

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING**

**THE UTILIZATION OF DEBATE INSTRUCTION USING A
LEARNING MANAGEMENT SYSTEM TO UNDERSTAND THE
EFFECTS ON TURKISH EFL LEARNERS' L2 SPEAKING ANXIETY**



**PREPARED BY
Sümeyra BATUR**

MASTER THESIS

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THESIS ADVISOR

Asst. Prof. Dr. Ahmet Remzi ULUŞAN

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To all the women fighting for their survival...

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After teaching in Preparatory Department for more than four years, I was asked to coordinate a brand-new course to utilize debate instruction with a recently developed learning management system in Academic English Department of our institution. As a teacher I have always been interested in integrating technology into language teaching and trying new approaches. Moreover, I have always viewed learners as active participants who can significantly contribute to the process of content development rather than passive recipients of language teaching. This pilot course gave me the greatest inspiration to conduct my study. I am grateful to everyone who has supported me on this difficult but encouraging journey.

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ÖZET

Sümeýra BATUR

Tartışma Eğitiminin İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin İkinci Dil Konuşma Kaygılarına Etkisi

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı
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Konuşmanın öğrenciler açısından ustalaşması en zor beceri olduğu düşünülmektedir ancak iletişim kurmak ve yabancı bir dil öğrenmek için kaçınılmazdır. Özellikle gerçek hayattaki durumlarda konuşmalarını önceden hazırlayamadıklarından, çoğu öğrenci yabancı dil konuşurken hata yapmaktan çekinir. Çok sayıda araştırma, ikinci dilde konuşma kaygısının derecesini azaltmak için farklı yöntemler kullanmaya çalışsa da öğrencilerin bu sorunu aşmalarına yardımcı olmaya hâlâ yoğun bir vurgu yapılmaktadır. Münazara, öğrencilere çeşitli bilişsel ve dil becerilerine katılma fırsatı verdiğinden, bu çalışmanın araştırmacısı münazara öğretimini öğrencilerin etkili bir şekilde iletişim kurmalarına yardımcı olabilecek ve bu hedeflere ulaşmak için onları güvenle konuşmaya teşvik edebilecek etkili yöntemlerden biri olarak seçmiştir. Bu nedenle, bu çalışmanın amacı münazaranın yabancı dil olarak İngilizce öğrenen Türk öğrenciler üzerindeki etkilerini konuşma kaygısı, konuşma performansı ve iletişim kurma istekliliği açısından anlamaktır. Çalışma, Türkiye'de özel bir üniversitenin yabancı dil yüksekokulunda yapılmıştır. Araştırmaya 189 öğrenci ve 5 öğretim görevlisi katılmıştır. Araştırmanın nicel kısmında Yabancı Dilde Konuşma Kaygısı anketinin (T-FLSAQ) Türkçe versiyonu ön test ve son test olarak öğrencilere uygulanmıştır. Ayrıca öğrencilerin görüşlerini almak amacıyla öğretim yönetim sistemini inceleyen bir anket dağıtılmıştır. Sonuçların tanımlayıcı istatistiklerini oluşturmak için nicel veriler IBM SPSS Statistics 22.0 ile analiz edilmiştir. Nitel bulgular ise betimleyici içerik analizi yöntemiyle incelenmiştir. Sonuçlar, araştırma kapsamındaki katılımcıların münazara öğretimi öncesi ve sonrası yabancı dil konuşma kaygı düzeyleri arasında istatistiksel olarak anlamlı bir fark olduğunu göstermektedir. Başka bir deyişle, münazara öğretimi sonrasında katılımcıların yabancı dil konuşma kaygı düzeyleri azalmıştır. Ayrıca sonuçlar öğretim yönetim sisteminin motivasyonu ve derse yönelik ilgiyi artırdığını göstermektedir. Sonuç olarak, çalışmanın araştırmacısı öğrencilerin konuşma kaygısını azaltmak ve aynı zamanda İngilizce konuşma performansını ve konuşma istekliliğini artırmak amacıyla münazara eğitiminin yabancı dil okullarının akademik bölümlerinde öğrenme yönetimi sistemiyle birlikte bir öğretim aracı olarak kullanılmasını önermektedir.

Anahtar kelimeler: İkinci Dil Kaygısı, Öğretim Yönetimi Sistemi, Münazara Öğretimi

ABSTRACT

Sümeýra BATUR

The Utilization of Debate Instruction Using a Learning Management System to Understand the Effects on Turkish EFL Learners' L2 Speaking Anxiety

**Başkent University
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Speaking has been regarded by many students as the most difficult skill to master yet it is essential for communication and learning a foreign language. Because they cannot prepare their speech beforehand, especially in real-life situations, most language learners are afraid of making mistakes when speaking a foreign language. Although numerous research has attempted to utilize different methods to lower the degree of L2 speaking anxiety, there still has been a heavy emphasis on helping students get past this problem. The researcher of the current study chose debate instruction as one of the efficient methods that can aid students in communicating effectively and encourage them to talk confidently as debating gives students the opportunity to participate in a variety of cognitive and linguistic skills. Therefore, the aim of this study is to understand the effects of debate instruction on Turkish EFL students regarding their speaking anxiety, speaking performance and willingness to communicate. The study has been conducted at a foreign language school of a foundation university in Turkey. 189 students and 5 instructors participated in the study. As for the quantitative part of the study, the Turkish version of Foreign Language Speaking Anxiety questionnaire (T-FLSAQ) has been implemented to students as a pretest and posttest. Additionally, a survey regarding learners' perceptions on the learning management system has been given to students. In order to create the descriptive statistics of the survey results, quantitative data have been analyzed by IBM SPSS Statistics 22.0. Qualitative data, on the other hand, have been analyzed by descriptive content analysis. Results of the study show that there is a statistically significant difference between the foreign language speaking anxiety levels before and after the debate instruction. In other words, the participants' foreign language speaking anxiety levels have decreased after the debate instruction. Moreover, the findings show that the use of LMS increases the motivation and satisfaction with the course. In conclusion, researcher of the study suggests the use of debate instruction with the LMS as a medium of teaching in order to lower the level of speaking anxiety of students and to increase their speaking performance as well as their willingness to communicate in English.

Key words: L2 Anxiety, Learning Management System, Debate Instruction

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ABBREVIATIONS

L2	Second Language
EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
TELL	Technology Enhanced Language Learning
CALL	Computer Assisted Language Learning
MALL	Mobile Assisted Language Learning
LMS	Learning Management System
FLA	Foreign Language Anxiety
FLSAQ	Foreign Language Speaking Anxiety Questionnaire
T-FLSAQ	Turkish version of Foreign Language Speaking Anxiety Questionnaire
SPSS	Statistical Package for the Social Sciences

1. INTRODUCTION

1.1 Background Information

In the context of teaching English as a second or foreign language (ESL/EFL), the instruction of speaking skill has gained a great emphasis in recent years. Due to the huge number of students who want to study English in order to be able to utilize it for communication or for their future career, the instruction of speaking skills is especially critical (Iman, 2017). As defined by Brown, "speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test" (2004, p. 140). Speaking is also defined by Thornbury & Slade (2005) as a multi-sensory activity because it involves nonverbal characteristics that influence conversational flow, such as eye contact, expressions of face and body, pace, stops, quality of voice adjustments, and pitch variation (p. 9). However, it is perceived as the most challenging and complicated language skill to master, with the highest mean anxiety level among second language learners when compared to other language skills like writing, listening, and reading (Zheng, 2008).

Foreign language anxiety (FLA), as defined by Horwitz, Horwitz, and Cope in 1986, is "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p. 128). There is a significant amount of data demonstrating that anxiety related to learning a foreign language is not just an abstract concept investigated by theorists or researchers under laboratory on induced anxiety circumstances but is actually a reality for many students (Trang, 2013). According to Horwitz, Horwitz, and Cope (1986) FLA should be considered as a situation-specific anxiety resulting from the special nature of the formal study of a foreign language rather than merely an instance of general classroom anxiety. An example of such specific situation is making a public speech. It is clear that learners of a foreign language experience anxiety especially when they must speak or present verbally in front of an audience (Nazara, 2011).

Debate is an activity that requires public speech in which participants present their points of view. It is considered as an active learning process since students will get more knowledge through the construction and creation process, group collaboration, and knowledge sharing (Littlefield, 2001). In simple terms, debate is one of the speaking

activities in the classroom that involves two teams of two or more speakers to present their arguments and rebut arguments against the other group in regard to the given topic or motion (Astuti, Suryani & Kurniati, 2022).

Some English learners who took part in debates remark that it causes them to feel anxious. However, Scovel (1978) suggested that learning a second language while experiencing slight anxiety might be beneficial. Additionally, Schroeder & Ebert (1983) point out that debate practice can benefit students in a variety of ways, including improving their desire to learn and their mastery of the course material, as well as enhancing their research abilities, understanding, and oral presentation and interaction skills. As a group activity that involves interaction and collaboration, debating offers chances for meaning-related discussions, sharing of knowledge and scaffolding, all of which can be linked to sociocultural theory that was put forth by Vygotsky (1980). Vygotsky placed a strong emphasis on how social interactions and cultural background affect learning and implied that language acquisition happens through significant social interactions, both within and outside of the classroom. Thus, debate practice can be shown as an example of such an interaction.

Almost all language learners depend on instruments, take steps, or self-regulate their behaviors consciously or at least partially consciously to make their language acquisition or language use more successful or efficient (Zhou & Wei, 2018). With emerging opportunities to improve language learning outcomes, the use of technology in language instruction has attracted a lot of interest in recent years. Technology-enhanced language learning (TELL) examines how technology affects the instruction and acquisition of a second language. It demonstrates how the technological innovation of using an electronic device can enhance a language teacher's teaching strategy. TELL is an approach to teaching rather than a teaching method, and that it can be used in combined with other teaching methods to support instruction (Kranthi, 2017).

One example of this usage is *blended learning*, which is integration of traditional classroom instruction in online learning experiences (Garrison & Kanuka, 2004). Because it gives students an innovative chance to experience learning outside of the classroom, blended learning may be an ideal learning setting for them. In fact, it makes it possible for learners to acquire material quickly and close the gap between teachers and students beyond the classroom (Karakoyun, 2022). Learning Management System (LMS) is an essential instrument in the implementation of blended learning. An LMS acts as a digital platform that

facilitates the management, organizing, and delivery of educational content and activities. It offers one place where students may access course materials, participate in interactive learning activities, work with classmates, hand in assignments, and get feedback from teachers (Aran, 2015). In short, learning management systems are primarily used to manage digitalized learning experiences.

1.2 Statement of the Problem

Speaking is one of the most challenging skills for English as a Foreign Language (EFL) students who have been proven to have inadequate communicative competence in other contexts (Uztosun, 2023). Insufficient linguistic proficiency, lack of exposure to the FL outside of the classroom, inappropriate teaching methods, and high levels of anxiety have all been cited as contributing factors to this limited competence (Kassem, 2021).

Several studies have examined L2 anxiety in the Turkish context. When L2 anxiety levels indicated by Turkish English language learners are evaluated, it can be seen that L2 anxiety is one of the issues that students encounter (Uztosun, 2023). Turkish L2 English learners experience anxiety, especially if they are not adequately prepared for the class, according to Aydın's (2008) study that examined the sources and levels of fear of negative evaluation and language anxiety among Turkish students who are learning English as a foreign language. A high level of communication apprehension was also reported by participants while speaking with teachers and native speakers. Likewise, a longitudinal study by Elaldı (2016) evaluated L2 anxiety levels of students in English language teaching (ELT) and English literature departments at the beginning and the end of their university education. The Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope 1986) mean score increased from 3.10 to 3.14, indicating a higher level of anxiety, according to the research.

The study's subjects are not an exception. The researchers' direct interaction with the students demonstrated their poor speaking abilities even after years of training in the English program. When forced to talk in English, students demonstrate hesitation and struggle to say more than a few words. In none of the courses they have taken over their three years of study have students received any instruction in debate. Furthermore, the overall Academic English curricula does not include a debate course. Therefore, the researcher of this study tried to measure the effects of debate instruction on students' L2 speaking anxiety with a recently

developed learning management system to understand whether it contributes to students' speaking performance and willingness to communicate.

1.3 Purpose of the Study

The aim of this study was to understand the effects of debate instruction with the use of a learning management system (LMS) on Turkish EFL students regarding their speaking anxiety, speaking performance and willingness to communicate. It also aimed to explore students' and instructors' perceptions regarding debate instruction with the use of learning management system as well as clarifying the challenges experienced by instructors during teaching debate instruction with the use of LMS.

1.3.1 Research questions

This study aimed to address the following research questions:

1. What is the impact of debate instruction with the use of LMS on Turkish EFL students' L2 speaking anxiety?
2. Will there be a statistically significant difference between Turkish EFL students' level of speaking anxiety after being exposed to debate instruction with the use of LMS?
3. What are the perceptions of Turkish EFL students about the use of LMS in debate instruction?
4. What are the perceptions of Turkish EFL students about the utilization of debate instruction regarding their
 - 4.1 L2 speaking anxiety,
 - 4.2 L2 speaking performance,
 - 4.3 L2 communication willingness
5. What are the challenges that L2 instructors face in implementing debate instruction with the use of LMS?

1.4 Significance of the Study

Numerous factors contributed to the current study's significance. First, the study consisted of a group of Turkish EFL students that received debate instruction at college to improve their communicative abilities. Second, it tried to measure the impact of providing EFL students with the instruction through a recently created LMS. To the best of the author's knowledge, this is the first study to examine this relative effect. Third, the study examined how the suggested training would affect the L2 speaking anxiety, speaking performance, and willingness to communicate of Turkish EFL students, which can be considered as three important affective factors in FL acquisition. Finally, the current study addressed the challenges faced by the instructors during the utilization of the instruction, which is hoped to contribute to the current literature in the field.

A study that examined the effects of debate instruction on L2 speaking performance among Turkish EFL students with A1 and A2 proficiency level is included in the review of the literature that has been done. But to the best of the researcher's knowledge, no study has yet examined how debate instruction with a learning management system affects L2 speaking performance, speaking anxiety, and communication willingness of Turkish EFL college students with B1-B2 proficiency levels.

1.5 Limitations of the Study

The current study had certain limitations in applying the debate instruction with the use of LMS. To name a few, the course was utilized for the first time in the institution, thus there were many flaws both in the procedure of debate instruction and the use of LMS. The building and the platform where the course was taught had technical problems regarding the internet, which caused the majority of the dissatisfaction with the course. Also, although there were 248 students who took the course, only 189 of them completed the surveys. Moreover, students were only from three academic departments ;therefore, the results of the study cannot be generalized. Lastly, due to time constraints and school restrictions, the study was not piloted before introducing the debate instruction, which might be viewed as an additional limitation of the current study. However, it can be concluded that the study's goal has mostly been accomplished despite all these limitations.

1.6 Definitions of Key Terms

Debate Instruction: The systematic teaching and learning of skills and strategies, including argumentation, critical thinking, persuasive speaking, as well as effective communication. (Dobson, 1987)

Learning Management System: A software or web-based technology that makes it easier for students to access learning materials and content (Başal, 2016)

Speaking Anxiety: The psychological feeling of discomfort, apprehension, or nervousness that people get when speaking in front of others or in a public place (Horwitz et al., 1986)

Speaking Performance: The capacity to communicate clearly and effectively through speech, including elements like fluency, accuracy, pronunciation, vocabulary use, and coherence in expressing thoughts and information (Basic, 2011)

Willingness to Communicate: A preparedness to start a conversation using an L2 at a specified time with a specific person or people (MacIntyre et al., 1998)

2. LITERATURE REVIEW

This chapter presents a detailed assessment of the literature on anxiety, debate instruction, blended learning, and learning management systems.

2.1 What is Anxiety?

There are numerous definitions of the term anxiety due to its broad scope. Therefore, there are numerous definitions that are derived from various viewpoints. It has a significant impact on teaching and the learning process, especially when we encounter the untried, the unfamiliar, a new circumstance or role. Anxiety emerges physiologically as part of the "fight or flight" response that is set off when a relatively substantial of adrenalin is released into the bloodstream (Neylan, 1962). Fox (1993) similarly, defines anxiety as a feeling that people experience when they feel uncomfortable or when it is related to certain social and health issues.

Scovel (1978) characterized anxiety as a sense of uneasiness that might range from nervousness towards an ambiguous fear originating from an unexplained fear while Powell and Enright (2015) associate anxiety with stress and claim that it is a person's bodily, cognitive, and behavioral response to stress. According to the experts' definitions, anxiety is basically a negative state of mind. Though it is a common and frequent feeling, it can affect the learning process crucially. Learning happens when people feel prepared and confident, and as anxiety can affect self-esteem it can create a negative impact on learning process (Branch, as cited in Powell & Enright, 2015).

2.1.1 Foreign language anxiety

Anxiety is frequently linked to language learning, as second language researchers and theorists have long known. Anxiety is a significant barrier to overcome when learning a foreign language, according to both teachers and students in general (Horwitz, et al., 1986). Because the setting of language acquisition is naturally full of worry, most of language learners find learning a new language to be a stressful experience (Dewaele, 2013). It might be presumed that language learners experience anxiety when they attempt to improve their skills persistently. And if they realize they can't move forward, they might become anxious about learning the language.

Foreign language anxiety (FLA) is defined as "the feeling of tension and apprehension specifically associated with second language [L2] contexts, including speaking, listening, and learning" (Mac Intyre & Gardner, 1994, p. 284). Research about the effects of anxiety on learning achievement has mainly provided evidence for the detrimental effects of anxiety (Trang, Richard B. Baldauf Jr. And Karen Moni, 2013, P.217). Studies have highlighted instances of anxious students who tried everything to avoid learning a second or foreign language because they thought it would be their worst learning experience (Price, 2013). Three elements of FL anxiety were discovered by Horwitz, Horwitz, and Cope in 1986: *communication apprehension*, *fear of negative evaluation* and *test anxiety*.

Communication apprehension is anxiety regarding verbal communication. This phrase describes experiencing anxiety while speaking to someone. Both L1 and L2 are connected to it. The main contributors to communication anxiety are certain personality qualities like shyness, quietness, or reticence (Horwitz et al., 1986). A foreign language speaking class, for example, is likely to be much more challenging for those who have communication apprehension as it is where learners have little control over the communicative environment.

Communication apprehension can also be observed while making a public speech. Shy people may feel extremely anxious during delivering a message verbally in a classroom environment where their performance is observed by others. Communication apprehensive individuals, according to Ergün (2011), are the ones who frequently experience anxiety in language classrooms because they are forced to communicate in the target language and the teacher is constantly directing them, so they cannot stay silent for all the time. Tanveer (2007) conducted an interview study to examine the potential causes of language anxiety in speaking. The findings revealed that participants experienced anxiety when the classroom was competitive or when the teacher emphasized the competitive nature of the classroom.

Fear of negative evaluation includes anxiety about others' evaluations, avoidance from circumstances that include evaluation, and the belief that others will have a negative perception about themselves (Watson & Friend, 1969, as cited in Horwitz et al., 1986). For some language learners, using the language is like being evaluated. They worry about making a poor image of themselves in social situations when they believe they don't have the necessary language skills to explain themselves. This leads to minimal engagement or communication avoidance (Aydın as cited in Balemir, 2009).

In a foreign language class, students avoid criticism from their classmates. They are worried about being in the spotlight. They believe that their peers and teachers would make fun of them, which will make them feel humiliated (Young as cited in Ülker, 2021). Students who experience fear of negative evaluation "tend to sit passively in the classroom, withdraw from activities that could increase their language skills, and may even avoid class entirely" (Gregersen & Horwitz as cited in Liu & Jackson, 2008, p.72).

Ohata (2005a) carried out a research to look at the possible causes of anxiety among Japanese English learners. Two of the participants who were interviewed said they began to sweat, and their hearts began to race when answering questions in class, while the other two said they experienced significant stress during the class presentations (in Balemir, 2009).

Mistakes are normal and unavoidable elements of language learning process. Though perceptions of students might vary, getting feedback from peers and teachers can be one of the best strategies to prevent these mistakes from developing into errors. In a speaking class, the management techniques used by teachers, the type of the feedback, and the actions of the students are all important. According to Kitano's (2001) investigation on the effects of fear of negative evaluation on Japanese language learners, speaking anxiety was correlated with the levels of fear of negative evaluation, suggesting that the more fear of negative evaluation learners experienced, the more speaking anxiety they had.

Test anxiety, on the other hand, is a sort of performance anxiety caused by a fear of failing. Since tests and quizzes are common and even the brightest and most prepared students frequently make mistakes, students who are test-anxious in foreign language classes likely to encounter significant difficulty. Students who are test-anxious frequently place unattainable standards on themselves and believe that nothing than a perfect test result is a failure (Horwitz et al., 1986). Learners could also feel the anxiety in various fields. According to several academics, this feeling is not specific to learning a foreign language. In a study they conducted in 1989, MacIntyre and Gardner assessed vocabulary output among students. The findings demonstrated that exam anxiety was not a particular cause of foreign language anxiety.

To measure the anxiety of learning a foreign language, both quantitative and qualitative methods are used in the literature. Depending on the goal of the study, qualitative methods can vary. They include interviews and diaries, referred as self-reports (Aydın as

cited in Balemir, 2009). Quantitative methods, on the other hand, include questionnaires, the results of which are analyzed using statistics. Horwitz et al. (1986) used such quantitative method and developed the Foreign Language Classroom Anxiety Scale (FLCAS), which has been immensely popular in following research studies on language learning environments, to identify anxious university students and measure their anxiety (in Liu & Jackson, 2008). It is a five-point Likert scale with the options varying between "strongly agree" and "strongly disagree".

Depending on the goals of their investigations, researchers either use the FLCAS or its modified forms to evaluate anxiety. The FLCAS statements are often changed, or new scales are created in order to study the connection between anxiety and the four language skills (Balemir, 2009).

2.2 Debate Instruction

Although it has been described by many scholars, the act of debating emphasizes one common concept; two opposite sides having a well-organized conversation on an issue that is controversial. Cattani (2003 as cited in Alen et al., 2015) describes debate as a contest between two opposing groups in which both sides seek the approval of a third party (judge, audience), as opposed to what happens in an ordinary discussion. He believes that even problems that are thought to be insoluble might be debated with the intention of convincing others. It originated in ancient Greece and is still used now as a teaching method more than as a form of competition (Akerman & Neale, 2011; Goodwin, 2003; Kennedy, 2009; Scott, 2008 as cited in Aclan & Abdul Aziz, 2015).

In the literature, debate is recognized as an education practice that can increase confidence, teamwork, critical thinking, communication, and research abilities (Goodwin, 2003). Having been practiced for more than 4,000 years, the use of debate in teaching dates back to Protagoras, known as the "father of debate" in Athens (481-411 BC) (Snider & Schnurer, as cited in Mahmood, 2022). Thus, it is not an entirely new teaching strategy.

Debate, according to Snider and Schnurer (2002), encourages students to learn actively by giving them responsibility for comprehending course material, a strategy that completely shifts position from passive to active. In a similar way, Littlewood (1981) suggests that students' participation in a debate ensures that they have sufficient common knowledge about the topic and varied points of view to defend. They might need to make one particular

decision or put it to a vote at the end of the debate. Schroeder and Ebert (1983) states that debate practice can help students' research abilities, empathetic thinking, spoken language, and verbal communication.

Dobson (1987) points out that participation in debate improves students' speaking fluency and allows them to express their opinions and feelings about a particular subject. Berdine (1987), likewise, believes that debate involves highly developed oral communication skills since students must defend their points of view and answer questions in a direct and quick way. Gulnaz (2020) states that in-class debate develops students' critical thinking abilities, oral communication, social interaction, capacity to synthesize the arguments, speak impromptu, and ability to make well-informed conclusions and judgements based on facts and reliable sources. In-class debate is also encouraged by researchers who claim that such practice provides students a greater insight to the subject's content. Debating also allows students to recall information they have learned over long periods of time as they are acquired through discussion and argumentation (Gulnaz, 2020).

Many studies have been conducted to understand the effects of debate instruction in language teaching. According to a number of scholars, debate instruction can help students develop all four major language skills (Alasmari & Ahmed, 2013; Krieger, 2005; Rybold, 2006). Debaters must listen to and comprehend what the opposing team is saying in order to respond properly. To gather evidence for their perspective, they must read extensively. Additionally, they practice speaking in front of a group and in front of an audience, which can enhance their oral performance in terms of elements like word choice, fluency, and coherence. Debaters could also enhance their writing skills by organizing their language use and concentrating on elements like coherence and persuasion that are important to writing in general and argumentative writing in particular (Kassem, 2021).

There are a number of advantages to applying debates in FL classes according to researchers. For instance, controversial subjects in debates can help develop critical thinking abilities, which are crucial for language development. Additionally, debates can increase motivation, which is a necessary element for successful language learning. Also, debate participants must work together to defeat the other side, which helps them improve collaborative abilities (Barkley et al., 2005; Williams et al., 2001).

According to Alasmari & Ahmed (2013), debate is an excellent way to improve students' English-language speaking skills. The use of discussion in EFL lessons will help students overcome their phobia of the English language. Additionally, the debate will enhance their vocabulary, pronunciation, and fluency. Given that debating covers a wide range of topics and issues, they will also be familiar with jargon and technical terms.

Aclan & Abdul Aziz (2015) conducted a qualitative study to examine how Middle Eastern, African, and ASEAN students learning English as a foreign language could develop vocabulary through debating. The results of this study demonstrated that debate's participatory character encourages learners to pick up new words even when they aren't prompted to. Students who were interviewed agreed that vocabulary acquisition had been incorporated into debate instruction. This may be due to debating being a task-based, student-centered activity that challenges students to solve an issue on their own with the teacher serving as a facilitator.

Aclan & Abdul Aziz (2015) also stated that the debate format enables students to independently prepare for the motion or topic, enabling them to master both subject matter and language, including how to use the right terminology to give speeches effectively. The study's participants understood the value of speaking clearly, and they demonstrated a desire to acquire new vocabulary that they thought would be useful during real debates. Such encouragement and praise are crucial components of learning a second or foreign language.

The benefits of debate for students go beyond those that are linguistic. Keaten & Kelly (2000) believe that by progressively accustoming students to speak in front of an audience of people, debates can help students overcome their fear of public speaking, which is the most typical phobia among FL students. Fear of self-expression or negative evaluation is the major source of communication apprehension (Horwitz et al., 1986). Students might progressively overcome their communication apprehension and build confidence in their capacity to speak in public by actively participating in debates.

Various studies have been conducted in line with these findings to investigate the effect of debate instruction on L2 speaking. In a study involving Japanese students, Fukuda (2003) discovered that just 31.8% of the students felt comfortable expressing their ideas before participating in debate. After the debate instruction, this percentage increased to 56.7%. According to Fukuda (2003), debate practice gave learners an understanding and

strength that helped them express their thoughts more comfortably (as cited in Astuti & Suryani & Kurniati, 2022).

Williams, McGee, and Worth (2001) conducted a survey of 286 members of competitive debate teams from 70 various colleges. For these students, the most notable advantage of participating in debates was increased communication skills. Kennedy (2009) conducted a study to find out how respondents felt about debating. Four separate parts of the survey were sent out at various points: a 13-item survey following the first debate, a 5-item survey following the second debate, a 2-item survey following the fourth debate, and lastly an 11-item survey following the fifth debate. The survey's findings showed that even though students felt nervous at the start of the debate, around 74.7% said they would think about taking part in one again in the future.

Fauzan (2016) conducted a study in two cycles as part of a classroom action research project. The study's findings demonstrated that cycle 2 had met the success criterion. In the speaking test, the average score increased from 60 in the pre-test, 69 in cycle 1, and 75 in cycle 2, indicating that the students had made some progress. These results showed that there was a progression from "fair" to "good" ability. Also, there has been a positive change in overall atmosphere of the class. The outcome demonstrated that learners could convey their ideas and viewpoints more through debate practice.

It's frequently stated by participants that debates provide a variety of advantages, whether in a match or in the classroom. At the high school and college levels, those who participate in debate competitions claim that debates help them develop their self-confidence as well as critical thinking, speaking, and communication skills (Williams, McGee, and Worth, 2001). 120 Malaysian ESL students between the ages of 13 and 14 participated in a survey on the benefits of debate tournaments, and the results revealed that the activity increased their self-confidence, critical thinking, speaking, and listening abilities, and encouraged collaboration (Othman, Mohamad, and Amiri, 2013).

Students must use critical thinking to formulate arguments during a debate in order to rebut the claims of their opponents. To measure the degree of anxiety experienced by ESL students at various phases of participating in a debating tournament, Anthony, Othman and Ismail (2017) conducted a study. Results showed that learners with high critical thinking levels had less anxiety than those with intermediate levels. The degree of anxiousness during debate competitions was higher among students with limited critical thinking skills.

Therefore, Anthony, Othman and Ismail (2017) suggest that even though it allows everyone a chance to speak up, debate may also evoke anxiety among students especially with low level of critical thinking. Thus, it is necessary to include strategies for coping to lessen the effects of anxiety.

2.3 Computer-Assisted language Learning (CALL)

In many countries learning a foreign language (FL) is now largely facilitated by well-established technology like personal computers and internet connection. Additionally, there is an increasing number of relatively new technologies available, including smartphones and other mobile internet-accessible devices (Golonka et al., 2012). Numerous studies have shown that students prefer using technology in FL learning over more traditional methods and materials and that they enjoy using it. Because of technology, students are more likely to be actively involved in their studies and to perceive instruction more positively (Wulandari & Budiyo, 2017).

Since its creation, computers have increasingly merged into our daily life and it took little time for them to become an integral part of education, more especially the teaching and learning of languages. The term "computer-assisted language learning" (CALL) has been defined in several articles. Levy (1997) describes it as an extensive field that covers both the study and research of computer applications as well as their usage in language teaching and learning. He states, "CALL is the search for and study of computer applications in language teaching and learning" (p.1). According to Beatty (2003), CALL is "any process in which a learner uses a computer and, as a result, improves his or her language".

According to a number of scholars, computers are meant to serve as a standard teaching instrument, much like textbooks (Chambers & Bax, 2006). In educational settings, computers and the internet facilitate effective communication among students. There have been several studies on the impact of technology on learners' linguistic proficiency and academic success (Wei, 2022). Hassan Taj et al. (2017) discovered that computers, especially email and the internet, can enhance learners' L2 reading comprehension and vocabulary. They claimed that using digital tools may help EFL students improve their working memory thus ensuring they can recall and comprehend word meanings.

Bensalem (2020) found that the incorporation of technology advancements, such as the internet, can enhance learners' reading abilities and contribute to effective

communication of EFL learners in a research on the impact of CALL on learners' language skills. He argued that educational technology, as opposed to traditional face-to-face instruction, can lessen a number of difficulties including shyness and anxiety. Additionally, it can lessen learner, which are significant limitations in traditional educational contexts.

Lai and Gu (2011) and Lai (2013) investigated learners' general opinions with an emphasis on CALL in two more recent large-scale investigations. Both research focused on FL learners in Hong Kong who self-regulate their use of technology, and they both found highly positive beliefs. Lai and Gu (2011) also discovered that students used various technologies outside of class more frequently than they did inside. They had highly optimistic views on the use of technology to enhance motivation, track learning progress, motivate people to keep up with learning objectives, increase learning resources, and improve cross-cultural understanding.

Besides, thanks to the widespread acceptance of mobile devices like smartphones and tablets, access to mobile learning resources has become much easier. Many scholars have identified and discussed mobile learning, the use of mobile devices, and their useful applications in a language learning environment (Godwin-Jones, 2011). Regarding the definition of mobile learning, there is little agreement on whether it refers to mobile technologies specifically or to the idea of learner mobility in general (Kukulska-Hulme, 2009).

Moving from Computer-Assisted Language Learning (CALL) to Mobile-Assisted Language Learning (MALL), the focus shifts to the increasing integration of mobile devices in language education.

2.4 Mobile-Assisted Language Learning (MALL)

“Mobile-assisted language learning” (MALL) can be generally understood as the use of mobile devices for both teaching and learning. It does not solely refer to studying on mobile phones but rather it refers to a wide range of portable, Wi-Fi enabled, and handheld electronic devices, including cellphones, pads, pods, tablets, and personal digital assistants (Yükselir, 2017). As noted by Kukulska & Shield (2008), "MALL differs from CALL in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use" (p. 273).

According to Hung and Zhang (2012), as mobile technologies provide a variety of chances and possibilities, including flexibility and accessibility, the researchers are trying to find out how mobile learning influences the process of language acquisition. Numerous studies indicate that language learners, regardless of whether they are learning a second or foreign language, generally have positive views toward the use of mobile technologies in the language learning process.

Xu, Dong and Jiang (2017) investigated how students felt about receiving mobile-assisted feedback on oral output. According to the study, students who got mobile-assisted feedback displayed favorable attitudes and their confidence when speaking English increased considerably. Taj, Ali, Sipra, and Ahmad (2017) investigated how technology-enhanced language learning affected the vocabulary acquisition of EFL learners and discovered that vocabulary learning activities delivered through PCs in language labs and receiving vocabulary cards through mobile phones are both successful at helping learners learn new words.

Alshammari et al. (2018) studied how MALL affected the reading comprehension of EFL students. They discovered that online EFL learners outperform classroom based EFL learners in reading comprehension using WhatsApp as a teaching medium of communication. Sadeghi and Dousti (2013) noted that it can be difficult to look at how CALL and MALL affect language learners' performance. They made the case that effective program usage is essential to the effectiveness of CALL and MALL. Additionally, intervening factors like individual differences, difficulty of the task, and learning atmosphere have an impact on how effective CALL and MALL programs are (as cited in Wei, 2022).

With the emergence of Mobile-Assisted Language Learning (MALL), educators have further explored innovative approaches, such as Blended Learning, which seamlessly combines traditional classroom settings with digital resources.

2.5 Blended Learning

Thanks to the advancements in educational technology, teachers have access to a wide range of internet-based instructional resources that can help providing students with individualized guidance and assistance. Garnham and Robert (2002) indicate that combining face-to-face instruction with digital technologies may result in remarkably efficient delivery (as cited in Öztaş, 2022). An example of such combination is blended learning, which shifts

people's perceptions of education away from traditional classroom settings and toward more adaptable and flexible learning environments (Kuo, Belland, Schroder, & Walker, 2014). It is a method of instruction that combines technology with conventional teaching methods to produce an engaging and dynamic learning environment.

As described by Riel et al. (2016), blended learning settings are the ones that "...provide students with online and in-person places to meet, collaborate, and work on meaningful projects. Each of these spaces has particular benefits to successful learning." (p.189). The appealing feature of blended learning is that it efficiently combines conventional methods of instruction with web-based tools (Karakoyun, 2022). This gives students the chance to accomplish their learning objectives in various learning environments. In a similar way, Banditvilai (2016) explains blended learning as an instructional setting where students learn both independently and with the guidance of teachers.

Technological enhancements have always been demonstrated in the education field. A good instance of this is the incorporation of technology into conventional teaching strategies and the establishment of new learning environments. According to Bernard et al. (2014), these advancements have made it possible for blended learning to be widely used in education, thanks to the growing acceptance of the value of interactive experience of language acquisition. The use of blended learning has grown significantly in higher education, particularly in recent years (Lim & Wang, 2016).

There have also been several attempts to use blended learning in the field of English Language Teaching (ELT) since it was first introduced to the academic world (Wang, Chen, Tai & Zhang, 2019). Yoon and Lee (2010) added clarification and defined the phrase in terms of ELT as:

"bringing together the positive attributes of online and offline education, including instructional modalities, delivery methods, learning tools, etc., in relation to language teaching and learning approaches and methods in order to reinforce the learning process, to bring about the optimal learner achievement, and to enhance the quality of teaching and learning" (p. 180).

Findings from several studies and investigations show that blended learning can enhance students' language learning abilities in the four areas of reading, writing, listening, and speaking. The influence of blended learning on the writing skills of Korean university students had been investigated by Yoon and Lee (2010). 47 university students who did not

major in English took two-credit English writing courses for 16 weeks. During this study, they utilized a Bulletin Board System, online feedback, face-to-face feedback, and instant messaging or chat programs to encourage learner interaction and collaborative learning, and at the same time motivating students to actively participate in process-oriented writing. The results demonstrated that students were very happy with the process because they thought it was fun, practical, and inspiring. They also had positive reviews about blended learning in L2 writing classes, which effectively raised their writing test scores.

Similarly, Grgurovic (2011) studied the integration of direct (traditional) and online learning in intermediate ESL courses and classes using blended learning. In this case study, an intermediate ESL listening and speaking class in an intense English program had been evaluated. The class combined face-to-face teaching environment with online instruction in the computer lab and for homework (CALL mode) using a freely accessible learning management system (LMS). The study's key findings demonstrated that all language skills can be successfully included into both learning styles and that blended learning can be used to teach all language skills efficiently. Additionally, both the instructors and the students have positive attitudes and perceptions regarding the incorporation of blended learning in the instruction of English.

In a related research, Liu, Chen, Lesgold, Feng, and Wang (2017) compared blended learning with conventional instruction to examine the impact of blended learning on college students' English language proficiency. The results showed that all language skills of students, particularly speaking skills, have significantly improved as a result of collaborative group discussions and self-assessment activities performed through blended learning practices.

According to Karaaslan and Kılıç's (2019) analysis of university students' perceptions of blended learning courses, high achievers tended to have a positive view of blended learning, while low achievers needed more in-class time, interaction, and help for study. This study demonstrates that factors like learner autonomy, linguistic ability, and attitudes may have an impact on blended learning.

Another study on how language learners perceive online platforms and integrated language learning found that participants had both positive and negative opinions. The study by Istifci (2016) analyzed the opinions of 167 EFL students and gathered information from the participants using questionnaires and personal interviews. The results showed that

although learners particularly liked the flexibility of blended contexts, they expressed that face-to-face classes provided them with greater opportunities for the communication and interaction they were looking for from their instructor. They also stated that they preferred face-to-face sessions due to the feedback they received from their teacher. These outcomes can be the product of long-held assumptions about conventional classrooms and teaching techniques, but they might also indicate that teachers need to adjust to changing teaching techniques and their requirements as well (Istifci, 2016).

In light of all of this, blended learning is likely to be implemented extensively in a variety of educational programs in higher education, mostly because of positive effects on the educational system. The next section will expand on the topic of blended learning and explore several models that have been created to meet the requirements of various educational environments and learners.

2.5.1 Blended learning models

Blended learning has been more and more popular in recent years since it could provide a useful delivery method for students and meet a variety of demands. The acceptance of technology and the benefits of online education have compelled the education sector to acknowledge the application of blended learning in a variety of contexts (McKenzie et al., 2013). In the field of education across disciplines, a number of definitions and models are evolving. And it is crucial to be educated enough to truly understand the numerous models of blending that are appropriate for one's program or learners (Graham, 2006).

Although blended learning is gaining popularity and has been implemented particularly in higher education, the literature has not yet become successful in offering a well-established and clear definition or models for it (Halverson, Graham, Spring, and Drysdale, 2012). However, there are some illustrated blended learning models that could help with the creation and planning of such learning settings at various levels.

Depending on elements like program goals, levels, and other elements, blending practice differs greatly. There is no one model that can be said to be the answer for all problems, but selecting the right blending strategy for the target audience requires considerable thought.

Blending models come in a variety of forms depending on learner control, pedagogical implications, and level. “The four crucial interactional dimensions of time, space, fidelity, and humanness must be taken into account when selecting a blended learning model” (Graham, as cited in Yoon & Lee, p.181, 2010).

The following are blended learning approaches that address to particular levels:

- 1) Activity level blending, where an activity has both online and offline components.
- 2) Course level blending, which is the most common kind of blending, where a course has both online and offline components.
- 3) Program-level blending, which is frequently used in degree programs and gives students the option of taking either or both offline and online courses.
- 4) Institutional-level blending, in which the institution has developed a model for both offline and online courses rather than just a distance learning division, thus differing from regular offline instruction (Graham, 2006).

The suitable level-specific model of blending for program and institutional levels is specified by the program and the institution, and the instructor's choice is not taken into account while selecting the model. However, depending on the course and activity levels, teachers may be given the chance and freedom to find and use the right blending in their foreign language classes. In foreign language classrooms, selecting an effective blended learning approach necessitates taking into account a variety of factors, including the combination of the factors mentioned above including the topic, classroom size, age, and learner competency level (Yoon & Lee, 2010).

Flexible techniques and well-planned strategies should be used in every level and model of blended learning in order to maximize its effectiveness. The online component of the blend may be used for research, discussion, reflection, and project development, while the face-to-face component can be used for establishment of confidence, encouraging communication and cooperation through group activities and evaluation sessions (Oğul, 2019).

Following the blended learning models, the focus of the study now shifts to Learning Management Systems (LMS), which are crucial for sustaining and improving educational experiences across a range of learning environments.

2.6 Learning Management Systems

Due to the changes in the field of information technology, blended learning has become more and more effective in higher education, and an online platform called 'learning management system' (LMS) was integrated into blended learning around 2007 (Batanouny, Elkhayat & Elsheikh, 2018). As educational institutions attempt to provide students with learning opportunities that enhance face to face classroom interaction and teaching effort, the use of learning management systems (LMS), also known as online course management systems (CMS) or virtual learning environments (VLE) in ESL/EFL teaching has unquestionably gained popularity over the years (Ogunmuyiwa, 2016).

According to Levy and Stockwell (2013), the LMS is an internet-based platform that enables teachers to actively hand out course materials, interact with students, and assign several different tasks. LMSs offer a wide range of functions for learners and educators. An LMS not only makes it easy to communicate and provide a gradebook, but it also makes it easier to organize course content and connect with students. It assesses organizational objectives as well as educational ones and keeps tracks on progress of students (Szabo & Flesher, 2002). Additionally, a platform like this enables announcement sharing and content exchange between teachers and students. Additional features include synchronous or asynchronous activities, group projects, assignment comments, and more (Lonn & Teasley, 2009).

Since the transition to online and blended learning in ELT has been mainly top-down rather than bottom-up, and most instructors are unwilling to alter their methods of instruction and lack the confidence to try new technologies, it is important for an LMS to be appealing and user-friendly (Oğul, 2019). LMS enables students to engage in a course at a distance or at their own pace, collaborate and discuss in English with their peers in order to accomplish lesson objectives, and study course material at any time. It is also helpful for educators in reflecting on both the "product and process of learning" (Murray & Mcpherson, 2004, p. 65).

As students are connected successfully to their lecturers and their peers using LMS, this capability enables the extension of classroom activities and the empowerment of resource sharing. In such an internet-based learning environment, e-learning language courses for higher education that are based on LMS enable teachers to make use of a variety of delivery and methods of instruction (Wulandari & Budiyanto, 2017). Such methods include presentation, audio, and animation demonstration tools as well as forums where

students can have discussions or debates. Ushakov (2017) argues that participation in online discussion forums not only motivates students to speak up, but also motivates those who tend to be shy to be more confident and eager to engage. Additionally, it offers them a relaxed setting that lessens their concern and anxieties about seeming foolish when expressing themselves in public.

Various studies have been conducted to measure the efficiency of using LMS in foreign language teaching. To examine the effects of a learning management system (LMS), Bilgin (2010) conducted an experimental study with students at a university in Turkey's preparatory English program. The experimental group that used the learning management system performed better than the control group, based on the study's findings. A survey was administered in addition to the experimental study, and the results showed that although the students valued online resources for language acquisition, they still preferred printed materials over online ones.

Likewise, in order to determine the extent to which blended learning activities are included in learning management systems of EFL-focused course materials, Aran (2015) carried out a study. The study's findings showed that overall concept evaluation items generally received high scores for learning-teaching content, applicability to learners, goals and successes, abilities, language, and interaction. He concluded that using blended learning in LMSs enhances engagement, interest, and educational outcomes.

As one of the aims of the study is to explore the effects of the LMS, three features included in the survey- self-assessment, motivation, and learner autonomy- are also described in this chapter with broad terms.

2.6.1. Self-assessment

Self-assessment is an instructional method where learners evaluate their language proficiency without the help of teachers. In the past two decades, L2 instructors and researchers have become more interested in SA as a possible measuring and learning/teaching tool (Oğul, 2019). According to Paris & Paris (2001), self-assessment could significantly help learners in enhancing their capacity for self-regulated learning. Self-regulated learning is a learning process that calls for autonomy and control by the learners who monitor, guide, and regulate actions toward goals of knowledge acquisition, developing expertise, and self-improvement (p. 89).

Students will be able to comprehend their learning objectives, keep track of their progress, and assess how they are doing in comparison to those objectives. Self-assessment can help L2 students identify the areas and strategies they need to focus on in order to meet their learning objectives. Additionally, self-assessment would encourage L2 students to create and employ a variety of successful learning strategies. Through self-assessment, students' performance will be mirrored and evaluated. This will offer students a sense of control over their language learning, and this sense of control will encourage good attitudes toward language acquisition. The motivation to learn would thus increase as well (Jin, 2021).

One of the most important functions of learning management systems is to offer opportunities for self-assessment. Through the use of some diagnostic tools and progress reports offered by these platforms, users can monitor their own progress. An additional self-evaluation tool offered by the LMS is a checklist created for each module in relation to various language abilities. By completing and reviewing these self-assessment tools, students have the ability to measure their progress (Oğul, 2019).

2.6.2. Motivation

The most general term for describing what makes a difficult task successful or unsuccessful is motivation. Without motivation, people are unwilling to engage in a behavior, therefore it inspires learners to change their current efforts or continue with them. The definition of motivation according to Brown (1987) is "an inner drive, impulse, emotion, or desire that moves one to a particular action" (as cited in Karagöl, p.6, 2008). Motivation plays a significant role in learning, and it is directly related to language acquisition. One of the most significant elements that has a direct impact on students' proficiency in a foreign language is their motivation (Tosuncuoğlu, 2021). According to Dörnyei and Ushioda (2013), language acquisition is hindered by the demotivation for learning a foreign language that can be observed in students. Similarly, Oxford & Shearin (1994) state:

“Motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers, how much input they receive in the language being learned (the target language), how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over.” (p. 1).

Many studies have been utilized regarding motivation and language learning yet within the scope of this study, how technology impacts motivation to learn languages is reviewed

generally. Fauziah and Maryono (2021) carried out an experimental study to determine whether students' motivation and learning outcomes are influenced by applying a blended learning model. They came to the conclusion that the use of blended learning is helpful because it can raise students' motivation to learn, which in turn influences learning outcomes.

2.6.3. Learner autonomy

Although the notion of learner autonomy was first introduced in the 1970s, there is still controversy on how to define it in terms of its meaning. According to Benson and Voller (2014), learner autonomy is the term used to describe the competencies that students can acquire and use to make learning easier (as cited in Çakıcı, 2015). It has a very crucial role in language learning. In order to learn the target language more successfully, learners should be able to establish autonomy (Benson, 2011). The inability of teachers to pass along all of their knowledge to their students can also be used to justify the need for this integration. Teaching students how to learn better on their own is more realistic (Barbara, 2007).

When compared to traditional classroom-based learning, the primary difference in the student's role in a blended learning setting is the transition from passive recipient to autonomous learner who embraces responsibility for his or her own learning process (Oğul, 2019). Online learning, which is viewed as a method for allowing students to study the language independently, is therefore thought to support students' learning autonomy. Many researchers attempted to investigate learner autonomy in a blended learning environment.

In a study by Hafner and Miller (2011), 67 learners who were given the opportunity to perform technology-based project work were used to assess how learner autonomy was fostered through the utilization of an ESP course. The results of the study revealed that the use of video projects promoted learner autonomy in a variety of ways, including autonomous learning and reflection on one's own learning (as cited in Koçdeveci, 2020). Likewise, in a translation course at a Chinese university, Chen (2022) looked into the efficacy of blended learning in fostering student autonomy. The findings demonstrate that the majority of students view blended learning as a successful strategy for promoting learner autonomy. The majority of students have moderately high levels of learning independence as well as quite high levels of learning motivation, involvement, and responsibility.

3. METHODOLOGY

This chapter provides an overview of the methodology used for this research. Overall design of the study, research questions, setting, participants, data collection instruments and data analysis will be discussed.

3.1 Research Design

The study is structured as a mixed-method research to prevent any potential weaknesses that could result from using only one specific design and to obtain the information richness by combining qualitative and quantitative data techniques. The main motivation for the preference of mixed methods design is that using only a quantitative or a qualitative method may not be perfectly adequate in social sciences (Creswell, 2003).

The primary justifications and goals for using mixed methods, according to Collins, Onwuegbuzie, and Sutton (2006), are participant enrichment (broadening the sample by increasing the number of participants), instrument fidelity (optimizing utility of the research instruments), treatment integrity (evaluating the dependability of the intervention), and significance enhancement (strengthening the interpretation of significant findings) (Oğul, 2019). Furthermore, Lynch (1996) argued that because the data is reconstructed to ensure its validity, research based on the combination of both methods would reveal the most comprehensive information.

The Turkish Version of Foreign Language Speaking Anxiety Questionnaire (T-FLSAQ) and a survey regarding the perceptions about the LMS with 25 items on a five-point Likert scale provided the quantitative data, while semi-structured interviews with 8 students and 5 instructors who taught the course provided the qualitative data of this research.

3.2 Setting and Participants

This study was conducted at a foundation university in Ankara, Turkey. Participants were chosen from the School of Foreign Languages, Department of Academic English. This department is responsible to offer a range of general, academic, and professional English courses to students pursuing undergraduate degrees in their departments. These courses are offered to students in order to help them advance their academic skills, support their studies, get ready for their future careers, and facilitate a lifelong love of learning. Students are

encouraged to develop personally and become useful, creative and innovative members of society, using the skills gained from their English studies.

ENG330 / ENGL301 Developing English Skills is one of the courses provided by Department of Academic English and it was a compulsory course for the students that participated in this study. The content of this course, however, has been changed by Department of Academic English this year, due to the increasing importance of acquiring soft skills in students' academic future. The researcher was in charge of coordinating this course through fall semester. Course description is attached in the Appendices section.

The majority of the 248 total participants in this research were third-year students majoring in three different disciplines: political science and international relations, engineering, and psychology. Their level of English differs between B1+ and B2, based on the assumption that they either completed the English Preparatory Program or passed English Preparatory Unit Proficiency Exam in their first year of academic study. 189 of these students, 78 of them male and 111 of them female, completed the surveys and 10 of students joined the interviews. 5 out of 8 instructors who taught this course were also interviewed at the end of the term.

3.3 Sampling

Since it was not achievable to conduct this study with the entire population of each English proficiency level, 248 students from three departments of a foundation university were chosen as 'sample'. Due to issues with cost, duration, and convenience, as Cohen and Manion (2000) noted, it is not always possible to gather data from the entire population. For the sake of practicality, participants who took part in interviews were selected using convenience sampling method.

3.4 Procedure

At the beginning of the term, the T-FLSAQ was given to the students before the implementation of debate instruction and the LMS, and they were informed that it was not a test and that there were no wrong or right answers. Additionally, their responses would be kept private. After that, students started to use the LMS with debate instruction. The procedure went on throughout the fall term, which lasts 14 weeks normally, but with the exclusion of midterm and final weeks, there were 11 weeks of data collection in total. At the

end of the term, participants were given the same T-FLSAQ, and they were asked to freely respond to it once more. Additionally, the survey on learners' perceptions of using the LMS was distributed to students.

3.4.1. Debate instruction procedure

As the concept of 'debate instruction' was not common at the university, the researcher planned teacher training sessions to the instructors of the course. She also familiarized them with the LMS and its usage in the courses. After students enrolled in the platform, they started to get familiar with the fundamentals of debate and they practiced debating without knowing the rules during the first two weeks. Then, in each module they started to recognize the necessary steps of debating like being an active listener, taking notes, writing counterarguments, making rebuttals, etc. While learning these steps, they also got familiar with the roles of each speaker in a debate and practiced making short speeches. The average classroom debate has three members per team: proposition and opposition. Debates can be conducted in a variety of ways, sometimes groups are formed based on the number and the level of students in the classroom (Arung & Jumardin, in Khalil, 2018). The debate format in this study was based on the student enrollment in the classes. (Debate format used in this study can be found in the Appendices). In the last two weeks, students practiced debating with a timer, and they evaluated their own performance and their team on the LMS. The researcher took notes and gave feedback to students, preparing them for the final debates. Students were graded according to their performance in the final debate. (Rubrics for grading can be found in the Appendices)

3.4.2. The implementation of the LMS

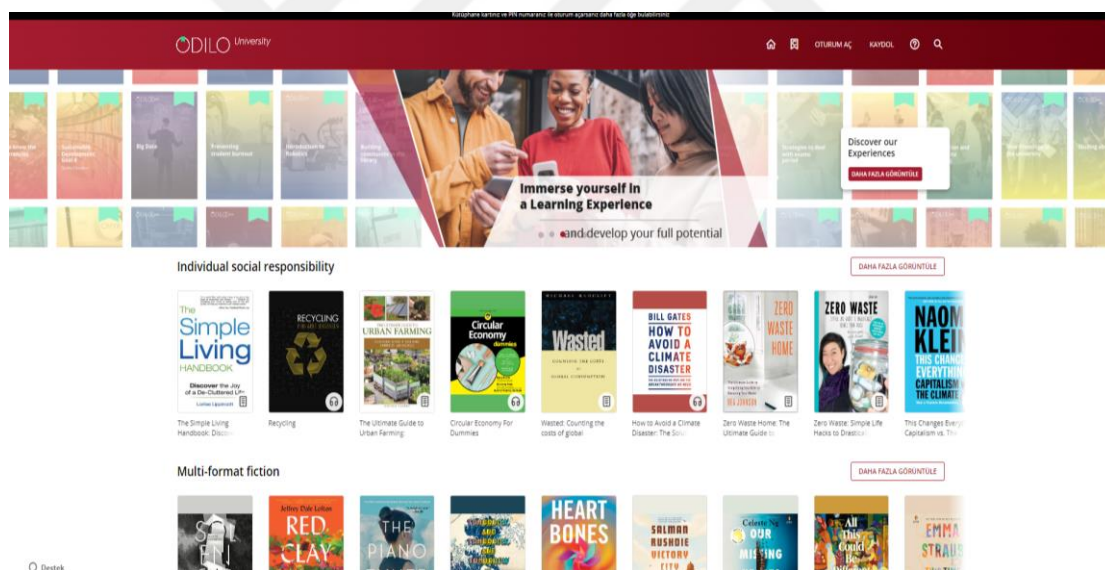
When Curriculum Department of Academic English decided to change the content of the course, one of their intention was to increase learner autonomy by implementing an LMS (Learning Management System) that is clearly designed and simple to edit and modify for the assessment of the course. Also, with the intention of increasing student study time and assigning and reviewing assignments more practically, the Department of Academic English decided using "ODILO" as an LMS within ENG330 / ENGL301 courses.

The most effective way for students to benefit from the LMS is to complete the activities simultaneously with the classroom curriculum rather than finishing them at the end of the course, but this can only be sustained if the teachers constantly monitor the progress

of the students (Oğul, 2019). ODILO is designed in a way that students can complete the tasks both inside and outside the classroom. In this way, it is different from other learning management systems that mostly offer an understanding of the strengths and weaknesses of each student through the progress records at the end of a term. Also, as ODILO makes it possible for teachers to see the completion report of each task during class, teachers can design their lessons in a way they can focus on the exercises that best meet the specific needs of each student present in class.

3.4.3 The features of the LMS

ODILO is a digital content platform where you can borrow and enjoy digital content of all types anywhere, anytime, from your computer, tablet, eReader, or smartphone. Students mostly used the platform on their smartphones while instructors used the computer version to be able to project modules during classes. Here are the screenshots from computer interface:



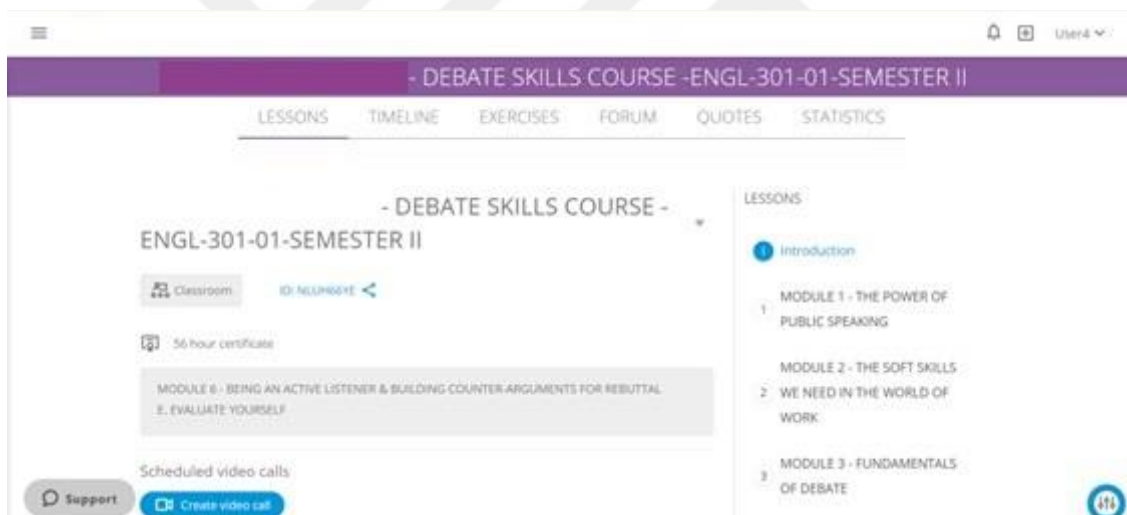
Picture 3.1. Homepage of the LMS

However, it can also be used as an LMS since it provides educators with an e-learning platform consisting of several modules divided into weeks accessible through computers and mobile phones. ‘Learning Experiences’ section was used as LMS and as a part of debate instruction in this study.



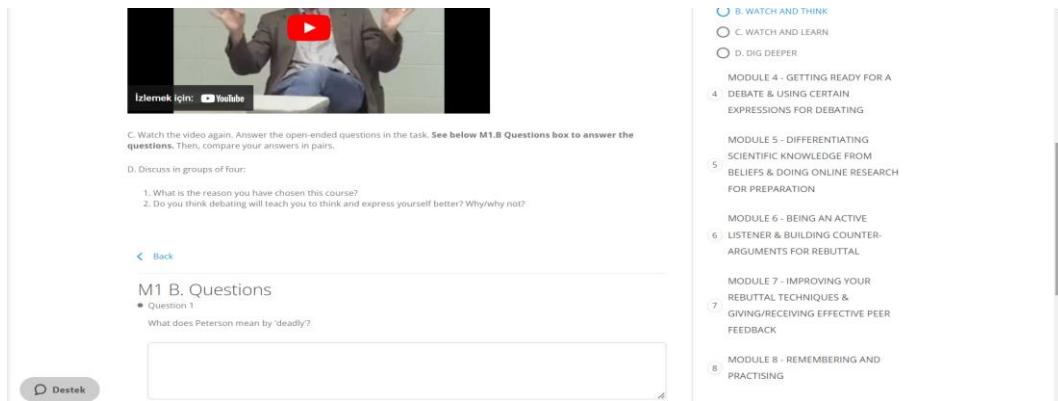
Picture 3.2 Computer Interface of Experience Section of the LMS

After logging in learning experience section, users can access debate skills course. Although the learning management system has two separate user interfaces, one for teachers and one for students, most parts are the same. ‘LESSONS’ section consists of all the course content with several modules that include exercises.



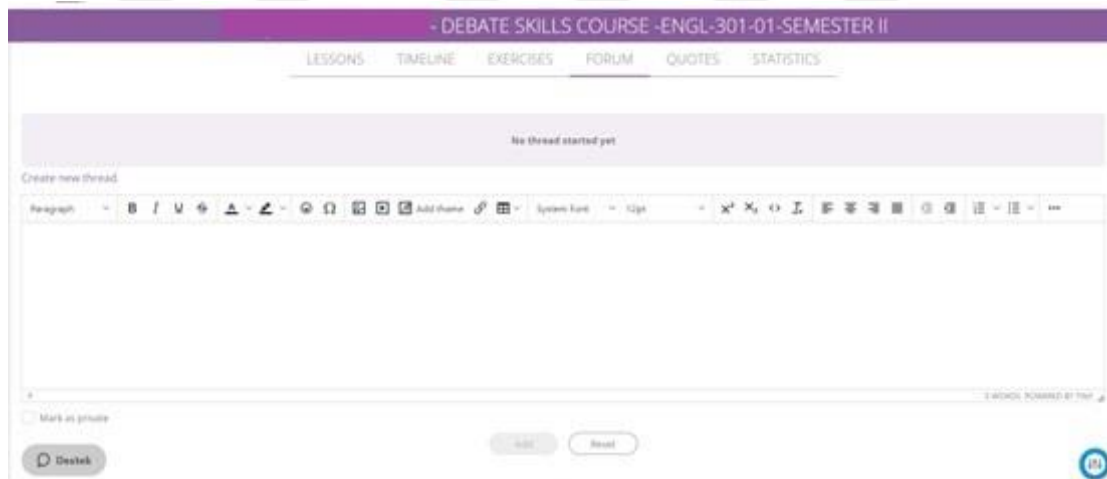
Picture 3.3 The overall interface of learning experience section

To make it simple for the computer to automatically assess them, the exercises usually come in the form of matching, gap-filling, and sentence completion.



Picture 3.4. The assignment & Modules of the Student Interface

Teachers can hide/activate exercises from 'EXERCISES' section. 'FORUM' section enables teachers to make announcements. Students can also contribute to comments here but it's not interactive.



Picture 3.5. The Forum Section of the Teacher Interface

Teachers can view the performance of students and track their progress in the 'GRADES' section, which does not appear on student interface. This gradebook provides teachers with an end of term report and also allows them to view and diagnose students' responses to each exercise. Teachers can project or comment on these answers during classes.

Back

GRADES

- DEBATE SKILLS COURSE -ENGL-301-01-SEMESTER II

Export

Name	Total score	Total time...	Experience progress %	M2 B. Questions	M1 C. Questions	M2 A. Question	M3 C. Rebuttal...	M1 B. Questions	M2 C. Kyle...	M3 C. Rebuttal...	M4 D. Debate...	M3 F. Self evaluation	M5 D. Robert...	M4 A. Question	M3 Rebu...
Ödül Tuna	5.00	00:14:34	0												
User188	1.30	07:40:43	38	0.00	0.00			0.00			10.00			0.00	

Picture 3.6. The Gradebook Section of the Teacher Interface



Picture 3.7. A Sample Activity from the Gradebook Section of the Teacher Interface

3.5 Data Collection Instruments

The data for this research were gathered using three different instruments. The T-FLSAQ and a survey on the views of students about using a learning management system (LMS) were used to collect the quantitative data, and semi-structured interviews with instructors and students, conducted separately, were used to collect the qualitative data.

3.5.1. Turkish version of foreign language speaking anxiety questionnaire (T-FLSAQ)

A questionnaire is one of the most widely used data collection tools in social studies because it has many benefits that make it possible for researchers to collect data from a large number of participants swiftly and easily (Tavakoli, 2012). Therefore, to measure the level of speaking anxiety of students, the Turkish version of Foreign Language Speaking Anxiety Questionnaire (FLSAQ), developed by Balemir (2009), was used in this study. The original scale was developed by Huang (2004) and adapted into Turkish by Balemir (2009).

The scale was a five-point Likert scale with one being "strongly disagree," five being "strongly agree," and other responses in between. Reverse scoring was applied to some of the negative-worded items. Anxiety about speaking a foreign language increased with higher scale scores. To avoid confusion on the part of the participants, the researcher translated the scale into Turkish. An experienced English language teacher translated the Turkish version back into English; this version was then compared to the original one by a native English speaker, and some items were revised (Balemir, 2009).

To be able to examine whether there would be a significant difference between the levels of students' speaking anxiety after receiving debate instruction using an LMS, students were given the Turkish version of Foreign Language Speaking Anxiety Questionnaire at the beginning of the term as a pre-test and, after the implementation of

debate strategy they were given the same scale as a post-test at the end of the term. The survey was handed out to participants via Google Forms.

3.5.2. Survey on learners' perceptions of using an LMS

The use of ODILO as a learning management system (LMS) for language instruction, particularly in Turkey, can be viewed as a relatively new practice. Therefore, there is not enough study to investigate how students perceive using these platform, as far as the researcher is concerned. Oğul (2019) developed a survey with 25 items and a Likert scale of 1 to 5 points in order to investigate perceptions of language learners towards using a learning management system, 'My English Lab', at an English Preparatory School. In his survey, 1 indicated strong disagreement, 2 indicated disagreement, 3 indicated neutrality, 4 indicated agreement, and 5 indicated strong agreement. His survey included questions designed to elicit information about how learners perceived using an LMS in terms of language proficiency (items 1–5), technology use and support (items 6–9), motivation (item 10), learner autonomy (items 11–12), the content used (items 13–16), communication and interaction (items 17–18), learning styles (item 19), self-assessment (items 20–21), and learner satisfaction (items 22–25). The survey was handed out to participants via Google Forms (ibid).

3.5.3. Interviews with learners

Interviews, one of the qualitative research techniques, were used in this study to understand how Turkish EFL students perceive the debate instruction. In general, interviews provide researchers with a chance to gather an enormous amount of data-related information (Oppenheim, 1992). The interview used in this study was semi-structured so that the participants would have more opportunity to expand on their thoughts. Eight students in total volunteered to be interviewed, and they all agreed to have their voices recorded throughout the process. The interviews were audio recorded and later transcribed by the researcher. As students were from different departments, they had very different schedules. And as it was their final week, the interviews were conducted via zoom after the semester was over for everyone.

3.5.4. Interviews with instructors

To explore the effects of debate instruction using a learning management system on Turkish EFL learners' L2 speaking anxiety, five of the instructors who have taught debate strategy using learning management system during the term were also interviewed. Semi-

structured interviews were conducted to gain insights into instructors' experiences, challenges, and perceptions of using debate instruction and LMS in EFL classes. The interviews were audio-recorded and transcribed for analysis.

3.6 Data Analysis

To determine whether there is a significant difference in students' speaking anxiety levels before and after being exposed to debate instruction using a learning management system, the quantitative data (*T-FLSAQ*) gathered for this study are analyzed using inferential statistics. A paired samples t-test are used to compare the pre- and post-test results to see if there is a significant difference between the means of the two groups. In order to give a general overview of the sample properties and data distribution, descriptive statistics are also used.

To learn more about how the students perceive the use of the LMS in the debate class, responses from the survey on learners' perceptions of using an LMS are analyzed. Both descriptive and inferential statistics are used to examine the survey data gathered for this study. The survey results are summarized using descriptive statistics, such as frequencies, percentages, means, and standard deviations, to give an overview of the sample characteristics.

The qualitative data analysis, on the other hand, is conducted using descriptive content analysis, which is explained by Vaismoradi, Turunen & Bondas (2013), as a method for systematically coding and grouping large amounts of textual information in order to uncover patterns and trends in word usage, frequency, relationships, and communication structures and discourses. By analyzing who says what, to whom, and with what impact, content analysis aims to define the key characteristics of the document's content (Bloor & Wood, 2006). To provide a thorough understanding of the research questions, the qualitative and quantitative data are combined. Table 3.1 presents the use of the data collection tools that were used to answer the research questions.

Table 3.1. The Overview of Data Collection Instruments

Research Questions	Data Collection Tools
1.What is the impact of debate instruction with the use of LMS on Turkish EFL students' L2 speaking anxiety?	Pre and post T-FLSAQ Semi-structured interviews with 10 students Semi-structured interviews with 5 instructors
2.Will there be a statistically significant difference between Turkish EFL students' level of speaking anxiety after being exposed to debate instruction with the use of LMS?	Pre and post T-FLSAQ
3. What are the perceptions of Turkish EFL students about the use of LMS in debate instruction?	Survey on Learners' Perceptions of the LMS
4. What are the perceptions of Turkish EFL students about the utilization of debate instruction regarding their 4.1 L2 speaking anxiety, 4.2 L2 speaking performance, 4.3 L2 communication willingness	Semi-structured interviews with 10 students
5. What are the challenges that L2 instructors face in implementing debate instruction with the use of LMS?	Semi-structured interviews with 5 instructors

4. FINDINGS

Based on the research questions and data analysis process described in the preceding chapter, this chapter summarizes the study's data analysis. The first three research questions will be given in the quantitative data analysis, whereas the fourth and fifth research questions will be explained through the qualitative data analysis.

4.1 Quantitative Findings

4.1.1. Methods of research

Whether the variables fit the normal distribution was tested with the Shapiro-Wilk test. Variables with normal distribution are given with mean and standard deviation values, and variables not with normal distribution are given with median, minimum, and maximum values. “Independent Sample t-Test” and “Mann Whitney U” tests were used to analyze the differences between two independent groups, and the “Wilcoxon Sign Test” was used to analyze the differences between two dependent groups. Statistical analyzes were made in IBM SPSS Statistics 22.0 program. The significance level was taken as 0,05.

4.1.2. Reliability analysis of scales

Table 4.1. Reliability Analysis Results

	Cronbach's Alpha
Foreign Language Speaking Anxiety Questionnaire	0,698
Learning Management System (LMS) Survey	0,889

According to Özdamar (2002, p. 673), if the reliability coefficient is $0.60\alpha \leq 0.80$, the scale is reliable, and if it is $0.80\alpha \leq 1.00$, the scale is highly reliable. Obtained Cronbach's Alpha Coefficients show that the scales used are quite reliable.

Table 4.2. Characteristics of the Participants

	N	%
Gender	Male	78
	Female	111

There are 189 participants, 41.3% male and 58.7% female, within the scope of the research.

Each item of the T-FLSAQ was examined in order to gain insight into the contributing factors of foreign language anxiety. Table 4.3 shows the descriptive statistics for the participants' answers on 28 T-FLSAQ items who were slightly, moderately, and highly anxious before receiving debate instruction.

Table 4.3. Descriptive Statistics of Participants' Foreign Language Speaking Anxiety Questionnaire Items Before Receiving Debate Instruction

Item	Slightly Anxious N=11			Moderately Anxious N=125			Highly Anxious N=53		
	Median	Min	Max	Median	Min	Max	Median	Min	Max
1	2,00	1	5	2,00	1	4	3,00	1	5
2	3,00	1	5	4,00	1	5	4,00	1	5
3	4,00	3	5	4,00	1	5	4,00	2	5
4	2,00	1	4	2,00	1	5	3,00	1	5
5	2,00	1	5	2,00	1	5	3,00	1	5
6	2,00	1	5	2,00	1	5	3,00	1	5
7	1,00	1	4	2,00	1	5	3,00	1	5
8	2,00	1	5	2,00	1	5	2,00	1	5
9	2,00	1	5	1,00	1	5	2,00	1	5
10	2,00	1	5	2,00	1	5	3,00	1	5
11	2,00	1	5	2,00	1	5	3,00	1	5
12	2,00	1	5	2,00	1	5	2,00	1	5
13	2,00	1	3	2,00	1	5	3,00	1	5
14	2,00	1	5	2,00	1	5	3,00	1	5
15	2,00	1	3	2,00	1	5	2,00	1	5
16	3,00	1	5	2,00	1	5	2,00	1	5
17	3,00	2	3	3,00	1	5	3,00	1	5
18	2,00	1	3	2,00	1	5	2,00	1	4
19	1,00	1	5	2,00	1	5	3,00	1	5
20	4,00	1	5	4,00	1	5	3,00	1	5
21	4,00	1	5	4,00	1	5	4,00	1	5
22	4,00	1	5	4,00	1	5	4,00	2	5
23	3,00	1	5	4,00	1	5	3,00	1	5
24	4,00	1	5	4,00	1	5	4,00	1	5
25	1,00	1	5	2,00	1	5	3,00	1	5
26	2,00	1	5	2,00	1	5	2,00	1	5
27	4,00	3	5	4,00	1	5	3,00	1	5
28	3,00	1	5	4,00	1	5	3,00	1	5

Items were categorized and compared after analyzing Table 4.4, which shows the descriptive statistics for the participants' answers on 28 T-FLSAQ items who were slightly, moderately, and highly anxious after receiving debate instruction.

Table 4.4. Descriptive Statistics of Participants' Foreign Language Speaking Anxiety Questionnaire Items After Receiving Debate Instruction

Item	Slightly Anxious N=31			Moderately Anxious N=146			Highly Anxious N=12		
	Median	Min	Max	Median	Min	Max	Median	Min	Max
1	2,00	1	3,00	3,00	1	5	4,00	1	5
2	5,00	1	5,00	4,00	1	5	3,50	1	5
3	4,00	2	5,00	4,00	1	5	5,00	2	5
4	2,00	1	3,00	2,00	1	5	4,00	1	5
5	1,00	1	3,00	3,00	1	5	5,00	4	5
6	1,00	1	2,00	2,00	1	5	5,00	2	5
7	1,00	1	3,00	3,00	1	5	3,50	1	5
8	1,00	1	2,00	2,00	1	5	4,50	1	5
9	1,00	1	2,00	2,00	1	5	1,00	1	5
10	1,00	1	3,00	3,00	1	5	4,00	3	5
11	1,00	1	3,00	2,50	1	5	5,00	4	5
12	2,00	1	2,00	2,50	1	5	5,00	1	5
13	1,00	1	4,00	2,00	1	5	5,00	2	5
14	2,00	1	3,00	3,00	1	5	5,00	2	5
15	1,00	1	2,00	2,00	1	5	4,00	1	5
16	2,00	1	4,00	2,00	1	5	2,00	1	5
17	3,00	1	4,00	3,00	1	5	3,00	1	5
18	2,00	1	3,00	2,00	1	5	3,00	1	5
19	2,00	1	2,00	2,00	1	5	4,00	3	5
20	4,00	2	5,00	4,00	1	5	2,00	1	5
21	5,00	3	5,00	4,00	1	5	4,00	3	5
22	5,00	2	5,00	4,00	1	5	3,00	1	5
23	4,00	1	5,00	3,00	1	5	1,00	1	5
24	4,00	1	5,00	4,00	1	5	4,00	1	5
25	2,00	1	5,00	3,00	1	5	5,00	3	5
26	1,00	1	5,00	3,00	1	5	2,50	2	5
27	5,00	1	5,00	4,00	1	5	2,00	1	3
28	4,00	2	5,00	3,00	1	5	4,00	1	5

4.1.3. Findings of RQ1. What is the impact of debate instruction with the use of LMS on Turkish EFL students' L2 speaking anxiety?

The results of the T-FLSAQ were first analyzed through descriptive statistics in terms of the frequencies and the percent distributions of low, moderate, and high levels of L2 speaking anxiety in order to address the first research question, which was looking for to understand the impact of the debate instruction on the level of L2 speaking anxiety among Turkish EFL students. The frequency and percent distributions of the students' L2 speaking anxiety before and after debate instruction are shown in Table 4.5.

Table 4.5. Classification of Participants by Foreign Language Speaking Anxiety Levels Before and After the Debate Instruction

	Before T-FLSAQ		After T-FLSAQ	
	N	%	N	%
Slightly Anxious (28-69)	11	5,8	31	16,4
Moderately Anxious (70-97)	125	66,1	146	77,2
Highly Anxious (98-140)	53	28,0	12	6,3

When the anxiety levels of the participants within the scope of the research are examined before the debate instruction, it is seen that 5.8% have slight, 66.1% moderate, 28% high level foreign language speaking anxiety. After the debate instruction, it is seen that 16.4% of the participants have a slight level of foreign language speaking anxiety, 77.2% have a moderate level of anxiety, and 6.3% have a high level of foreign language speaking anxiety.

4.1.4. Findings of RQ2. Will there be a statistically significant difference between Turkish EFL students' level of speaking anxiety after being exposed to debate instruction with the use of LMS?

The descriptive analysis revealed that the use of debate instruction reduced the level of L2 speaking anxiety among Turkish EFL students, but Wilcoxon Sign Test was applied to examine statistically significant differences and to compare the two dependent groups' differences before and after debate instruction as shown in Table 4.6.

Table 4.6. Examination of Participants' Foreign Language Speaking Anxiety Levels Before and After Debate Instruction

		N	Median	Min	Max	Z	P value
Foreign Language Speaking Anxiety Questionnaire	Before	189	90,00	56,00	116,00	-7,305	<0,001
	After	189	78,00	62,00	105,00		

p<0.05, Wilcoxon Sign Test

The results show that there is a statistically significant difference between the foreign language speaking anxiety levels of the participants within the scope of the research before and after the debate instruction. ($p<0.05$) Compared to the levels before the debate instruction, the participants' foreign language speaking anxiety levels are lower than after the debate instruction.

To be able to examine statistically significant differences between two genders, independent sample t-test and Mann Whitney U tests were also applied. The foreign language speaking anxiety levels of the participants within the scope of the research before the debate instruction also show a statistically significant difference according to gender ($p<0.05$). Female participants had higher foreign language speaking anxiety levels before the debate instruction compared to male participants. However, the level of foreign language speaking anxiety of the participants does not show a statistically significant difference according to gender after the debate instruction as shown in Table 4.7 ($p>0.05$).

Table 4.7. Examination of Participants' Foreign Language Speaking Anxiety Levels Before and After Debate Instruction by Gender

Foreign Language Speaking Anxiety Questionnaire	Gender	N	Average $\pm$ SD/ Median(Min-Max)	t/Z	p value
Before*	Male	78	84,08 $\pm$ 11,36	-4,93	<0,001
	Female	111	92,33 $\pm$ 10,56		
After**	Male	78	77(63-105)	-0,724	0,469
	Female	111	78(62-104)		

*p<0.05, *Independent Sample t-Test, **Mann Whitney U Test*

4.1.5. Findings of RQ3. What are the perceptions of Turkish EFL students about the use of LMS in debate instruction?

Results of the survey regarding the perceptions of students on LMS have been analyzed statistically. The outcomes are categorized in nine sections; LMS in terms of language proficiency (items 1–5), technology use and support (items 6–9), motivation (item 10), learner autonomy (items 11–12), the content used (items 13–16), communication and interaction (items 17–18), learning styles (item 19), self-assessment (items 20–21), and learner satisfaction (Items 22–25).

The item with the highest average in the perceptions of the language skills dimension of the learning management system survey with an average of 4.14 is "LMS is useful in improving my listening skills." while item 2 has the lowest average of 3.02, "The LMS helps me improve my writing skills."

Table 4.8. Frequencies of the Survey Items Regarding Language Proficiency

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
1.The LMS helps me improve my speaking skills	22(11,6)	17(9)	71(37,6)	44(23,3)	35(18,5)	3,28	1,21
2.The LMS helps me improve my writing skills	14(7,4)	38(20,1)	92(48,7)	20(10,6)	25(13,2)	3,02	1,07
3.The LMS helps me improve my listening skills.	8(4,2)	16(8,5)	7(3,7)	69(36,5)	89(47,1)	4,14	1,10
4.The LMS helps me improve my reading skills.	18(9,5)	8(4,2)	31(16,4)	79(41,8)	53(28)	3,75	1,19
5.The LMS helps me improve my vocabulary skills	26(13,8)	20(10,6)	26(13,8)	55(29,1)	62(32,8)	3,57	1,40

Item 9 with the highest average in the dimension of technology use and support, with an average of 4.32, "I have enough internet access to use LMS outside of university.", whereas item 7 has the lowest average with 2,06, "I need technical support while using the LMS."

Table 4.9. Frequencies of the Survey Items Regarding Language Technology Use and Support

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
6.The design of the LMS is user-friendly.	9(4,8)	10(5,3)	47(24,9)	96(50,8)	27(14,3)	3,65	0,95
7.I need technical support while using the LMS.	72(38,1)	78(41,3)	12(6,3)	10(5,3)	17(9)	2,06	1,21
8.I have had enough training about how to use the LMS.	16(8,5)	9(4,8)	66(34,9)	65(34,4)	33(17,5)	3,48	1,10
9.I have sufficient Internet access to use the LMS off campus.	3(1,6)	13(6,9)	7(3,7)	64(33,9)	102(54)	4,32	0,95

Item 10 “LMS increases my motivation for language learning.” averaged 4.01, as shown in Table 4.10 below.

Table 4.10. Frequencies of the Survey Items Regarding Motivation

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
10.The LMS increases my motivation towards language learning	1(0,5)	14(7,4)	37(19,6)	67(35,4)	70(37)	4,01	0,96

The item with the highest average in the dimension of learner autonomy, with an average of 3.59, "The LMS helps me learn languages independently.", and item 12 has the average of 3,15, “I would prefer studying with an LMS on my own to studying in the class with a teacher.” are shown in Table 4.11.

Table 4.11. Frequencies of the Survey Regarding Learner Autonomy

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
11.The LMS helps me improve the language independently.	13(6,9)	21(11,1)	18(9,5)	115(60,8)	22(11,6)	3,59	1,06
12.I would prefer studying with an LMS on my own to studying in the class with a teacher.	38(20,1)	17(9)	31(16,4)	84(44,4)	19(10,1)	3,15	1,31

The item with the highest average in the dimension of content used, with an average of 4.01 is "The LMS offers enough original and real material." while item 13 has the lowest average in the dimension, with 3,86, "The LMS provides me with sufficient audio-visual materials." are shown in Table 4.12.

Table 4.12. Frequencies of the Survey Items Regarding Content

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
13.The LMS provides me with sufficient audio-visual materials.	14(7,4)	19(10,1)	36(19)	31(16,4)	89(47,1)	3,86	1,31
14.The LMS provides me with sufficient authentic materials.	7(3,7)	12(6,3)	30(15,9)	64(33,9)	76(40,2)	4,01	1,07
15.The content of the LMS matches well with the content in the class.	3(1,6)	10(5,3)	44(23,3)	83(43,9)	49(25,9)	3,87	0,91
16.The LMS helps me repeat and reinforce what I learn in the classroom.	19(10,2)	7(3,7)	27(14,3)	43(22,8)	93(49,2)	3,97	1,30

The item with the highest average in the communication and interaction dimension, with an average of 3.74 is "I prefer to communicate with the teacher when using LMS." whereas item 17 "I would prefer to interact and collaborate with my friends via the LMS" has the average of 2,41 are shown in Table 4.13.

Table 4.13. Frequencies of the Survey Items Regarding Communication and Interaction

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
17.I would prefer to interact and collaborate with my friends via the LMS.	73(38,6)	36(19)	38(20,1)	14(7,4)	28(14,8)	2,41	1,44
18.I would prefer to communicate with my teacher via the LMS.	19(10,1)	12(6,3)	28(14,8)	70(37)	60(31,7)	3,74	1,25

Item 19 "I think LMS is suitable for my learning style." has an average of 3.03. are shown in Table 4.14 below.

Table 4.14. Frequencies of the Survey Items Regarding Learning Styles

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
19.I think the LMS is suitable for my learning style.	37(19,6)	33(17,5)	28(14,8)	69(36,5)	22(11,6)	3,03	1,34

Item 20 with the highest average in the self-assessment dimension, with an average of 3.85 is "LMS gives me the opportunity to control my progress.", while Item 21 "LMS provides useful feedback and helps to correct my mistakes." is the item with the lowest mean, as shown in Table 4.15.

Table 4.15. Frequencies of the Survey Items Regarding Self-assessment

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
20.The LMS gives me enough opportunity to check my progress.	13(6,9)	13(6,9)	31(16,4)	65(34,4)	67(35,4)	3,85	1,18
21.The LMS provides me with useful feedback and helps me correct my mistakes.	119(63)	34(18)	17(9)	14(7,4)	5(2,6)	1,69	1,08

The item with the highest average in the dimension learner satisfaction is "I think the use of LMS is beneficial for language learning," with an average of 3.92 while item 24 has the lowest average of 3,58, "I would like to take a course with an LMS component again in the future." as shown in Table 4.16.

Table 4.16. Frequencies of the Survey Items Regarding Learner Satisfaction

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Ave	SD
22.I think using an LMS is useful in language learning.	22(11,6)	12(6,3)	16(8,5)	49(25,9)	90(47,6)	3,92	1,37
23.The LMS made this course more interesting.	21(11,1)	13(6,9)	31(16,4)	54(28,6)	70(37)	3,74	1,32
24.I would like to take a course with an LMS component again in the future.	17(9)	12(6,3)	41(21,7)	83(43,9)	36(19)	3,58	1,14
25.My current attitude towards the LMS is more positive than my first experience with it.	11(5,8)	16(8,5)	39(20,6)	43(22,8)	80(42,3)	3,87	1,22

4.2. Qualitative Findings

4.2.1 Findings of RQ4. What are the perceptions of Turkish EFL students about the utilization of debate instruction regarding their L2 speaking anxiety, L2 speaking performance, L2 communication willingness?

Ten of the students who had been exposed to the debate instruction for 14 weeks were interviewed to gain more insight about the learners' general perceptions about the utilization of the debate instruction with the use of LMS. Based on an examination of the interview audio scripts, there are two main themes: perceptions about the utilization of the debate instruction and perceptions about the use of LMS in debate instruction.

4.2.1.1 Perceptions about the utilization of the debate instruction

First part of the interview focuses on perceptions about the utilization of the debate instruction and the results are divided into two sub-categories: positive aspects of debate instruction and negative aspects of debate instruction.

4.2.1.1.1. Positive aspects of debate instruction

The first question of the interview focused on what students liked about the debate instruction. Among the answers they gave, it can be seen that the course was interactive, active, and directive. They stated that mutual participation and communication were high, therefore this class improved their speaking skills. They were also happy to be able to express themselves since it was a very comfortable course. Some of their statements are as follows:

“What I love about this course is that we can be practicing all the time. I am normally a person who hesitates to speak English in the presence of others. Even when we are with our friends, we cannot correct or realize our mistakes. That's why I think it was very useful to be speaking English all the time in the classroom, and you were supporting us in this way, you were really helpful. So, I loved this part.” (Student 9)

“The part I like about this course is this, it's a very comfortable course, you don't have to do boring activities such as writing, reading etc., so at least for me, it was a lesson that I didn't get bored with in the English lesson, you listen to people and so on. It's a comfortable, happy lesson for that reason.” (Student 1)

“Actually, I was a little afraid of the debate at first, but then when I started practicing, the debate became very enjoyable. That's why I liked it so much that there was a discussion, speaking, doing it in English, and it gave me courage. And when the courage came, we were able to discuss. In other words, to be whole, to be able to express yourself apart from the discussion, I guess.” (Student 3)

The third question asked students how they thought participating in a debate affected their willingness to speak. All but one agreed that debate instruction helped them increase their willingness to communicate. Only negative statement is as following:

“Frankly, I think it reduced my desire to speak. Because, as I said, you are with your peers. And these are the people with different English levels. Some of them have really good English and you ask yourself “Why can't I do the same?”. After all, it all comes together in this class. That's why you're a little hesitant, but of course, I'd be lying if I said it's not an enjoyable class. Unpleasant Lesson but very comfortable.” (Student 1)

Some of other positive comments are as follows:

“I think this course was extremely triggering. Because normally when I talk, I am only trying to explain myself. But while speaking in this class, trying to prove something beyond explaining myself or to connect things to an evidence, this was more of a provocative thing, actually it made the conversation great.” (Student 7)

“Well, if we didn't have debating classes, I wouldn't have been so brave in speaking and I was having really hard time understanding English things or what people were saying before our debating classes. Thanks to our debating lessons, it got easier for me to understand English. And therefore, it was easier for me to be able to talk.” (Student 10)

“My willingness to communicate has certainly improved. It was difficult for me to speak at first. Because I wasn't the type to talk much. I was a little scared, I even didn't come to classes for a few weeks at first. But the debate was so effective, it increased my self-confidence, then I started to realize that I could speak in English. This has been a great advantage for me.” (Student 5)

The fourth question of the interview asked students how they thought participating in a debate affected their speaking performance. All the students agreed that debate instruction helped them improve their performance as stated in the following extracts:

“I think debate instruction really increased my speaking performance because first of all, there were so many words that I hadn’t known at all. I can’t think of them right now, but I am sure that I learned multiple words. I also learned how I could respond, how I could get an answer, or how I should react to an answer that I get in an active discussion. This was the first time I learned all about these, which was also very important for me. In our culture, arguing is almost tantamount to fighting. But here in this class, for example, we learned a more civilized way of arguing. I really liked this.” (Student 6)

“Of course, it increased my speaking performance because I was coming to class prepared. As you know, coming ready to speak or feeling compelled made my sentences smoother. So maybe if it was spontaneous or if I spoke in a normal course at work, my performance wouldn’t be so good. Normally I can’t speak fluently, to be honest, but when I come prepared, my desire to speak also increases, and I can make more accurate and meaningful sentences while speaking. This class was an example for me.” (Student 7)

“I realized that attending a debating class helped me improve my speaking performance. Well, I must admit that this course improved my communication skills. It has also helped me to express my thoughts clearly and effectively, to present arguments logically, and to understand counterarguments. I also think it improved me with listening to different views and using my critical thinking skills. The debate instruction offered the opportunity to practice all the time, and I have found that it has made me a better speaker.” (Student 10)

The fourth question of the interview asked students how they thought participating in a debate affected their speaking anxiety. Again, except for one student who thought debate instruction increased her anxiety, the common belief was participating in this class reduced anxiety of students. Here are some example statements:

“Let me tell you at least my observations about this course. Students who could not or did not want to say their names on the first day in the classroom started to debate on whether to smoke or not on campus on the last day, in English. I have not observed speaking anxiety in myself, but I have definitely witnessed a decrease

in the anxiety of those around me. There was already a passion for it. I mean, as I said, coming ready and having to prove something is something that will motivate you. I even wanted to talk about provoking things. So, yes, I believe it reduced speaking anxiety.” (Student 7)

“I think that attending the debating class could really help reducing the anxiety of speaking a foreign language. I think that factors such as the opportunity to practice, to increase confidence in the development of communication skills and to be able to receive feedback helped us to speak the foreign language more comfortably and confidently.” (Student 8)

The last question of the interview asked students whether they would recommend this course for future classes. All the students agreed on the idea that debate instruction should definitely be taught in following terms as stated in the following:

“I definitely do because as I said, unfortunately, most people are in the third or fourth year of university and they have a lot of trouble speaking English actively. And the ability to speak is definitely a must in many engineering interviews today, after a while, there is even a request in interviews as "Let's continue in English". Therefore, I did not understand why this course was not given before.” (Student 6)

“Of course, I even told you in class if you remember, I said, "If I were in the university's place, I would cancel all grammar lessons right after the basic grammar lessons, then I would go through this debate instruction". Because apart from this course, for example, I also took a translation course. No English lesson made the student talk this much. Among the courses I took, I have never seen another course that was so motivating to talk, including the courses I took before, in high school, university or after work. If it were me, I would like to do this course even in 2 or 3 terms.” (Student 7)

“To recommend or not to recommend the debating course for the next semester actually depends on personal preferences and goals. But I highly recommend this course. In academic life, we are progressing on both reading and writing, and I think we are far from talking, and that's why I recommend it, frankly, I think it is important for our academic life. It is also a great opportunity for us to improve ourselves. For one thing, I think we could improve our communication skills as well as improving self-confidence and thinking critically.” (Student 4)

4.2.1.1.2. Negative aspects of debate instruction

The second question of the interview concentrated on negative aspects of participating in debate instruction. The general opinion is that the class did not have negative aspects in general, and the problems were more personal. The answers were mostly related to speaking anxiety, fear of speaking in public and hesitation as stated in the following extracts:

“So, as I said at the beginning, I was a little scared, I wondered how it would be. Because I didn't have a problem with reading or writing, but you can't remember all the words in the speaking part, and something happens in the discussion. You know, when someone says something, you have to rebut it right away. I was so worried about what it would be like if I couldn't do it. That was the only negative aspect, I guess.” (Student 3)

“The first few weeks were frankly a little bit scary because of my own fears of feeling negative. I was so prejudiced in the lesson because I couldn't speak, only because I thought I couldn't speak. But later on, these negative feelings passed thankfully.” (Student 9)

Speaking in front of peers has been mentioned by two students. One student was older than the rest of the class, and he mentioned how it made him uncomfortable to speak during debates. Other student said that she felt much pressure while debating, as stated in the following statements:

“I don't think the idea of speaking in public is a very good thing for a student. Not a good thing, especially when you have your peers. It's something that feels negative. To be able to defend an opinion fanatically, to have a really good level of English. I need to be sure about an idea and gather all the information to be able to defend it, etc. Obviously, it is not possible to do all of these in this class.” (Student 1)

“The thing I felt negative was that, actually, as a continuation of the answer to the same first question, that shyness bothered me. If I was the age of the other students, I would have liked to participate more. We talked sometimes between classes. I mean, those reasons for not participating made me a little angry. So sometimes I wondered if I was too eager to participate. Other than that, there was nothing disturbing.” (Student 7)

4.2.1.2. Perceptions about the use of LMS in debate instruction

Second part of the interview focuses on perceptions about the use of LMS in debate instruction, and the results are divided into three sub-categories: learner satisfaction with the LMS, learners' main concerns and aspects of improvement about the LMS, and learner autonomy in the LMS.

The first question asked students how they felt when they first used ODILO as a learning management system in this class. Their answers varied between being confusing, complex, unfamiliar, and different as expressed below:

“It was a bit confusing at first actually, ODILO. But after a while when we figured out its logic, we realized that we learned a lot from it as well. For example, we were recording our voices, which was nice, we were learning new words or writing something... I found that it was very useful indeed.” (Student 3)

“When I first started using ODILO, I asked myself, ‘Why did they come up with weird stuff now?’ I wished that we had continued from the textbooks. You know, I wasn't that open to innovation, but then I realized ODILO was actually not that difficult, and it was something that raised our opposing views. Maybe it was actually something good for us so, my views of ODILO became even more positive.” (Student 4)

“So ODILO is a different system, I saw it for the first time in my life. In other words, it was never used, rather we were going from the books. Being online made a lot of sense. Because books are more expensive. I believe ODILO was very cheap, and its use was also a bit simple, of course, a little bit complicated at first, but it was okay.” (Student 10)

4.2.1.2.1. Learner satisfaction with the LMS,

The third question asked students what they liked most about the system. Among the answers, it can be seen that the content was the most favorite part of the LMS. Some students also stated that they liked the explanations of debate speakers on the platform. One student expressed that she was happy with the self-evaluation part while another one expressed that ODILO was very easy to use and extremely clear. Here are some example statements:

“The texts were very good. Speech pieces were also good. Besides, there were things related to my field, for example, there were approaches related to Trump

or American foreign policy. They were beneficial for me. A second one, I think, was the last four modules where hints were given. Like how the first speaker should behave, how the second speaker should talk, etc. I think they were very useful parts.”(Student 7)

“ODILO presented us videos from many different subjects and those videos added something to us about things we did not know at all, not only in terms of speaking or listening to English, but also in terms of our general culture. This has been my favorite feature. I think I liked the content of videos, lessons, modules in general.” (Student 2)

“The parts of the ODILO application that I liked are, at one point everything is so organized, you know? You can go in and have a look right away. Also, the sections were created in a very regular way. I remember that apart from our lesson, there were many other things such as magazines, podcasts etc. offered by the application itself, so I loved that part as well.” (Student 8)

The fourth question asked students about their opinions of using the LMS in debate instruction. All the students were of the opinion that without the use of ODILO the lesson would probably be incomplete as it was a facilitator for them. Here are some example extracts:

“I think it was very beneficial. In other words, I think it was very nice to go with our instructor and ODILO at the same time. We were learning from you and ODILO was like a guiding homework. You know, it was like a practice after class. I think the practice of repetition is very helpful for students like us.” (Student 3)

“First of all, ODILO has strengthened the interaction between us and you. In other words, it has become a common language for all of us. Apart from this, it also enabled us to see our mistakes with the practical opportunities it offered. It also pushed us to talk in various modules. That's why I think it was really useful in this class.” (Student 10)

“I think it was obviously helpful. Because the system really contributed to the things, we learned by practicing a lot there. There were also a lot of videos about debate that supported the instruction thoroughly.” (Student 9)

4.2.1.2.2. Learners' main concerns and aspects of improvement about the LMS

The second question asked students about their main concerns about the LMS if there were any. The most frequent answer has been the technical problems. Due to the fact that ODILO has been recently developed, it has so many features that need to be improved as stated by students:

“Because the school's internet was so bad, it actually took us weeks just to go through the app, and we started our lessons at the end of the fourth or fifth week. I remember that we had a lot of problems both from the teacher's computer and from our individual computers, just because we could not log into the application. It did not have an offline version, so I think that was the main problem.” (Student 8)

“I think the fact that we had to navigate between 5 and 6 tabs to enter the main tab we were working on was really annoying. Click on the main menu, then click on another menu and so on., you know, it caused loss of motivation from time to time. That's why I didn't really like the system. I think it must be simpler to reach the course.”(Student 6)

Related to technical problems, one student mentioned grade anxiety which aroused from the system not accepting the answers even if they were correct as expressed below:

“It was very complex, I think. The platform has some system bugs. You get some points but sometimes they are shown as zero, arousing concern to us. We were wondering if we got zero from some exercises. Moreover, there is no uppercase and lowercase matching. Even if you write the correct answer, the system does not give you any points, which created some sort of grade anxiety, I believe.” (Student 1)

4.2.1.2.3. Learner autonomy in the LMS

The last question asked students if they believed the LMS increased their autonomy. Except for one student who complained about the LMS, all students had positive thoughts regarding the question. One student believed the system was actually unnecessary to use as her instructor had to provide them with the answers due to the fact that the class had no internet connection. Thus, the LMS did not contribute to her learning progress. Other statements are as follows:

“Let me tell you frankly, if it weren't for ODILO, maybe there would have been a little more negligence. I think it was very useful to have a debate in class and then watch the videos in the system, learn vocabulary and then learn more about the debate from there. It was definitely more useful for us to write there. It seems to me that if it weren't for it, we could escape from taking responsibility.” (Student 2)

“Yes, I think it did. When we think that we need to progress week by week, I think it has been very useful. It also taught me to take responsibility. On the one hand, we were completely free, ‘Hooray!’ we were saying. But then when we remembered that we had a responsibility ODILO, we were trying to complete the exercises. So, I think it was helpful.” (Student 9)

“Honestly, did it help me take more responsibility for the learning experience? I think it might have happened. Because there were the exercises we had to do after the instruction. You know, they were open, and we had to complete them until a certain date, we were actually advancing on a regular basis.” (Student 8)

Another student mentioned how coming to class prepared affected his motivation especially before the debates. He states:

“It helped me to take responsibility like this; so, after leaving the class, I was usually not feeling quite complete. Especially in the first weeks. Then I started to complete the exercises. That's how it helped. When I came back after class and looked at it again, I was gaining familiarity. In this way it was beneficial for taking a responsibility. When I attended classes that were to be debated, I looked at the topic of the debate beforehand. There were a few debates I came prepared for example, and I felt very motivated. It was positive in this respect.” (Student 5)

4.3. Findings of RQ5. What are the challenges that L2 instructors face in implementing debate instruction with the use of LMS?

Five out of eight instructors who taught this class were interviewed in order to better understand the challenges that they encountered when teaching debate using a learning management system. They were also asked to reflect on the experiences evaluating the debate instruction and the use of LMS from the student perspective as well. Based on an examination of the interview audio scripts, there are four main themes in this analysis positive aspects of the debate instruction, challenges of teaching debate instruction, main

concerns about debate instruction with the use of LMS, and reflections on speaking anxiety and speaking performance of the students.

4.3.1. Reflections on the positive aspects of the debate instruction

When their general perception about teaching debate instruction was asked, all of the instructors agreed on the idea that the utilization of debate instruction was a nice experience, but they all had different feelings as stated in the following extracts:

“Well, it was quite satisfactory for me because it is an innovative teaching style, and the content is also innovative for our university. This is what we are trying to do; to raise our students’ ability for the 21st century skills. That's why, overall, it was a good experience for me.” (Instructor 1)

“It was the first time, but I think it was very enjoyable. I mean, with the kids in the process. You know, it went very, very well because there were things I discovered, too. I have to underline that the class was very ready and eager to speak. Even on the first day, we had a debate. I was never bored either. There was never a moment when I stopped in this class, that is, ‘What do I do now if they don't talk?’. I've never had such a concern. Everyone always had something to say.” (Instructor 5)

“I think debate class was the best class I have ever thought because for the first time I felt like I'm really teaching something to my students other than grammar or just listening. Apart from the basic English skills class, in this class I was both teaching English and I was teaching something else, a different type of instruction at the same time. it was really precious for me.” (Instructor 4)

The second question asked instructors to reflect on the positive aspects of teaching debate instruction. The common answer has been the content of the course as all the topics were up to date and very authentic. Additionally, the instructors mentioned the effectiveness of having brainstorming before the debates as quoted in the following extracts:

“The content of modules was very up to date. It was something that could be discussed over and over. Most of the time, it made us stop and think, both me and the students. There were even moments when we went from one side to the other. Defending both negative and positive perspective of a controversial topic. I also enjoyed discussing with the students.” (Instructor 5)

“I like the platform and the syllabus of the course. It was quite well organized. I like the brainstorming parts after watching the videos. So, it was nice to talk about

something that we made the students watch. It was nice because there was a material on which you can talk a lot. We could just talk about a video for an hour because most of the content was very authentic. Otherwise, when you tell students 'Let's talk about something', they can't really think of anything, but when there is a material data, it's easier for them. So, I loved that part and the platform." (Instructor 2)

"Both for me and for the students, we did not get bored. We had the chance to chat about many things. Our personal lives, personal experiences and more. The class was based on communication. So, we communicated a lot more than other courses." (Instructor 1)

4.3.2. Challenges of teaching debate instruction

When they were asked to reflect on the challenges they had during their teaching experience, Instructor 1 mentioned how it was difficult to convince the students that they actually needed this class for their academic future. She states:

"The biggest challenge for me was to convince the students how these soft skills and public speaking skills would be beneficial for them. They all questioned how they will use debate strategy in real life or what they will get from this class at the beginning. I put a lot of effort in explaining the benefits of defending your arguments in a working environment or how effective counter arguments could make them a good speaker in public. The most challenging part was that I believe."

Another instructor mentioned how it was difficult to adapt a new platform and managing the classroom at the same time when there was a technical problem as can be seen in the following quotation:

"Of course, there were a lot of challenges. First of all, the platform itself was a real challenge because its interface was really problematic. Students sometimes could not see the questions, or they could not see the activities and when the internet was gone, they were all complaining, so it was like a chaos. I had to be calm and explain everything one by one, which was really difficult at the beginning." (Instructor 4)

Instructor 2 reflected on the problems regarding students' level of English and how it affected the instruction in general.

"It was my first experience giving such a course, but I think the students level affect the effectiveness of the debating instruction because when their level is low, which happened to me, I had difficulty in making them understand every step of the class and make them have a debate. Actually, that was very challenging. And you can't really catch the objectives of the class. I'm not sure if my students obtained those objectives at the end. So, I wasn't feeling very sure of myself, and I felt like doing things not wrong, but maybe less than needed."

Instructor 3, on the other hand, expressed the difficulty of understanding the format of debating and organizing the groups during debates. Generally, classes had more than twenty students and dividing them according to the debate format was a real challenge.

"I was really trying to make students understand the debate format, but it was something I wasn't even sure of because there is no one way of doing a debate. So, at the beginning I really tried and put some effort to understand what it was like. I could not really be sure of how to divide students equally every time, so mostly we had only two groups debating, other students watching. And towards the last weeks of the term, students were really bored of having debates over and over again. So, I think it was challenging for me to have the class environment positive all the time."

Lastly, Instructor 5 told how it was challenging to make students participate in the class. They did not necessarily need to be actively involved in the instruction, mainly they did not get any grades from participation. Therefore, some students were not engaged as stated in the following extracts:

"I believe it was definitely necessary to think of something that would make students' participation more effective. It may be a good idea to have the children work as a group beforehand, to do something like a rehearsal and giving them grades for these. Because I had difficulty when some of the students did not want to take a part in debates and I could not convince them to do so."

4.3.3. Main concerns about teaching debate instruction with the use of LMS

The fourth question asked instructors if there were any parts that they did not feel happy when teaching debate instruction with the use of LMS. Assessment of the course was one of the common mentioned problems as shown in the following extracts:

“I think I did not like the final assessment of this course. So, in the end we formed groups of six people, three people in each team. In my class, for example, a student did not show up in the final exam. So, the other two teammates had really difficulty as they had to come up with an alternative speech and they complained about this, and I believe they were right.” (Instructor 4)

“Well, It was difficult to divide all the classes into groups of 6. And in terms of assessment, one performance affected the other students’ grades, making it a little bit complicated to properly assess their performance. That was one big drawback.” (Instructor 1)

Another problem that had been commonly mentioned by the instructors was technical problems regarding both the LMS and the school.

“Well. I guess you don't mind if I say it, I mean really, I was tired of pulling the computer out of the class just to access the internet, then pulling it in, and waiting in that process was awful. I wished the LMS simply had an offline version, too.” (Instructor 5)

“Technical parts of the platform were problematic. I don't know if you would agree, but telling the students to buy an application itself was not so nicely, because somehow, they're being positioned as customers. And you know, they don't like it when they can't log in to the LMS especially after paying. We had so much trouble trying to access the modules during the instruction, most of the time we gave up and went on having simple debates. Students completed most of the exercises at home as school did not provide a proper internet connection. That was difficult to handle most of the time.” (Instructor 3)

“I had technical problems. Well, we all had. It was quite normal because it was the first time the system was being used at our school. But although we had technical problems, at least I tried to cope them with my own opportunities. I used my own Internet. I paid a lot for the Internet just for this class, just to keep it going, and we handled it, I guess. But still we had technical issues in terms of students as well, they missed some of the exercises, They couldn't do them at the

end of the term as they had some problems with the LMS, and we tried to solve it together. So technical issues affected my and students' motivation from time to time.” (Instructor 2)

When the instructors were asked if they would recommend this course for the following terms, the answer was yes but on the condition that necessary alterations would be made.

“Yes, it must go on, but I think we can add other departments as well. For instance, I think students from law department should really be taking this course because it is exactly their job to defend an argument, to build counterarguments etc. So, I think we really should think about this. I also believe this class would be perfect for students who are studying English teaching department because they will have the chance to speak more and to express themselves clearly in this class.” (Instructor 3)

“I think I would recommend this course for the following terms because I read students' comments after the instruction. Although we had difficulties, the students look quite satisfied. They wrote that ‘Yes, we had technical issues, but our teacher tried to solve them.’ or ‘I had fun, I did my best in this class.’ etc. So, I got positive feedbacks regardless of the problems we had in class.” (Instructor 2)

Among the reflections of the instructors, technical problems and the changes in rubrics have been the common aspects of improvement. Here are some example statements:

“Well, yes, the process has been definitely beneficial for the students and for the teachers, but the assessment part should be reconsidered and there should be some alterations made. Because I don't know how efficient it was, but looking at the perspective of the process itself, many of my engineering students especially experienced that much of talking and sharing and communicated for the first time in their lessons. In that term, it was beneficial, but as I said again, the assessment part was problematical. There should be some solutions, or some alterations made for that.” (Instructor 5)

“I think the only problem was with the rubrics. We could have better rubrics, group rubrics and individual rubrics. I found that a little bit problematic, but yes, this course should continue.” (Instructor 3)

“So, there were two rubrics used to evaluate students’ performances. One group rubric and the other one was individual rubric. But I think they should have been prepared much more detailed because most of the students got high grades and I think there should have been a more standard evaluation.” (Instructor 4)

The last question of the interview asked instructors if they thought the use of LMS in debate instruction was helpful or not. They all agreed that it was a good idea to use an LMS in this class but again there could have been some alterations such as having a booklet in the following terms. Here are some quotations:

“The platform was helpful, to be honest with you, I liked the idea of using ODILO because it is quite innovative and the use of technology in teaching is a rising trend in all over the world. In that sense it was beneficial, but considering, as I said before, the technical problems, the Internet problems, the projection problems we had in our classes, and our dependability on these was also a drawback. So, it could have been a little bit of a mixture, maybe, we can use the platform sometimes, but sometimes we can rely on more pen and paper, you know.” (Instructor 1)

“I found the platform quite useful but maybe we could also have a booklet of it, just in case of having some technical issues. I think a booklet would be really good in the hands of the students as well as us. So, the class would not always depend on our phones and waiting for the activities to load, but maybe we could sometimes put the phones down and keep going with the booklets for the videos. So, in case there's no Internet, there's nothing working, we would have things ready with us” (Instructor 2)

“It definitely helped a lot. Video content was very colorful. So, I felt like they took the lesson to another dimension. For example, there was that first rabbit video, ralph. Students already knew about it, but they said so much about the cosmetics and I think it created a very good variation on speaking. I think if it was just the debate instruction there might not have been so much interest.” (Instructor 5)

4.3.4. Reflections on speaking anxiety and speaking performance of the students

The ninth question asked instructors if they thought debate instruction affected students’ speaking anxiety or their speaking performance. All the instructors agreed that

debate instruction increased students' speaking performance and three of them stated that it caused some students to feel more anxious.

"I think it increased their speaking performance at the beginning of the term I remember most of the students were whining about how this class had been changed into a discussion based one. They told me they wished it would remain as a writing or reading class. But as they learned how to be a good debater, they started to consider this as a competition. Maybe this was related to their departments, most of my students were from engineering department, you know. So, every week it was like a battle in between them. They were like 'Let's see who is going to win this time?'" (Instructor 4)

"This class was great for more outgoing students, I believe. These students felt more willing to speak because they got used to speaking in class. When compared to the first time, their speaking performance got better as they learned certain words and phrases that helped them become better speakers during debates. But for more introvert students, I think it did not help really. Some of them were really shy and no matter how I tried to push them to speak, it did not work." (Instructor 2)

"So, a student of mine confessed something like this; 'Teacher, it was very difficult to overcome my speaking anxiety and thanks to you I feel better now in this class.' I was very happy that I could help but I think the teacher's attitude towards debate instruction is very important. There must be a really positive atmosphere in the class as it is directly related with the students who may feel anxious." (Instructor 5)

Other two instructors expressed that debate instruction actually decreased students' speaking anxiety.

"This class has been really beneficial for students in terms of speaking performance, and I believe as they practiced, they got better and got rid of their fears and became more comfortable with the idea of speaking in public. We didn't really criticize their grammar, their pronunciation. When they realized that the only important thing was to express what they feel, what they think, to be able to produce, create arguments, ideas, they began to like the class. And they began to feel more comfortable doing it in time, not at the beginning, but throughout the process. They got less anxious about speaking." (Instructor 1)

“I believe it decreased their anxiety, I have witnessed last November and December this course saving some students from that speaking fear, rehabilitating them. I don't know if it lasted or not, but I have witnessed some students overcoming their speaking anxiety and really exceeding themselves. I mean, at the final day, the ones who were truly very shy during the term performed really well. I was shocked, amazed.” (Instructor 3)



5. DISCUSSION

The findings derived from the research questions will be addressed in this chapter. There will be distinct, in-depth discussions of findings from quantitative (RQ1, RQ2, RQ3) along with qualitative data (RQ4, RQ5), contrasted with outcomes from similar prior studies. Therefore, results are discussed under three sub-headlines: the debate instruction, the learning management system and the challenges faced by instructors.

5.1 The Debate Instruction

5.1.1. Discussion of RQ1: *“What is the impact of debate instruction with the use of LMS on Turkish EFL students’ L2 speaking anxiety?”*

First research question of the study tries to measure the impact of debate instruction with the LMS on students’ level of speaking anxiety. When the anxiety levels of the participants within the scope of the research are examined before the debate instruction, based on their answers from Turkish version of the Foreign Language Speaking Anxiety Questionnaire (T-FLSAQ) 189 individuals, 5.8% of them experienced slight, 66.1% moderate, and 28% high levels of foreign language speaking anxiety. This outcome is consistent with prior research carried out with EFL students. Similar findings emerged from a study conducted by Kennedy (2009): students at Mid-Atlantic State University experienced anxiety before and during the debate session.

Anthony, Othman and Ismail (2017) conducted a study to measure the level of anxiety experienced by Malaysian ESL students at different stages during a debate tournament. Results demonstrate that the students' level of anxiety was high even before the debate training. Given that none of them had participated in debates before, perhaps their inexperience caused the problem. They reported that their anxiety started to rise at the first round. The students remained anxious even after round three.

Undergraduate Libyan English students' levels of speaking anxiety were studied by Toubot, Seng, and Abdullah (2018). The findings show that most students have a moderate level of speaking anxiety. Although it seemed that more than half of the students had moderate speaking anxiety, about one-third of them reported experiencing high levels of speaking anxiety. They stated that the teaching strategy and learning environment in the classroom can be partially responsible for this outcome.

When items in Foreign Language Speaking Anxiety Questionnaire (FLSAQ) are examined, it can be seen that some of the items are related to speaking in front of others like item 8 *“I feel very embarrassed when I speak in English at the front of the class”* and item 11 *“If I think my classmates speak English better than me, I am nervous about speaking in oral activities”*. When the answers are compared, it can be said that the number of highly anxious students increased after the debate instruction.

What may be the source of anxiety? In a debate, one expresses their viewpoint in front of others. Speaking in front of a big audience is normally avoided by those who are hesitant or incapable of speaking effectively in order to reduce the probability of failing. As a result of this unpleasant situation, the individual may feel uncomfortable speaking in front of others, which might lower their self-esteem (Anthony, Othman and Ismail, 2017).

Although the quantitative data show an increase in median scores, the qualitative data show that students felt more comfortable while expressing themselves during the debate instruction. Student 3 contributed this outcome with the following statement:

“Actually, I was a little afraid of the debate at first, but then when I started practicing, the debate became very enjoyable. That's why I liked it so much that there was a discussion, speaking, doing it in English, and it gave me courage. And when the courage came, we were able to discuss. In other words, to be whole, to be able to express yourself apart from the discussion, I guess.”

Student 5, also supports the positive impact that debating has on students to overcome their fear of speaking in public as:

“My willingness to communicate has certainly improved. It was difficult for me to speak at first. Because I wasn't the type to talk much. I was a little scared, I even didn't come to classes for a few weeks at first. But the debate was so effective, it increased my self-confidence, then I started to realize that I could speak in English. This has been a great advantage for me.”

When students' answers to interview questions are examined, it can be concluded that debate participation enabled students to progressively overcome their public speaking anxiety. The remarks and statements suggest that after participating in the classroom debates, the students developed confidence to speak freely in front of others and improved their speaking abilities. Students only paid attention to the subject in task because they have developed emotional states of self-efficacy by means of regular involvement in activities

like debates (Kassem, 2021). They do not approach the tasks with what MacIntyre (1995) refers to as "a divided attention scenario" that forces anxious learners to concentrate on both the task and their reactions to it (p. 96).

Additionally, as answers from item 2, *"I feel less nervous about speaking in English in front of others when I know them"* item 9, *"Because of being corrected by my teacher, I am afraid of going to the speaking class"*, show that median scores of highly anxious students decreased after debate instruction while answers to item 6 *"I fear giving a wrong answer while answering questions in English class"* show that median scores of highly anxious students increased. Instructor 5 noted:

"So, a student of mine confessed something like this; 'Teacher, it was very difficult to overcome my speaking anxiety and thanks to you I feel better now in this class.' I was very happy that I could help but I think the teacher's attitude towards debate instruction is very important. There must be a really positive atmosphere in the class at is directly related with the students who may feel anxious."

The majority of students experience anxiety and fear as a result of their worries about the possible consequences of making mistakes in English class. This conclusion explains Horwitz et al.'s (1986) study that evaluation anxiety is an anxiety that arises from students' feelings of fear of being negatively evaluated by their instructors or their peers. Student 1 confirms this statement as follows:

"Frankly, I think debate class reduced my desire to speak. Because, as I said, you are with your peers. And these are the people with different English levels. Some of them have really good English and you ask yourself 'Why can't I do the same?'. That's why you're a little hesitant, but of course, I'd be lying if I said it's not an enjoyable class. Unpleasant lesson but also very comfortable."

Highly anxious individuals' overall speaking anxiety is examined by item 1, *"I feel anxious while speaking English in class"*, Item 19, *"I like to volunteer answers in English class"*, item 24 *"Going to English conversation class makes me more nervous than going to other classes."*, item 17 *"I like going to class when I know that oral tasks are going to be performed"*, and item 25, *"I stumble when I answer questions in English"* are related to communication apprehension, which is anxiety regarding verbal communication. Findings of the study reveal that except for item 24, there has been a decrease in anxiety levels of students. Debating, which is a dynamic and engaging activity, may boost students' enthusiasm and help them overcome communication apprehension. Learners can eventually

overcome fear of communicating with consistent involvement in debates. Student 7 supported this statement in the following extract:

“Let me tell you at least my observations about this course. Students who could not or did not want to say their names on the first day in the classroom started to debate on whether to smoke or not on campus on the last day, in English. I have not observed speaking anxiety in myself, but I have definitely witnessed a decrease in the anxiety of those around me. There was already a passion for it. I mean, as I said, coming ready and having to prove something is something that will motivate you. I even wanted to talk about provoking things. So, yes, I believe it reduced speaking anxiety.”

These findings are in line with the study including 55 Spanish students from the University of Cardiff in Wales and 45 Italian students from the University of Ragusa in Italy discovered that all of the participants were afraid of speaking-oriented tasks in the ESL classroom (Occhipinti, 2009). Communication apprehension has a negative impact on the speaking ability of EFL learners because anxious students avoid speaking situations and try to avoid communication in all circumstances (Ahadzadeh et al., 2015; Ilias et al., 2013). Due to the fact that students prepare linguistically and psychologically for class by doing their study before debates, debate instruction can actually assist students overcome the aspects that cause communication apprehension (Kassem, 2021).

On the other hand, in challenging circumstances such as tests or oral exercises where many grammatical points must be coordinated and recalled at once, students frequently indicate that they "know" specific grammar point but "forget" it when it comes to a test, therefore anxiety is common in such circumstances (Horwitz et al., 1986). In FLSAQ, item 5, *“In English class, I start to panic when I know I will be graded in oral activities”*, item 12, *“I worry about oral tests in English class”*, and item 27 *“During an oral test, I do not feel nervous”* are related to test anxiety as they include oral tests or activities. When the answers of items are analyzed, it is obvious that the number of students who are highly anxious actually increased after debate instruction.

For students who are test-anxious oral exams have the potential to immediately increase test anxiety and oral communication anxiety because they set impossible goals for themselves and think that anything less than an excellent test result is failure (Horwitz et al., 1986). Based on the analysis from the related items, it is possible to indicate that the majority of students that are highly anxious become nervous when they receive a grade on an oral

task or during an oral test. Additionally, it is important to highlight that the final debate in this course made up 50% of the total assessment, therefore it may have provoked anxiety among easily influenced students.

Debate is the expression of ideas or opinions in which two opposed sides attempt to explain their points of view. In order to make an appealing and convincing performance in a debate, students learn how to organize their research or arguments. They also acquire the ability to effectively prove their points. Therefore, an effective debater should be able to gather information, develop persuasive arguments, present, and support those arguments, oppose, and rebut those of the opposition, and so on (Iman, 2017). Responses to item 14, *“I get anxious when I cannot express my thoughts effectively while speaking English”* reveal that individuals who are highly anxious get nervous when they are unable to express themselves after the debate instruction. Student 1 supported this outcome with the following quotation:

“I don't think the idea of speaking in public is a very good thing for a student. Not a good thing, especially when you have your peers. It's something that feels negative. To be able to defend an opinion fanatically, to have a really good level of English. I need to be sure about an idea and gather all the information to be able to defend it, etc. Obviously, it is not possible to do all of these in this class.”

This may be connected to the individuals' evaluation of their own speaking capabilities as they are the ones who can truly decide whether they are capable of expressing their own views or not, therefore a negative self-evaluation may generate anxiety. On the other hand, during the interview some students noted how classroom debates helped them think critically and swiftly, as well as how to respond instantly. The statements of Student 10 is shown below:

“I realized that attending a debating class helped me improve my speaking performance. Well, I must admit that this course improved my communication skills. It has also helped me to express my thoughts clearly and effectively, to present arguments logically, and to understand counterarguments. I also think it improved me with listening to different views and using my critical thinking skills. The debate instruction offered the opportunity to practice all the time, and I have found that it has made me a better speaker.”

These findings are in line with the literature. At the Faculty of Educational Studies, University Putra Malaysia, Zare and Othman (2015) conducted a study with 16 undergraduate students majoring in Teaching English as a Second Language (TESL). The

respondents were of the opinion the debate enhanced their aptitude for verbal communication and critical thinking.

In addition, 69% of participants in an intervention for female medical sophomores at Imam Abdulrahman Bin Faisal University in Saudi Arabia agreed that the discussion helped them communicate more effectively. Seventy-eight percent of respondents said that taking part in debates helped them develop their critical thinking. 61% of those who participated expressed that they benefited from the debate sessions by being more fluent with arguing subjects. Additionally, 71% said that debating improved their capacity for coming up with and interpreting ideas. The majority of participants claimed that debates improved their capacity for rational decision-making and effective communication. Therefore, it is possible to conclude that debate training has a good impact on a number of learning outcomes for students (Mumtaz & Latif, 2017).

Similar to this, MacIntyre & Gardner (1991) noted that, "anxiety poses several problems for second/foreign language learners because it can interfere with the acquisition, retention, and production of the new language" (p. 86). Students' negative emotions act as a roadblock, stop them in their tracks, and prevent them from starting a discussion. The students find it simpler to speak out, express their opinions, and take an active part in class discussions when such feelings decrease or disappear.

In accordance with the outcomes, it can be concluded that oral exams, communication apprehension, self-evaluation of speaking abilities, comparison to others, and fear of negative evaluation are key anxiety-provoking elements in this EFL environment based on the moderately and highly anxious participants' responses to the FLSEQ.

5.2. Discussion of RQ2: “Will there be a statistically significant difference between Turkish EFL students’ level of speaking anxiety after being exposed to debate instruction with the use of LMS?”

The second research question aimed to understand whether there is a statistically significant difference between Turkish EFL students’ level of speaking anxiety after being exposed to debate instruction with the use of LMS. The findings showed that the differences between both two groups are statistically significant, that debate instruction decreased the speaking anxiety level from 90,00 to 78,00 of students.

When the anxiety levels of the participants within the scope of the research are examined before the debate instruction, it is seen that 5.8% have slight, 66.1% moderate, 28% high level foreign language speaking anxiety. After the debate instruction, it is seen that 16.4% of the participants have a slight level of foreign language speaking anxiety, 77.2% have a moderate level of anxiety, and 6.3% have a high level of foreign language speaking anxiety. This means that the debate instruction was helpful in lowering students' speaking anxiety. Instructor 1 added to this outcome as follows:

“This class has been really beneficial for students in terms of speaking performance, and I believe as they practiced, they got better and got rid of their fears and became more comfortable with the idea of speaking in public. We didn't really criticize their grammar, their pronunciation. When they realized that the only important thing was to express what they feel, what they think, to be able to produce, create arguments, ideas, they began to like the class. And they began to feel more comfortable doing it in time, not at the beginning, but throughout the process. They got less anxious about speaking.”

The finding is also in line with the previous studies. At Baturaja University, Yulia and Aprilita (2017) trained 12 EFL students in the British Parliamentary Debate. The speaking skills of the learners significantly improved in favor of the posttest, according to the results of a paired t-test. In another study by Elmiyati (2019), a test group of EFL students from Nigeria who participated in debate training beat a control group in terms of speaking skills. Students had favorable opinions on their training.

In the literature, debate training has a good impact on a number of learning outcomes for students. Debates can provide a friendly, encouraging environment where group projects and a learning-centered focus take the place of individual assignments and a teaching-centered focus. By giving students active responsibilities, debate instruction may actually help break up the monotony of classroom activities. In this regard, student 6 explains:

“I think debate instruction really increased my speaking performance because first of all, there were so many words that I hadn't known at all. I can't think of them right now, but I am sure that I learned multiple words. I also learned how I could respond, how I could get an answer, or how I should react to an answer that I get in an active discussion. This was the first time I learned all about these, which was also very important for me. In our culture, arguing is almost tantamount to fighting. But here in this class, for example, we learned a more civilized way of arguing. I really liked this.”

Additionally, in order to understand whether there is a statistically significant difference between two genders, the results are analyzed accordingly. The foreign language speaking anxiety levels of the participants within the scope of the research before the debate instruction also show a statistically significant difference according to gender ($p < 0.05$). Female participants had higher foreign language speaking anxiety levels before the debate instruction compared to male participants. However, the level of foreign language speaking anxiety of the participants does not show a statistically significant difference according to gender after the debate instruction as shown in Table 6 ($p > 0.05$).

The findings are parallel with the results of Anthony, Othman & Ismail (2017). Their study revealed that while having stronger critical thinking skills overall than their male counterparts, female students initially felt greater anxiety than male students did (during the pre-debate period). At the end of the debate activity (after the debate stage), the degree of anxiety, however, decreased to approximately the same level. This demonstrates that both groups' anxiety levels were lower than they were the first time they tried the argument. This would suggest that familiarity had an impact on them.

In a Turkish context, Dalkılıç (2001) investigated the association between students' levels of foreign language anxiety and their success in speaking courses. 124 Turkish EFL students participated in the study, and the results revealed that female participants felt significantly more anxious during speaking activities. Moreover, Balemir (2009) carried out research on the relationship between English speaking anxiety and proficiency level. 383 students participated in the study at the Hacettepe University Preparatory School. The findings showed that gender has a significant effect in English speaking anxiety and that speaking anxiety was lower in male students.

Female participants' higher levels of English-speaking anxiety compared to their male counterparts may be due to their traditional and cultural upbringing; in other words, they may feel inadequate when expressing themselves in conversation (Dörnyei, 2005).

The gender influence on FLSA is a complex matter even though prior studies clearly showed that women were more worried. Numerous research has been conducted on this subject, and some of them have produced findings completely contrary to those of the present study. As stated in Aida (1994), Japanese female participants' FLSA level scores were lower than those of their male counterparts. In a related study, MacIntyre et al. (2003) found that boys had higher levels of anxiety when learning a foreign language.

As was mentioned above, earlier research examining the association between speaking anxiety level and gender found conflicting results about whether or not the gender impacts speaking anxiety. It is still an open question. The results of this study added to the field of literature in terms of women's higher anxiety levels during oral communication.

5.3. The Learning Management System

5.3.1. Discussion of RQ3: *“What are the perceptions of Turkish EFL students about the use of LMS in debate instruction?”*

Third research question aimed to assess the views of learners about the learning management system that was utilized in this course in relation to the blended learning concept. The findings from the survey have been categorized in nine sections; language proficiency, technology use and support, motivation, learner autonomy, the content used, communication and interaction, learning styles, self-assessment, and learner satisfaction.

In terms of the language proficiency, regarding the tasks in ODILO, students seem to find listening most and then reading, vocabulary and finally speaking as effective. Writing has the lowest average in this dimension, mostly because the tasks on LMS focused very little on the writing skill. The item with the highest average in the perceptions of the language skills dimension of the learning management system survey with an average of 4.14 is "LMS is useful in improving my listening skills." while item 2 has the lowest average of 3.02, "The LMS helps me improve my writing skills."

It is clear that students believe they get the least benefit from the LMS while studying productive abilities like speaking and writing. These results are consistent with those of Felix's (2001) and Banditvilai's (2016) who found that speaking practice was insufficient in situations where the LMS was utilized. They concluded that this drawback could result from the fact that speaking and writing are the two language abilities that are hardest to examine.

When compared to the evaluation of reading and listening abilities, the evaluation of productive skills necessitates the use of more sophisticated technologies and multifaceted techniques. The instructors could participate in the evaluation, which would entail a lot of work, but given the load on their shoulders, it doesn't seem practical. LMS designers and content developers should have a discussion about how to come up with feasible ideas in order to completely satisfy learners' expectations in terms of language skills (Oğul, 2019).

The second section dealt with learners' perceptions of technology use and support. Apparently, the majority of students believed that the design of the LMS was user-friendly, and they had sufficient Internet access to use the LMS off campus. More than half of the students agreed that they had enough training about how to use the LMS and that they did not need technical support while using the LMS. Student 8 had positive opinions regarding the LMS:

"The parts of the ODILO application that I liked are, at one point everything is so organized, you know? You can go in and have a look right away. Also, the sections were created in a very regular way."

The questionnaire's third section provided the chance of gathering information about learners' views about motivation. Data from Item 10, *"The LMS increases my motivation towards language learning"* showed that the students regarded the LMS as a motivational tool. Given that one of the most important factors in becoming an independent learner is motivation, it may be assumed that the students in the research had sufficient motivation to be autonomous learners. The following extract supports this statement.

"ODILO helped me take a responsibility like this; so, after leaving the class, I was usually not feeling quite complete. Especially in the first weeks. Then I started to complete the exercises. That's how it helped. When I came back after class and looked at it again, I was gaining familiarity. In this way it was beneficial for taking a responsibility. When I attended classes that were to be debated, I looked at the topic of the debate beforehand. There were a few debates I came prepared for example, and I felt very motivated. It was positive in this respect." (Student 5)

The current study appears to support previous findings that state motivated people are autonomous learners (Ushioda, 1996) and that motivation significantly improves autonomous learning (Spratt, Humphery, and Chan, 2002). Students had the option to control their learning process and tailor the course material to their interests. In other words, participants could customize their educational experience depending on their needs. As a result, creating an environment that encourages autonomy was made possible by intentionally motivating the students (Zonturlu, 2014).

Next section was linked to learner autonomy with item 11, *“The LMS helps me improve the language independently”*, and item 12, *“I would prefer studying with an LMS on my own to studying in the class with a teacher.”*. Based on the findings, it can be stated that the majority of students agreed with both statements and that the LMS was helpful to provide the opportunity to take charge of their own learning so that they could develop their own learning autonomy as student 2 indicated:

“Let me tell you frankly, if it weren't for ODILO, maybe there would have been a little more negligence. I think it was very useful to have a debate in class and then watch the videos in the system, learn vocabulary and then learn more about the debate from there. It was definitely more useful for us to write there. It seems to me that if it weren't for it, we could escape from taking responsibility.”

The participants in the research had to carry out the activities that were given to them, both within and outside of class. Additionally, everyone had to turn in their assignments on time to be able to get a full grade at the end of the term. In this way, the LMS assisted participants in taking control of their language acquisition. Giving students the chance to take charge of their own learning gives them more ability to develop their own autonomy in learning (Zonturlu, 2014).

The fifth section in the survey was about the content used in ODILO. The majority of participants had positive opinions towards the content in the LMS, that it provided them with sufficient audio-visual materials, as well as authentic materials. These findings are consistent with Yakushenko, Stetsenko (2020). They indicated that by taking advantage of the LMS resources, foreign language instructors are able to give their students access to current, engaging learning materials for their courses, and students are able to engage in active foreign language learning. Additionally, student 7 indicated that the content in the LMS was relevant to his field by saying:

“The texts were very good. Speech pieces were also good. Besides, there were things related to my field, for example, there were approaches related to Trump or American foreign policy. They were beneficial for me. A second one, I think, was the last four modules where hints were given. Like how the first speaker should behave, how the second speaker should talk, etc. I think they were very useful parts.”

Section seven examined whether the LMS was appropriate for students' learning styles. 69% of participants agreed with the statement that *“I think the LMS is suitable for my learning style.”* The usage of the ODILO platform may have encouraged individualization

of learning, which may be the explanation of this outcome. The variety of the materials and assignments is sufficient, and they attempt to take into account each student's unique distinctive characteristics. Marsh (2012) indicated that every learner has a unique learning style and pace. They are able to "review and consolidate in their own time and at their own pace" thanks to these online resources (p. 18).

The study also looked at whether the learners viewed the LMS as a tool for self-assessment, which is widely acknowledged as a crucial instructional strategy to maintain learner autonomy. Results of this section show that while more than half of the students agreed that the LMS gave them enough opportunity to check their progress, they were not satisfied with the feedback function of the LMS. The majority of participants disagreed with item 21, *"The LMS provides me with useful feedback and helps me correct my mistakes."*

Final section of the survey revealed that more than half of students had positive opinions about their satisfaction with the LMS as %83 of them stated that they would like to take a course with an LMS component again in the future and that ODILO made this course more interesting. This finding agrees with earlier studies. When students performed a number of online homework assignments on EFL websites as part of an educational environment, Kung and Chuo (2002) looked into students' perceptions and discovered that they thought studying English online was efficient. Moreover, a positive comment from student 3 shows:

"I think it was very beneficial. In other words, I think it was very nice to go with our instructor and ODILO at the same time. We were learning from you and ODILO was like a guiding homework. You know, it was like a practice after class. I think the practice of repetition is very helpful for students like us."

The majority of survey participants believe that using a learning management system (LMS) encourages students to put what they learn into practice. It is important for teachers to involve students more in the lesson in some way by using materials other than just books and notes, as this will undoubtedly capture their interest as noted by student 10:

"So ODILO is a different system, I saw it for the first time in my life. In other words, it was never used, rather we were going from the books. Being online made a lot of sense. Because books are more expensive. I believe ODILO was very

cheap, and its use was also a bit simple, of course, a little bit complicated at first, but it was okay.”

Overall, it can be concluded that the study's participants experienced that using a learning management system (LMS) to acquire and practice language abilities actually aids learning and increases students' enthusiasm in language learning (Dilfiruz, 2019). In order to provide better learning environments these days, it has become vital to satisfy learners' needs. Blended learning design has arisen as a support for in-person training as a result of technological advancements (Aran, 2015).

The findings of the study provide evidence that blended learning in LMS promotes educational advantages. In general, questions on the evaluation of the overall idea received high scores for learning-teaching content, learning styles, motivation, learner autonomy and satisfaction. However, several characteristics of the LMS either completely or partially satisfy the requirements like providing useful feedback or improving the writing skill.

5.4. Challenges of teaching debate instruction with LMS

5.4.1. Discussion of RQ5: “What are the challenges that L2 instructors face in implementing debate instruction with the use of LMS?”

In order to analyze the utilization of the process, five instructors were also interviewed. The interview was semi-structured, and the researcher prepared ten questions, focusing on perceptions and the challenges that L2 instructors face in implementing debate instruction with the use of LMS. The examination of the instructor interviews revealed the numerous difficulties they encountered when delivering debate instruction. The difficulty of persuading students of the value and advantages of developing soft skills and public speaking talents was one major obstacle mentioned by Instructor 1:

“The biggest challenge for me was to convince the students how these soft skills and public speaking skills would be beneficial for them. They all questioned how they will use debate strategy in real life or what they will get from this class at the beginning. I put a lot of effort in explaining the benefits of defending your arguments in a working environment or how effective counter arguments could make them a good speaker in public. The most challenging part was that I believe.”

The difficulties of managing the classroom while simultaneously adjusting to a new platform were addressed by Instructor 4 in particular when there were technical difficulties. Students were unable to view questions or activities because of the platform's insufficient

interface. It was challenging for the instructor to remain calm and give specific explanations in the middle of such chaotic circumstances.

On the other hand, according to Instructor 2, student's level of English proficiency surfaced as a significant barrier. It was difficult for the teacher to make sure that every student understood the course's many concepts and actively participated in arguments. The instructor was unsure about the efficiency of their training because the students' limited language skills prevented them from understanding the course's goals completely. She comments:

“I'm not sure if my students obtained those objectives at the end. So, I wasn't feeling very sure of myself, and I felt like doing things not wrong, but maybe less than needed.”

Moreover, the challenge of comprehending debate format and setting up student groups appropriately was highlighted by Instructor 3. Dividing the class equally for debates was extremely difficult when there were programs with more than twenty students. The lack of a standardized debate format made the task of teaching even more difficult, resulting in a largely two-group debate structure that ultimately led to student tiredness and lost excitement.

Lastly, Instructor 5 emphasized the difficulty of inspiring students to actively participate in the discussion. Some students were less engaged and unwilling to participate in debates without the benefit of obtaining grades for participation. In order to promote student participation and address this issue, the instructor proposed the creation of pre-class group exercises or rehearsals, followed by grading. She quotes:

“I believe it was definitely necessary to think of something that would make students' participation more effective. It may be a good idea to have the children work as a group beforehand, to do something like a rehearsal and giving them grades for these. Because I had difficulty when some of the students did not want to take a part in debates and I could not convince them to do so.”

In general, these interviews with the instructors highlighted a variety of difficulties encountered in imparting debate instruction. Each instructor had different challenges, ranging from dealing with student questioning and technical issues to responding to language proficiency variances and successfully organizing debates. These findings help us gain an

in-depth understanding of the difficulties that come with instructing of debate. They also offer helpful suggestions for enhancing present instruction and developing a more encouraging and enjoyable learning environment.

On the other hand, the majority of instructors had positive opinions regarding the LMS. The biggest problem was related to technical issues yet, the use of LMSs increases students' motivation, which is important for language learning, according to the findings. It is conceivable to use these technologies as motivational strategies with today's technologically advanced students. Because there are so many resources available online for almost anything, neither educators nor students can fathom a life without the Internet today. Because of this, implementing current technology in educational settings will be even more important. (Dilfiruz, 2019) Instructor 1 states:

“The platform was helpful, to be honest with you, I liked the idea of using ODILO because it is quite innovative and the use of technology in teaching is a rising trend in all over the world. In that sense it was beneficial, but considering, as I said before, the technical problems, the Internet problems, the projection problems we had in our classes, and our dependability on these was also a drawback. So, it could have been a little bit of a mixture, maybe, we can use the platform sometimes, but sometimes we can rely on more pen and paper, you know.”

According to Stracke (2007), reading a book often seems to provide a more practical manner of having material available for learning and reading than using a computer. This is because paper materials provide language learners a sense of holding something and thus a feeling of the material reliability. They also give students more control regarding the place of their learning. Instructor 2 supports this statement as follows:

“I found the platform quite useful but maybe we could also have a booklet of it, just in case of having some technical issues. I think a booklet would be really good in the hands of the students as well as us. So, the class would not always depend on our phones and waiting for the activities to load, but maybe we could sometimes put the phones down and keep going with the booklets for the videos. So, in case there's no Internet, there's nothing working, we would have things ready with us”

All in all, findings demonstrate that despite all the challenges they faced, teachers are not hesitant to implement the debate instruction with the use of LMS; on the contrary, they

are in favor of doing so because of the various conveniences that LMS provide with an innovative teaching style and the experience they had throughout the course.



6. CONCLUSION

The purpose of this study was to look into how debate instruction with the use of an LMS affected students' speaking performance, willingness to communicate, and L2 speaking anxiety. The study also explored the challenges that instructors faced while teaching debate instruction with the LMS. A mixed method was applied in the study. The quantitative data were obtained from T-FLSAQ distributed to students at the beginning and at the end of the term. Also, a survey regarding the perceptions about the LMS was given to students. The findings of quantitative data were analyzed by SPSS. The qualitative data were obtained from semi-structured interviews with 10 students and 5 instructors who volunteered at the end of the term. The findings of qualitative data were analyzed by content analysis.

6.1 Summary of the Results

The first and fourth research question investigated the impact of debate instruction on Turkish EFL students' L2 speaking anxiety. The outcomes from quantitative data showed an increase in students' level of anxiety when it comes to oral tests, fear of negative evaluation and communication apprehension. The qualitative data, on the other hand showed that that debate participation enabled students to progressively overcome their public speaking anxiety. Students said that they felt more comfortable expressing themselves during the debate instruction and that debating had an effect on overcoming students' fears of public speaking. In accordance with the outcomes, it can be concluded that oral exams, communication apprehension, self-evaluation of speaking abilities, comparison to others, and fear of negative evaluation are key anxiety-provoking elements in this EFL environment yet, debate instruction can have positive effects on overcoming these problems.

The second research question examined whether there was a statistically significant difference between the level of speaking anxiety of learners after being exposed to debate instruction. When the anxiety levels of the participants within the scope of the research were examined before the debate instruction, it was seen that 5.8% of students had slight, 66.1% moderate, 28% high level foreign language speaking anxiety. After the debate instruction, the levels have changed as such; 16.4% of the participants had a slight level of foreign language speaking anxiety, 77.2% had a moderate level of anxiety, and 6.3% had a high level of foreign language speaking anxiety, meaning that the debate instruction decreased speaking anxiety of students overall. The results were additionally evaluated in accordance

with whether there was a statistically significant difference between two genders. Before the debate instruction, compared to male participants, female participants experienced more anxiousness. However, after the debate instruction, there was no statistically significant difference between the participants' levels of speaking anxiety by gender.

The third research question examined students' perceptions about the LMS. Findings of the study showed that the use of LMS had positive reviews both from students and the instructors. Results of the survey revealed that students were satisfied with the LMS as the items on the evaluation of the overall idea received high scores for learning-teaching content, learning styles, motivation, learner autonomy and satisfaction. But several characteristics of the LMS like providing useful feedback or improving the writing skill partially satisfied students, indicating that certain parts of the LMS needs advancement. Interviews with students and instructors supported this statement. Most of the time there had been unwillingness to use the LMS due to technical problems it had. Participants suggested that the LMS should have an offline version to be used in case of absence of the internet.

Regarding the fifth research question, the instructors addressed a variety of difficulties when it came to teaching debate instruction with the LMS, including the difficulty of convincing students of the importance and benefits of developing soft skills and public speaking abilities, the challenges of managing the classroom while also adjusting to a new platform, the level of English proficiency of the students emerging as a significant barrier, and the difficulty of understanding debate format and setting up debates. It was suggested to use a booklet or a similar paper material in case of technical flaws that the LMS had if the course is planned to be provided in the following terms.

The usage of debate instruction using LMS was viewed by students as a creative, interesting, advantageous, and practical method when the quantitative and qualitative findings were combined and examined. They felt that participating in debate education helped them improve their capacity for critical thinking, overcome their fear of speaking in public, and speak more effectively and readily. Compared to their prior English courses, students said this course inspired them to speak more in English. They also emphasized how trying to express themselves clearly in a debate triggered their willingness to communicate when they were challenged by their peers.

In conclusion, the main goal of the study was to examine the effects of debate instruction on students' level of speaking anxiety and the perceptions of the learners toward the use of debate instruction with a learning management system. It can be suggested through the analysis and discussion of the findings that debate instruction decreases students' speaking anxiety and the use of LMS promotes autonomous learning, increases learner motivation, and facilitates autonomous learning. Therefore, the utilization of debate instruction with an LMS had a positive impact on both the learners and the instructors of EFL overall.

6.2 Pedagogical Implications

The findings of this study have significant pedagogical implications for English as a Foreign Language (EFL) instruction. Firstly, it is crucial for educators to recognize the anxiety-provoking elements that hinder students' speaking performance, such as oral exams, fear of negative evaluation, and communication apprehension. These factors should be taken into consideration when designing instructional approaches that aim to alleviate speaking anxiety and enhance students' oral communication skills. The positive effects of debate instruction on overcoming speaking anxiety highlight the value of incorporating debate activities within the EFL curriculum.

Secondly, the statistically significant decrease in speaking anxiety levels after exposure to debate instruction emphasizes the potential of this pedagogical approach in reducing students' anxieties. Educators should consider integrating debate instruction into their teaching practices as a means of fostering students' confidence and self-efficacy in speaking English. Additionally, the absence of a gender difference in speaking anxiety levels post-debate instruction suggests that this instructional approach is equally effective for both male and female learners.

Furthermore, the positive perceptions of students regarding the use of a Learning Management System (LMS) indicate the benefits of incorporating technology in EFL instruction. LMS platforms can facilitate learner autonomy, provide diverse learning content and styles, and enhance motivation and satisfaction among students. However, it is important to address technical challenges and ensure the availability of offline alternatives to ensure uninterrupted access to the LMS.

Lastly, the challenges faced by instructors in teaching debate instruction with an LMS underscore the need for professional development opportunities and support. Instructors should be equipped with strategies to effectively communicate the importance and benefits

of developing soft skills and public speaking abilities to students. Moreover, language proficiency levels of students should be considered when implementing debate instruction, and instructors should receive training on organizing debates and understanding various debate formats.

In conclusion, the pedagogical implications of this study emphasize the significance of incorporating debate instruction and utilizing an LMS in EFL contexts. Debate instruction can decrease speaking anxiety, foster critical thinking skills, and promote effective communication. The use of an LMS can enhance learner autonomy, motivation, and satisfaction. By addressing the identified challenges and capitalizing on the benefits of these pedagogical approaches, educators can create an engaging and supportive learning environment for EFL students, enabling them to overcome anxiety barriers and improve their speaking performance.

6.3 Recommendations for Future Research

Several recommendations are provided for the future studies in light of the limitations of the study. Given that this study was not piloted and that another study could replicate it with a bigger sample size, replication of this study is strongly recommended. The debate instruction can also be utilized to improve students' critical thinking skills in preparation for further future studies. Besides, the effects of debate instruction with LMS on other language skills such as listening may also be addressed with another study. The issues that the students expressed may be taken into consideration by researchers and educators when conducting additional research or utilizing debate instruction as a teaching strategy.

In the end it, teachers should keep in mind that they have two alternatives when dealing with anxious students: they can teach them coping skills for the anxiety-provoking condition that already exists, and they can make the learning environment less stressful by making use of technology. However, before either choice is practical, the instructor must be aware of students' apprehension about learning a foreign language (Horwitz et al., 1986).

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APPENDICES

1. APPENDIX 1:

Interview Questions with Students

Part 1

1. What did you like about the debate instruction? Why?
2. Is there anything that you were not happy with this class?
3. How do you think participating in a debate affect your speaking willingness?
4. Do you feel that participating in a debate class was helpful to improve your speaking performance? Why?
5. In what ways participating in a debate class was helpful to lessen your foreign language speaking anxiety?
6. Would you recommend this strategy for future classes? If yes, why? If not, why not?

Part 2

1. How did you feel when you first started using ODILO?
2. Were there any features about ODILO that you don't like? If yes, what were they?
3. What were your favorite parts about ODILO?
4. Do you think it was helpful to use the ODILO platform in this lesson? If yes, how?
5. Has ODILO helped you take more responsibility for your learning experience? How?

Interview Questions with Instructors

- 1.What do you think about your teaching experience (debate strategy)?
2. How did you feel when you were told to teach debate strategy at the beginning of the term?
- 3.Which parts of the teaching did you like more? Why? (content, structure, planning?)
- 4.Which parts of the teaching did you not like? Why? (use of technology, technical problems?)
- 5.Is there anything that you were not happy with this course? (assessment?)
- 6.Was there any challenge for you during your teaching experience? If yes, what was it?
- 7.Would you recommend this course for future classes? If yes, why? If not, why not?
- 8.Do you think teaching debate strategy helped reducing speaking anxiety of students? If yes, how?
- 9.Do you think teaching debate strategy helped increasing their speaking performance or willingness to speak? If yes, how?
- 10.Do you think the use of ODILO was helpful in teaching this course? If yes, how?

2. APPENDIX 2:

Consent Form

Sayın katılımcı,

Bu çalışmanın amacı, yabancı dil olarak İngilizce öğrenen öğrencilerin yabancı dilde konuşma kaygısı, yabancı dilde konuşma becerileri ve yabancı dilde iletişim kurma istekliliğine karşı tutumlarını anlamayı amaçlamaktır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkına sahiptir. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır. Bu çalışma halen İngiliz Dili Eğitimi Yüksek Lisans öğrencisi olan Sümeyra Batur tarafından yapılmaktadır. Bu çalışmayla ilgili sormak istediğiniz sorular varsa veya çalışmanın sonuçlarıyla ilgilenirseniz lütfen aşağıda verilen e-posta adresinden kendisiyle irtibata geçiniz.

Katkınız için teşekkür ederim,

Sümeyra Batur

3. APPENDIX 3:

Foreign Language Speaking Anxiety Questionnaire (FLSAQ)

Part II: The following statements are about foreign language speaking anxiety. There is no wrong or right answer. Please read the statements carefully and select (✓) the choice corresponding to the degree of your agreement or disagreement. 1 = Strongly Disagree, 2 = Disagree, 3 = No comment, 4 = Agree, 5 = Strongly agree A plus sign (+) indicates the positively worded statement. A minus sign (-) indicates the negatively worded statement.					
	1	2	3	4	5
1. I feel anxious while speaking English in class (+)					
2. I feel less nervous about speaking in English in front of others when I know them. (+)					
3. I feel very relaxed about speaking in English class when I study the planned contents before the class. (+)					
4. I am anxious in class when I am the only person answering the question asked by my teacher in English class. (+)					
5. In English class, I start to panic when I know I will be graded in oral activities. (+)					
6. I fear giving a wrong answer while answering questions in English class. (+)					
7. I enjoy English class when I know that we are going to discuss in English. (-)					
8. I feel very embarrassed when I speak in English at the front of the class. (+)					
9. Because of being corrected by my teacher, I am afraid of going to the speaking class. (+)					
10. I feel nervous when I take part in a group discussion in class. (+)					
11. If I think my classmates speak English better than me, I am nervous about speaking in oral activities. (+)					
12. I worry about oral tests in English class. (+)					
13. I would feel better about speaking in English if the class were smaller. (+)					
14. I get anxious when I cannot express my thoughts effectively while speaking English. (+)					

	1	2	3	4	5
15. I am more willing to speak in English class when I know the scheduled oral activities. (+)					
16. I feel relaxed in pair-work activities (-)					
17. I like going to class when I know that oral tasks are going to be performed. (-)					
18. I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others. (-)					
19. I like to volunteer answers in English class. (-)					
20. I am more willing to get involved in class when the topics are interesting. (+)					
21. I don't feel tense in oral tests if I get more practice speaking in class. (+)					
22. I feel uncomfortable when my teacher asks other students to correct my oral practice in class. (+)					
23. I do not feel pressure when my teacher corrects my oral mistakes in class. (-)					
24. Going to English conversation class makes me more nervous than going to other classes. (+)					
25. I stumble when I answer questions in English. (+)					
26. I feel nervous in group work activities. (+)					
27. During an oral test, I do not feel nervous. (-)					
28. Even if I am well prepared for the planned contents, I feel anxious about speaking English. (+)					

Turkish Version of Foreign Language Speaking Anxiety Questionnaire (T-FLSAQ)

BÖLÜM II: Aşağıdaki ifadeler yabancı dil konuşma kaygısı durumuyla ilgilidir. Doğru ya da yanlış yanıt yoktur. Lütfen ifadeleri dikkatle okuyunuz ve kendinize uygun olan seçeneği (✓) işaretleyiniz. Seçenekler: 1 = Kesinlikle Katılmıyorum, 2 = Katılmıyorum, 3 = Yorum yok, 4 = Katılıyorum, 5 = Kesinlikle Katılıyorum					
	1	2	3	4	5
1. Sınıfta İngilizce konuşurken kendimi kaygılı hissedirim.					
2. Tanıdığım kişilerin yanında İngilizce konuşurken kendimi daha az gergin hissedirim.					
3. Sınıfta İngilizce konuşurken, programda önceden belirlenen konuları dersten önce çalıştığım zaman kendimi çok rahat hissedirim.					
4. İngilizce dersinde öğretmenim tarafından sorulan soruyu yanıtlayan yalnızca ben olduğumda kaygılanırım.					
5. İngilizce dersinde sözlü aktiviteler sırasında notlandırılacağımı bildiğimde paniklemeye başlarım.					
6. İngilizce dersinde soruları yanıtlarken yanlış bir cevap vermekten korkarım.					
7. İngilizce olarak tartışacağımızı bildiğimde İngilizce derslerinden hoşlanırım.					
8. Sınıfın önünde İngilizce konuşurken çok utanırım.					
9. Hatalarımın öğretmenim tarafından düzeltilmesi yüzünden İngilizce dersine girmekten hoşlanmam.					
10. Derste İngilizce olarak bir grup tartışmasına katıldığında kendimi gergin hissedirim.					
11. Sınıf arkadaşlarımdan benden daha iyi İngilizce konuştuğunu düşünürsem, sözlü aktivitelerde konuşurken kendimi gergin hissedirim.					
12. İngilizce dersinde sözlü sınavlar konusunda kaygılanırım					
13. Sınıfta daha az öğrenci olsaydı, İngilizce konuşurken kendimi daha iyi hissedirdim.					
14. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					

	1	2	3	4	5
15. İngilizce konuşurken kendimi etkili bir şekilde ifade edemediğim zaman kaygılanırım.					
16. Programda önceden belli olan sözlü aktiviteleri bildiğim zaman İngilizce dersinde konuşmaya daha istekli olurum.					
17. İkili aktivitelerde kendimi rahat hissederim					
18. Sözlü aktiviteler yapılacağını bildiğim zaman derse gitmeyi severim.					
19. İngilizce konuşurken herkesin hata yapacağını bilirim, bu yüzden başkaları tarafından bana gülünmesinden korkmam.					
20. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermeyi severim.					
21. Konular ilginç olduğunda derse katılmaya daha istekliyimdir.					
22. Derste daha çok pratik yaparsam, sözlü sınavlarda kendimi gergin hissetmem.					
23. Öğretmenim, sözlü ifadelerimi diğer öğrencilerden düzeltmelerini istediğinde kendimi rahatsız hissederim.					
24. Öğretmenim derste sözlü hatalarımı düzelttiğinde baskı hissetmem.					
25. Sözlü aktivitelerin yapılacağını bildiğimde, İngilizce dersine gitmek beni diğer derslere gitmekten daha gergin yapar.					
26. Sorulara İngilizce cevap verirken bocalarım.					
27. Grup aktivitelerinde kendimi gergin hissederim.					
28. Sözlü sınav esnasında kendimi gergin hissetmem.					

4. APPENDIX 4:

Survey on Learners' Perceptions of Using a Learning Management System (LMS) in Language Learning

1	The LMS helps me improve my speaking skills. (LMS konuşma becerimi geliştirmede faydalı oluyor.)	1	2	3	4	5
2	The LMS helps me improve my writing skills. (LMS yazma becerimi geliştirmede faydalı oluyor.)	1	2	3	4	5
3	The LMS helps me improve my listening skills. (LMS dinleme becerimi geliştirmede faydalı oluyor.)	1	2	3	4	5
4	The LMS helps me improve my reading skills. (LMS okuma becerimi geliştirmede faydalı oluyor.)	1	2	3	4	5
5	The LMS helps me improve my vocabulary skills. (LMS kelime becerimi geliştirmede faydalı oluyor.)	1	2	3	4	5
6	The design of the LMS is user-friendly. (LMS kullanımı kolay bir tasarıma sahip.)	1	2	3	4	5
7	I need technical support while using the LMS. (LMS'i kullanırken teknik desteğe ihtiyaç duyuyorum.)	1	2	3	4	5
8	I have had enough training about how to use the LMS. (LMS kullanımıyla ilgili yeterince eğitim aldım.)	1	2	3	4	5
9	I have sufficient Internet access to use the LMS off campus. (LMS'i üniversite dışında kullanmak için yeterli internet imkanım var.)	1	2	3	4	5
10	The LMS increases my motivation towards language learning. (LMS dil öğrenimi konusundaki motivasyonumu artırıyor.)	1	2	3	4	5
11	The LMS helps me improve the language independently. (LMS bağımsız bir şekilde dil öğrenmeme yardımcı oluyor.)	1	2	3	4	5
12	I would prefer studying with an LMS on my own to studying in the class with a teacher. (Kendi başıma LMS ile çalışmayı sınıfta bir öğretmenle ders yapmaya tercih ederim.)	1	2	3	4	5
13	The LMS provides me with sufficient audio-visual materials. (LMS yeterince görsel ve işitsel material sunuyor.)	1	2	3	4	5
14	The LMS provides me with sufficient authentic materials. (LMS yeterince özgün ve gerçek material sunuyor.)	1	2	3	4	5
15	The content of the LMS matches well with the content in the class. (LMS derste içerikle uyumlu bir içeriğe sahip.)	1	2	3	4	5
16	The LMS helps me recycle and reinforce what I learn in the classroom. (LMS derste öğrendiklerimi tekrar edip pekiştirme konusunda fayda sağlıyor.)	1	2	3	4	5
17	I would prefer to interact and collaborate with my friends via the LMS. (LMS kullanırken arkadaşlarımla etkileşime geçmeyi, beraber çalışmayı tercih ederim.)	1	2	3	4	5
18	I would prefer to communicate with my teacher via the LMS. (LMS kullanırken öğretmenle iletişim kurmayı tercih ederim.)	1	2	3	4	5
19	I think the LMS is suitable for my learning style. (LMS'in öğrenme tarzıma uygun olduğunu düşünüyorum.)	1	2	3	4	5
20	The LMS gives me enough opportunity to check my progress. (LMS bana gelişimimi kontrol etme fırsatı veriyor.)	1	2	3	4	5
21	The LMS provides me with useful feedback and helps me correct my mistakes. (LMS faydalı geri bildirim sağlıyor ve hatalarımı düzeltmeye yardım ediyor.)	1	2	3	4	5
22	I think using an LMS is useful in language learning. (LMS kullanımının dil öğrenimi konusunda faydalı olduğunu düşünüyorum.)	1	2	3	4	5
23	The LMS made this course more interesting. (LMS bu dersi (kursu) daha ilginç hale getirdi.)	1	2	3	4	5
24	I would like to take a course with an LMS component again in the future. (İleride tekrar LMS bileşeni olan bir dersi (kursu) almak isterim.)	1	2	3	4	5
25	My current attitude towards the LMS is more positive than my first experience with it. (LMS konusundaki mevcut yaklaşımım ilk tecrübe ettiğim zamana göre daha olumlu.)	1	2	3	4	5

5. APPENDIX 5:

Debate Instruction Procedure

1 st Week	1. Fundamentals of debate
2 nd Week	2. Getting ready for a debate
3 rd Week	3. Being an active listener
4 th Week	4. Differentiating beliefs from knowledge
5 th Week	5. Theme-based in-class debates
6 th Week	6. Theme-based in-class debates
7 th Week	7. Theme-based in-class debates
8 th Week	8. Midterm
9 th Week	9. In-class practice
10 th Week	10. In-class practice
11 th Week	11. In-class practice
12 th Week	12. In-class practice
13 th Week	13. Final exam
14 th Week	14. Final exam

6. APPENDIX 6:

DEBATE FORMAT

1. Proposition Team 1st Speaker: • Makes an effective introduction. (with greetings to everyone) • Introduces the motion and their position in the debate. • (States the problem, and the plan to solve it, if there's any.) • States two strong arguments with reasons, examples and scientific evidence.	2. Opposition Team 1st Speaker: • Makes an effective introduction. (with greetings to everyone) • Introduces their position in the debate. • (Rebuts 1st proposition's problem and tell how their plan/ arguments won't work) • States two strong points with reasons, examples and evidence.
3. Proposition Team 2nd Speaker: • Introduces himself/ herself. • Rebuts 1st opposition speaker's points effectively (by logic, ethics, or mitigation rebuttal strategies). • States new argument(s) with reasons, examples, and scientific evidence.	4. Opposition Team 2nd Speaker: • Introduces himself/ herself. • Rebuts 2nd proposition speaker's points effectively (by logic, ethics, or mitigation rebuttal strategies). • States new argument(s) with reasons, examples, and scientific evidence.
5. Proposition Team 3rd Speaker: • Introduces himself/ herself. • Rebuts 2nd opposition speaker's points. • Summarizes the debate by explaining why proposition team has better explanations and why the other team has failed and why proposition team should win the debate. • No new arguments can be stated on this stage.	6. Opposition Team 3rd Speaker: • Introduces himself/ herself. • Rebuts any points that haven't been rebutted. (if there's any) • Weighs the debate by explaining why opposition team has better explanations and why the other team has failed and why opposition team should win the debate. • This is conclusion only.

7. APPENDIX 7:

CRITERIA FOR ASSESSMENT

DEBATE RUBRIC (INDIVIDUAL)

Name of the Speaker: _____

Role: _____

Assessor: _____

Group Number / Side: _____

TRAIT (NON-VERBAL SKILLS)	4 POINTS	3 POINTS	2 POINTS	1 POINT	TOTAL
EYE CONTACT					
BODY LANGUAGE					
POISE					
ENTHUSIASM					
ELOCUTION					
				TOTAL:	
				AGREED TOTAL:	

COMMENTS: If the student reads from his or her notes, OR exceeds/ falls behind the time limit, they will be evaluated over 2 out of 4 for each trait.

DEBATE RUBRIC (GROUP)

Assessor: _____

Group Number / Side: _____

CRITERIA	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT	
Opening & Closing Statements						
Understanding of Topic						
Use of Facts/Statistics						
Organization						
Rebuttal						
Teamwork and preparation						
					TOTAL:	
					AGREED TOTAL:	



8. APPENDIX 8:

COURSE DESCRIPTION

**School of Foreign Languages
Academic English Unit
Course Syllabus
Fall 2022-2023**

Course	ENGL 301/ENG 330 - Developing English Language Skills
Credit/Hours/ECTS	4/4/5
Level	B1+
Course Hours	4
Classroom	
Prerequisites and/or Co-requisites	ENGL 202/ENG 200

Instructor	
E-mail	
Office	
Phone	
Office Hours	

Course Description:

The main goal of this course is to equip freshman students with formal debate skills. It is a course for students who have a basic knowledge of the language in B1+ level. By concentrating on fundamental tasks that are relevant to all students, this course takes into account different learner needs. It provides learners with different perspectives and learning strategies through authentic reading and listening texts and relevant and engaging materials to write and speak and debate about salient academic topics.

9. APPENDIX 9:

TURNITIN REPORT

Turnitin Orijinallik Raporu

THE UTILIZATION OF DEBATE INSTRUCTION USING A LEARNING
MANAGEMENT SYSTEM TO UNDERSTAND THE EFFECTS ON TURKISH EFL
LEARNERS' L2 SPEAKING ANXIETY Sümeyra Batur tarafından



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Öğrenci Ödevleri:

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1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı :E-62310886-605.99-175735
Konu :Etik Kurul İzni (Sümeýra Batur)

03.11.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 13.10.2022 tarih ve 169532 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Sümeýra Batur'un, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Bir Öğrenme Yönetim Sistemi Kullanarak Tartışma Eğitiminin İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Konuşma Kaygısı, Konuşma Performansı Ve İkinci Dil İletişim İstekliliği Üzerine Etkileri" adlı tezine ait tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-239
Konu : Tez Önerisi

21 EKİM 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Sümeyra Batur'un, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Bir Öğrenme Yönetim Sistemi Kullanarak Tartışma Eğitiminin İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Konuşma Kaygısı, Konuşma Performansı ve İkinci Dil İletişim İstekliliği Üzerine Etkileri" adlı tezine ait tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.

Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
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Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Sümeyra Batur'un, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Bir Öğrenme Yönetim Sistemi Kullanarak Tartışma Eğitiminin İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Konuşma Kaygısı, Konuşma Performansı Ve İkinci Dil İletişim İstekliliği Üzerine Etkileri" adlı tezin yapılabilmesi; ancak, kullanılacak ölçeklerin sahiplerinden ve araştırmaya katılacak öğrencilerden de onama formu ile izin alınması gerektiği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Sümeyra Batur'un, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "Bir Öğrenme Yönetim Sistemi Kullanarak Tartışma Eğitiminin İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Konuşma Kaygısı, Konuşma Performansı Ve İkinci Dil İletişim İstekliliği Üzerine Etkileri" adlı tezine ait tez önerisinin uygun olduğu düşüncelerini iletmislerdir.