerde olduğu kadar ya da daha fazlasını öğreniyor gibi görünüyor.	☐	☐	☐	☐	☐	1	2	3	4

Önerileriniz (8-15):

16. Çocuğunuzun İngilizce karma (hibrit) öğrenme formatında yer alma fırsatı bulması sizin için ne kadar önemli? ☐ Çok önemli ☐ Önemli ☐ Biraz önemli ☐ Hiç önemli değil	1	2	3	4
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Önerileriniz:

17. Çocuğunuzun İngilizce karma (hibrit) öğrenme deneyimlerinden ne kadar memnunsunuz? ☐ Çok memnunum ☐ Memnunum ☐ Kararsızım ☐ Memnun değilim ☐ Hiç memnun değilim	1	2	3	4
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Önerileriniz:

18. İngilizce karma (hibrit) dersler çocuğumun aksi durumlarda başarılı olamayacağı derslerde başarılı olmasına olanak sağlıyor.	1	2	3	4
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☐ Evet ☐ Hayır ☐ Kararsızım				
Önerileriniz:				
19. İngilizce karma (hibrit) derslerin sonucu olarak, çocuğunuzda ve öğrenmelerinde ne gözlemliyorsunuz? <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Esnekliğinden memnun ☐ Planlama şeklinden memnun değil ☐ Sosyal etkileşim eksikliği nedeniyle memnun değil ☐ Öğrenme deneyiminden daha memnun ☐ Gelişmiş zaman yönetimi becerileri kazandığını gözlemleyebiliyorum ☐ Kendi öğrenmesi için sorumluluk aldığını gözlemleyebiliyorum ☐ Tümüyle daha sorumlu olduğunu gözlemleyebiliyorum ☐ Diğer (Lütfen, belirtin)	1	2	3	4
Önerileriniz:				
20. Çocuğunuzun deneyimleri üzerine, İngilizce karma (hibrit) öğrenmenin <u> faydaları </u> olarak neleri görüyorsunuz? <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Çocuğumun hem yüz yüze hem uzaktan eğitim aldığı dönemler hayatımız daha düzenli. ☐ Çocuğum hem yüz yüze hem uzaktan eğitim döneminde 5 gün okula gitmek zorunda olmadığı için onun gelişimi için daha faydalı aktiviteler yapabilme fırsatı buluyorum. ☐ Uzaktan yapılan derslerde, çocuğum hastalanır korkusu olmadan, sağlık açısından daha güvende olduğunu hissediyorum. ☐ Uzaktan yapılan derslerde, çocuğumun okula gitmek zorunda olmadan, derslere istediği yerde, istediği şekilde katılabildiğini olumlu açıdan değerlendiriyorum. ☐ Uzaktan yapılan İngilizce derslerine genellikle az kişi katıldığı için çocuğumun dersi daha iyi kavradığını düşünüyorum. ☐ Çocuğumun sınıf ortamı dışında, online (çevrimiçi) İngilizce etkinlikler de yapabilme ve bu çevrimiçi araçları öğrenme fırsatı bulması çok güzel. ☐ Çocuğumun bilgisayar, telefon ve diğer cihazları oyun oynamak (eğlence amaçlı) dışında kullanabilmeyi öğrenmesi çok güzel. ☐ Uzaktan yapılan derslerde, çocuğum ağır çantalar ya da her ders için gerekli olan materyalleri taşımak zorunda değil, hangi ders için hangi	1	2	3	4

kaynak gerekliyse onunla derse katılması yeterli oluyor. ○ Çocuğum uzaktan yapılan derslere katılmak için erkenden uyanmak zorunda kalmıyor. ○ Çocuğum hem yüz yüze hem uzaktan yapılan İngilizce derslerinde, sadece yüz yüze yaptığı derslere göre daha motive olmuş hissediyor. ○ Ne olursa olsun çocuğumun hem yüz yüze hem uzaktan da olsa öğrenme fırsatını bir şekilde bulması güzel. Varsa, diğer:				
Önerileriniz:				
21. Çocuğunuzun deneyimleri üzerine, İngilizce karma (hibrit) öğrenmenin <u>zorlukları ve olumsuzlukları</u> olarak neleri görüyorsunuz? <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Uzaktan yapılan derslerde, çocuğum sık sık bağlantı sorunu yaşıyor (geç bağlanma, donma, ses veya görüntü sorunu vs.), bu da derse etkili bir şekilde takip etme süresini kısaltıyor. ☐ Çocuğumun uzaktan yapılan derslere katılmak için yeterli teknolojik becerisi yok, benden ya da bir büyüğünden yardım almak zorunda kalıyor. ☐ Uzaktan eğitim imkânımız yok (olmayabiliyor), internete ve online kaynaklara erişmek bizim için pahalı. ☐ Uzaktan yapılan derslerde, çocuğumun derse kardeşiyle/kardeşleriyle çakıştığı için derse giremediği zamanlar oluyor. ☐ Çocuğum sınıf ortamı dışında derslerine kendini veremiyor, sık sık dikkati dağılıyor. ☐ Çocuğumun günün büyük bölümü oturarak bilgisayar, tablet, telefon vs. ekranına bakmasının sağlığını olumsuz etkilediğini düşünüyor ve endişeleniyorum. ☐ Hem yüz yüze hem uzaktan eğitimin olduğu dönemler, hayatımız çok düzensiz. ☐ Çocuğumun, arkadaşları ve öğretmenleriyle fiziksel olarak bir arada olduğunda daha mutlu olduğunu görebiliyorum, sürekli uzaktan eğitim buna izin vermiyor. ☐ Uzaktan yapılan dersler çocuğumun sosyalleşmesine izin vermiyor. ☐ Hem yüz yüze hem uzaktan derslerin yapıldığı dönemler, çocuğum ders saatlerini ve günlerini karıştırıyor, takip edemiyor. ☐ Hem yüz yüze hem uzaktan derslerin yapıldığı dönemler, benim de ders saatlerini ve günlerini karıştırdığım ve takip edemediğim oluyor. ☐ Çocuğum hem yüz yüze hem uzaktan derslerin tamamına katılamadığı için öğrenme süreci olumsuz etkileniyor. ☐ Sınıflar seyreltildiği için çocuğum haftalık ders	1	2	3	4

saatinden daha az derse girmiş oluyor, bu da öğrenme sürecini olumsuz etkiliyor. Varsa, diğer:				
Önerileriniz:				
22. Karma (hibrit) ve yüz yüze İngilizce derslerini karşılaştırırsanız, hangisine inanıyorsunuz: ☐ İngilizce Karma (hibrit) öğrenme belirgin bir şekilde daha fazla zaman ve kaynak tüketiyor. ☐ İngilizce Karma (hibrit) öğrenme biraz daha fazla zaman ve kaynak tüketiyor. ☐ İngilizce Karma (hibrit) öğrenme ve yüz yüze dersler benzer miktarda zaman ve kaynak tüketiyor. ☐ Yüz yüze İngilizce dersleri biraz daha fazla zaman ve kaynak tüketiyor ☐ Yüz yüze İngilizce dersleri belirgin bir şekilde daha fazla zaman ve kaynak tüketiyor.	1	2	3	4
Önerileriniz:				
23. İngilizce karma (hibrit) derslerinin bir gün mutlaka modası geçecek. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
24. Okulumuzda İngilizce karma (hibrit) derslere verilen tepkiler ☐ Beklediğimden daha çok olumluydu ☐ Beklediğim kadar olumluydu ☐ Beklediğimden daha az olumluydu ☐ Hiçbir beklentim yoktu	1	2	3	4
Önerileriniz:				
25. Karma (hibrit) İngilizce dersleri konusunda genel düşüncem, ☐ Çok olumlu ☐ Olumlu ☐ Kararsızım ☐ Olumsuz ☐ Çok olumsuz	1	2	3	4
Önerileriniz:				
26. Hayatınızda hiç karma (hibrit) eğitim aldınız mı? ☐ Evet ☐ Hayır	1	2	3	4
Önerileriniz:				
27. Yaşınız? ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+	1	2	3	4

☐ Diğer: _____				
Önerileriniz:				
28. Cinsiyetiniz? ☐ Erkek (babasıyım) ☐ Kadın (annesiğim) ☐ Diğer: _____	1	2	3	4
Önerileriniz:				
29. Mesleğiniz nedir? _____	1	2	3	4
Önerileriniz:				
30. Eğitim durumunuz nedir? ☐ Okur- yazar değil ☐ İlkokul mezunu ☐ Ortaokul mezunu ☐ Lise mezunu ☐ Üniversite mezunu ☐ Diğer (Lütfen, belirtin):	1	2	3	4
Önerileriniz:				
31. Teknoloji konusundaki becerilerinizi nasıl tanımlarsınız? ☐ Çok iyi ☐ İyi ☐ Kararsızım ☐ Kötü	1	2	3	4
Önerileriniz:				

ÖĞRENCİ ANKETİ

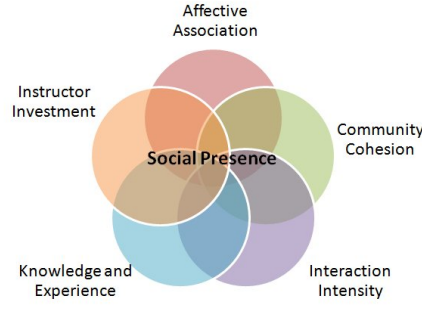
	Uyg un deği l (1)	Biraz Uyg un (madd enin uygun şekle getiril mesi gerekli) (2)	Uyg un (madde için ufak değişikli kler gerekli) (3)	Kesinl ikle uygun (4)
1. Daha önce hibrit ya da karma eğitim terimlerini duydunuz mu? ☐ Evet ☐ Hayır	1	2	3	4
Önerileriniz:				
2. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimiz, sadece yüz yüze yaptığımız derslerimizden daha çok iş yükü getirdi.	1	2	3	4

☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum				
Önerileriniz:				
3. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizin işlerini tamamlamak için, sadece yüz yüze yaptığımız derslerimizinkinden daha çok zaman harcamak zorundayım. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
4. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze yaptığımız derslere göre daha az şey öğrendim. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
5. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, öğrendiklerimi kendim kontrol etmek zorundayım. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
6. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze yaptığımız derslere göre daha çok sorumluluk almak zorundayım. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
7. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizdeki deneyimleriniz hakkında en çok neyi sevdiniz/ seviyorsunuz? (Faydalar) ☐ Uzaktan yaptığımız derslerde, hastalanma korkusu olmadan, sağlık açısından kendimi daha güvende hissediyorum. ☐ Uzaktan yaptığımız derslerde, okula gitmek	1	2	3	4

zorunda olmadan, derslere istediğim yerde, istediğim şekilde katılabiliyorum. ☐ Uzaktan yaptığımız İngilizce derslerimize genellikle az kişi katıldığı için dersi daha iyi anlıyorum. ☐ Uzaktan yaptığımız derslerde maske takmak zorunda değilim, istediğim kıyafetleri giyebiliyorum. ☐ Sınıf ortamı dışında, online (çevrimiçi) İngilizce etkinlikler de yapabilme fırsatı buluyorum. ☐ Bilgisayar, telefon ve diğer cihazları oyun oynamak dışında kullanabilmeyi öğrenmek çok güzel. ☐ Uzaktan yaptığımız derslerde, ağır çantalar ya da her ders için gerekli olan materyalleri taşımak zorunda değilim, hangi ders için hangi kaynak gerekirse onunla derse katılmam yeterli oluyor. ☐ Uzaktan yaptığımız derslere katılmak için erkenden uyanmak zorunda kalmıyorum. ☐ Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze yaptığımız derslere göre daha motive olmuş hissediyorum. ☐ Ne olursa olsun hem yüz yüze hem uzaktan da olsa öğrenme fırsatını bir şekilde bulmak güzel. ☐ Varsa, diğer:				
Önerileriniz:				
8. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizdeki deneyimleriniz hakkında en az neyi sevdiniz/ seviyorsunuz? (Zorluklar, problemler) <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Uzaktan yaptığımız derslerde, sık sık bağlantı sorunu yaşıyorum (geç bağlanma, donma, ses veya görüntü sorunu vs.), bu da dersi etkili bir şekilde takip etme süremi kısaltıyor. ☐ Uzaktan eğitim imkânımız yok (olmayabiliyor), internete ve online kaynaklara erişmek bizim için pahalı. ☐ Arkadaşlarım ve öğretmenlerimle fiziksel olarak bir arada olduğumda mutlu oluyorum, uzaktan eğitim buna izin vermiyor. ☐ Uzaktan yaptığımız dersler sosyalleşmemize izin vermiyor, teneffüslerde arkadaşlarımla sohbet etme ya da oyun oynama şansım yok. ☐ Uzaktan yaptığımız derslerde, yüz yüze yaptığımız dersler kadar aktif ve eğlenceli değil. ☐ Ders saatlerimi ve günlerimi karıştırıyorum, takip edemiyorum. ☐ Derslerin tamamına katılamadığım için öğrenme sürecim olumsuz etkileniyor. ☐ Sınıflar seyreltildiği için haftalık ders saatimden daha az derse girmiş oluyorum, bu da öğrenme sürecimi olumsuz etkiliyor. ☐ Uzaktan yaptığımız derslerde, kendimi yeterince	1	2	3	4

ifade edemiyorum, pek konuşma fırsatım olmuyor, aynı mevcutla uzaktan derslerde daha kalabalıkmışız gibi hissediyorum. ☐ Uzaktan yaptığımız derslerde, sürekli ekrana bakmak sağlığını olumsuz etkiliyor (baş, göz veya bel ağrısı vs.) ☐ Uzaktan yaptığımız derslerde, ev ortamında olan şeyler dikkatimi dağıtıyor, konsantrasyonum bozuluyor. ☐ Uzaktan yaptığımız derslerde, şarjım bitebiliyor ya da teknik bir problemle karşı karşıya kaldığım oluyor. ☐ Varsa, diğer:				
Önerileriniz:				
9. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze yaptığımız derslere göre daha çok şey öğrendim. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
10. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze yaptığımız derslere göre, kendi kendime öğrenmek için daha çok sorumluluk alıyorum. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
11. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze yaptığımız formatta zor öğrendiğim bazı konuları daha kolay öğrenebiliyorum. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
12. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, öğrenmek istediğim bilgiye istediğim zaman, daha kolayca erişebiliyorum. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum	1	2	3	4

☐ Hiç katılmıyorum				
Önerileriniz:				
13. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizin bir gün mutlaka modası geçecek. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
14. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizden memnunum. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
15. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, sadece yüz yüze olan derslerimize göre daha çok zaman ve kaynak gerekli. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
16. İlçemiz ve okulumuz hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizi yürütme konusunda başarılıdır. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
17. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimiz endişelendiğimiz kadar kötü geçmedi. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
TOPLUMSAL BURADALIK MODELİ Toplumsal Buradalık Modeli öğretmenlerin sınıfta yarattığı topluluk yöntemlerini açıklar. Model, 5 parçadan oluşmaktadır. Bu bölüm, her bir parça hakkında sorular sormaktadır.				



Figür1: Sosyal Buradalık Modeli

18. Hem yüz yüze hem uzaktan yaptığımız İngilizce dersleri duygularınızı ne kadar ifade edebiliyorsunuz? ☐ Çok ☐ Biraz ☐ Neredeyse hiç ☐ Hiç	1	2	3	4
Önerileriniz:				
19. Hem yüz yüze hem uzaktan yaptığımız İngilizce dersleri duygularınızı nasıl ifade ediyorsunuz? <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Chatbox (konuşma kutusunu) kullanıyorum. ☐ Emoji'ler gönderiyorum. ☐ Görüntümü açarak beden ve yüz ifadelerimi (jest ve mimik) kullanıyorum. ☐ Duygularımı ancak söz hakkı alabilirsem ifade edebiliyorum. ☐ Varsa, diğer: _____	1	2	3	4
Önerileriniz:				
20. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde grup çalışmaları yapıp kendinizi grup olarak ne kadar temsil edebiliyorsunuz? ☐ Çok ☐ Biraz ☐ Neredeyse hiç ☐ Hiç	1	2	3	4
Önerileriniz:				
21. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde grup çalışmaları yapıp kendinizi grup olarak nasıl temsil ediyorsunuz? <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Ders içinde öğretmenimiz gruplar oluşturarak herhangi bir aktivite yapmamızı isteyebiliyor. ☐ Ders dışında grup çalışmaları yapmak için arkadaşlarımla istediğim zaman iletişime geçebiliyorum. ☐ Herhangi bir ödevim için grup çalışması yapmam gerektiğinde, öğretmenimden yardım alıyorum. ☐ Herhangi bir ödevim için grup çalışması yapmam gerektiğinde, ailemden yardım alıyorum. ☐ Herhangi bir ödevim için grup çalışması yapmam	1	2	3	4

gerektiğinde, arkadaşlarımla benimle iletişime geçmesini bekliyorum. ☐ Varsa, diğer: _____				
Önerileriniz:				
22. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, İngilizce öğretmenimiz öğrenme sürecimize katılıyor. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
23. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, İngilizce öğretmenimiz <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Sınıf ortamına ve sınıf dışı ortama uygun etkinlikleri planlayıp uygular. ☐ Hem yüz yüze hem uzaktan eğitim kaynak ve araçlarını etkin kullanır. ☐ Zamanı etkin kullanır. ☐ Ödevlerimizi kontrol edip, geri dönütler verir. ☐ Ders dışında bireysel etkinlikler yapmamız için kaynaklar önerir. ☐ Yapamadığı derslerin telafisini mutlaka yapar. ☐ Varsa, diğer: _____	1	2	3	4
Önerileriniz:				
24. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde etkili iletişim kurabiliyorum. ☐ Tamamen katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Hiç katılmıyorum	1	2	3	4
Önerileriniz:				
25. Lütfen, uzaktan yaptığımız İngilizce derslerinizde diğer insanlarla kurduğunuz etkileşim yöntemlerinden kullandıklarınızı işaretleyiniz. <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Ortak Whatsapp grubumuzdan veya kişisel Whatsapp numaralarımız üzerinden etkileşim kuruyorum. ☐ Eba platformu üzerinden yorum ve beğeni yapıyorum. ☐ Diğer platformlar (edmodo, eblog) üzerinden etkileşim kuruyoruz. ☐ Online (çevrimiçi) derslerimizdekinden dışında pek etkileşim kurmuyorum. ☐ Varsa, diğer: _____	1	2	3	4
Önerileriniz:				
26. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimizde, bildiklerinizi ne kadar paylaşabiliyorsunuz?	1	2	3	4

☐ Çok ☐ Biraz ☐ Neredeyse hiç ☐ Hiç				
Önerileriniz:				
27. Seçme şansınız olsa, hangi İngilizce öğretim yöntemini seçersiniz? ☐ Yüz yüze İngilizce dersler ☐ Uzaktan İngilizce dersler ☐ Hem yüz yüze hem uzaktan yaptığınız İngilizce dersleri ☐ Tercihim yok	1	2	3	4
Önerileriniz:				
28. Hem yüz yüze hem uzaktan yaptığımız İngilizce derslerimiz için genel düşüncem: ☐ Olumlu ☐ Olumsuz ☐ Kararsızım	1	2	3	4
Önerileriniz:				
29. Okuldaki yüz yüze derslerin yanı sıra, daha fazla online (çevrimiçi) İngilizce ders almak istiyor musunuz? ☐ Evet ☐ Hayır ☐ Kararsızım	1	2	3	4
Önerileriniz:				
<u>Sizin hakkınızda...</u>				
30. Lütfen bu anket sorularını cevaplamak için kullanacağınız hem yüz yüze hem uzaktan İngilizce dersinizin adını ve seviyesini işaretleyiniz. ☐ 2. Sınıf İngilizce ☐ 3. Sınıf İngilizce ☐ 4. Sınıf İngilizce	1	2	3	4
Önerileriniz:				
31. Kaç yaşındasınız? ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ Diğer:	1	2	3	4
Önerileriniz:				
32. Cinsiyetiniz? ☐ Erkek ☐ Kadın	1	2	3	4
Önerileriniz:				
33. Velinizin eğitim durumu nedir? ☐ Okur- yazar değil ☐ İlkokul mezunu ☐ Ortaokul mezunu ☐ Lise mezunu	1	2	3	4

☐ Üniversite mezunu ☐ Diğer (Lütfen, belirtin):				
Önerileriniz:				
34. Evinizde internet bağlantısı var mı? ☐ Evet ☐ Hayır	1	2	3	4
Önerileriniz:				
35. Uzaktan İngilizce dersleriniz için hangi aygıt kullanıyorsunuz? <i>Birden fazla seçenek işaretleyebilirsiniz.</i> ☐ Bilgisayar ☐ Tablet ☐ Cep telefonu ☐ Diğer (Lütfen, belirtin):	1	2	3	4
Önerileriniz:				
36. Çevrimiçi İngilizce derslerine bağlanırken yardıma ihtiyacınız oluyor mu? ☐ Evet ☐ Hayır	1	2	3	4
Önerileriniz:				

CURRICULUM VITAE

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Place of Birth:

Date of Birth:

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Foreign Languages: English, German

SCIENTIFIC ACTIVITIES

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Using Technology in the Classroom, Erasmus+ KA1 Staff Mobility Project, Dublin / Ireland (April 24-30, 2017)

Seminar on Methods and Techniques for Online Assessment and Evaluation of English-Speaking Skills, Mebbis in-service Online Seminar (November 12, 2020)

While Starting eTwinning., Online Seminar, Amasya Provincial Directorate for National Education (December 27, 2020)

WORK EXPERIENCE

Ministry of National Education – English Language Teacher (September 2015-...)

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