EVALUATION OF A COMPUTERIZED LANGUAGE LEARNING ARCHITECTURE AT UNIVERSITY LEVEL: A CASE STUDY

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ABSTRACT

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The aim of this study was to evaluate the perceived benefits of an English language learning architecture of a preparatory language school of a private university from the current students', previous students', teachers' and administrators' point of view. The study investigated the reactions towards the two parts of the learning architecture designed to teach English through a blended learning system, focusing on the system's benefits for the students' language skills as well as transferable skills such as computer literacy, working collaboratively, and taking responsibility for their own learning.

In this case study both qualitative and quantitative data were gathered from four parties: questionnaires from current students, instructors, administrators and faculty students, classroom and language laboratory observation forms, interviews with the current students as well as with faculty students who passed the preparatory school's proficiency exam and were in their freshmen year, studying in their departments. The qualitative data were analyzed using a coding system and quantitative data were analyzed using SPSS and Excel.

In general it can be said that there was a positive reaction towards the use of computers in the preparatory program for providing an effective platform for teaching and learning English as well as transferable skills such as computer literacy, taking responsibility for one's own learning and working collaboratively. The materials were found useful and there was a request for similar materials in the other levels of the program. Nevertheless, it was found that students did not really enjoy doing the materials and needed more incentives to complete them. From the instructors' and administrators' point of view issues of time needed to get familiar with and integrate the materials into the daily teaching, ways of integrating the materials as well as learner and teacher training emerged as a result of the study.

Keywords: Computerized Learning, Language, English, Evaluation

ÖZ

ÜNİVERSİTE DÜZEYİNDE BİLGİSAYARLI DİL ÖĞRENME MİMARİSİNİN DEĞERLENDİRMESİ: BİR DURUM ÇALIŞMASI

Yazıcı, Ceylan

Doktora, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

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Bu çalışmanın amacı özel bir üniversitedeki hazırlık dil okulunun bilgisayarlı dil öğrenme mimarisinin sistemdeki öğrenciler, öğretmenler, yöneticiler ve sistemden bölüme geçiş yapmış olan öğrenciler tarafından değerlendirilmesidir. Çalışma karma İngilizce öğretim yapma amacıyla tasarlanmış öğrenme mimarisinin iki kısmına, özellikle sistemin öğrencilerin dil becerilerine ve bilgisayar okur-yazarlığı, beraber çalışabilme ve kendi öğrenmesinin sorumluluğunu üstlenebilme gibi aktarılabilen beceriler üzerindeki faydalarını araştırmıştır.

Çalışmada sistemdeki öğrenciler, öğretmenler, yöneticiler ve sistemden bölüme geçiş yapmış olan ve bölümlerinde birinci sınıfta okumakta olan öğrenciler olmak üzere dört gruptan, anketler, sınıf ve laboratuar gözlemleri ve görüşmeler yoluyla hem nitel, hem de nicel veriler toplanmıştır. Nicel veriler SPSS ve Excel, nitel verilerse içerik analizi yöntemiyle analiz edilmiştir.

Genel olarak hazırlık programında hem İngilizce öğrenimini hem de bilgisayar okur-yazarlığı, ortaklaşa çalışma ve kendi öğrenmesinin sorumluluğunu üstlenebilme gibi aktarılabilen becerileri geliştirmeye yarayan bir platform oluşturduğundan dolayı bilgisayar kullanımına olumlu bir bakış açısı olduğu söylenebilir. Kullanılan materyaller faydalı bulunmuş ve programdaki diğer seviyeler için de benzerleri için istekte bulunulmuştur. Buna rağmen öğrencilerin materyallerden pek hoşlanmadığı ve bunları tamamlamaları için daha fazla teşvik edilmeleri gerektiği ortaya çıkmıştır. Çalışmadan ayrıca öğretmenlerin bu materyallere alışmaları ve günlük öğretim biçimleriyle bütünleştirmeleri için gereken zamanın olması, bütünleştirme için kullanılabilecek yollar, programı uygulayabilmeleri için öğretmen ve öğrenci için eğitim programı gerekliliği ortaya çıkmıştır.

Anahtar Kelimeler: Bilgisayarlı öğrenme, dil, İngilizce, değerlendirme

To my mother,
Words will never be enough…

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CHAPTER 1

INTRODUCTION

This section focuses on the rationale behind the study by introducing the background, the purpose, the research questions, the significance of the research and the key terms used in the study.

1.1 Background to the study

The use of instructional technologies has always stirred debates about the benefits they might have on the learning process. The ongoing Clark (1994) and Kozma (1994) debate over the role of method versus media in successful learning summarizes the opposite poles of the issue of whether technology enhances instruction in a nutshell.

With the growing interest in instructional technologies, developments in the Internet technology, Course Management Systems (CMS), wireless networks and the increasing need for distance education, there should be no doubts about using media to make education more convenient for all and equalize the opportunity to receive education. The question is no longer about thinking whether or not technology is effective in the learning environment, but about finding out the ways to use it according to our purposes.

Sharing this point of view, the Bilkent University School of English Language (BUSEL) preparatory program, which is the focus of this study, established a project that would integrate the use of computers into its existing foreign language curriculum in the 2002-2003 academic year. The project started by identifying its own goals based on the institutional mission statement of the preparatory program, which are to:

- enable students to make the successful transition from life at school and home to life at university

- ensure that students attain the level of proficiency in English necessary to enter their chosen School or Faculty

- develop students' potential as independent 'autonomous' learners

- support the further development of students' English language and study skills throughout their study in the faculties and vocational training schools.

Therefore, incorporating computerized learning into the curriculum would help students:

- in their endeavor to learn English to enter their faculties by providing more varied resources available on demand
- develop as whole persons by gaining transferable skills such as computer literacy, higher-order thinking skills, handling of information, working collaboratively and assuming responsibility for their own learning.

The computerized learning project was established in the first academic semester of 2002-2003 by the researcher who designed, developed, and implemented the computerized learning architecture together with materials writers, who provided content for the level strands. The computerized architecture consisted of Track 1, a discrete skills strand that focused on reading, listening, vocabulary and grammar and was designed in tandem with the course book, and Track 2, which was en extended project strand that made use of in-house produced WebQuests. The first level to have a computerized learning architecture was the intermediate level. The course ran as a pilot course and the researcher implemented the Track 1 strand with 5 different classes by spending a block in the computer laboratory every week with each class. At the end of the eight-week period, when all of the five classes had done at least one unit from each of the four skills on the computer, a simple reaction questionnaire was conducted and the feedback from the students was quite positive. On the whole, they found the tasks relevant and beneficial for their language skills.

The Track 2 strand, which consisted of a WebQuest, was also piloted in one class, which the researcher was co-teaching with the main class teacher. At the end of the four-week WebQuest, the researcher conducted one-to-one interviews with nine students from the class selected through purposive sampling: three "good" students who generally completed all of the assignments rigorously and showed interest, three "average" students who completed some of the assignments, and three "weak" students who did not complete the assignments as required or show interest. Certain blocks in the class were observed to have an insight into how outcomes such as the presentation and class discussion were implemented. Sample essays were collected to analyze students' level of synthesis of the texts they had been exposed to. The main class teacher of this class was also interviewed. The interviews and class observations showed that on the whole, the WebQuest was perceived as a beneficial and enjoyable project by both the students in the class and the instructor.

1.2 The Purpose of the Study

The purpose of this study was to depict the existing computerized learning architecture of the program as utilized by the groups in the program, i.e. the students, teachers and the heads of the teaching units, and identify its perceived benefits on learning and teaching English as a foreign language as well as on transferable skills, i.e. computer literacy, higher-order thinking skills, handling of information and working collaboratively. The study also aimed to identify areas that would need further improvement as a result of the evaluation conducted.

The study has been inspired by two of Kirkpatrick's (1994) 4 levels of evaluation. It has been mainly influenced by Level 1 Reaction and Level 4 Results. However the levels have not been followed exactly in a sequence moving from one to another. The influence from the two levels was mostly on determining the areas to be evaluated: In this particular study, one major area for evaluation was satisfaction of all those involved in the implementation of the computerized learning architecture, which corresponds with Level 1. The other major area for evaluation was the resulting effects of Track 2 as perceived by faculty students, which corresponds with Level 4, results. However, the

results level, which has been designed particularly for business contexts to measure increased production, higher profits or decreased costs, has been adapted for this study's context in that it was used to explore the evaluation of results gained through Track 2, i.e. transfer of the skills, through the perception of students. Also one of the original underlying principles of this level, measuring the cost-benefit balance, has been adapted in this study as an attempt to find out about the worth of the investment of time and resources in the learning architecture through the perceptions of end users, which would then lead to further design and development decisions of the architecture. Level 2 Learning has been deliberately left out as it would be very difficult to measure the level of learning that could be attributed to the use of the computerized architecture under the given circumstances. The use of this level has been recommended for further research in more controlled environments. Also it was believed that evaluating the learning would be quite a tedious effort, which could mean going back to the media or method dilemma (Clark, 1994; Kozma, 1994) so this aspect of the evaluation was left out to avoid media comparison. It was also decided that Level 3 Behavior also needed to be assessed under controlled conditions shortly after the implementation of the computerized learning program, which was not possible during the course of the study, so it was left out as well.

1.3 Research Questions

The problem statement of this study is:

> How effective are the computerized learning architectures used at two levels of English language preparatory program of a private university, which are called Track 1 and 2, in terms of their contribution to the students' language development and the enhancement of their transferable skills according to the perceptions of those involved in its implementation?

This study investigates the following research questions:

- What is the general reaction in the English preparatory school towards the use of computers through Tracks 1 and 2 in learning and teaching English as a foreign language?
    - What are the students' perceptions of the potential benefits of Tracks 1 and 2 for their language skills?
    - What are the students' perceptions of the potential benefits of Track 2 for the development of their transferable skills?
    - What are the instructors' perceptions of the potential benefits of Tracks 1 and 2 for students' language skills?
    - What are the instructors' perceptions of the potential benefits of Track 2 for the development of students' transferable skills?
    - What are the Heads' of Units (HTUs') perceptions of the potential benefits of Tracks 1 and 2 for students' language skills?
    - What are the HTUs' perceptions of the potential benefits of Track 2 for the development of students' transferable skills?

- What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in computerized language projects through Track 2?
    - What are faculty students' perceptions of the transferability of the skills they gain through Track 2 to their studies in their departments?

1.4 The Significance of the Study

After the initial feedback received on the piloting of Tracks 1 and 2, there hadn't been any opportunities for systematic and detailed evaluation of this particular learning architecture due to lack of time and resources. In order to ensure widespread and steady diffusion, and improve the structure of computerized learning in the institution, the need to carry out a more comprehensive study that would examine the perceptions of the learners, instructors and HTUs who are involved in both Track 1 and 2 could no longer be postponed. Therefore, this study was deemed necessary in order to depict the current

state of the existing computerized learning structure, how effectively it was being used, its strengths that could be possibly cascaded down to other computerized learning architectures and weaknesses that could be improved in the computerized learning architectures for other levels.

The evaluation conducted through this study was significant for three reasons:
It would:

- Help the computerized learning coordinator, materials writers, and instructors have a better understanding of the use of CALL, which would in turn enable them to further develop and integrate it to the remaining levels in the preparatory program;
- Help the computerized learning coordinator, materials writers, and instructors find out how the CALL architecture was being used in reality and compare their own designs against their actual use. This could help identify the differences in perception and then help build a common vision of CALL and lead to effective implementation. It would also provide the kind of information that the senior management would need for decision making about the future of CALL in the institution;
- Contribute to the literature in the field by providing an insight from a specific case of implementation.

The study did not aim for high generalizability as the language teaching and learning environments, learners, institutional practices and policies vary across contexts, often making the findings unique to a particular case of implementation. Therefore, the aim of the study was to describe the existing use of CALL in the case of the English preparatory program. Yildiz and Atkins (1993) argue that the researcher needs to choose between high internal validity laboratory conditions, which fulfils the conditions for highly generalizable results, and authentic use, which is not likely to lead to generalizable results. The researcher opted for the latter option and carried out the study focusing on CALL used in the preparatory program.

1.5 Definition of Terms

Defining terms used in the study

BUSEL:

BUSEL stands for Bilkent University School of English Language, whose aim is to prepare students in terms of their general and academic English language skills, which they need when they start studying in their departments. One of the subdivisions of this department is the English Language Preparatory Program, where the computerized architecture developed in this study was implemented and evaluated.

Learning architectures:

Learning systems that have been designed according to various instructional theories, models and principles to bring about the intended learning outcomes.

CALL:

Computer Assisted Language Learning refers to "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p.1). In this study, the main focus is on the use of computers, language specific software or the use of web-based resources in the teaching and learning of English as a foreign language.

Track 1:

Track 1 is a computerized strand that is developed for both intermediate and upper-intermediate levels in the English preparatory program in BUSEL, which consists of discrete skills, i.e. listening, reading, and language components, i.e. grammar and vocabulary. This strand accompanies the in-house coursebook in a unit-by-unit fashion and it is based on the prioritized language objectives for both of the levels.

Track 2:

Track 2 is another computerized strand, which makes use of in-house produced WebQuests. In this context, Track 2 WebQuests are extended language projects that are based on a common theme as the coursebook and Track 1 units and expose students to language in an integrated manner. Students read and listen to texts, watch videos or movies about the topic and work towards outcomes such as presentations, class debates and written work, where they are expected to synthesize the input materials they have received.

WebQuests:

A WebQuest, a term coined by Bernie Dodge (1995a) with Tom March, is an extended web-based project that focuses on a central question, which is often a controversial issue that requires the learners to examine from multiple perspectives through a series of processes and synthesize what they learn from these processes in a final product. This product can be an essay, a presentation or a website. During the process, learners go through the project in a staged manner and are involved in activities that require higher-order thinking skills, such as analysis, evaluation and synthesis. Learners are guided through the steps through scaffolding to make the project more manageable. Learners work through the project and interact with peers in a variety of ways: at different stages of the WebQuest, they work individually, in pairs or in groups by assuming a different role or responsibility.

Language skills:

Language skills have been defined by the Common European Framework of Reference (2001) as the learner's skills in general competences such as having declarative knowledge of the language, skills and know-how, existential competence and the ability to learn, as well as communicative competences such as linguistic, sociolinguistic and pragmatic competences. In the context of this study, the use of the term 'language skills' refers to a more pragmatic definition in that it considers the extent to which the learners are able to receive and produce language accurately and fluently as specified by the

syllabus objectives of a predefined level. To exemplify, in reading, an intermediate student is expected to be able to read an intermediate level text of a certain length and genre as defined by the syllabus, and show his comprehension of these texts through certain tasks such as answering comprehension questions that are based on different subskills or writing an essay based on the texts.

Transferable skills:

These are skills that people might acquire during different phases or activities in their lives, which may be through formal or informal education, work or life experiences, which are transferable and applicable to their studies, work or personal responsibilities. According to American National Association of Colleges and Employers survey (2007), top ten transferable skills as rated by employers were communication skills, honesty/integrity, interpersonal skills, motivation/initiative, strong work ethic, teamwork skills, computer skills, analytical skills, flexibility/adaptability and being detail-oriented. Transferable skills may comprise many subskills, which are beyond the scope of this study; therefore, only the ones that pertain to the purpose of the study are defined below:

Computer literacy:

The basic computer competency level has been defined by European Computer Driving Licence (ECDL) Foundation (2007) in seven modules. These include being familiar with and using the following:

- Concepts of Information and Communication Technology (ICT)
- Using the Computer and Managing Files
- Word Processing
- Spreadsheets
- Using Databases
- Presentation
- Web Browsing and Communication

Higher-order thinking skills:

These refer to the skills defined by Bloom et. al (1956) in the cognitive domain as the ability to analyze, synthesize, and evaluate. These skills are considered higher order skills, unlike knowledge, comprehension and application, which form the lower-level cognitive skills.

Handling of information:

The learner's ability to reach, process, analyze, synthesize, and evaluate the information he has reached in the required tasks.

Working collaboratively:

Collaborative learning refers to the learner's ability to work in pairs or groups and teach and learn from peers. This also involves division of labor, negotiating with partners, taking on responsibility for the work allocated and meeting the deadlines as set by the group.

According to Dillenbourg (1999), there are four aspects to collaborative learning:

- Criteria for defining the situation (symmetry, degree of division of labour)
- The interactions (e.g. symmetry, negotiability, ...),
- Processes (grounding, mutual modeling)
- Effects

Assuming responsibility for one's own learning

Assuming responsibility refers to the ability to set goals for one's learning, schedule one's study timetable, complete the assigned tasks by meeting the deadlines, act upon feedback, take responsibility for the consequences of the learning process, self-assess his/her needs and carry out further investigation into the assigned task if the need arises.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on timeline of computer usage in language learning, the role of Computer Assisted Language Learning (CALL) in language learning, common CALL trends, CALL research and evaluation of CALL programs.

2.1 Timeline of Computer Usage in Foreign Language Teaching

The use of instructional technology such as videos, audio laboratories and computers, has always had a role in language teaching. In Salaberry's (2001) recount of the use of technology in second language teaching, several technologies appear to have enjoyed a period of popularity in the language learning environments, among which are phonographs in 1910s, radio in 1930s, television, filmstrips, and overhead projectors in 1950 and 1960s, and telephone in 1980s. According to Levy (1997) before the period of microcomputers, i.e. in the 1960s and 1970s, the use of computers for teaching and learning a foreign language was limited. Only a few enthusiasts who had interest in and access to the mainframe computers were using computers. Starting with 1960s, audio language laboratories became a common example of instructional technology in language schools. Along with the development of personal computers in the 1970s and 1980s, the CALL labs, which "constituted a natural extension of the work done in the audiovisual language labs" (p.44) started to be part of all language schools which could afford them.

With the advent of microcomputers in the 1980s, however, using computers in foreign language teaching became more prevalent and replaced the audio language laboratories (Levy, 1997; Warschauer & Meskill, 2000). Different from the previous decades, there was a diversity of ideas and more interest in exploring methodology for teaching through computers. This period was followed by a period of professional activity: Two leading

organizations were established in the 1980s: CALICO and EUROCALL, which accelerated the growing body of professional discussion (Levy, 1997). In the 2000s, the CALL labs still exist usually with the aim of providing practice to learners with a variety of software.

Towards the end of 1980s, with the emergence of sophisticated computers, there was also more sophisticated software. Software such as microworlds or text analysis programs for writing started to be used. Also publications on more specialized topics began to appear. In 1988, Pederson (as cited in Levy, 1997) published a major work on the evaluation of CALL. Her findings summarize the state of CALL in 1980s, some of which extend to the 2000s:

1. Meaningful (as opposed to manipulative) CALL practice is both possible and preferable.
2. The way CALL is designed to encourage the development of language skills can result in more learning.
3. Students tend to demonstrate a more positive attitude towards CALL written by their own instructor.
4. Language teachers need to develop strategies for maneuvering effectively within the culture of the learning laboratory and the educational institution in order to secure needed computer resources.
5. Despite the enthusiasm of language teachers already using CALL, many language teachers are dissatisfied with existing software and desire training on how to integrate CALL into existing curriculum. (p.29)

In the 1990s, Local Area Networks (LANs) led to the formation of more sophisticated laboratories where computers were linked to each other and led to more interaction. With more emphasis on communicative and cognitive methods in language teaching in this era, Warshauer and Meskill (2000) divide the integration of computers into language learning into two main areas: cognitive and sociocognitive approaches. Cognitive approaches refer to technologies which engage learners with "meaning-rich contexts through which they construct and acquire competence in the language" (p.4) such as text construction or multimedia simulation software. Sociocognitive approaches refer to tasks and projects that enhance collaboration while "simultaneously learning both content and language" (p.6). Starting with the 1990s, interaction started to be more

commonplace through collaborative projects such as e-mail enhanced communication projects like the International Email Tandem Network started by Helmut Brammerts in 1993 and etwinning school projects started as part of Comenius, the European Union program for schools. More international project sites such as Ruth Vilmi's www.writeit.to started to gain popularity. 1990s also saw a boom in language learning and teaching software (Levy, 1997).

Also the idea that technology is virtually useless without creative integration into learning started to prevail in the late 1990s (Bailey as cited in Liu, Moore, Graham & Lee, 2003). Ever since, designing pedagogy-based CALL models has been a major concern for well-planned CALL programs.

The reasons for using CALL are several according to Lee (2000). It can:

- encourage experiential learning
- increase student motivation
- provide authentic materials of study
- lead to greater interaction
- individualize learning
- move students towards independence from a single source of information
- help create communication at a global level.

In the 2000s, language software is still developing and other software which was not intentionally or specifically created for language learning and teaching purposes, such as e-mail, concordancing programs, Course Management Systems (CMS), or mobile devices, as in the example of Saran, Çağıltay and Seferoğlu (2008), use of vocabulary teaching and testing through the GSM technology, are being adapted for instructional use. Despite the developments, however, the issues that emerged three decades ago still exist: questions about how to integrate CALL, train teachers, and diffuse the use of effective CALL are still in need of answers. Computer technology changes at an unprecedented pace, which renders previously used and integrated technologies

obsolete. As a result, integration efforts cannot keep up with the constantly evolving computer technology. The few enthusiasts in institutions are often not enough in number to form the critical mass for acceptance and diffusion. Research in the 2000s still needs to look into how computer technology is being utilized, ways of integrating this technology into institutional curricula and identifying areas for future improvement.

The way computers have been used in language teaching also determine the eras of CALL. Warschauer and Healey (1998) divide CALL into three distinct phases according to the dominating technology used at the time as well as the pedagogical approach employed: The *Behavioristic CALL* in the 1960s and 1970s, the C*ommunicative CALL* during the late 1970s and early 1980s and *Integrative CALL*. These three stages have also been redefined by Bax (2003) as *Restrictive CALL*, *Open CALL* and *Integrated CALL*, the last of which refers to today's practice where computers are still in the process of being integrated.

Table 2.1 Stages of CALL by Warschauer

Warschauer's three stages of CALL			
Stage	**1970s–1980s:**	**1980s–1990s:**	**21st Century:**
	Structural CALL	Communicative CALL	Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-teaching paradigm	Grammar-translation and audio-lingual	Communicate [sic]language teaching	Content-Based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	And fluency	And agency

(Bax, 2003, p.3)

2.2 Common trends in CALL in the 2000s

Today, CALL use takes many forms from the implementation of specific software that is used in language learning to content-free software, collaborative projects, use of Web 2.0 technologies and the use of Course Management Systems (CMS). The commercially available software include both discrete language skills/language component programs such as reading, listening or vocabulary and integrated skills programs that mix more than one skill/language component such as reading and vocabulary or listening and speaking. Vocabulary teaching through CALL has become a specifically popular area, which has even gained its own acronym: Computer Aided Vocabulary Instruction (CAVI). There have been many studies in vocabulary teaching through computers and some local studies such as Koçak (1997) on comparing learning vocabulary from coursebooks and the computer, Arkin (2003) on concordancing, Eşit (2005) on the effectiveness of a CALL program with a morphological analyser on vocabulary learning, and Baturay (2007) on the effects of the web-based multimedia annotated vocabulary learning in context model on foreign language vocabulary retention.

Collaborative projects such as e-mail projects also seem to be a popular choice of CALL projects in the 2000s. According to Davis and Ye-Ling (1995), Vilmi (1995) and Warshauer (1995), these projects have been popular for creating an authentic and convenient context for linguistic interaction and a natural desire for students to want to communicate as well as encouraging independent learning. Liu at al (2003) also cite computer-mediated communication (CMC) through applications such as e-mail, forums or chats as one of the most popular topics in language learning (Liu et al., 2003). Web 2.0 applications such as blogs, wikis, RSS feeds as well course management systems (CMSs) are also gaining in popularity in language learning environments (Godwin-Jones, 2003). More instructors are now creating course blogs, wikis, and making use of interactive functions of CMSs such as forums to enhance instructions and increase interactivity outside the classroom.

Computers in language teaching have also led to the development and advancement of areas such as computational linguistics, corpus linguistics and computer-assisted

assessment (Chapelle, 2001), where the concern is increasing the contribution of each area to the language learning process as well increasing the validity and reliability of assessment.

In addition to these, mobile technologies are also gaining prominence in language learning. Mobile, handheld devices such as mp3 players, PDAs, cell phones are being used in an exploratory fashion to send vocabulary items, mini lessons and quizzes and listening practice (Chinnery, 2006). A local study on mobile language learning was also carried out by Saran, Çağıltay and Seferoğlu (2008) on using mobile learning for vocabulary learning and testing in a university context.

2.3 WebQuests

In a world where everything needs to be done in the most cost-effective and the least time consuming way in terms of resources, it is not unusual to see teaching methods that can effectively teach a specific subject as well as other skills deemed necessary by educators. WebQuests, a name coined by Bernie Dodge with Tom March in 1995, are examples of such integrative materials in the way they combine a subject matter and transferable skills such as collaborative learning, computer skills or reaching the relevant sources of information in a way that can appeal to students born into an age of technology. The growing and developing interest in WebQuests makes itself evident in over 2 million visitors to Dodge's WebQuest site in the year 2000 alone (Lamb & Teclehaimanot, 2005). The reason for its popularity can be explained with the way it can combine several instructional theories and strategies in an interdisciplinary, organized and authentic manner.

2.3.1 Evolving Definition of WebQuests

Over the decade, WebQuests have been subject to some modifications and the definition has changed to reflect a clearer view about of what constitutes a well-designed WebQuest. In an interview with Starr (2000), Dodge provided a comprehensive definition, which makes the progress and enrichment of WebQuests evident:

> A WebQuest is built around an engaging and doable task that elicits higher order thinking of some kind. It's about doing something with information. The thinking can be creative or critical, and involve problem solving, judgment, analysis, or synthesis. The task has to be more than simply answering questions or regurgitating what's on the screen. Ideally, the task is a scaled down version of something that adults do on the job, outside school walls (p. 3).

2.3.2 Structure of WebQuests

WebQuests have the following components, also referred to as critical attributes: The introduction introduces the subject in a scenario-like way. The task states the objectives of the learners' activities. The process introduces the steps of the WebQuest to help learners follow the sequence of activities in order to complete the assigned task. The resources section of a WebQuest provides the resources that learners will be using in the completion of the task. Ideally, this stage is linked to the process stage. The evaluation section presents evaluation schemes to learners, often referred to as rubrics. The conclusion, as the name implies, is the final stage where learners are encouraged to reflect back on the processes that they went through and draw conclusions from it. This part is also likely to be used as a stage to trigger learners' metacognitive skills to assist them in reflecting about their own learning.

2.3.3 Underpinnings of WebQuests

A WebQuest is a learner-centered approach and it draws from several instructional theories and strategies, some of which are constructivism, cognitivism, discovery learning, cooperative and collaborative learning, situated cognition and learning (Lamb & Teclehaimanot, 2005) and theme-based learning.

2.3.4 Constructivism

According to Honebein (1996), there are seven principles of constructivism, which can all be seen in the design and implementation of a WebQuest:

- Provide experience with the knowledge construction process
- Provide experience in and appreciation for multiple perspectives
- Embed learning in realistic concepts

- Encourage ownership and voice in the learning process
- Embed learning in social experience
- Encourage the multiple modes of representation
- Encourage self-awareness of the knowledge construction process (pp.11-12)

The WebQuest, with its interaction patterns among learners, guidance through scaffolding, rubrics, and learner-centered design, which gives learners options to choose from and an opportunity to form their own opinions about the subject, and use of multimedia, draws from all of the principles listed above.

2.3.5 Cognitivism

Several principles of WebQuests can be traced back to cognitivism, particularly to Bruner's (1966) principles of instruction:

1. Predisposition to learn: to motivate the learner to want to explore and learn.
2. Structuring of knowledge: to enable the learner to grasp the information.
3. Sequencing effectively: to make learning easier.
4. Forming and pacing of reinforcements: to ensure continuity, and make learning manageable

WebQuests also draw from the principles of discovery learning, which can be summarized as presenting learners with experiences from which they are asked to derive their own meaning and understanding. WebQuests also promote higher order thinking skills such as analysis, synthesis, and evaluation, which is another attribute of discovery learning.

2.3.6 Gagne's Nine Events of Instruction

Fiedler (2002) analyzes WebQuests according to Gagne's nine events of instruction and explains how they correspond to the nine events.

Table 2.2 Gagne's Nine Events applied to WebQuests

Instructional Event	Learner's Internal Process	Corresponding WebQuest Component
Gaining attention	Reception	Introduction
Informing learners of the objective	Expectancy	Task
Stimulating recall of prior learning	Retrieval to Working Memory	Introduction and Task
Presenting the stimulus	Selective Perception	Task
Providing "learning guidance"	Semantic Encoding	Process and scaffolding
Eliciting performance	Responding	Process
Providing feedback	Reinforcement	Process and collaboration
Assessing performance	Retrieval and Reinforcement	Evaluation
Enhancing retention and transfer	Retrieval and Generalization	Conclusion

(p.9)

2.3.7 Situated Cognition and Learning

Jonassen (1994) defines situated learning as a phenomenon that occurs when learners work on authentic and realistic tasks which have foundations or counterparts in the real world. According to McLellan (1996) situated cognition requires adapting knowledge and thinking skills in the solving of specific problems. It is based upon the idea that knowledge is context bound and is driven by the activity, context, and culture in which it is made up of. McLellan lists the key components of situated cognition as apprenticeship, collaboration, reflection, coaching, multiple practices, and articulation of learning skills, realistic representations, and technology, all of which can be found in the design principles of a well-designed WebQuests.

2.3.8 Theme-Based Instruction

One of the rising trends in the last few decades has been teaching language through Content-Based Instruction (CBI). There are several approaches to CBI such as sheltered, adjunct or theme-based instruction.

Theme-based instruction has been defined by Crandall (1994) as:

> Programs [where] a language curriculum is developed around selected topics drawn from one content area…or from across the curriculum (e.g., pollution and the environment). The goal is to assist learners in developing general academic language skills through interesting and relevant content (p. 3).

Brinton, Snow, and Wesche (1989) describe the benefits of such content-centered instruction for the way it "lends itself quite naturally to the integrated teaching of the four traditional language skills" (p.2).

Grabe and Stoller (1997) have reviewed different content-centered approaches and present the benefits of the approach:

- Natural language acquisition occurs in context.
- Such approaches present a context for meaningful communication to occur.
- Second language acquisition increases with such content-centered language instruction.
- Learners learn languages by using them.

Theme-based instruction is a popular language teaching and learning methodology that is being used prevalently in both K12 and higher education, where learners are exposed to the language through the same theme, which links all four skills and language components in a convenient and natural way. WebQuests is one way of providing theme-based instruction and it provides prolonged exposure to language, which is widely believed to have positive effects on language ability.

2.3.9 Benefits of WebQuests

An effective WebQuest is capable of combining learning, entertainment, and technology. According to Dudeney (2007), there are many reasons for using WebQuests in the classroom, including the following.

They:

- provide a platform for teachers to incorporate the Internet into the language classroom.
- lend themselves to pair and group activities, thus promoting communication and collaborative building of knowledge.
- can be interdisciplinary.
- encourage critical thinking skills.
- are authentic tasks which give the learners a sense of doing a real-life-like activity.

2.3.10 Transferable Skills

A well-designed WebQuest is capable of combining both a specific subject theme and transferable skills such as computer literacy, handling information, working collaboratively and higher-order thinking skills.

Dede (as cited in March, 1998b) indicates that ICT teaching models such as WebQuests result in at least four kinds of improvements in instruction: increasing learner motivation through guided inquiry and collaboration, enabling students to think about how to learn advanced topics, performing complex tasks and creating authentic products, and increasing the possibility of achieving better results from achievement tests.

2.3.11 The future of WebQuests

To be able to teach future generations, who are "increasingly cynical and unmotivated" (Lamb & Teclehaimanot, 2005), as the teaching body we need to make learning seem more relevant, real and entertaining. This can happen through WebQuests, which can ideally combine authentic learning tasks with the use of technology. It is an ideal learning tool since it is it promotes constructivist learning, interdisciplinary approaches, transferable skills through the use of technologies already familiar and appealing to most of the student body.

2.4 Research on CALL

During the 1970s, when the computers were a novelty in most fields, the research on CALL followed the trend of media comparison studies (Warschauer & Meskill, 2000), which have so far not proven any significant differences. The inherent problem with media comparison is explained by Warshauer and Meskill, who point out the fallacy in such thinking with a simple explanation that "the computer is a machine, not a method" (p.10). Kern (as cited in Salaberry, 2001) characterizes the trend in the research conducted between 1970s and 1980s in similar ways: most studies explored the effectiveness of individualized instruction and student-machine interaction.

Research conducted on CALL during the 1980s and 1990s focused on areas such as the amount and the type of student interaction with and at the computer, the effects of software used for discrete skills such as writing, reading, vocabulary and student attitudes (Warschauer & Healey, 1998). In a literature review of the decade between 1990-2000, Liu et.al (2003) indicate that much of the literature on software for language skills was on description of the software used, how it was integrated into the environment and the effects on students. According to this literature review, there were also several evaluative reviews of language software, most of which focused on reading and writing. The skills that needed more emphasis in terms of software development were identified as listening and speaking.

The literature on CALL reports mixed findings about its effectiveness on language learning. Whereas some studies report positive findings such as Felix (2005), Seferoğlu (2005) and Baturay (2007) for reading and writing, vocabulary development and pronunciation, others report no significant findings (Çağıltay, Yıldırım & Aksu, 2006). Felix (2005) indicates that CALL research has fortunately moved away from the prevalent media effect studies and the cause and effect relationship between using computers and language learning can still not be answered.

What is common in CALL research is that due to the wide variety of language learning contexts, needs, and practices the findings of the research cannot be generalized or

reproduced (Basena & Jamieson, 1996; Felix, 2005). Research on CALL, like in other fields of education, provides no definite answers as to the effectiveness of computer use on the acquisition of language skills. Warschauer and Meskill (2000) explain that CALL should focus on how instructional technology can be tweaked to serve what they call "the broader ecology of life":

> In such a context, we can no longer think only about how we use technologies to teach language. We also must think about what types of language students need to learn in order to communicate effectively via computer. Whereas a generation ago, we taught foreign language students to write essays and read magazine articles we now must (also) teach them to write e-mail messages and conduct research on the Web (pp.10-11).

Therefore, CALL research should focus on optimizing this kind of connection to bring about a more global contribution through the language learning experience.

Research on WebQuests

WebQuests are being used in all fields of instruction and with all age groups. Murray and Mcpherson (2004) refer to the use of WebQuests in English as a second language, English for specific purposes, academic English as a second language, citizenship and social sciences, literary studies, history, anthropology, mathematics and a variety of science subjects.

Perkins and McKnight (2005) conducted research into the teachers' attitudes towards WebQuests as a teaching method. They found that teachers who developed and used web pages were more likely to implement WebQuests. Factors such as the teachers' ages, degrees, gender, access to a computer either at home or in the laboratory were not found to make a difference in the uptake of WebQuests. The concerns for novice instructors were focused on learning about WebQuests and how using them would impact their teaching, whereas experienced WebQuest users were focused on how else they could use it. The instructors liked using WebQuests for the way it provided links to useful information, it was interactive, it catered for different learning styles and it was a

good way of bringing technology into teaching. Some major negative comments were the lacking computer facilities, the time involved and technology concerns.

WebQuests have also been used to train preservice teachers with a view to equipping them with the knowledge of creating their own WebQuests. Joyce and Stohr-Hunt (2003) argue that the WebQuest model is a key component of an integrating technology course for preservice teachers in the way it helps develop and demonstrate skills in integrating instructional technology. Another related research on WebQuests used for preservice teachers focused on the use of scaffolding to help preservice teachers to better understand the use of WebQuests (Wang & Hannafin, 2008). Hartsell and Juneau (2008), however, point to a very common concern in the teachers' use of WebQuest: time to develop and integrate WebQuests and the willingness to participate in WebQuests.

Şen and Neufeld (2006) carried out a study on the perceptions of students and faculty who used WebQuests as part of their English as a Foreign Language program in terms of relevance, instructions, timing and collaboration. The students who were participants in this study on the whole reported mixed feelings about relevance, integration issues, and learning cooperatively. Şen and Neufeld make several recommendations about the use of WebQuests such as making sure students and teachers are aware of the underlying principles of WebQuests, integrating WebQuests into the syllabus as an integral component and giving adequate orientation to students.

Zheng et.al (2008) examined university instructors' perceptions of WebQuests, who found that there were three critical constructs of WebQuests as perceived by instructors, which were constructivist problem solving, social interaction and scaffolding in learning. They also found that variables such as the purpose of WebQuests, experience in teaching, experience in WebQuest use, and gender predict instructors' perceptions of WebQuests.

2.5 Evaluation of computer usage in foreign language teaching

Evaluation in foreign language teaching initially seems to have followed an outcome-oriented approach and focused on effect studies (Chapelle, 2001). Most of the studies seem to have focused on the use of a single aspect of language teaching, that is either one skill such as reading or writing; another trend is to focus on students' perceptions of the programs' effectiveness, which would be equivalent to Kirkpatrick's Level 1 evaluation: Reaction. Levy and Stockwell (2006) categorize the evaluation carried out on CALL materials in three major categories in terms of their focus: a designer-evaluator focus, a language-skills focus, and a student-courseware focus. They also categorize CALL evaluation for large-scale frameworks as methodology driven, e.g. Hubbard's use of "an approach checklist, a learner strategy checklist and other considerations" (as cited in Levy & Stockwell, 2006, p.58), or theory-driven, e.g. Chapelle's use of the second language acquisition (SLA) theory as a basis of research (2001).

Evaluation has been a natural part of most language learning environments that integrate technology into their programs. One example is a computer-based TOEFL tutorial course, which was evaluated by Taylor, Jamieson, Eignor and Kirsch (1998) in terms of how much tutees spent time doing tutorials, the tutees' effectiveness in doing the tutorials and their attitudes towards the course. The results showed that computer familiarity and English ability explained some of the differences in the completion time and perception differences.

One other evaluation study took place on listening comprehension (Coniam, 1998). A computer program called Text Dictation was used to teach two groups of Hong Kong trainee teachers English listening. At the end of the program, evaluation took place to determine the program's effectiveness. The results indicated that the computer program was both reliable and valid in that it discriminated between the students' ability and it also correlated highly with a pen-and-paper dictation listening test. As for student reaction, both groups had a positive attitude towards the program.

Another evaluation was conducted by Lynch (2000) on the use of CALL for six different languages. The aims of the research were to "provide clear portraits of the participating classrooms [in a CALL innovation called ProCALL-Project Based CALL], investigate certain hypotheses about language learning in [context] and make decisions about the continued/expanded use of [the innovation]" (p.1). Several data collection procedures were employed, including documents, teacher logs, teacher interviews, student focus group interviews, classroom observations and quality of teaching surveys and student questionnaires. The results indicated that the program had established a successful approach to the teaching of languages, as well as leading to emerging themes such as the necessity of a threshold level of computer and language skills for its successful use.

Another evaluation study, conducted by Iskold (2003), was a 3-year longitudinal study which focused on an interactive, multimedia courseware development project for foreign language learning that included six languages. The evaluation took place at four levels: it assessed students' attitudes towards the effectiveness of the courseware; their expectations of the effectiveness of integration of the courseware into the curriculum before they used it and at the end of the course; faculty authors' self-evaluations of their own courseware; and lastly, faculty expectations of the effectiveness of the integration of the courseware into the curriculum before they used it and their perception of its effectiveness at the end of the course. The findings indicated that overall both faculty and the students were satisfied with the courseware.

Some local evaluation studies have also been carried out mainly on attitudes of students and instructors towards CALL. One of them focused on the effectiveness of computer assisted language learning in vocabulary instruction to Turkish EFL students (Koçak, 1997). The findings showed that the experimental group liked working with computers and that they learned and retained more vocabulary than the control group. Another's focus was on the teachers' attitudes towards using CALL in the foreign languages department at Osmangazi University (Tuzcuoğlu, 2000). The teachers were reported to have positive attitudes towards CALL and expressed their willingness to teach in the CALL laboratory for a few hours a week. They belived that using CALL would increase

students' interest and language learning abilities, stating that the most important skills to focus on were grammar, reading and vocabulary. They also indicated the need for training to be able to use CALL effectively. One other study was on students' attitudes towards web-based independent learning at Bilkent University School of English Language (Pekel, 2002). In this research study it was found that despite some technical and pedagogical problems and inadequate computer skills, most students enjoyed the Internet work. They felt it helped them improve their writing, reading and vocabulary skills, and increased their motivation and self-confidence. The students were particularly positive about the flexibility and convenience of the Internet. Two recent studies were on vocabulary: One of them was carried out by Aykaç (2005) on using Computer Mediated Communication (CMC) on the speaking skill, who found that both the teachers and students were positive about the use of CMC for speaking instruction. The teachers, however, indicated some problems such as the fit with the curriculum, access to computers, finding appropriate international partners for the project. All participants stated the need for appropriate training and administrative support for the program. One other study was conducted to find out the effects of web-based materials on vocabulary retention for intermediate level students (Baturay, 2007). The findings indicated that the students developed a positive attitude towards vocabulary learning in English and increased their vocabulary retention through spaced repetitions.

Despite the interest in evaluation of CALL, the effectiveness of the use of computers in improving second language competence cannot be generalized as it is now a fact that CALL covers a variety of activity types that may involve or require other skills, not just simply clicking on words or filling the blanks; moreover, second language competence consists of complex and interrelated competencies, which means it might not always be possible to ascribe the favorable results to learning through the use of computers; third, the importance of the processes in language learning, not just the product, is now recognized as a justifiable reason for research; lastly, student characteristics and preferences have a significant effect on CALL and how it is utilized (Chapelle & Jamieson, 1989).

Levy and Stockwell (2006) describe decision-driven evaluation, referring to evaluating a program with the purpose of making "informed decisions about the [its] design" (p.42). The way this kind of evaluation is result oriented makes it effective to find out which aspects of the program can be improved.

The questions regarding whether CALL leads to more and improved learning, or is as good as traditional learning are no longer valid reasons for research. A better route for research is how learning through computers can aid language learning and transferable skills, and ease the process of learning. In this way, it can provide practitioners and researchers an insight into the benefits of computers in the *process* of language learning as well as indicating areas that can be taught more effectively through computers (Warschauer & Meskill, 2006).

2.5.1 Instructors' Attitudes

According to Salaberry (2001) computer use in language teaching did not receive much support from the instructors in its early days in the 1980s. Olsen (as cited in Salaberry, 2001) identified the major reasons for such resistance as the cost of computer programs, lack of technical staff and the negative attitudes towards the use of computers in the curriculum. Dunkel (as cited in Salaberry, 2001) offers similar explanations such as the cost of hardware, scarcity of quality courseware, and the commonplace skepticism about the effectiveness of computers in teaching. Bauer (2002) explains the instructors' hesitation to use computers in teaching with their uncertainty about what to do with them or the potential failure to do something in class and face embarrassment. Bauer also points out a finding, which was that instructors who had more teaching experience were the least likely group to use computers regularly. This is a common experience in most educational institutions: the younger generation of instructors seems to be more willing to experiment with technology use in the learning environment.

In the Güneyli and Özgür (2007) study, it was found that instructors had positive opinions about some aspects of using computers in teaching, and negative ones about other aspects. The instructors felt it increases motivation in the learning environment, is

conducive to individualistic teaching, makes assessment easier and provides alternatives for drill and practice. However, they also stated their negative opinions, some of which are the prevalent misconception of computers' capability to replace instructors, difficulties in managing a classroom with computers, student cheating, lack of adequacy of instructors' knowledge in using computers and maintenance problems.

2.5.2 Integration

McCarthy (1999) describes the extremely complicated nature of integration of instructional technology in CALL by listing several intermingled factors that play a role in the process:

> Human factors such as government educational policy, institutional vision, departmental cohesion, the teaching philosophy and practices of individual teachers, student motivation and ability interact in such a complex manner with considerations relating to hardware, software, logistics, personnel and resources in both short and long term that any accurate analysis of all the possible permutations and combinations would be about as intelligible as a circuit diagram of the London underground (p.2).

One of the most critical phases of material production, implementation and integration is to get acceptance from the end users (Cellante, 2002; Hemard & Cushion, 2000; Lee, 2000), instructors and students in this specific case, as they need to believe the novelty will bring about an advantage to the teaching and learning situation. Gunn and Brussino (as cited in Gillespie & McKee, 1999) state that "teachers with full workloads and satisfactory outcomes are not necessarily motivated to venture into the uncharted waters of technology-based developments which are sometimes hard to access, often unreliable and always costly" (p.441). Salaberry (2001) lists fours major questions that need to be answered in order to make a decision about the effectiveness about a new technology:

1. Is increased technological sophistication correlated to increased effectiveness to achieve pedagogical objectives?
2. What technical attributes specific to the new technologies can be profitably exploited for pedagogical purposes?

3. How can new technologies be successfully integrated into the curriculum?
4. Do new technologies provide for an efficient use of human and material resources? (p.51)

In terms of integration McCarthy (1999) points out a less-frequently tackled area: continuity in practices. He suggests incorporating the materials into departmental policy with a view to fostering positive attitudes among staff and developing administrative practices so that when key people in the institution leave, the CALL architecture remains in use.

One of the most common areas of agreement among CALL practitioners is that the computerized learning architecture needs to be closely linked to the curriculum (Aykaç, 2005; Ayres, 2002; Bax, 2003; Hemard & Cushion, 2003; Levy & Stockwell, 2006; McCarthy, 1999; Salaberry, 2001; Şen & Neufeld, 2006; Warschauer & Meskill, 2000). Despite the unanimous agreement and efforts for integration, Bauer (2002) asserts that educators still lack the knowledge and skill to incorporate technology into their subject areas. One problem with integration is that upon deciding to employ a new instructional technology, the common tendency for many institutions is to use it in tandem with the existing ways of organization and practices (Warschauer & Meskill, 2000). According to Gunn and Brussino (1997), in cases where the CALL architecture has not been perceived as an integral part, but rather supplementary "the take-up and success rates have frequently been poor" (p.21).

For true integration, Bax (2003) argues that the process of utilizing CALL needs to be *normalized* just like any other technology has been normalized:

> CALL has not reached this stage, as evidenced by the use of the very acronym 'CALL '—we do not speak of PALL (Pen Assisted Language Learning) or of BALL (Book Assisted Language Learning) because those two technologies are completely integrated into education, but CALL has not yet reached that normalised stage (p.23).

To explain the stages of *normalization* Bax (2003) combines the adoption stages developed by Rogers (1995) for diffusing innovations with his own contributions:

1. Early adopters
2. Ignorance/skepticism
3. Try once
4. Try again
5. Fear/awe
6. Normalizing
7. Normalization (pp.24-25)

According to Levy and Stockwell (2006) integration is divided into two major categories: horizontal and vertical integration. Similar to Warschauer and Meskill's (2000) pointing out to the need to see instructional technologies as part of "the broader ecology of life" (p.10), Levy and Stockwell (2006) define horizontal integration in reference to the students' engagement with technology in different contexts. They argue that each student has some knowledge and experience with technology as well as "a set of perceptions and expectations of technology use in education" (p.30); therefore, learning experiences should be designed in accordance with the idea of "continuity in learning tools" (p.30), bearing in mind the characteristics, individual differences and preferences of students. He proposes that the design accommodate some "continuity and consistency" in terms of the technology used instead of using specialized hardware and software "if there is no good reason" (p.31). Vertical integration deals with the extent to which technology use in one department is compatible with that of the rest of the institution. As decisions and policies in the whole institution such as purchasing of technology, logistics or even instructional approaches inevitably affect the practices in individual departments (Levy & Stockwell, 2006), it is very important that the integration attempts include more than the immediate circumstances of a single department.

Many institutions invest a lot of money in instructional technology without any guarantee about its promises (Warschauer & Meskill, 2000). In educational institutions, the approval and support of the management is needed to design, develop and implement instructional technologies just as it is the case for any other innovation. However, it should be remembered and made clear to stakeholders that it takes years to develop language programs that effectively integrate the use of instructional technology, a complex and time-consuming process which is "based on much trial and error,

administrative support for teacher experimentation and collaboration, and sustained, careful attention to the forms of social organization and pedagogy which accompany the use of new machines" (Warschauer & Meskill, 2000, p.14).

2.5.3 Time

Time, or the lack of it, appears to a major instructor concern which might impede the integration process. The issue of time has been reported from different aspects in different studies: the time to comprehend the nature of the CALL environment and find ways of integrating (Bauer, 2002; Cumming, 1988; Dupagne & Krendi, 1992; Felix 2005; Ferguson, 2002; Güneyli & Özgür, 2007; Hartsell & Juneau; 2008; Levy & Stockwell, 2006), the time needed for training as well as exploring possibilities (Bauer, 2002; Leggett & Persichitte as cited Cellante, 2002; McCarthy, 1999), and the time needed for developing CALL packages (Hemard & Cushion, 2003; Warschauer & Meskill, 2000). Additionally, Essex & Çağıltay (2001) found that a reason for instructor burnout in an online learning environment was the time it took the instructors of such courses to deal with online interactions.

2.5.4 Training

Training has been a common concern and request of the majority of instructors in CALL environments, most of whom are not experts on technology. Training to get familiar with and examine the seemingly endless options of using CALL has been pointed by several researchers, often in relation to time needed for it (Aykaç, 2005; Bauer, 2002; Leggett & Persichitte as cited Cellante, 2002; Güneyli & Özgür, 2007; McCarthy, 1999; Tuzcuoğlu, 2000). Bauer (2002) asserts that "if teachers are expected to implement technology into their curriculum, then they need adequate training to master the appropriate skills. Once teachers are trained, then using computers in the classroom can easily be incorporated into their daily planning as well as using it to supplement the ELA standards" (p.3).

2.6 Program evaluation

Evaluation is a crucial step of any instructional systems design process. The American Evaluation Association (AAE) defines evaluation as a "field that applies systematic inquiry to help improve programs, products, and personnel, as well as the human actions associated with them" (2009, Par.1). According to AAE, the common motive for evaluators is that their aim is accountability and providing the best information possible about the value of the target of the evaluation. Scriven (as cited in Mertens, 2004) defines evaluation as:

> The process of determining the merit, worth or value of something, or the product of that process. Terms used to refer to this process or parts of it include: appraise, assess, critique, examine, grade, inspect, judge, rate, rank, review, study, test. (p.47)

Evaluation is crucial not only for immediate implications but also for planning in the long term and establishing grounds for making judgments and decisions. According to Rossi and Freeman (1993), evaluation is necessary for policy and decision making:

> Evaluation research is more than the application of methods. It is also a political and managerial activity, an input into the complex mosaic from which emerge policy decisions and allocations for the planning, design, implementation, and continuance of programs to better the human condition (p.15).

Weir and Roberts (as cited in Richards, 2001) define two purposes of language program evaluation as program accountability and program development, the former referring to the quality of programs for future decision-making and the latter referring to improving the program. For whatever purpose it may serve, evaluation of CALL programs needs to be considered an integral and inevitable part of their development (Ayres, 2002). Chapelle (2001) lists five major principles of CALL evaluation:

1. Evaluation of CALL is a situation-specific argument.
2. CALL should be evaluated through two perspectives: judgmental analysis of software and planned tasks, and empirical analysis of learners' performance.

3. Criteria for CALL task quality should come from theory and research on instructed [Second Language Acquisition] SLA.
4. Criteria should be applied in view of the purpose of the task.
5. Language learning potential should be the central criterion in evaluation of CALL. (p.52)

Chapelle (2001) also outlines three levels of analysis for CALL evaluation:

1. Judgmental evaluation of CALL software
2. Judgmental evaluation of teacher-planned CALL activities
3. Empirical evaluation of learners' performance during CALL activities (p.53)

The criteria Chapelle proposes for the levels of analysis described above include the relationship between the CALL tasks and the language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality. In similar ways, Levy (1997) argues that evaluation of CALL should be based on the effectiveness in supporting the learning task itself, i.e. the potential of the computerized task for language learning. The evaluation of CALL environments should focus rather on its benefits in the learning environment than just how the tool functions.

Kirkpatrick's Four Levels

In more global learning environments, such as corporate training context, Kirkpatrick (1994) defines reasons to evaluate training as:

1. To justify the existence of the training department by showing how it contributes to the organization's objectives and goals
2. To decide whether to continue or discontinue training programs
3. To gain information on how to further improve future training programs (most common).

He also defines four levels of evaluation:

Level 1 Reaction: Level 1 is concerned with "client" satisfaction. Measuring reaction is important because:

1. feedback is obtained on how to improve the program
2. trainees get the message that trainers are there to help
3. reaction sheets provide quantitative data
4. data provided by reaction sheets can lead to establishing standards.

Level 2 Learning: Level 2 determines how much learning has taken place as a result of the training that took place. It deals with:

1. changing attitudes
2. improving knowledge
3. increasing skill.

Level 3 Behavior: Level 3 is concerned with whether certain sets of behavior have changed or desirable sets of behavior increased in frequency.

Level 4 Results: The aim of this level is to determine what results have occurred after the training has taken place. The results could be increased efficiency, or reduction in costs.

Kirkpatrick's levels of evaluation have been used in training contexts as a framework since they were first published in 1959. However, due to the complexity of Levels 3 and 4, the majority of evaluations have been based on Levels 1 and 2. A study conducted by the American Society of Training and Development (ASTD) in 1997 indicated that 93% of training courses were evaluated at Level 1; 52% at Level 2; 31% at Level 3 and 28% at Level 4.

Kirkpatrick's levels have been adopted in academic program evaluation as well. The four levels were used by Essex and Çağıltay (2001) to evaluate a unit of instruction from an online graduate course with the aim of finding out about the learner reaction, learner achievement, and transfer of behavior as well as doing a cost-benefit analysis. The findings showed that students were on the whole positive, feeling confident in evaluating websites and expecting to see professional benefits of taking this course, which they believed saved them time. However, they were not very satisfied with the online interactions with the instructor, reported a moderate level of learning from the specific unit selected for the study and stated that the course cost them more money than it would have if it had been an on-campus course.

Kirkpatrick's four levels were used to evaluate continuing medical evaluation by Tidler (1999). The levels were correlated, finding a strong relationship between Levels 1 and 2. Training variables, such as time, gender, and specific job groups were correlated to discover relationships.

Another study using Kirkpatrick's levels was carried out by Bledsoe (1999) in order to evaluate a Microsoft Outlook training class. The levels were also correlated against each other. The results showed there was a moderate positive correlation between Level 1 and 3, a weak positive relationship between Levels 1 and 4, and a weak relationship between Levels 3 and 4.

Lesh (2001) carried out an evaluation study on the effectiveness of a web-based college course over a traditional course using three of Kirkpatrick's levels: Level 1, Level 2 and Level 4 in terms of cost-effectiveness. Results indicated that students' reaction was lower in the web-based group, but there was no significant difference in terms of performance. The web-based course was found to be equally cost-effective as the traditional course.

Sohee (2002) evaluated an e-learning program, comparing it against a traditional program in Human Resources Learning Systems using Kirkpatrick's mainly Level 1 and

2. The findings showed there was no significant difference in terms of learning between the traditional program and online program.

Gibbs (2003) used the model to evaluate the effectiveness of a professional development program for K-12 teachers. All four levels were used, the first three with qualitative methods and the last level with quantitative. The results indicated that on the whole the program was effective.

A study by Vespia (2004) evaluated the effectiveness of a high school special education program using the first three levels, adapting the fourth one as *Organizational Support*, and adding a fifth one as *Extended Student Outcomes*. The study also examined the question of whether the adapted model was appropriate in evaluating the program. The results indicated that the model was effective for the learning outcomes but it needed revision with the addition of a sixth level that measured students' establishing a sense of purpose and setting goals.

The structuring of the evaluation of this study was influenced by Kirkpatrick's Level 1 and 4 as it was believed that evaluating on two different levels would provide a more detailed and multi-focused insight into the existing learning architecture. Level 1 would provide an insight into the perceptions of all parties involved in the implementation of Track 1 and 2, thus providing an idea about their reactions and satisfaction in general. Level 4 would provide an insight into the perceived benefits of Track 2 on faculty students' transferable skills, as well as providing the designers of Track 2 with some idea about the worth of the investment of time and effort into designing, developing and implementing these projects. As Kirkpatrick states the results are not always in tangible terms, but it is hoped that tangible actions will follow the results obtained. Therefore, it is hoped that the perceived results as well as the reactions of all the involved groups will translate into further design and development decisions regarding the computerized learning architecture evaluated in this study. However, it should be noted that Kirkpatrick's framework has not been followed exactly since not all the levels have been implemented in a sequence as suggested.

2.7 Summary

The use of instructional technology, including radio, TV and computers, has always been a part of language learning and teaching. CALL use can be briefly categorized as Behavioristic, Communicative and Integrative (Warschauer & Healey, 1998). CALL has been used for discrete skills or language component teaching and learning as well as for project-based learning such as WebQuests, which has the potential to enhance language learning and teaching through combining all four skills and language components with transferable skills. Common trends in CALL in the 2000s include the use of content specific and content-free software, Web 2.0 applications, CMSs and mobile learning, Research on CALL has moved away from media comparison and has focused on topics such as its effectiveness on certain skills, amount of interaction, and attitudes. One common point of agreement in terms of research is that due to the variety of contexts it is very difficult to generalize or reproduce the findings from one study to other contexts. Evaluation has also been a common phase of CALL implementations in different programs, mainly focusing on reactions of the learners and instructors, which is equivalent to Kirkpatrick's Level 1 evaluation. The needs in the CALL environments have been identified as integration processes, training for instructors and creating time for both integration and training. Mirroring the developments in instructional technology, CALL will be moving forward in more diverse ways, the implications of which are expected to impact and contribute to the language teaching and learning environments positively.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter outlines the research questions, provides an overview of the pilot study, the selection of participants, general characteristics of the data, data collection and analysis procedures, the validity and reliability of the data and strategies employed to control the threats to validity.

3.2 Research Questions

The problem statement of this study is:

> How effective are the computerized learning architectures used at two levels of English language preparatory program of a private university, which are called Track 1 and 2, in terms of their contribution to the students' language development and the enhancement of their transferable skills according to the perceptions of those involved in its implementation?

This study investigates the following research questions:

3.2.1 Research Question 1:

What is the general reaction in the English preparatory school towards the use of computers through Tracks 1 and 2 in learning and teaching English as a foreign language?

- What are the students' perceptions of the potential benefits of Tracks 1 and 2 for their language skills?

- What are the students' perceptions of the potential benefits of Track 2 for the development of their transferable skills?
- What are the instructors' perceptions of the potential benefits of Tracks 1 and 2 for students' language skills?
- What are the instructors' perceptions of the potential benefits of Track 2 for the development of students' transferable skills?
- What are the Heads' of Units (HTUs') perceptions of the potential benefits of Tracks 1 and 2 for students' language skills?
- What are the HTUs' perceptions of the potential benefits of Track 2 for the development of students' transferable skills?

3.2.2 Research Question 2:

What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in computerized language projects through Track 2?

- What are faculty students' perceptions of the transferability of the skills they gain through Track 2 to their studies in their departments?

3.3 The Context

The study was conducted in the English Preparatory Program in BUSEL, whose aim is to fully equip students with the necessary language skills that are required in their departments. In the system, there are five levels: Elementary, pre-intermediate, intermediate, upper-intermediate and the advanced level. For each level there is eight weeks of instruction, each of which is called a 'course'. During one course the students are given two progress tests which determine whether they can sit the achievement test to pass to a higher level. If the students have an overall sixty percent they can sit the achievement test. At the end of the advanced level, the students take the proficiency exam and if they get sixty percent from the proficiency test, they start their departmental studies.

The institution aims to teach academic English through a skill-based methodology, which emphasizes language teaching through skills, i.e. through reading, writing, listening and speaking, as well as developing students as whole persons. For the past few years the curriculum has been undergoing drastic changes to emphasize skills teaching and create a teaching atmosphere that is also conducive to developing students' transferable skills such as computer literacy and independent learning. The management support in the institution for enhancing instruction through developing and implementing innovations, trying new methods or structures and training instructors is very encouraging. The instructors are also open to implementing new methods and systematically report the progress and results. Mechanisms for diffusion of innovations such as meetings, inductions, selecting change agents, spreading the diffusion over a time period are also very effective. The institution places great emphasis on developing a common vision. As a result, the institutional atmosphere was quite conducive to designing, developing, implementing and evaluating the computerized learning architecture.

Starting with two levels, intermediate and upper-intermediate, the curriculum units in the program prepared course packages that include several course components, including an in-house textbook, the computerized learning architecture that consists of both Track 1, the skills strand that deals with each skill discretely, and Track 2, the extended project strand, both of which were designed and developed in tandem with the in-house coursebook to be able to achieve congruity in covering objectives using a similar methodology. In addition to the components listed, these two levels were supplemented with commercially available language books and software.

3.3.1 Participants

The students in the preparatory program have several course requirements in one course such as a portfolio that consists of vocabulary journals, essays, homework and exams. The system has been developed in a way to ensure student engagement with the courses from the start to the end in a regular manner as it has been observed that students need this kind of close monitoring to do the required work. For research question 1 in this study, the accessible participants were 896 in total, of which 497 were intermediate students, 399 were upper-

intermediate students. Also 22 students from this group were selected through maximum variation sampling. For research question 2, the participants included 14 students who had completed either intermediate or upper-intermediate Track 2, passed the proficiency exam and had started studying in their departments four months before they were contacted for the interviews. This group was selected through criterion based sampling in that only students who took part in at least one Track 2 project were selected.

The instructors, as explained previously, are open to curricular innovations and structural change. The implementation of new learning architectures and systems usually occur without problems. Instructors closely monitor students and the course in general and are regularly asked to report the progress during each course, as well as their reactions, problems and suggestions. As for the instructors in this study, all of the class instructors of the target classes, which was 69 in total, 40 in intermediate and 29 in upper-intermediate, were asked to fill in the instructor questionnaires..

The HTUs are responsible for the smooth running of the courses, maintaining a high standard of teaching, supporting curricular and institutional decisions and dealing with instructor and student related issues. In the study, all of the heads of the teaching units responsible for the two levels, 3 intermediate and 3 upper-intermediate, were given the head of teaching questionnaire.

Table 3.1 Number of participants in the study according to research questions

	Research Question 1		**Research Question 2**
Students in the program	Questionnaires	Interviews	
	896	22	
Instructors	69		
Heads of Teaching Units (HTUs)	6		
Students in faculties			14

3.3.2 The researcher

For research question 1, the researcher was a participant teaching one of the classes to which she was randomly assigned five blocks per week. It was announced to both intermediate and upper-intermediate students, instructors and heads of the teaching units that research was going to take place to evaluate the computerized strands of both of their levels.

The researcher also visited the pre-determined classes in both levels to observe the implementation of Track 1 in the computer laboratories and Track 2 in classes. In Track 2, for instance, the researcher also observed the students working on or presenting their outcomes such as a presentation, doing collaborative work, or writing an essay, to be able to have a better feel of the reactions towards this kind of learning as it took place in classes.

Table 3.2 Role of the researcher

	Research Question 1		**Research Question 2**
Students in the program	Administer 896 questionnaires	Conduct 22 interviews	
	Observe 17 classes in the lab	Observe 4 classes in the classroom	
Instructors	Administer 69 questionnaires		
HTUs	Administer 6 questionnaires		
Students in faculties			Conduct 14 interviews

3.4 Design of the Computerized Architecture

The researcher designed the computerized learning architecture that was used at two levels of the English preparatory program over a period of two years. The architecture consisted of two parts called “Tracks”.

3.4.1 General

The computerized learning component of the courses was based on the syllabus objectives of each level and thus, the tasks were designed to recycle objectives rather than present them. The intended purpose was to foster learning in a different context after regular instruction had taken place in the classroom. For each level, the computerized component consisted of two components: Track 1 and Track 2. The methodology employed while designing the tracks has been moving from abstract conceptualization, i.e. thinking about the instructional base, to a series of "concrete, tangible design decisions" (Levy, 1999, p.32). A similar framework for designing computerized learning environments has been developed by Jacobson (as cited in Levy, 2002), which has been described as *Theory-To-Design*.

3.4.2 Track 1

This strand was designed based on the level objectives with exercises of a mechanical nature which students could do independently. This track can be considered behavioristic in terms of instructional base, which in terms of its structure corresponds with Warschauer and Healey's (1998) *Behavioristic CALL*. The language skills and components were treated discretely with the purpose of providing students with materials they would need to master areas they were weak at, or help instructors cover the objectives in each skill by providing them with materials they could integrate into the course as part of outside the class work. The role of the computer in this track can be described by Warschauer's (1996) categorization: It was a *tutor* in the sense that the computer offered drill and practice, while guiding with feedback. It was also a *stimulus* in the way it led to other activities such as reading and listening on the computer into writing assignments. It was also a *tool* with its functions in the program such as the glossary, tapescripts and scratch pad. Track 1 is characterized by a fixed number of exercises for each strand, i.e. reading, listening, grammar and vocabulary, and prioritized objectives. The guiding principles for Track 1 are explained in the following sections. The screenshots were not accessible therefore, representative figures are presented instead.

Features of Track 1

Track 1 provides:

- Consolidation for prespecified skills and language components, constituting the revision part of classroom teaching on the computer
- A different context where students apply/reapply what has been learnt
- Thematic links with mainstream textbook units
- Different sets of activities for each skill and language component with the intention of giving students options to choose from according to their needs and prevent boredom, which was also mentioned by Baturay (2007) in a study focusing on vocabulary learning
- Different levels of guidance for the exercises through the use of hints and feedback
- Exam practice
- Practice materials that students can do without the presence of the instructor

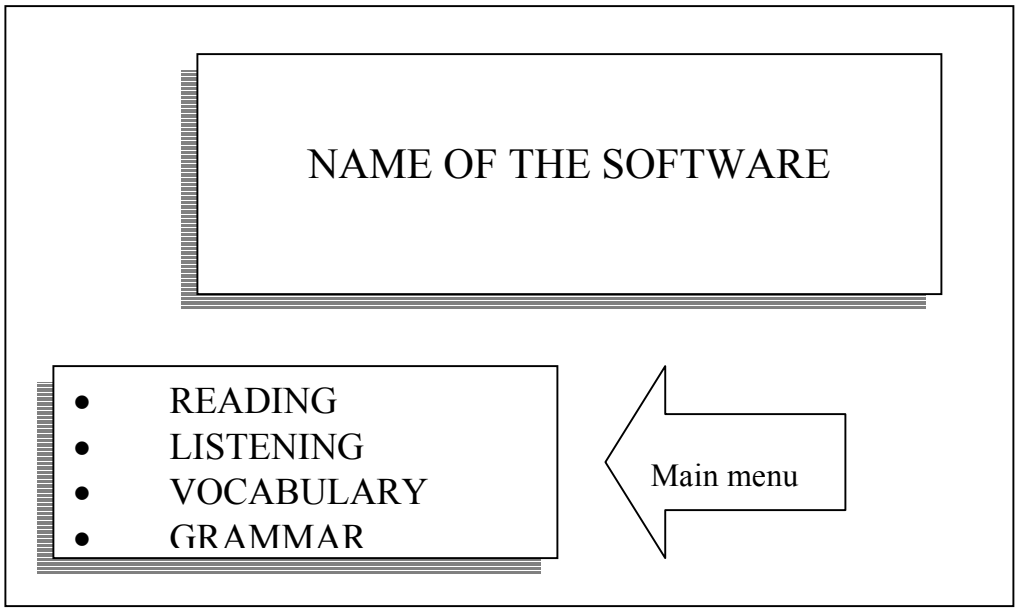

Figure 3.1 Track 1 Main page

Track 1 Specifications

General

All the exercises in Track 1 have the following features:

- Skills and language components treated discretely
- Feedback for each question in each exercise for both correct and incorrect answers
- Explanations for the answers through references to the texts or tapescripts
- Immediate and delayed feedback options
- Score and time
- Print option
- Scratch pad
- Pictures based on the theme of the texts
- Two browsing options (by unit/by objective)
- User-friendly interfaces

Specific

Reading

Track 1 reading materials:

- Are based on the genres specified by the syllabus, graded according to lexis, grammar and length
- Are based on prioritized objectives (e.g. finding main ideas)
- Have thematic links to textbook units
- Consist of 16 reading pieces with different sets of exercises, i.e. two Track 1 reading materials per week

- Include the following task types:
    - Words to Learn: Checking the meaning of vocabulary from a dictionary
    - Sentence cloze: Gapped text for sentence completion
    - Click on words: Referencing, guessing meaning from context
    - Multiple choice: Finding main ideas, specific information
    - Paragraph reordering: Paragraph organization
- Draw their word limit, task and text types from the syllabus; however, shortened to avoid excessive scrolling on the screen
- Have the text on the same page as the questions
- Have the audio option

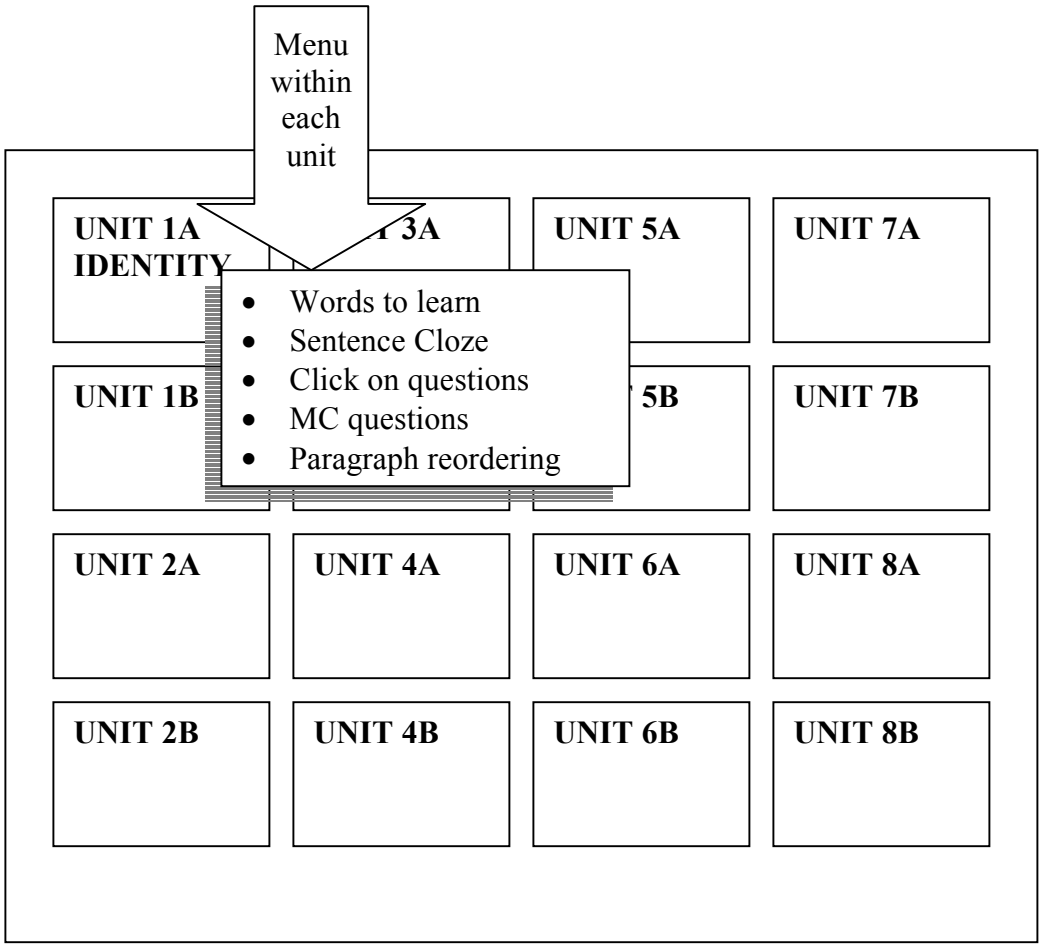

Figure 3.2 Track 1 Reading

Listening

Track 1 listening materials:

- Are based on the genres specified by the syllabus, graded according to lexis, grammar and length
- Are based on prioritized objectives
- Have thematic links to textbook units
- Consist of 16 listening pieces with different sets of exercises, i.e. two Track 1 listening exercises per week
- Include the following task types:
    - Words to Learn: Checking the meaning of vocabulary from a dictionary
    - Short extracts: Prediction, listening for main ideas
    - Outline gap-fill: Gapped text for word completion
    - Note-taking: Note-taking for specific information questions
    - Writing: Summarizing or personalization
- Offer unlimited rewinding/starting at different points
- Provide the tapescript

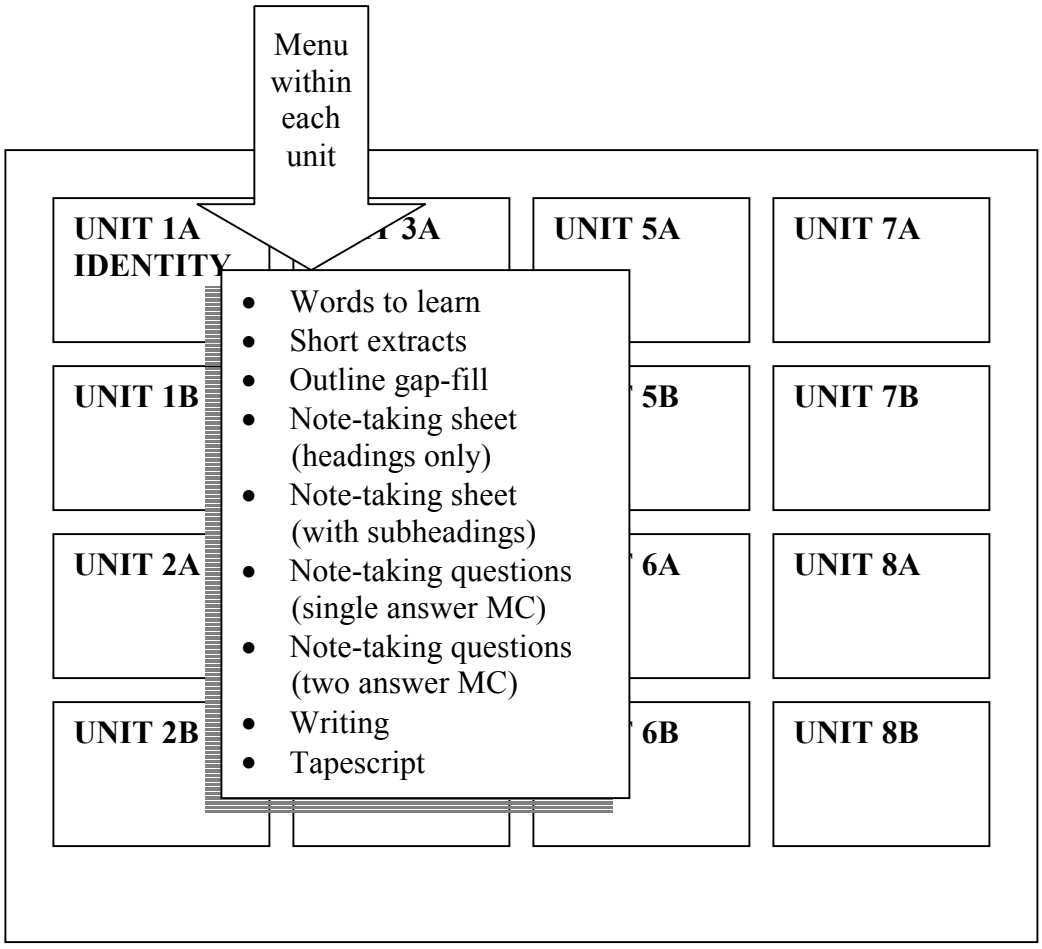

Figure 3.3 Track 1 Listening

Vocabulary

Track 1 vocabulary materials:

- Cover 100% of the vocabulary in the level wordlist in contextualized materials
- Have thematic links to textbook units
- Consist of 8 sets of vocabulary materials with different sets of exercises, i.e. one Track 1 vocabulary unit per week
- Are in the form of cumulative quizzes

- Include the following task types:
    - gap-fill
        - Sentence level
        - Paragraph level
    - word-formation
- Wordlists recorded for pronunciation

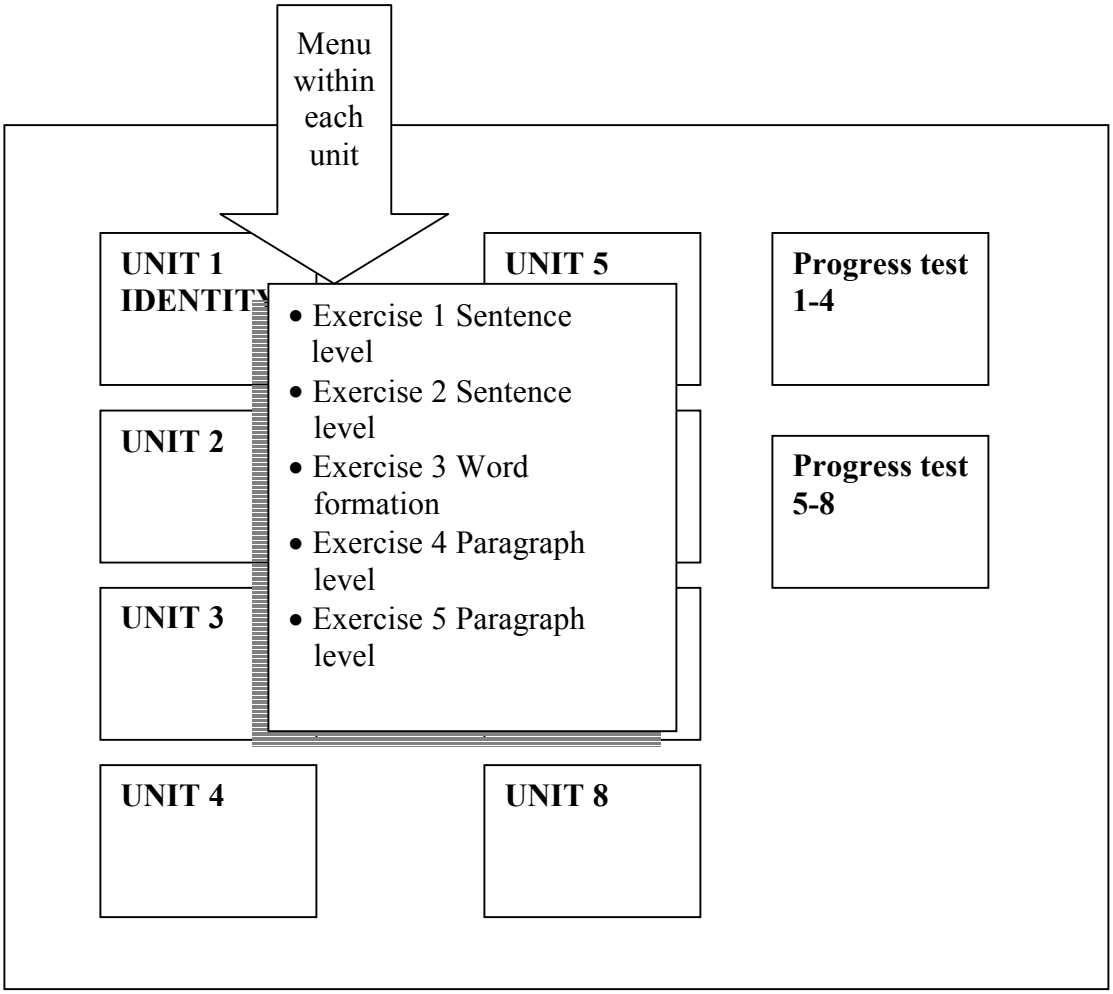

Figure 3.4 Track 1 Vocabulary

Grammar

Track 1 grammar materials:

- Cover the prioritized grammar objectives in contextualized materials
- Have thematic links to textbook units
- Consist of 8 sets of grammar materials with different sets of exercises, i.e. one Track 1 grammar unit per week
- Are in the form of cumulative quizzes
- Include the following task types:
    - gap-fill
    - error correction
    - error identification
- Are in the form of progress reviews that can be used either at the beginning of the textbook units as a pre-test or at the end as a post-test
- Provide exam practice

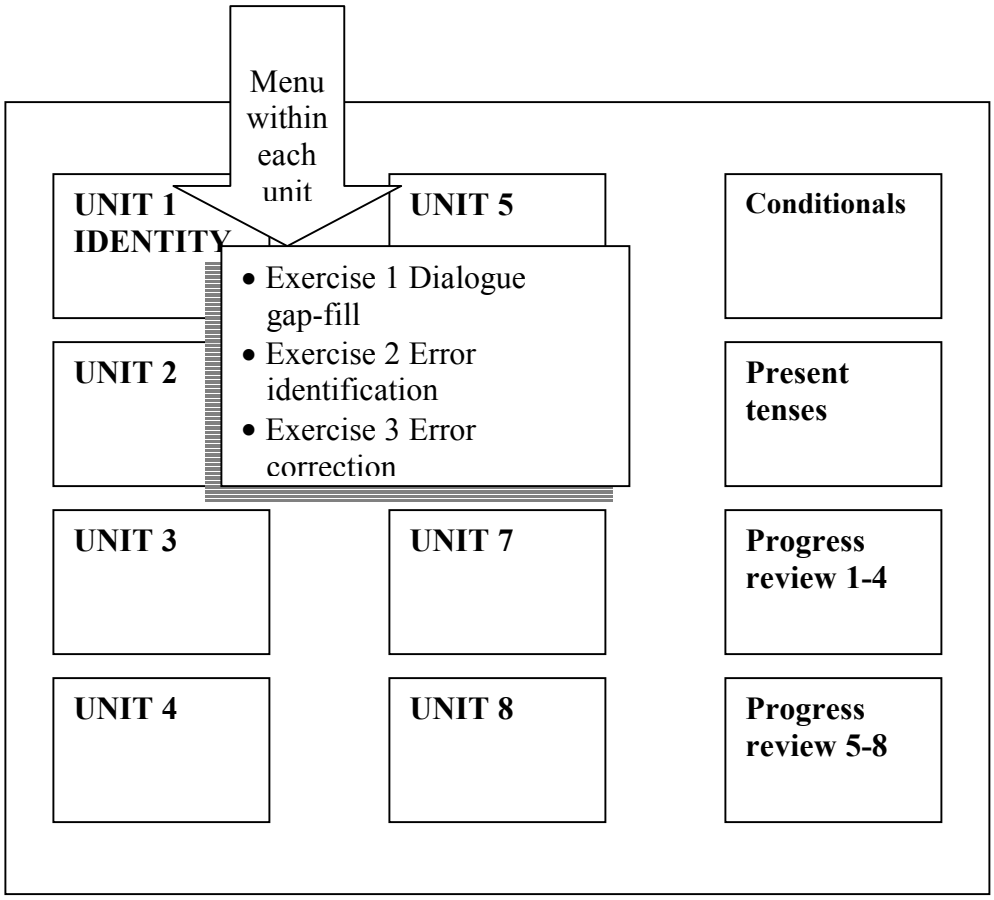

Figure 3.5 Track 1 Grammar

Materials for Track 1 were first produced for the intermediate level by five core materials writers over one semester through an iterative process of materials writing, revising, receiving feedback from different instructors, both experienced and novice, the head of instructors and curriculum unit members and finalizing the materials. The core team members were replaced by other materials writers in the course of time.

3.4.3 Track 2

The design principles of Track 2 draw from Warschauer and Healey's (1998) *Integrative CALL*. Track 2 comprises a WebQuest for each level, forming the extended project work of these levels and draws principles from task-based learning and constructivism. The projects require students to become engaged with a topic of interest through a series of activities whereby they are exposed to preselected and resources, which they need to use

in order to reach a final goal. In the language teaching and learning context, the primary aim of a WebQuest is to ensure student engagement with a topic to develop four skills and language components. The secondary aim, just like for any field, is to enhance students' transferable skills such as higher order thinking skills, independent learning, working collaboratively, taking responsibility for one's own learning. The idea behind Track 2 is that the instructor's role in these projects is to act as a guide through the steps of the project, making sure students are proceeding in the desired direction and receiving the necessary support.

General principles

Track 2 provides:

- Authentic and semi-authentic tasks which can differ in length, difficulty, amount of mixing of skills and language components
- An alternative route to the coverage of objectives through the integration of four skills
- Staging of activities so that a taxonomy within the project is established
- A process approach as well as a product approach so that students' progress can be visible at each stage
- An opportunity for creative engagement
- An approach that facilitates the social and affective development of students through exposing them to activities that require the use of transferable skills

3.4.4 Role of the Researcher in the Architecture

In the academic year 2002-2003, the researcher was given the task of designing the computerized architecture of the preparatory program, which came to be known as Track 1 and Track 2 for intermediate and upper-intermediate levels, and developing the materials for these tracks with a group of materials writers, who worked on a rotation basis in the following years. The architecture was designed after six months of examination of other computerized architectures in language learning, including the

various commercially-available content-specific and content-free software, other practices in different institutions, English teaching websites and studying about computerized learning in English language teaching. The first level with a computerized learning component built into the curriculum was the intermediate level, which was followed by the upper-intermediate level a year after. The cycle of material production was of iterative nature, involving several parties and several revision stages in it.

Table 3.3 Iteration cycle in the design and development of the materials

WITHIN GROUP REVISION				
Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Agreement on the design and principles of the strand Production of materials in each strand of Track 1 based on the predetermined specifications by materials writers and the researcher.	Feedback from the researcher: 1st time	Revision	Feedback from the researcher: 2nd time	Revision
OUTSIDE INVOLVEMENT IN REVISION				
Step 6	**Step 7**	**Step 8**	**Step 9**	**Step 10**
Group feedback (outside parties: instructors, HTUs)	Revision	Piloting of the print version of the materials in class	Finalizing of the materials	Transfer to content-free software and checking

The people who were involved in giving feedback were members of the curriculum and testing unit, materials writers, heads of teaching units, former members of the self-access team, and instructors with different profiles and teaching experiences. The transfer of the materials onto the software was done by the researcher, the technical support staff and members of Student Services. After the first bulk of materials were transferred onto the software for the intermediate level, a graphic designer was hired to create customized

images for each of the materials in each strand based on the topic. The images were also transferred onto the software.

The role of the researcher in this study has been defined by Levy and Stockwell (2006) as "designer-evaluator", which provides a powerful sense of direction since designer-evaluators "know exactly what they are looking for, what aspects of the design should constitute the focus, what decisions need to be made, and what specific information will inform further iterations of the design" (p.57).

3.4.5 The First Evaluation of the Architecture

It took one semester to develop the first set of materials for Track 1 and 2. In 2004-2005 each Track 1 strand in the intermediate level was piloted with five different classes which the researcher herself taught one block each in the computer laboratory in a course of eight weeks. The classes completed at least one material from each strand. At the end of these eight weeks, several questionnaires were administered to the pilot group as part of a feedback gathering process:

- A general questionnaire with 15 close-ended and 4 open-ended items, which had a Yes-No scale, was administered to 32 students about the perceived usefulness of Track 1.
- For each Track 1 strand, i.e. Reading, Listening, Grammar and Vocabulary, a questionnaire which had between 10-18 close-ended items each with a Yes-No scale was administered. The number of replies varied depending on the number of students that were available on the days each questionnaire was given.

The general feedback was positive and most students were pleased with this set of materials. Replies to some of the questions from the general questionnaire are reported in the table:

Table 3.4 Selected questions from the initial 2004-2005 Track 1 questionnaire

NUMBER	QUESTION	FREQUENCY				PERCENTAGE		
		YES	NO	NA	TOTAL	YES	NO	NA
Question 1	The exercises on the computer were useful.	32	3	-	32	90.6	9.4	-
Question 2	I enjoyed doing exercise on the computer.	26	3	3	32	81.2	9.4	9.4
Question 5	The topics of the texts were interesting.	24	8	-	32	75	25	-
Question 6	The exercises were generally easy to understand.	24	5	3	32	75	15.6	9.4
Question 15	I would like to do such exercises in the next level as well.	23	5	4	32	71.9	15.6	12.5

In 2004-2005 Track 2 was also piloted first with one class, and then an intermediate teaching unit with eight classes. At the end of the eight-week instruction after the WebQuest was implemented, an open-ended instructor questionnaire with 9 items that focused on the likes and dislikes, successes and problems about the project was administered. Later these questionnaires were collated and the following points came out as general views:

Instructors:

- Liked the way the project was learner centered
- Found the project well-staged
- Found the templates for student outcomes such as presentation and writing task very useful
- Were pleased with the way the project exposed students to English over an extended period of time

- Liked the way the project enhanced learner autonomy even with the weakest students
- Found the presentations very motivating for the students
- Expressed their desire to be involved in similar projects in the future

An interview was conducted with one student from each of these 8 classes, both low and high achievers, and the students from this group reported that:

- The project was very "department-like"
- Was "good for the future"
- Was "fun"
- Helped them become more knowledgeable about the subject
- Was better than homework (that they had to do weekly)

3.5 Research Method: Case study

This is a case study that focuses on evaluation through the use of mixed methods of collecting data. This evaluation is based on many of the characteristics of evaluation studies listed by Levy and Stockwell (2006). It:

- is aimed at establishing the worth of the computerized learning architecture of the preparatory school
- is primarily decision-driven
- draws value from the process as well as from the product of the evaluation
- focuses on "Did it work?" (p.42)

Johnson and Christensen (2004) categorize case studies into three groups: the intrinsic case study, in which the interest is in understanding a specific case, the instrumental case study, which focuses on more than the specific case being studied and the collective case study, in which several cases are examined in one study. This particular study falls under the category of intrinsic case study, which focuses on the computerized learning architecture of a preparatory English program with the purpose of having an overview of the perceptions of the participants so as to make informed decisions for both short and long term planning.

The evaluation in this study was summative evaluation which was applied to the whole computerized learning program by using survey instruments, which are common tools for CALL evaluation (Levy & Stockwell, 2006, p.43) and observations.

Mixed Methods

Johnson and Christensen (2004) explain that case study methodologists advocate using several methods and several data sources and assuming an eclectic approach for research. Similarly, the data for this study has been collected through using mixed methods, that is a questionnaire with a numerical part, as well as an open-ended part, two sets of interviews and laboratory and classroom observations. Mixed methods has been chosen for the way it can explain the relationship between variables, allow the researcher to study the relationships in depth with qualitative data and "confirm or cross-validate relationships discovered between variables" (Fraenkel & Wallen, 2008, p.558). Riggin (as cited in Tashakkori & Teddlie, 2003) also supports the use of mixed methods as it is "not only advisable but inevitable" (p.492) in the research design and collection of data. Fraenkel and Wallen (2008) classify mixed research designs into three basic categories: The exploratory design, which starts off with qualitative data, then quantitative, the explanatory design, which moves from quantitative to qualitative data and the triangulation design which studies both quantitative and qualitative data at the same time. Of these three, the one that applies to this particular study is the triangulation design: the data has been gathered from different parties involved in the computerized architecture, i.e. students in and out of the preparatory program, their instructors and the heads of the instructors as well as collecting data using multiple tools such as questionnaires with both numerical and a comments part, laboratory and class observations and interviews. The reason why mixed methods was used is that the quantitative and the qualitative data collected were expected to complement each other, thus providing a more reliable account of perceptions of those involved in the computerized tracks.

3.6 Design of the Study

The study aimed to get an insight into the views of all individuals who used the computerized architecture explained in the previous sections. In order to evaluate the reaction towards both tracks, the following data collection tool and procedures were used:

Track 1

Instruments

The main instruments that were used to gather data were:

(1) Student questionnaires for the group still studying in the preparatory program
(2) Instructor questionnaires
(3) Head of teaching unit questionnaires
(4) Student interview forms for the group still studying in the preparatory program
(5) Student interview forms for faculty students who passed the proficiency exam
(6) Classroom observation forms for Track 2
(7) Computer laboratory observation forms for Track 1

Participant-completed instruments

The student questionnaire

Both intermediate and upper-intermediate level students completed the student questionnaire with 5 parts, 67 close-ended items, parts of which were based on a 4-point Likert scale designed to avoid potential accumulation in the middle. The 4-point Likert scale appeared as follows in all of the questionnaires, the letters of which were transformed to numbers afterwards for numerical analysis:

Table 3.5 Scale used on the optic forms for the questionnaires

The 4-item Likert Scale			
Strongly Agree	**Agree**	**Agree**	**Strongly Disagree**
A	B	C	D
4	3	2	1

The reason letters were used instead of numbers was because the answers were filled in on optic forms which had only letters from A-E. The questionnaire was written in English to follow the departmental procedure and the questions were worded in very simple language to avoid potential language problems. It consisted of the following parts:

- Part I (Questions 1-7): General information about the students
- Part II (Questions 8-14): Familiarity with computers
- Part III (Questions 15-51): Track 1 materials, which focused on students'
    - account of how they make use of Track 1 materials
    - perception of the benefits of Track 1 materials
    - views on computerized learning
- Part IV (Questions 52-67): Track 2 materials, which focused on students'
    - account of how they make use of the Track 2 strand
    - perception of the benefits of the Track 2 strand
    - views on transferable skills
- Part V (Questions 68-70): Students' suggestions for improvement of Track 1, Track 2 materials and any other comments they would like to make.

Through the questionnaire, the following areas were tackled:

- Frequency and effectiveness of the usage of Track 1 and 2 materials
- Students' reactions towards learning English through a blended system
- Students' perception the contribution of Track 1 and 2 to their language development

- Students' perception of the contribution of Track 2 to their own development in terms of transferable skills such as computer literacy, higher-order thinking skills, handling of information and working collaboratively

Validity of the questionnaire:

For content and construct validity, the questionnaire was analyzed by two instructor trainers who are researchers themselves and have conducted surveys of similar kind. All of the instruments, including all of the questionnaires, also received feedback from the academic advisor of this study. After the piloting, the reliability was measured by Cronbach alpha and the results, which will be explained in section 3.8, The Pilot Study, proved satisfactory. Item correlation was also computed and items that overlapped were revised according to the results.

The instructor questionnaire

The instructor questionnaire, consisting of 65 close-ended items and 4 open-ended items, was also based on a 4-point Likert scale. It was also in English and consisted of the same parts as the student questionnaire:

- Part I (Questions 1-6): General information about the instructors
- Part II (Questions 7-13): Familiarity with computers
- Part III (Questions 14-44): Track 1 materials, which focused on instructors'
    - account of how they make use of Track 1 materials
    - perception of the benefits of Track 1 materials on students' language skills
    - views on computerized learning
- Part IV (Questions 45-65): Track 2 materials, which focused on instructors'
    - account of how they make use of the Track 2 strand
    - perception of the benefits of the Track 2 strand
    - views on the potential of Track 2 to develop students' transferable skills
- Part V (Questions 66-69): Instructors' suggestions for improvement of Track 1, Track 2 materials and any other comments they would like to make

Through the questionnaire, the following areas were tackled:

- Frequency and effectiveness of the usage of Track 1 and 2 materials
- Instructors' reactions towards learning/teaching English through a blended system
- Instructors' perception the contribution of Track 1 and 2 to students' language development
- Instructors' perception of the contribution of Track 2 to students' development in terms of transferable skills such as computer literacy, higher-order thinking skills, handling of information and working collaboratively

Validity of the questionnaire:

The questionnaire was analyzed by the two instructor trainers mentioned in the previous section for content and construct validity.

The questionnaire was also piloted with two instructors who had carried out a Track 2 project in the previous course to ensure the clarity of instructions and items. Revisions were made upon their feedback.

The Head of Teaching Unit (HTU) questionnaire

The HTU questionnaire, which was also in English, was also based on a 4-point Likert scale. It had 66 close-ended items and 4 open-ended items. It consisted of the same parts as the instructor questionnaire:

- Part I (Questions 1-5): General information about the HTUs
- Part II (Questions 6-12): Familiarity with computers
- Part III (Questions 13-44): Track 1 materials, which focused on the HTUs'
    - account of how instructors' make use of Track 1 materials
    - perception of the benefits of Track 1 materials on students' language skills
    - views on computerized learning

- Part IV (Questions 45-66): Track 2 materials, which focused on HTUs'
    - account of how instructors' make use of the Track 2 strand
    - perception of the benefits of the Track 2 strand
    - views on the potential of Track 2 to develop students' transferable skills
    - perception of the effects of Track 1 and Track 2 materials on the existing foreign language teaching methodology in the institution
- Part V (Questions 67-70): HTUs' suggestions for improvement of Track 1, Track 2 materials and any other comments they would like to make

Through the questionnaire, the following areas were tackled:

- Frequency and effectiveness of the usage of Track 1 and 2 materials in the teaching units
- HTUs' reactions towards learning English through a blended system
- HTUs' perception of the contribution of Track 1 and 2 to students' language development
- HTUs' perception of the contribution of Track 2 to students' development in terms of transferable skills such as computer literacy, higher-order thinking skills, handling of information and working collaboratively.
- HTUs' perception of the contribution of Track 1 and 2 to the language teaching methodology

Validity of the questionnaire:

The questionnaire was given to two experienced HTUs, one of whom has direct experience in test writing and item formulation, for feedback. Both of these HTUs had overseen a Track 2 project in the previous courses and they were asked to fill in the questionnaire for the clarity of instructions and items. These two HTUs did not take part in the study itself. Revisions were made accordingly.

Researcher-completed instruments

Student interview forms for students still in the program

A student interview form was used for semi-structured interviews after the completion of student questionnaires with a group of students selected through maximum variation sampling. The interview form was based on the same sections of the questionnaires and it was used to go over the questionnaires in depth to identify recurring themes in the student's perception of Track 1 and 2. It consisted of 26 open-ended questions in total, which also had prompts in case the students did not provide sufficient data.

- Part I (Questions 1-6): General information about the students
- Part II (Questions 7-9): Familiarity with computers
- Part III (Questions 10-18): Reactions towards Track 1 materials
- Part IV (Questions 19-23): Reactions towards Track 2 projects & potential benefits of Track 2 projects on transferable skills
- Part IV (Questions 24-26): Suggestions for improvement in both tracks

The interview form was in English; however, the interviews themselves were conducted in Turkish so as to allow for better self-expression.

Validity of the interview form:

The interview form was examined by the two instructor trainers mentioned previously, and members of the curriculum unit who conduct focus discussion groups regularly with different parties of the program. Revisions were made according to their feedback.

Faculty student interview forms

A faculty student interview form was used for semi-structured interviews with faculty students who had gone through the process of Track 2 in either intermediate or upper-intermediate levels. The interview had four parts and 19 open-ended questions with prompts:

- Part I (Questions 1-6): General information about the students
- Part II (Questions 7-9): Familiarity with computers
- Part III (Questions 10-14): Reactions towards Track 2 projects
- Part IV (Questions 15-19): Potential benefits of Track 2 projects on transferable skills

It was also in English, but the interview was conducted in Turkish again for the purpose of allowing for better expression of ideas.

Validity of the interview forms:

The interview form was also examined by the two instructor trainers mentioned previously, the members of the curriculum unit who conduct focus discussion groups regularly with different parties of the program. Revisions were made according to their feedback.

Computer Laboratory Observation Forms (Track 1)

Laboratory observations took place in 6 classes: 3 intermediate and 3 upper-intermediate classes. For each observation, a laboratory observation form, consisting of 17 checklist items, was used, which was based on the following sections:

- Part I (Checklist item 1-10): Students' responses to the tasks assigned
- Part II (Checklist item 1-5): Students' reactions to the program
- Part III (Checklist item 1-2): Adequacy of students' computer skills
- Part IV: Emerging needs as students completed the materials in the laboratory

Classroom Observation Forms (Track 2)

For each WebQuest there are some outcomes such as an oral presentation, a written outcome or a class debate. In an eight-week course, there are some allocated class blocks for these outcomes. To see some of these processes a class observation form in the style

of a note-taking sheet with headings was developed with the purpose of monitoring students':

- level of the grasp of the task assigned
- level of interest in the task they are involved in
- level of interest in their friends' work
- emerging needs

Validity of the Forms:

Both the Computer Laboratory Observation Form and the Classroom Observation Form were given to the instructor trainers mentioned previously, who are experienced with observations as they regularly conduct them throughout the year to observe instructors and students in action. They went through the observation forms and determined whether the indicated areas would lend themselves to observation and whether the items were specific and observable. Both of the forms were also piloted with one of the classes with one of these instructor trainers to see whether the forms would help generate the desired data. Revisions were made accordingly.

3.7 Research Details at a Glance

Data collection

Data collection spanned approximately four months. Initially the evaluation scheme was introduced to all parties involved, the observations started immediately. However, the researcher waited until week 6 of the 8 week course so that the students would have completed most of Track 1 and 2. The interviews were carried out in week 8, which is the last week of the course, so that students would have completed Track 2.

Table 3.6 2006-2007 Course 1 September/October

	Week 1	Week 2	Week 3	Week 4
Research question dealt with			1	1
Data collection activities	Phase 1 Participants informed		Phase 1 Classroom and computer laboratory observations for both intermediate and upper-intermediate levels	Phase 1 Classroom and computer laboratory observations for both intermediate and upper-intermediate levels
	Week 5	**Week 6**	**Week 7**	**Week 8**
Research question dealt with		1	1	1
Data collection activities		Phase 2 Questionnaires administered: Student questionnaires (still in the program) N: 896	Phase 2 Questionnaires administered: • Instructor questionnaires N: 69 • HTU questionnaires N: 6 Interviews conducted with students (still in the program) N: 22	Phase 2 cont. Interviews conducted with students (still in the program)

Table 3.7 2006-2007 Course 2 November/December

	Week 7
Research question dealt with	2
Data collection activities	Phase 3 Faculty student interviews conducted N: 14

In this study both quantitative and qualitative data have been collected. For qualitative data, Creswell (1994) lists a compendium of data collection procedures. In this study the following approaches have been employed:

- Gathering observational notes by conducting an observation as an observer
- Conducting, in this case, semi-structured, open-ended interviews, audiotaping the interviews and transcribing them
- Keeping a journal during the research study

The research questions, data sources, instruments, data analysis methods and validation techniques are summarized in the table below.

Table 3.8 Research details at a glance

Research question	Data source	Instrument	Sample size	Data analysis	Validation techniques
RQ. 1 Sub question 1: What are the students' perception about the potential benefits of Tracks 1 and 2 for their language skills?	• Students in the program • Instructors • HTUs	• Student Questionnaires (still in the program) • Student interview forms (still in the program) • Instructor questionnaires • HTU questionnaires • Classroom and Computer Laboratory observation forms	• Student questionnaires for students in the program (n=896) • Student Interviews (still in the program) (n=22) • Instructor questionnaires (n=69) • HTU Questionnaires (n=6) • Classroom Observations (n=4) • Computer Laboratory Observations (n=17)	Descriptive statistics (mean, frequency, percentages) Content analysis	• Peer check • Peer debriefing • Multi-observer observations • Expert opinion

Table 3.8 (continued)

Research question	Data source	Instrument	Sample size	Data analysis	Validation techniques
RQ. 1 Subquestion 2: What are the students' perceptions about the potential benefits of Track 2 for the development of their transferable skills?	• Students in the program • Instructors • HTUs	• Student Questionnaires (still in the program) • Student interview forms (still in the program) • Instructor questionnaires • HTU questionnaires	• Student questionnaires for students in the program (n=896) • Student Interviews (still in the program) (n=22) • Instructor questionnaires (n=69) • HTU Questionnaires (n=6)	Descriptive statistics (mean, frequency, percentages) Content analysis	• Peer check • Peer debriefing • Expert opinion
RQ. 1 Subquestion 3 and 5: What are the instructors'/ HTUs' perceptions about the potential benefits of Tracks 1 and 2 for students' language skills?	• Instructors • HTUs	• Instructor questionnaires • HTU questionnaires	• Instructor questionnaires (n=69) • HTU Questionnaires (n=6)	Descriptive statistics (mean, frequency, percentages) Content analysis	• Peer check • Peer debriefing • Expert opinion

Table 3.8 (continued)

Research question	Data source	Instrument	Sample size	Data analysis	Validation techniques
RQ. 1 Subquestion 4-6: What are the instructors'/ HTUs' perceptions about the potential benefits of Track 2 for the development of their transferable skills?	• Instructors • HTUs	• Instructor questionnaires • HTU questionnaires	• Instructor questionnaires (n=69) • HTU Questionnaires (n=6)	Descriptive statistics (mean, frequency, percentages) Content analysis	• Peer check • Peer debriefing • Expert opinion
RQ.2 What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in computerized language projects through Track 2?	Faculty students	Faculty student interview forms	Faculty student interviews (n=14)	Content analysis	• Peer check • Peer debriefing • Expert opinion

3.8 The Pilot Study

Prior to the actual research, the first version of the student questionnaires, consisting of 76 questions, were administered to a pilot group of 122 mainstream and repeat students, of which 60 were intermediate and 62 upper-intermediate. The questions were filled in on optic forms, and they were sent for processing to the Student Services in the preparatory program, an administrative unit that conducts item analyses and are involved in item banking, who then transferred the results to Excel workbooks and offered their services for the analysis part as well. Inter-item correlation was also conducted on SPSS to see any overlaps between items.

For reliability, Cronbach alpha was conducted for Part II, Familiarity with Computers; Part III, the scale section for materials in Track 1; Part IV, Reasons for Non-use, and Part V, Project Work in Track 2. All the factual questions were left out. Namely, these were the Part I, General Information and some sections of Part III, Materials in Track 1, which contained questions such as the number of materials completed or ordering from the most useful to the least. The reliability of all the subscales was examined, as well as for the whole questionnaire:

Table 3.9 Reliability of the questionnaires

Part of the Student Questionnaire	Question Numbers	Cronbach alpha Reliability
Part II	Questions 6-12	.73
Part III (The scale section)	Questions 31-41	.88
Part IV	Questions 42-57	.80
Part V	Questions 58-73	.94
The whole questionnaire with Parts II, III (The scale section), Part IV, and Part V	Questions 6-12; 31-41; 42-57; 58-73	.94

All of the items were examined to see whether deleting any of them would enhance reliability; however, no change was made as it was observed that deleting any one of the

items would not lead to significantly higher reliability. Inter-item correlation was also computed to the scale parts of the questionnaire using two-tailed Pearson Moment-Product Correlation on SPSS. Questions that had correlations above .50 at 0.01 significance level were examined. Mainly in Part IV, there were several questions that overlapped with some questions in other parts:

Table 3.10 Overlapping questions

Questions from the Student Questionnaire	Overlapping Question
Q.42	Q.6-8
Q.43	Q.7,8
Q.48	Q.31
Q. 49	Q.31

Also, in the piloting phase, Part IV, Reasons for Non-use, the part only the students who didn't do any of the Track 1 materials were supposed to fill in, caused misunderstandings in three of the classes, and questionnaire results from one class had to be left out and replaced by another class. As it was felt this section would cause more problems than benefits, and also due to the number of overlapping items and similarly worded questions in the other sections, it was decided to leave out some of the questions and integrate the rest into Part III, Materials in Track 1.

The following changes were made to the final version of the student questionnaire:

- Questions 42, 43, 45, 46, 48, 49, 51, 52, 54 were left out.
- Questions 44, 47, 50 and 53 were worded slightly differently to make them in line with the wording in Part III.
- Questions 55, 56 and 57 were added to Part III in their original wording.
- One new question (Question 37) was added about the level of the materials.
- All questions were worded positively to avoid potential confusion that might have resulted from the use of reverse items.

Item means and SD values were also examined. The students who received the pilot questionnaire were also asked whether there were questions that were not clear, and according to the feedback, Question 4, Question 5 Option C, and Question 65 were revised. The final version of the questionnaire had 67 questions and reverse items were left out or worded differently to avoid any potential confusion.

3.9 The Phases of the Study

Data collection procedures and phases of the study

Phase 1

General announcement

In Course 1 of the 2006-2007 academic year, an announcement was sent to teaching units explaining that an evaluation of Tracks 1 and 2 in both intermediate and upper-intermediate levels was going to take place during the course. The researcher herself also visited each intermediate and upper-intermediate teaching unit to explain the rationale behind the research, data collection procedures and also identified volunteer instructors for computer laboratory and classroom observations.

Computer Laboratory Observations

Track 1 had been designed in concordance with the textbook; therefore, for each unit in the textbook that is to be covered in a week, there are corresponding materials in Track 1 for all of the skills, except for speaking and writing. Each class in the intermediate and upper-intermediate levels had been allocated computer laboratory slots.

Starting with week 3 of Course 1, classroom and computer laboratory observations started taking place. For two weeks the pre-determined intermediate and upper-intermediate classes, 3 intermediate and 3 upper-intermediate, were observed, in the computer labs for Track 1. Each of these classes, with the exception of one, were observed three times in terms of 4 skills in Track 1: Reading, listening, and grammar and vocabulary. Listening and reading lessons were observed in a 50- minute teaching block

each; vocabulary and grammar lessons were observed in one 50-minute block as they were shorter than the skills materials. Due to different practices and preferences of the instructors, the number of classes observed was as follows:

Table 3.11 Number of laboratory observations for each Track 1 skill

	Intermediate	Upper-intermediate
Only reading	4	1
Only listening	2	3
Listening or reading	-	2
Grammar and vocabulary	2	3

Due to a scheduling mishap, one reading lesson was missed in one of the Upper-intermediate classes. Instead a different class was used to observe another reading lesson.

After each observation, the observation form was shared with the main class instructor and the instructor was asked if s/he shared the same opinion about the observation and to add his/her own comments if s/he had any. All of the instructors agreed with the written account of the observations.

Classroom Observations

For Track 2 two classes from each level were also observed during oral presentations. The researcher made appointments with the main class instructors to observe the classes on presentation days for a 50-minute block. At the end, the class instructor was asked to comment on the filled in Classroom Observation Form and add his/her own comments if s/he liked.

Phase 2

In week 6, when both levels had finished the majority of Track 1 and 2, the questionnaires were administered to all of the intermediate and upper-intermediate classes. The questionnaires were filled in during class time under the supervision of the instructors. Each class was given an envelope which included the questionnaire booklets and optic forms which had options from A to E. The students were given half an hour to fill in the questionnaires. The instructions were explained to the instructors with a written memo as well as in person, and instructors were asked to explain them to students in class.

The instructor questionnaires as well as the HTU questionnaires were administered in Week 7. A deadline was given to the instructors and the HTUs, and they were asked to return the filled in questionnaires to the researcher's mail box so as to ensure anonymity.

After the questionnaires were collected, the optic forms were sent to Student Services, who processed them in the form of Excel workbooks. All the letters from A to E were also transformed into 1-5. The comments pages from the questionnaires were also transcribed to be evaluated with the interviews and the quantitative data from the questionnaires.

In Weeks 7 and 8, intermediate and upper-intermediate students who were still in the program were selected through maximum variation sampling for interviews. From both intermediate and upper-intermediate levels, twelve classes were selected each. For the intermediate level, it was every fourth class; for upper-intermediate, it was every third. For the interviews the researcher tried to ensure that the number of the participants was representative enough through maximum variation sampling. This was done by selecting an equal number of males and females, mainstream students and repeaters, students scoring over 60% and those below 60%. In two of the classes, there weren't any students that met the selection requirements, so the available students were selected. The table below can be examined for the selection of classes and students.

Table 3.12 Profile of interviewers selected through maximum variation sampling

LEVEL	CLASS	STUDENTS		
		GENDER	AVERAGE	STATUS
INT	Int-1-01	Male	Below 60%	Repeater
INT	Int-1-04	Male	Above 60%	Mainstream
INT	Int-1-07	Female	Below 60%	Repeater
INT	Int-1-10	Female	Above 60%	Mainstream
INT	Int-1-12	Male	Below 60%	Mainstream
INT	Int-1-15	Male	Above 60%	Repeater
INT	Int-1-18	Female	Below 60%	Mainstream
INT	Int-1-21	Female	Above 60%	Repeater
INT	Int-1-23	Male	Below 60%	Mainstream
INT	Int-1-26	Male	Above 60%	Repeater
INT	Int-1-29	Female	Below 60%	Mainstream
INT	Int-1-32	Female	Above 60%	Repeater
UPPER- INT	Upper-int-1-01	Male	Below 60%	Repeater
UPPER- INT	Upper-int-1-03	Male	Above 60%	Mainstream
UPPER- INT	Upper-int-1-05	Female	Below 60%	Repeater
UPPER- INT	Upper-int-1-07	Female	Above 60%	Mainstream
UPPER- INT	Upper-int-1-10	Male	Below 60%	Repeater
UPPER- INT	Upper-int-1-12	Male	Above 60%	Mainstream
UPPER- INT	Upper-int-1-14	Female	Below 60%	Repeater
UPPER- INT	Upper-int-2-01	Female	Above 60%	Mainstream
UPPER- INT	Upper-int-1-16	Male	Below 60%	Mainstream
UPPER- INT	Upper-int-1-18	Male	Above 60%	Repeater
UPPER- INT	Upper-int-1-20	Female	Below 60%	Mainstream
UPPER- INT	Upper-int-1-22	Female	Above 60%	Repeater

The students that are still in the program were invited to the researcher's office, where they were asked questions from the interview form. In total 22 students were interviewed, 12 from intermediate and 10 from upper-intermediate. 2 students from upper-intermediate failed to show up. Each interview lasted around 25 minutes. The interviews were conducted so as to have a more detailed insight into the students' responses to the questionnaires as part of the triangulation efforts.

Phase 3

Faculty students who completed Track 2 in either intermediate or upper-intermediate levels in the 2005-2006 academic year were identified. The students were selected through criterion-based sampling: The researcher went through a list of freshmen

students who had completed a Track 2 project either in Course 1 or Course 3 of the previous academic year. The researcher tried to choose students from different departments as well as different gender. The English instructors of these students were approached and were asked to inform the relevant student of the interview. If the student consented, an appointment was made to meet these students after their English classes in an available classroom. In order to ensure full participation, the researcher herself went to the appointment locations instead of inviting the students to her office as the classes and her office were on two different campuses. This group of students was approached after they had spent several weeks in their departments with the idea that they would have developed some familiarity with their departments and course requirements. This period was thought to be crucial in raising their awareness about what kind of tasks they would have to carry out in their departments. Thus, it was believed that they would be in a more objective position to able to evaluate the benefits of Track 2 projects on their learning behavior and transfer of learning to real contexts.

3.10 Data Analysis

In the study both quantitative and qualitative data were gathered through various instruments such as questionnaires, interviews and observations. The details of the data analysis are explained in the following sections.

3.10.1 The Quantitative Part:

Prior to the actual research, the first version of the student questionnaires were piloted with 122 intermediate and upper-intermediate students. The questions were filled in on optic forms with options from A to E, which were sent for processing to the Student Services. The optic forms were transferred to Excel workbooks. The options were transformed from A-E to 5-1. With questions that only had 4 options, i.e. A-D, the transformation was from 4 to 1. The questions were analyzed through descriptive statistics on Excel, using means, frequencies, percentages and standard deviation. Inter-item correlation was also computed on SPSS to see any overlaps between items. Also, for the reliability of the student questionnaires Cronbach alpha was conducted on SPSS for Part II, Familiarity with Computers; Part III, the scale section for materials in Track 1; Part IV, Reasons for Non-use, and Part V, Project Work in Track 2. Cronbach alpha values for each single part varied between .73 and .94. For the whole questionnaire, it was .94.

The quantitative data from the actual study were collected through preparatory student, instructor and HTU questionnaires, the analysis of which followed the same procedures described for the pilot study except for the inter-item correlation. Descriptive statistics were calculated with Excel and Cronbach alpha was calculated with SPSS for the reliability of all the questionnaires. Cronbach alpha levels for ranged from .76 to .93 for the student questionnaires. For the whole questionnaire it was .92. For the instructor questionnaire, the values ranged between .73 and .90. For the whole questionnaire, it was .91. For the HTU questionnaire, it ranged between .40 and .83. For the whole questionnaire, it was .85.

3.10.2 The Qualitative Part:

The qualitative data were collected from three categories of instruments: the open-ended sections of the preparatory student, instructor and HTU questionnaires, the classroom and laboratory observations, and interviews with both preparatory and faculty students.

To increase reliability and objectivity as well as easing the coding process as suggested by Yıldırım & Şimşek (2000), the researcher quantified the open-ended sections of the questionnaires. These parts were analyzed by the researcher for Track 1 and Track 2 separately to find emerging themes under three broad categories for the sake of simplicity: positive comments, negative comments and suggestions/requests. Each of the comments for each track was then quantified. The themes that occurred often are reported as common findings under Chapter 4.

The laboratory observations were analyzed by the researcher under the headings of the Computer Laboratory Evaluation Forms: Students' responses to the tasks assigned, students' reactions to the program, students' computer skills and students' emerging needs. These forms were also checked by the class instructors after they were filled in for reliability purposes. Common themes from the observations that were recorded on these sheets were identified and categorized as positive or negative, which are reported in Chapter 4. The observations led to very similar results so common themes emerged quite naturally. The classroom observations were recorded using the headings in the Classroom Observation Forms: Students' level of the grasp of the task assigned, students' level of interest in the task they are involved in, classmates' level of interest in their friends' work and other comments. These forms were also checked by the class instructors after the observations for reliability purposes. Similar to the laboratory observations, common patterns were categorized as positive and negative. Likewise, the themes emerged effortlessly from the classroom observations, which are reported under Chapter 4.

The interviews with all the preparatory program students, both intermediate and upper-intermediate, and faculty students were transcribed into a 113-page document. The transcriptions were analyzed through content analysis. For the reliability of the coding

process and finalizing the coding list, 4 interviews, 2 from intermediate and 2 from upper-intermediate, were initially coded by a second rater. First the total comments from both raters were calculated. Each of the codings was examined together with the second rater and the rationale behind the coding was discussed until reaching an agreement. Then, the initial coding list was finalized leaving out ambiguous codes, merging and reducing some codes.

Table 3.13 Number of rater codings

	Intermediate 1	Intermediate 2	Upper-intermediate 1	Upper-intermediate 2
Rater 1	62	34	39	31
Rater 2	54	28	42	26

The researcher then coded all the interviews twice with the finalized list of codes, which can be seen as follows. The first coding took approximately 2 weeks. After approximately 10 days, the interviews were coded the second time in about 3 days.

Table 3.14 List of codes

Code	Meaning	Code	Meaning
AIOL	Availability in other levels	**LIST**	Listening
BOR	Boring	**MORE**	More materials
CMS	Content Management System	**MOT**	Motive to complete the exercises
COMM	Communication	**NE**	Need to do Exercise
COMP	Complicated	**PRE**	Presentation
CPS	Confidence in public speaking	**READ**	Reading
CURRB	Benefits for current studies (English)	**REL**	Reluctance
DEPTB	Benefits for department studies	**RESP**	Responsibility
ENT	Entertaining	**RI**	Reach info
ENTH	Enthusiasm	**SCAFF**	Scaffolding
FAM	Familiarity	**SCH**	School related
FOR	Force	**SEA**	Search
GRA	Grammar	**SKID**	Skills development

Table 3.14 (continued)

Code	Meaning	Code	Meaning
GW	Group work	**SUFF**	Sufficient
INT	Interesting	**TRANSB**	Benefits for transferable skills (for the future)
LAB	Lab visits	**VOC**	Vocabulary
LBC	Learning beyond the classroom	**WA**	Work allocation
LEV	Level	**WDP**	Willingness for more projects

The interviews were analyzed to find recurring themes in concordance with the data obtained from the questionnaires. The procedure that was followed by the researcher while coding and analyzing the interviews has been described by Tesch (as cited in Creswell, 1994):

1. Get a sense of the whole
2. Pick one document and ask yourself "What is this about?"
3. When you have gone through several informants, make a list of all the topics
4. Take the list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments. Try it out and see whether new categories and codes emerge.
5. Find the most descriptive wording for your topics and turn them into categories. Look for reducing your total list of categories by grouping relevant topics.
6. Make a final decision and alphabetize these codes.
7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.
8. If necessary, recode your data. (p.155)

3.11 Validity & Reliability:

3.11.1 General

In this study, several instruments were used in a complementary fashion to be able to find answers to the research questions. All of these instruments were sent out for feedback to a group of individuals who, depending on the instrument, either had experience in using that type of instrument or in research in general. The instruments that lent themselves to piloting due to the nature of the instrument or the number of participants, e.g. the student questionnaire, the observation forms, were piloted.

Also, for triangulation, a variety of the instruments were designed with different groups in mind and different ways of collecting data, i.e. through the questionnaires, interviews and observations, were used. Triangulation was also used within the instruments themselves: All of the questionnaires had an open-ended comments part, which was analyzed in concordance with the numerical data from the questionnaires. Also, the interviews were analyzed with the questionnaire results, as well as with the computer laboratory and classroom observations.

3.11.2 The Qualitative Part

Creswell (2003) lists eight ways of validity and reliability procedures in qualitative studies:

1. Triangulation of data
2. Member checking
3. Long terms and repeated observations
4. Peer examination
5. Participatory modes of research
6. Clarifying research bias (p.204)

All of the procedures have been used in this study, particularly member checking, peer examination and clarifying research bias have been used extensively during the study. Before the instruments were used, all of the instruments had been examined closely by experts in their fields such as instructor trainers, heads of the teaching units as well as the main advisor of the researcher and revisions were made upon their feedback. The phases of the study were also discussed with the head of the English program, who himself is an experienced researcher, and the instructor trainers involved in feedback in peer debriefing sessions. In these sessions the researcher outlined the data collection tools and procedures, and asked for feedback on these parts of the study. To illustrate, the Computer Laboratory Observation Form, which was more of a note-taking sheet designed for a running commentary, was made more detailed and turned into a checklist with close-ended items. Another change took place in the Classroom Observation Form, which was changed to include headings to be able to observe the desired areas. In addition, the checklists were first piloted in the first observations together with one of

the instructor trainers to see whether it was possible to collect the kind of data desired using that specific instrument. The actual observations themselves took place when there was both the researcher and the instructor of the class were present, and after class, the researcher shared her notes with the instructor, checked whether the instructor agreed with the notes taken and added additional comments from the instructor if there were any.

Another technique, prolonged engagement, was also a natural consequence of the researcher's involvement starting with the design of the computerized architecture from the beginning. Therefore, the instruments had been designed based on the researcher's engagement with all the stages of the computerized language learning designed, developed and implemented in the preparatory school as well as her continuous contact with different parties, i.e. HTUS, instructors, students, members of the specialist units such as the curriculum and testing unit, the teacher training unit and the textbook development unit, in different forums such as classes, updates, meetings and collaborative projects in the institution.

For reliability purposes, the questions in the interviews, which took place in both the preparatory program and in the departments with the freshmen students that passed the proficiency exam after having spent a semester or a year in the preparatory program, were all based on the questions in the interview forms so as to ensure that each interviewee received the same questions. These interviews were all audio-recorded, transcribed and coded with the set of codes presented in Section 3.10 Data Analysis.

By describing the context, the architecture, the methodology of the research as well as reporting the details of both the quantitative and qualitative data obtained during the study a rich description is provided, thus offering another means of verification of the study.

3.11.3 The Quantitative Part

The student questionnaire was piloted to ensure reliability with 122 students, 60 intermediate and 62 upper-intermediate, the reliability of which was measured with Cronbach alpha. The result, .90, also explained in section 3.8 The Pilot Study, was satisfactory and also inter-item correlation was computed with the purpose of removing overlapping questions so as to shorten the questionnaire. The Computer Laboratory Observation Form and the Classroom Observation Form were piloted with one of the instructor trainers who had previously given feedback on these tools. Revisions were made accordingly. The instructor and the HTU questionnaires were also revised after the feedback given by both the instructors and HTUs who had previously implemented the computerized learning architecture.

For the student, instructor and HTU questionnaires, Cronbach alpha was used for scale items. The results were quite satisfactory on the whole. There was only one part from the HTU questionnaire, where the alpha value was below the desired value: If Q.33 is deleted, the alpha value goes up to .59 for this section. However, the low number of the participants in this questionnaire (n=6) could have led to this result. The alpha value for HTU questionnaire as a whole, however, was satisfactory. The table below can be examined for the Cronbach alpha values.

Table 3.15 Reliability of the questionnaires

Questionnaire	Parts of the questionnaires			
Student Questionnaires	Part II Questions 8-14 .76	Part III Questions 33-51 .86	Part IV Questions 52-67 .93	All scale parts from Parts II, III and IV Questions 8-14, 33-67 .92
Instructor Questionnaires	Part II Questions 7-13 .73	Part III Questions 33-44 .80	Part IV Questions 45-65 .90	All scale parts from Parts II, III and IV Questions 7-13, 33-65 .91
Questionnaire	**Parts of the questionnaires**			
HTU Questionnaires	Part II Questions 6-12 .83	Part III Questions 32-44 .40*	Part IV Questions 45-66 .83	All scale parts from Parts II, III and IV Questions 6-12, 32-66 .85

* Alpha level goes up to ,59 if Question 33 is omitted.

3.12 Validity Threats & Coping Strategies

In order to control the alternative hypotheses that can possibly distort the results obtained from the study, several measures have been taken for each research question:

3.12.1 Research Question 1:

What is the general reaction in the preparatory program towards the use of computers through Tracks 1 and 2 in learning/teaching English as a foreign language?

This question involved the students', the instructors' and the HTUs' perceptions of the potential benefits of Tracks 1 and 2 for their language and transferable skills.

Because of the whole accessible group of intermediate and upper-intermediate preparatory program students, their instructors and all of the HTUs of the two levels were selected for the study, subject characteristics and mortality did not pose any problems. For the interviews with the preparatory program students, in order to control the subject characteristics threat care was taken to include both males and females, mainstream and repeat students, high and low achievers from every fourth intermediate and every third upper-intermediate class. In order to control the location threat, these interviews were all conducted in the researcher's office, which was a quiet area where only the researcher and the interviewee were present.

In addition, while carrying out the interviews, if different individuals had conducted the interviews, the implementer threat could have been a possibility. However, since it was conducted by the researcher herself, using a set of predetermined questions and timing the interviews controlled this threat. While coding and analyzing the interview data, one potential validity threat was the data collector bias; however, that was controlled in two ways: the data was coded twice and an experienced colleague in English language teaching was asked to code the data and assist the researcher while analyzing part of the data in a peer debriefing session. Related to coding, one problem could have been instrument decay due to the tedious nature of the coding process, but the first coding was done over a period of two weeks by the researcher. The second coding took approximately three days.

3.12.2 Research Question 2:

What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in computerized language projects through Track 2?

One of the possible threats for this research question could have been subject characteristics as convenience sampling was used in this part of the study. The researcher tried to control gender and departments by selecting 8 males and 7 females from different department as much as possible for the interviews, one of whom failed to show up.

One other threat was history: some students who were interviewed did not remember the project they were involved in. The researcher had to go over the project briefly in neutral terms to control this threat. History threat was also a potential danger here as this group was exposed to different courses and subjects in different departments. In order to minimize the effect of different treatment in the course of time, the group was interviewed at about the same time period.

The data collector bias explained above for research question 1 was a threat for this research question as well. However, it was controlled with the same method of asking an independent instructor to code and help analyze the data.

For this group, in order to control the attitude of subjects, their English instructors were contacted to ask the selected students the most convenient time for the interview. The researcher specifically asked this as she did not want the students to have negative reactions towards the interviews if they took place in a time which was not appropriate for the students.

Maturation could have been a threat with this group if the students were interviewed in their second or third year in their faculties. However, they were interviewed in their first semester; therefore, most of their memories were fresh enough to remember their preparatory program requirements, and they had spent about four months in their departments so they had become familiar with different instructors, different course requirements and general expectations from them as undergraduates.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter focuses on the results of the study through the data gathered to answer the two research questions, which focus on the perceptions of the current and faculty students, the instructors and the heads of the teaching units (HTUs) of the computerized learning architecture in the preparatory program, i.e. Track 1 and 2, on both language skills and transferable skills. Both qualitative and quantitative data were analyzed to reach a conclusion about the reactions towards both tracks of the computerized English learning architecture. The data were gathered from the current and previous students of the English preparatory program, the instructors who have used the tracks and the HTUs who oversaw the implementation of the architecture over a period of one course, i.e. eight weeks. The summary of this part can be found at the back of the chapter in Section 4.6 to have an overview of the findings.

4.1.1 Organization of the Findings

The findings have been organized and reported in three levels. They have been organized primarily around the research questions, then grouped according to participants and finally grouped under instruments.

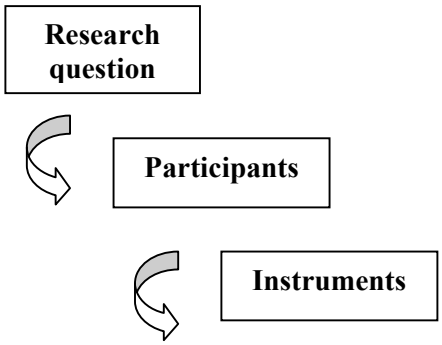

Figure 4.1 Classification of the findings chapter

The first research question has been examined through findings from the following instruments:

- Numerical parts of the preparatory program student, instructor and HTU questionnaires
- Comments parts of the preparatory program student, instructor and HTU questionnaires
- Preparatory program student interviews from both the intermediate and upper-intermediate levels
- Computer laboratory observations
- Classroom observation during presentations

The second research question has been examined through the data collected with the faculty student interviews.

4.1.2 Overview of the Data collected through the Instruments

Numerical Parts of the Questionnaires

In total 896 preparatory program questionnaires, from 497 intermediate and 399 upper-intermediate students, were analyzed for the findings. This number was 69 and 6 for the instructors and HTUs respectively.

Comments Parts of the Questionnaires

The student questionnaires had comments parts, which focused on the preparatory program students' possible suggestions to improve Track 1, Track 2 and other comments. These were filled in and returned by a total of 586 students, 378 from the intermediate level and 208 from upper-intermediate.

The comments part in the instructors' questionnaires focused on whether instructors had any methodological or technical difficulties in using Track 1 and 2 and what suggestions they would make in order to overcome these. In total 38 instructors filled in the comments part.

For the HTUs, the comments part focused on the same areas as the instructors' questionnaire, i.e. any methodological or technical difficulties in instructors' use of Track 1 and 2 and any suggestions they might have in order to overcome these. In total 5 HTUs filled in the comments part.

Observations

Two sets of observations took place: 17 Computer laboratory observations for Track 1 strands, and 4 presentation lessons in Track 2.

Interviews

Current Students in the Preparatory Program

The findings from this part are based on the 22 students who were interviewed, 12 from intermediate and 10 from upper-intermediate.

Faculty Students

The findings from this part come from 14 interviews that took place with the faculty students from various departments such as Graphic Design, Interior Architecture, Law, Economics and Electrical Engineering.

4.1.3 Overview of the Findings

The general reactions towards Track 1 and 2 from the students who were still in the program can be summarized as more on the positive side. The perception of the faculty students was much more positive towards Track 2. The instructors' and the HTUs' reactions were far more positive than those of the students that were still in the program. It can also be said that there is overall willingness to be involved in more computerized English learning architectures of the same nature.

4.2 The participants

Information about all of the participants from the preparatory program was collected through the first two sections of the questionnaires: General Information and Familiarity with Computers. For students, the first part of the student interviews also focused on personal information to have an overview about their profiles and their familiarity with computers. The profiles for each group involved in the study can be examined below.

4.2.1 Current Students in the Program

General Information

All of the accessible intermediate and upper-intermediate students were selected for questionnaire administration. In total, there were 896 replies, 497 intermediate students and 399 upper students.

Age

The age of the students who were still studying in the program ranged between 16-25 and above. The majority of students were between 19 and 21 years old in both levels.

Table 4.1 Age of the preparatory program students

Q1. Age of the participants						
		16-18	**19-21**	**22-24**	**25+**	**Total**
Intermediate	***f***	232	234	23	8	497
	%	46.68	47.08	4.63	1.61	100
Upper-int	***f***	121	254	18	6	399
	%	30.33	63.66	4.51	1.50	100
Total	***f***	353	488	41	14	896
	%	39.40	54.46	4.58	1.56	100

Gender

About half of the students were males and the other half were females. Within the levels, the intermediate level had an almost equal proportion of males and females, whereas at the upper-intermediate level, the males outnumbered the females.

Table 4.2 Gender of the preparatory program students

Q2. Gender of the participants				
		Male	**Female**	**Total**
Intermediate	***f***	248	249	497
	%	49.90	50.10	100
Upper-int	***f***	218	180	398
	%	54.77	45.23	100
Total	***f***	466	429	895
	%	52.07	47.93	100

Level status

In both levels, the majority of the students were mainstream students. In both levels, the second largest group was the first time repeaters; the third largest was the third time repeaters and the smallest groups were the second time repeaters. A major difference between the two levels was the number of mainstream students: At the intermediate level, the vast majority was mainstream students (83%); however, at upper-intermediate the mainstream students made up approximately half of the participants in this group (53%).

Table 4.3 Level status of the preparatory program students

Q4. Level status of the participants							
		1st time mainstream	1st time repeater	2nd time repeater	3rd + time repeater	Total *f*	Total %
Intermediate	*f*	410	38	15	29	492	55
	%	83.33	7.72	3.05	5.89	100	
Upper–int	*f*	211	91	42	55	399	45
	%	52.88	22.81	10.53	13.78	100	
Total	*f*	621	129	57	84	891	100
	%	69.7	14.48	6.4	9.43	100	

Years in the Preparatory Program

At the intermediate level, the majority was in their first year (59%). At upper-intermediate, the majority (65%) was in their second year. In both groups, the number of amnesty students was very small.

Table 4.4 Number of years spent in the preparatory program

Q5. Years spent in the preparatory program						
		1st year	2nd year	Amnesty	Total *f*	Total %
Intermediate	*f*	291	205	1	497	56
	%	58.55	41.25	0.2	100	
Upper–int	*f*	137	258	3	398	44
	%	34.42	64.82	0.75	100	
Total	*f*	428	463	4	895	100
	%	47.82	51.73	0.45	100	

Computer ownership

In both levels, the vast majority of the students, i.e. 90, owned a computer.

Table 4.5 Number of years preparatory program students spent in the program

Q6. Computer ownership					
		Yes	No	Total *f*	Total %
Intermediate	*f*	446	48	494	56
	%	89.92	9.68	100	
Upper–int	*f*	355	39	394	44
	%	90.10	9.90	100	
Total	*f*	801	87	888	100
	%	90.20	9.80	100	

Frequency of Computer Use

Most of the students said they used the computer everyday in both levels: At intermediate 82.66%, at upper-intermediate 87.19%. The next frequent usage was three times a week, followed by twice a week. A small minority used it less than twice a week. The least frequent usage was once or twice a month, which was selected by very few students: 3 and 4 students from intermediate and upper-intermediate respectively.

Table 4.6 Frequency of preparatory program students' computer use

Q7. Frequency of computer use								
		Every day	Twice a week	3 times a week	Less than twice a week	Once or twice a month	Total *f*	Total %
Intermediate	*f*	410	33	40	10	3	496	100
	%	82.66	6.65	8.06	2.02	0.60	100	
Upper–int	*f*	347	14	19	14	4	398	100
	%	87.19	3.52	4.77	3.52	1.01	100	
Total	*f*	757	47	59	24	7	894	100
	%	84,68	5,26	6,60	2,68	0,78	100	

4.2.2 Faculty Students

The information about the profile of the faculty students came from the first parts of the interviews. The interviewees were between the ages of 18-22. They were from different departments such as Law, Graphic Design, Economics, Interior Architecture and Electrical Engineering. 6 were females and 8 were males. All of them were expecting a satisfactory cumulative average for the semester they were in between 2.00 and 3.50. All of the students were in their first year in their departments. The majority had spent 1 year in the preparatory program (n=7), and some more than 1 year (n=2), and 5 students had spent only one semester.

4.2.3 Instructors

General Information

All of the intermediate and upper-intermediate instructors, 69 in total, were selected for the study. As levels of the instructors change every course in the preparatory program, most of these instructors were already familiar with the computerized architecture in Track 1 and 2. The reporting for the instructors took place as a whole group rather than separate levels.

Age

Most of the instructors in the preparatory program were from a young generation. The ones selected for the study were mostly between 20 and 29.

Table 4.7 Age of the instructors

Q1.Age of the participants					
	20-29	**30-39**	**40-49**	**50+**	**Total**
f	42	21	6	0	69
%	60.87	30.43	8.70	0	100

Gender

Typical of the whole population of instructors in the program, the number of male and female instructors selected for the study was disproportionate. The vast majority was females.

Table 4.8 Gender of the instructors

Q2. Gender of the participants			
	Male	**Female**	**Total**
f	8	61	69
%	11.59	88.41	100

Level taught during the study

The intermediate group was a larger group in the course when the data was gathered; therefore, the instructor group teaching the intermediate level, with its 40 instructors, was greater in size. The rest, 28, were upper-intermediate instructors. These instructors were teaching in 6 different teaching units, 3 intermediate and 3 upper-intermediate. One instructor did not indicate her level.

Table 4.9 Level taught in the previous course by the instructors

Q3. Level taught in the previous course			
	Intermediate	**Upper intermediate**	**Total**
f	40	28	68
%	58.82	41.18	100

Teaching status

In the preparatory program, there were three types of teachers at the time: Main, support and substitute teachers. Each class was taught by at least two instructors, called teaching

partners. The work allocation between the main and the support teachers was decided upon in each TU and between each teaching partner. The work load included delivery of instruction, assigning and marking homework, marking exams and following Track 1 and Track 2. In the group which participated in the study, more than half of the instructors (60%) were assigned as main class teachers. One instructor did not indicate her status.

Table 4.10 Teaching status of the instructors

Q4. Teaching status				
	Main teacher	**Support teacher**	**Substitute**	**Total**
f	40	28	0	68
%	58.82	41.18	0	100

Years Taught in the Preparatory Program

The majority of the instructors in the study were fairly new in the teaching profession, making up 59.42% of the whole group, which more or less reflects the profile of whole population of the instructors in the institution.

Table 4.11 Years of teaching of the instructors in the preparatory program

Q5. Years taught in the preparatory program					
	1-3	**4-6**	**7-9**	**10+**	**Total**
f	41	9	11	8	69
%	59.42	13.04	15.94	11.59	100

Computer ownership

The vast majority of the instructors (88.41%) had their own computers. Only a small minority didn't own a computer (8%). There were, however, 2 or 3 computers in each teaching unit for instructors' use at the time of the study.

Table 4.12 Computer ownership of the instructors

Q6. Computer ownership			
	Yes	**No**	**Total**
f	61	8	69
%	88.41	11.59	100

4.2.4 Heads of Teaching Units (HTUs)

General Information

All of the intermediate and upper-intermediate Heads of Teaching Units (HTUs), 6 in total, were selected for the study. Most of these HTUs had implemented the computerized architecture in Track 1 and 2 and were already familiar with it.

Age

The HTUs were mostly between the ages of 30 and 39.

Table 4.13 Age of the HTUs

Q1.Age of the participants					
	20-29	**30-39**	**40-49**	**50+**	***Total***
f	1	5	0	0	6
%	16.67	83.33	0	0	100

Gender

All of the HTUs that were selected for the study were females. In the whole population of the HTUs there was one male HTU in the institution at the time.

Table 4.14 Gender of the HTUs

Q2. Gender of the participants			
	Male	**Female**	**Total**
f	0	6	6
%	0	100	100

Level taught in the course

The teaching units were divided equally between the two levels: 3 at intermediate and 3 at upper-intermediate. Therefore, the HTUs running these units were also divided equally between the two.

Table 4.15 Level taught in the course by the HTUs

Q3. Level taught in the course			
	Intermediate	**Upper intermediate**	**Total**
f	3	3	6
%	50	50	100

Years taught in the Preparatory Program

The number of years the HTUs taught in the program was varied. Half of the HTUs had been teaching in the program for more than 10 years. The other half had been teaching between 4-9 years.

Table 4.16 Years taught in the preparatory program by the HTUs

Q4. Years taught in the preparatory program					
	1-3	**4-6**	**7-9**	**10+**	**Total**
f	0	2	1	3	6
%	0	33.33	16.67	50	100

Years in the administration position

The vast majority of the HTUs were fairly new in the administrative posts. Five of them were in their first three years, whereas only one had been an HTU between 7-9 years.

Table 4.17 Years in the administration position

Q5. Years in the administration position					
	1-3	**4-6**	**7-9**	**10+**	**Total**
f	5	0	1	0	6
%	83.33	0	16.67	50	100

4.3 The Participants' Familiarity with Computers

4.3.1 Current Students in the Program

Findings from the Numerical Part of the Questionnaires

The vast majority of the current students in both levels in the program liked using computers and were mostly good at using computers. They also believed that computers made their lives easier. As for the reasons for using computers, it can be seen that the vast majority of the students used computers for various reasons: Entertainment purposes, communication, finding school-related or personal information and for homework. Using the computer for communication and to find school-related or personal information and for homework seem to be popular reasons for using the computer.

Table 4.18 Preparatory program students' familiarity with computers

		SA	A	D	SD	Total	Mean	SD
Q8. I generally like using computers.								
Int	*f*	292	178	20	7	497	3.52	.64
	%	58.75	35.81	4.02	1.41	100		
Upper-int	*f*	238	136	17	8	399	3.51	.68
	%	59.65	34.09	4.26	2.01	100		
Total	*f*	530	314	37	15	896	3.52	
	%	59.15	35.04	4.13	1.67	100	.66	
Q9. I am good at using computers.								
Int	*f*	156	246	82	13	497	3.10	.76
	%	31.39	49.50	16.50	2.62	100		
Upper-int	*f*	136	181	74	8	399	3.12	.77
	%	34.09	45.36	18.55	2.01	100		
Total	*f*	292	427	156	21	896	3.10	
	%	32.59	47.66	17.41	2.34	100	.76	
Q10. Using computers makes my life easier.								
Int	*f*	275	188	24	9	496	3.47	.68
	%	55.44	37.90	4.84	1.81	100		
Upper-int	*f*	207	168	17	6	398	3.45	.65
	%	52.01	42.21	4.27	1.51	100		
Total	*f*	482	356	41	15	894	3.46	
	%	53.91	39.82	4.59	1.68	100	.66	
Q11. I use computers for entertainment purposes such as chatting and surfing on the Internet.								
Int	*f*	181	217	81	17	496	3.13	.81
	%	36.49	43.75	16.33	3.43	100		
Upper-int	*f*	121	213	50	12	396	3.12	.74
	%	30.56	53.79	12.63	3.03	100		
Total	*f*	302	430	131	29	892	3.12	
	%	33.86	48.21	14.69	3.25	100	.79	
Q12. I use computers for communication purposes such as e-mail.								
Int	*f*	214	232	40	9	495	3.32	.70
	%	43.23	46.87	8.08	1.82	100		
Upper-int	*f*	141	222	28	8	399	3.24	.67
	%	35.34	55.64	7.02	2.01	100		
Total	*f*	355	454	68	17	894	3.28	
	%	39.71	50.78	7.61	1.90	100	.69	
Q13. I use computers to find the school-related or personal information I need.								
Int	*f*	170	266	48	13	497	3.19	.71
	%	34.21	53.52	9.66	2.62	100		
Upper-int	*f*	138	212	40	7	397	3.21	.69
	%	34.76	53.40	10.08	1.76	100		
Total	*f*	308	478	88	20	894	3.20	
	%	34.45	53.47	9.84	2.24	100	.71	

Table 4.18 (continued)

Q14. I use computers for school work such as homework or research.								
Int	*f*	185	252	42	16	495	3.22	.73
	%	37.37	50.91	8.48	3.23	100		
Upper-int	*f*	144	204	38	12	398	3.21	.73
	%	36.18	51.26	9.55	3.02	100		
Total	*f*	329	456	80	28	893	3.21	
	%	36.84	51.06	8.96	3.14	100	.74	

Findings from the Comments Part of the Questionnaires

In line with the findings from Question 9 from the student questionnaire, very few students said they had problems using the computer. Only one student said s/he found it difficult to do the materials due to their his/her computer skills, but one other student brought up a problem he observed in his group: many students didn't want to do the materials because they were on the computer. There were two other students who found it difficult to read from the screen.

Table 4.19 Preparatory program students' comments about familiarity with computers

Comments	**Intermediate**	**Upper-intermediate**	**Total**
I find it hard to use the computer.	1	-	1
Many students avoid Track 1 materials.	1	-	1
I find it hard to read from the screen.	2	-	2

Findings from the Interviews

The Intermediate Group

Regarding the reason for using the computer, 8 of the intermediate students said they used the computer to search information on the Internet, either for homework or project work purposes. From the replies of the students, it was inferred that they used the

computer mostly for school work at the time they were interviewed. The second most common reason for using the computer was for entertainment purposes. 7 students said they used the computer to talk to their friends using MSN.

The Upper-intermediate Group

In upper-intermediate, 8 students said they used the computer for the Internet, 4 of whom used it predominantly for entertainment and communication purposes like chat. Five students said they used the computer mostly for school work such as the project, assignments and other resource websites. One student said he used both equally.

4.3.2 Faculty Students

In the second part of the interviews with faculty students, they were asked questions about their familiarity with computers. The majority of the students (n=9) were advanced level computer users. Four students said they were average level users and only one student said he had low-level computer skills. All freshmen receive a basic computer skills course as part of their course requirements. Therefore, most of them know how to use basic office programs by the end of their first semester.

The vast majority (n=11) said they used the computer equally for both school work and personal reasons such as searching topics they are interested in or communication like chat. Only two of them said they used it predominantly for school work such as assignments, and one said he used it mostly for entertainment. The replies of the students indicated that they used the computer as a regular part of their daily lives.

4.3.3 Instructors

The vast majority of instructors had a satisfactory level of familiarity with computers. The vast majority reported that they liked using computers, they were good at using them and that computers made their lives easier. The highest rated reasons for using computers were using it to find the work-related, research-related or personal information (97.10%), followed by using it for communication purposes such as e-mail (95.65%). The other reasons for using the computer for entertainment purposes or using

it as a teaching tool were less popular reasons for using computers: 71.01% and 72.06% respectively.

Table 4.20 Instructors' familiarity with computers

		SA	A	D	SD	Total	Mean	SD
Q7. I generally like using computers.								
	f	34	34	1	0	69	3.48	.53
	%	49.28	49.28	1.45	0	100		
Q8. I am good at using computers.								
	f	20	35	13	0	68	3.10	.69
	%	29.41	51.47	19.12	0	100		
Q9. Using computers make my life easier.								
	f	33	31	5	0	69	3.41	.63
	%	44.83	44.93	7.25	0	100		
Q10. I use computers for entertainment purposes such as chatting and surfing on the Internet.								
	f	15	34	14	6	69	2.84	.87
	%	21.74	49.28	20.29	8.70	100		
Q11. I use computers for communication purposes such as e-mail.								
	f	42	24	2	1	69	3.55	.63
	%	60.87	34.78	2.90	1.45	100		
Q12. I use computers to find the work-related, research-related or personal information.								
	f	45	22	2	0	69	3.62	.55
	%	65.22	31.88	2.90	0	100		
Q13. I use computers as a teaching tool.								
	f	19	30	19	0	68	2.96	.83
	%	27.94	44.12	27.94	0	100		

4.3.4 Heads of Teaching Units (HTUs)

The HTUs also had a satisfactory level of familiarity with computers. All of the HTUs said they liked using computers and that computer made their lives easier. Two-thirds said they were good at using computers. The most popular reasons reported by all of the HTUs for using computers were using it for communication and finding the information they needed. None of the HTUs used computers much for entertainment purposes. As a teaching tool, half of them reported using it, whereas the other half didn't use it.

Table 4.21 HTUs' familiarity with computers

		SA	A	D	SD	Total	Mean	SD
Q6. I generally like using computers.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q7. I am good at using computers								
	f	1	3	2	0	6	2.83	.75
	%	16.67	50	33.33	0	100		
Q8. Using computers make my life easier.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		
Q9. I use computers for entertainment purposes such as chatting and surfing on the Internet.								
	f	0	0	4	2	6	1.67	.52
	%	0	0	66.67	33.33	100		
Q10. I use computers for communication purposes such as e-mail.								
	f	4	2	0	0	6	3.67	.52
	%	66.67	33.33	0	0	100		
Q11. I use computers to find the information I need.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q12. I use computers as a teaching tool.								
	f	0	3	3	0	6	2.50	.55
	%	0	50	50	0	100		

4.4 Use of Track 1 Materials

All of the three questionnaires administered to current students, instructors and the HTUs included parts on how the Track 1 materials have been utilized during the course.

4.4.1 Number of Materials Completed

Current Students in the Program

Findings from the Numerical Part of the Questionnaires

All of the Strands

According to the replies given to the questionnaires, the majority of students in both levels completed between 1-3 materials in each strand in Track 1 during the course. This

was followed by 4-6. The number of students who completed more than 10 materials was below 10%in all of the strands. Surprisingly, between approximately 10% and 13% students said they had not completed any Track 1 materials. When the questionnaire was administered, it was expected that each student would have completed 5 or 6 materials from each Track 1 strand. This might mean that the laboratory hours allocated to Track 1 materials were not used for that purpose by all of the classes.

The Reading Strand

In the reading strand 41% of intermediate students completed 1-3 materials, whereas at upper-intermediate this number was 37.71%. Students who completed between 4-6 materials made up approximately 30 % of the whole participants in both levels: 34.48% at intermediate, 30.40% at upper-intermediate. Students who completed more than 10 materials were the minority: Only 15 students from intermediate and 23 students completed more than 10 reading materials. The number of intermediate students who completed more than 10 materials was the lowest number when all the strands are taken into consideration: 2.82%, which is quite consistent with the general tendency of students in the program towards reading. Students are usually reluctant to do reading, especially lengthy texts, and try to avoid doing reading assignments in general. One of the first reactions when a reading text is assigned as homework or class work is to count the number of pages. Another source of evidence that can support this general tendency is the number of students who did not complete any reading materials. At intermediate there were 71 students who did not attempt any reading material, which was the highest number when materials with no attempts in all the other strands are taken into consideration.

The Listening Stand

Similar to reading, majority of the students completed between 1-3 materials (Intermediate: 38.71%; upper-intermediate: 35.18%). Approximately one-third of the students in both levels completed between 4-6 materials. Approximately 10 % of both

groups did not do any listening material. Very few students completed more than 10 materials in both groups: 22 students at intermediate, 29 at upper-intermediate.

The Grammar Strand

Like the reading and the listening strands, approximately one third of both groups completed between 1-3 grammar materials, and another one-third completed between 4-6 materials. In the grammar strand also, students who completed more than 10 materials were few in number: 8.87% at intermediate, 8.33 at upper-intermediate. Grammar followed reading in terms of the number of students who made no attempts in the materials with 62 at intermediate, 55 at upper-intermediate.

The Vocabulary Stand

The vocabulary strand was similar to all of strands explained above. Approximately 60% of both levels' students have done between 1-6 materials. The number of students who completed more than 10 materials is the greatest in the vocabulary strand for the intermediate group with 9.66%. Approximately 13% in both groups had never completed a vocabulary material.

Table 4.22 Number of Track 1 materials completed by preparatory program students

		None	1-3	4-6	7-9	10+	Total
Q15. How many Track 1 Reading materials have you completed?							
Int	*f*	71	208	171	32	14	496
	%	14.31	41.94	34.48	6.45	2.82	100
Upper-int	*f*	47	148	121	59	23	398
	%	11.81	37.19	30.40	14.82	5.78	100
Total	*f*	118	356	292	91	37	894
	%	13.20	39.82	32.66	10.18	4.14	100
Q16. How many Track 1 Listening materials have you completed?							
Int	*f*	49	192	177	56	22	496
	%	9.88	38.71	35.69	11.29	4.43	100
Upper-int	*f*	41	140	122	66	29	398
	%	10.30	35.18	30.65	16.58	7.29	100
Total	*f*	90	332	299	122	51	894
	%	10.07	37.14	33.45	13.65	5.70	100

Table 4.22 (continued)

Q17. How many Track 1 Grammar materials have you completed?							
Int	*f*	62	165	144	81	44	496
	%	12.50	33.27	29.03	16.33	8.87	100
Upper-int	*f*	55	123	122	63	33	396
	%	13.89	31.06	30.81	15.91	8.33	100
Total	*f*	117	288	266	144	77	892
	%	13.12	32.29	29.82	16.14	8.63	100
18. How many Track 1 Vocabulary materials have you completed?							
Int	*f*	60	174	149	65	48	496
	%	12.10	35.08	30.04	13.10	9.66	100
Upper-int	*f*	54	148	108	55	32	397
	%	13.60	37.28	27.20	13.85	8.06	100
Total	*f*	114	322	257	120	80	893
	%	12.77	36.06	28.78	13.44	8.96	100

Findings from the Interviews

The Intermediate Group

One third of the interviewees said they completed all of the strands they were supposed to have completed at the time of the interviews. When they were asked which strands they prioritized, there did not seem to be a pattern as it can be seen from some of the representative comments below. The students chose which strands they were going to do based on their self-diagnosed needs, indicating their perceived weaknesses in certain areas such as listening or reading:

> I did listening and vocabulary exercises the most…Listening, in order to improve myself; vocabulary was my weakest part [1].

> I finished all the listening materials. I did reading and vocabulary. [I did not do grammar as] I needed reading more [2].

Some students had an exam-oriented approach towards Track 1 materials. The stronger the connection between the materials in certain strands and exams was, the more they seemed to do them. In the comments below, for instance, it can be seen that some students thought certain strands were effective because of their 'apparent' connection to

the exams in terms of item types or they prioritized strands according to their weighting in the exams:

> I tried them all. I saw that grammar wasn't good. It had nothing to do with the exam. Listening was more difficult than the exam. Vocabulary was equal. There is reading but I didn't look at them much, [they were] selection items…[In reading] in class, we do open-ended [3].

> I did only the reading and listening [materials]. [I didn't do vocabulary and grammar] as they are out of 5 points [so] I prioritize the others. You can also study for the other [strands] at home [4].

One multi-repeater stated how he saw the benefits of the materials for the exams as follows:

> In my first two intermediate [courses], I didn't do any. I thought it wasn't useful for me. In this course, before the first exam, on Saturday and Sunday, I did all the programs in the laboratory. I finished all the grammar, reading and listening materials…I did not study at all last year, so I failed. This year I'm smarter [5].

From this student's comments, it is clear that Track 1 materials can also be perceived as exam practice; therefore, by saying he is going to do all the materials this year, he projects his own expectations from the materials in preparing him for the exams.

The Upper-Intermediate Group

Two students said they completed all of the materials they were supposed to complete at the time when they were being interviewed. One said he completed most of them.

Like the intermediate level, there did not seem to be a pattern of priority. The students chose to do Track 1 strands according to their own needs. 6 students had reading in their list of completed strands, 2 said they did listening. Grammar was mentioned by 2 students.

4.4.2 Schedule for Completing the Materials

4.4.2.1 Current Students' Use of Track 1 Materials

Findings from the Numerical Part of the Questionnaire

In both levels about one third of the students said they did the materials when they had free time: Intermediate, 31.43% and upper-intermediate, 31.71%. 30.82% of intermediate and 29.41% of upper-intermediate students completed the materials weekly. This was followed by completion of the materials before the during-course achievement tests, presumably to have test practice. A small minority completed them before the final achievement test, which they have to take to move on to the next level. Only a few students said they did the materials on a daily basis. At the intermediate level 13, at upper-intermediate 15 students completed the materials on a daily basis.

Table 4.23 Schedule of completion of Track 1 materials by preparatory program students

Q19. What kind of schedule did you follow to complete the materials you have done in Track 1?						
SCALE	**Daily**	**Weekly**	**In my free time**	**Before CATs**	**Before ECAs**	**Total**
Intermediate						
f	13	151	154	136	36	490
%	2.65	30.82	31.43	27.76	7.24	100
Upper-intermediate						
f	15	115	124	110	27	391
%	3.84	29.41	31.71	28.13	6.91	100
Total	28	266	278	246	63	881
	3.18	30.19	31.56	27.92	7.15	100

The most popular time to do the materials was after school in both levels (Intermediate: 34.01%; upper-intermediate: 36.04%), followed by during class, which refers to the computer laboratory hours allocated to Track 1. Approximately 23% in both groups used

their free time for the materials. The least popular time for completing Track 1 materials seems to be weekends.

Table 4.24 Time of completion of Track 1 materials by preparatory program students

Q20. When did you usually complete the materials?					
SCALE	**During class**	**After school**	**At weekends**	**Free time**	**Total**
Intermediate					
f	138	168	73	115	494
%	27.94	34.01	14.78	23.28	100
Upper-intermediate					
f	105	142	57	90	394
%	26.65	36.04	14.47	22.84	100
Total					
f	243	310	130	205	888
%	27.36	34.91	14.64	23.09	100

Findings from the Interviews

The Intermediate Group

All classes had been allocated computer laboratory slots to do Track 1 materials. The vast majority of the interviewees (n=9) said that they did the materials during their class visits to the laboratory, as it was intended. Few of them said they visited the laboratory outside class hours (n=3) and a few others went to the laboratory before the exams (n=3). One point that was raised by two of them was finding it difficult to do the materials regularly.

The Upper-intermediate Group

Six students said they did the materials both during their class visits to the laboratory and after school. Three of them said they only completed the materials during class

hours. In one class, surprisingly, the students had not done any Track 1 materials in the laboratory although all the instructors had agreed to complete the strands in the laboratory hours at the beginning of the course.

4.4.2.2 Instructors' Use of Track 1 Materials

Findings from the Numerical Part of the Questionnaire

All of the instructors in the preparatory program had received a full-day hands-on training session on Track 1 and 2 materials in the computer laboratory in the previous summer course. Regarding the adequacy of the training, most of the instructors thought the training was sufficient for their needs.

Table 4.25 Adequacy of instructor training

Q14. Do you think the training you received on Track 1 **materials was adequate?**			
SCALE	**Yes**	**No**	**Total**
f	45	21	66
%	68.18	31.82	100

During the training day, the structure of Track 1 was explained and instructors tried out a couple of exercises from each of the four strands: Reading, listening, grammar and vocabulary. Through the questionnaire, the instructors were asked if they made an individual effort to go through the materials in detail after the training day. The group was divided into two: half of the instructors had done so, but the other half hadn't.

Table 4.26 Examining of Track 1 materials by the instructors

Q15. Have you gone through Track 1 **materials in detail yourself?**			
SCALE	**Yes**	**No**	**Total**
f	32	34	66
%	48.48	51.52	100

Each course, the classes are scheduled to visit the computer laboratories every week to cover Track 1 and Track 2 materials. Each main class teacher introduces Track 1 to his/her own class; therefore, they need to feel confident about the materials and making the best use of them. 20 teachers were confident in making use of the materials, 22 were not confident. 26 of them were partially confident, referring to the fact that their level of confidence depended on which strand they were using.

Table 4.27 Instructors' confidence in using Track 1 materials

Q16. Do you feel confident about making the best use of *Track 1* materials?				
SCALE	**Yes**	**No**	**It depends on which materials I present.**	**Total**
f	20	22	26	68
%	29.41	32.35	38.24	100

The vast majority of instructors encouraged the use of Track 1 materials in the labs. Only 7 instructors said they didn't require their students to complete the exercises in laboratory hours.

Table 4.28 Instructors' use of laboratory hours

Q17. Do you encourage your class to do Track 1 materials during class access time in the labs?			
SCALE	**Yes**	**No**	**Total**
f	61	7	68
%	89.71	10.29	100

Outside the Class Strand (OCS) in Question 18 refers to the work students need to complete independently. Some of these materials are from supplementary books decided upon by the teaching units; some are from Track 1 and some from websites. 70.59% of the instructors used Track 1 materials as part the OCS, a small minority (10%) assigned them as homework and the rest (10%) did not assign them.

Table 4.29 Assignment of Track 1 materials

Q18. How do you assign Track 1 materials?				
SCALE	**As homework**	**As part of OCS**	**I don't assign them.**	**Total**
f	10	48	10	68
%	14.71	70.59	14.71	100

As the students also stated in their replies, the vast majority of instructors assigned the materials on a weekly basis. Only 4 instructors assigned them before the during-course achievement tests. One instructor said s/he assigned them before the end-of-course achievement test. In line with the students' replies, only one instructor encouraged her class to do the exercises daily.

Table 4.30 Schedule of assigning Track 1 materials

Q19. If you assign Track 1 materials as homework or part of OCS, what kind of schedule do you follow in assigning them?					
SCALE	**Daily**	**Weekly**	**Before CATs**	**Before the ECA**	**Total**
f	1	57	4	1	63
%	1.59	90.48	6.35	1.59	100

One problem with Track 1 materials was that due to the short duration of each course in the preparatory program, i.e. 8 weeks, it was very difficult to run the results manager program that came with the software used to publish Track 1 materials. This additional program kept logs of the student data to show the results and the time spent on each exercise. However, to run the program, all student information needed to be entered in the system every 8-week course, which meant that each course, information of about 800 students needed to be entered into the system, a process which needed to repeated at least four times. As this was impractical and tedious the results manager program was not used. This led to the issue of instructors' devising their own system to check the assignments. When asked how they checked the assigned homework, approximately one-third of the instructors said they collected the materials in the form of a learning portfolio, 10% said they collected print-outs of the materials. 9% of the instructors said

they asked questions or asked students to write summaries of the texts in the materials, while other instructors (8%) used their office hours or tutorials to check the work of the students. 11% of the instructors said they never checked the Track 1 materials homework assignments.

Table 4.31 Checking of Track 1 assignments

20. If you assign the materials as homework, how do you usually check whether the students have done the homework or not?						
SCALE	**Collect print outs**	**Questions or summary**	**Collect LP files**	**During Tutorial /office hours**	**No checking**	**Total**
f	10	9	19	8	11	57
%	17.54	15.79	33.33	14.04	19.30	100

Findings from the Comments Part of the Questionnaire

One common problem during the implementation of Track 1 materials had been not being able to check the student work electronically. This problem was brought up by 4 instructors in the comments section.

Table 4.32 Comments on checking of Track 1 assignments

Comments	Total
I can't check student work.	4

Four instructors said there was no time to go over the Track 1 materials in depth, and would have liked to have more time to familiarize themselves with the materials to feel confident in using them. Two instructors said they received no training in using them. Although the whole instructor group had been given training at the beginning of the

academic year, there still seems to be few instructors who missed the training. The ones who haven't received training can be identified to be invited to another training session.

Table 4.33 Comments on time and training needed for Track 1

Comments	Total
I did not have enough time to examine Track 1.	4
I did not receive any training for Track 1.	2

4.4.2.3 HTUs' Use of Track 1 Materials

Findings from the Numerical Part of the Questionnaire

Most of the HTUs had also received training on Track 1 materials at some point during the previous academic years. 4 of the 6 HTUs that completed the questionnaire had received training.

Table 4.34 Training for HTUs on Track 1

Q13. Have you received training on *Track 1* materials?			
SCALE	**Yes**	**No**	**Total**
f	4	2	6
%	66.67	33.33	100

Like the instructors, the HTUs were divided equally in terms of examining Track 1 materials in detail themselves.

Table 4.35 Training for HTUs on Track 1

Q14. Have you gone through *Track 1* materials in detail yourself?			
SCALE	**Yes**	**No**	**Total**
f	3	3	6
%	50.00	50.00	100

Similar to instructors, one-third of the HTUs felt confident about making the best use of Track 1 materials, one-third didn't. The rest stated that it depended on the material they would use.

Table 4.36 HTUs' confidence in using Track 1

Q15. Do you feel confident about making the best use of *Track 1* materials?				
SCALE	**Yes**	**No**	**It depends on which materials I present.**	**Total**
f	2	2	2	6
%	33.33	33.33	33.33	100

As for how to encourage instructors to use Track 1 materials with their students in the allocated laboratory hours, half of the HTUs said they made a unit decision and all instructors adhered to it. One HTU said she reminded the instructors during unit meetings. One HTU said her unit used the materials as part of the Outside the Classroom Strand (OCS) instead of using the laboratory hours, i.e. the students completed the materials outside the class hours.

Table 4.37 HTUs' encouragement of use of laboratory hours

Q16. How do you encourage your teachers to get their students to do *Track 1* materials during class access time in the labs?				
SCALE	**Unit decision**	**Reminder in unit meetings**	**OCS instead of labs**	**Total**
f	3	1	1	5
%	60	20.00	20.00	100

When asked whether instructors assigned Track 1 materials as homework or as part of the OCS, most HTUs said they didn't. However, according to the instructors replies 58 instructors out of 68 assigned them as either homework or part of the OCS. One explanation for this discrepancy between the two sources of information can be that instructors use Track 1 materials in more than one way: They use them in the laboratory hours, assign them as homework and as part of the OCS.

Table 4.38 HTUs' opinion of assigning Track 1 materials

Q17. Do your teachers assign *Track 1* materials as homework or part of the OCS?				
SCALE	**Yes**	**No**	**Sometimes**	**Total**
f	0	5	1	6
%	0	83.33	16.67	100

According to all of the HTUs the schedule to assign the materials was weekly, which was confirmed by 90.48% of the instructors and 60.23% of the preparatory program students.

Table 4.39 HTUs' opinion of the schedule for assigning Track 1 materials

Q18. If they assign the materials as homework or part of OCS, what kind of schedule do they usually follow?					
SCALE	**Daily**	**Weekly**	**Before CATs**	**Before the ECA**	**Total**
f	0	6	0	0	6
%	0	100	0	0	

The way of checking Track 1 assignments, according to the HTUs, were asking questions or collecting summaries (n=2), collecting them in a portfolio (n=2), and checking during tutorials (n=1). Only one HTU said the instructors in her unit didn't do any checking, which was also stated by 11 instructors who filled in the instructor questionnaire. However, there were 10 instructors who had collected print-outs of the materials, which wasn't mentioned by any of the HTUs.

Table 4.40 HTUs' opinion of the checking of Track 1 for assignments

19. How do your teachers check whether the students have done the homework or not?						
SCALE	**Collect print outs**	**Questions or summary**	**Collect LP files**	**During Tutorial /office hours**	**No checking**	**Total**
f	0	2	2	1	1	6
%	0	33.33	33.33	16.67	16.67	100

Findings from the Comments Part of the Questionnaire

Like the instructors, all of the HTUs stated that there was not enough time to go over the materials in detail. This indicates that time should be created specifically for instructors during the course preparation days to examine the materials in depth.

Table 4.41 HTUs' comments on lack of time for examining Track 1

Comments	Total
There was not enough time to examine Track 1.	5

4.5 Preferences for Track 1 Materials

All the groups who were administered the questionnaire were asked for their preferences for Track 1 materials. Specifically, the groups were asked to order the strands from the ones they liked the most to the least, then the ones that they thought were the most useful to the least useful and finally from the ones they would like to see more of to the ones that can stay the same or reduced in amount.

4.5.1 Current Students in the Program

4.5.1.1 Most-liked to least-liked materials

Findings from the Numerical Part of the Questionnaire

The Reading Strand

The reading strand seems to be the top second choice of upper-intermediate students (32.13%), whereas the intermediate students chose it as their top third (28.83%) and fourth choices (26.99%). The number of students who chose reading at upper-intermediate as the least-liked option was interestingly very close to the top choice (30.51%).

The Listening Strand

The listening strand was clearly the top choice of both the intermediate (35.31%) and upper-intermediate (41.43%) groups.

The Grammar Strand

The grammar strand was the second top choice of intermediate students (31.22%) and the third top choice of upper-intermediate group (32.99%).

The Vocabulary Strand

The vocabulary strand was selected as the least-liked choice by both groups: The percentage of this option as the least-liked option was 26.58% for intermediate and 30.00% for upper-intermediate students.

Table 4.42 Preparatory students' preferences for Track 1 strands

		Most liked (21)	Liked (22)	Liked a little (23)	Liked the least (24)
Could you please order the following Track 1 sections from the one you most liked (Q.21) to the one you least liked (Q.24)?					
READING					
Int	*f*	93	114	141	132
	%	18.98	23.27	28.83	26.99
Upper-int	*f*	82	125	89	119
	%	20.97	32.13	22.76	30.51
Total*	*f*	175	239	230	251
	%	19.86	27.19	26.14	28.56
LISTENING					
Int	*f*	173	112	104	136
	%	35.31	22.86	21.27	27.81
Upper-int	*f*	162	88	82	83
	%	41.43	22.62	20.97	21.28
Total	*f*	335	200	186	219
	%	38.02	22.75	21.14	24.91
GRAMMAR					
Int	*f*	112	153	128	91
	%	22.86	31.22	26.18	18.61
Upper-int	*f*	81	93	129	71
	%	20.72	23.91	32.99	18.21
Total	*f*	193	246	257	162
	%	21.91	27.99	29.20	18.43
VOCABULARY					
Int	*f*	112	111	116	130
	%	22.86	22.65	23.72	26.58
Upper-int	*f*	66	83	91	117
	%	16.88	21.34	23.27	30.00
Total	*f*	178	194	207	247
	%	20.20	22.07	23.52	28.10

* When examining the total frequencies and percentages for each question for Questions 21-32, the values in columns, instead of rows should be taken into consideration. E.g. For Q21: A; 175 (19.86%) B: 335 (38.02%) C: 193 (21.91%) and D: 178 (20.20%) add up to 881 participants and 100 %.

Findings from the Comments Part of the Questionnaires

Some students made references to specific sections: At the intermediate level, 2 students expressed their satisfaction with the grammar materials, 3 for vocabulary, listening and reading parts each.

Table 4.43 Preparatory students' comments on their preferences for Track 1 strands

Comments	Intermediate	Upper-intermediate	Total
I like the grammar part of Track 1.	2	-	2
I like the vocabulary part of Track 1.	3	-	3
I like the listening part of Track 1.	3	-	3
I like the reading part of Track 1.	3	-	3

With regard to likability, some students (n=7) pointed out that Track 1 materials needed a new design, and some proposed the use of pictures (n=5), videos (n=2) or music (n=1).

Table 4.44 Preparatory students' request for Track 1

Comments	Intermediate	Upper-intermediate	Total
Track 1 needs a new design.	7	-	7
I would like to see some pictures in Track 1.	3	2	5
I would like to see some videos in Track 1.	2	-	2
I would like to see some music in Track 1.	1	-	1

4.5.1.2 Most useful to least useful materials

Findings from the Numerical Part of the Questionnaires

The Reading Strand

For the intermediate group, reading materials were considered less useful or the least useful of the four strands (Q25: 30.10%; Q28: 27.84%). For the upper-intermediate group, it was the second-ranked option (31.46%).

The Listening Strand

The listening strand was considered the most useful strand (Intermediate: 43.73% and upper-intermediate: 44.10%). This is consistent with the replies to the fist set of preference questions, where the listening strand was also the most liked strand.

The Grammar Strand

The grammar strand was the second most useful strand according to intermediate students (31.15%), whereas for the upper-intermediate level, it is the third ranking item in usefulness (33.85%). This is also in line with the replies given to the questions on the most-liked to least-liked strands.

The Vocabulary Strand

The vocabulary strand is one of the less useful strands according to intermediate (27.84%) students and for the upper-intermediate level, it is the least useful (33.85%). Vocabulary was also found to be the least liked strand in the previous sections.

Table 4.45 Preparatory students' perception of usefulness of Track 1 strands

		Most useful (25)	**Useful (26)**	**Somewhat useful (27)**	**Least useful (28)**
Could you please order the following Track 1 sections from the most useful (Q.25) to the least useful (Q.28)?					
READING					
Int	*f*	88	121	133	146
	%	18.00	24.80	27.31	30.10
Upper-int	*f*	80	123	91	100
	%	20.51	31.46	23.27	25.64
Total	*f*	168	244	224	246
	%	19.11	27.76	25.51	28.11

Table 4.45 (continued)

LISTENING					
Int	*f*	214	120	95	102
	%	43.76	24.59	19.51	21.03
Upper-int	*f*	175	83	75	78
	%	44.10	21.23	19.18	20.00
Total	*f*	389	203	170	180
	%	44.25	23.09	19.36	20.57
GRAMMAR					
Int	*f*	83	152	134	102
	%	16.97	31.15	27.52	21.03
Upper-int	*f*	68	109	135	80
	%	17.44	27.88	34.53	20.51
Total	*f*	151	261	269	182
	%	17.18	29.69	30.64	20.80
VOCABULARY					
Int	*f*	104	95	125	135
	%	21.27	19.47	25.67	27.84
Upper-int	*f*	67	76	90	132
	%	17.18	19.44	23.02	33.85
Total	*f*	171	171	215	267
	%	19.45	19.45	24.49	30.51

Findings from the Comments Part of the Questionnaire

Several students from both the intermediate and the upper-intermediate (n=34) expressed their satisfaction with the materials and felt the materials were adequate (n=53) for their needs.

Table 4.46 Preparatory students' comments on the usefulness of Track 1

Comments	Intermediate	Upper-intermediate	Total
I like Track 1 materials.	21	13	34
The materials in Track 1 are adequate.	31	22	53

However, many students wanted Track 1 materials to resemble the exams (n=21), making references to the task types in the exams, which mostly consist of open-ended items. The reason why close-ended questions types were used in Track 1 materials was

to limit the number of possible answers considering the approximately 1000 students who access this program.

Although Track 1 had been designed in tandem with the course book in terms of its themes and methodology, some students (n=5) said they wanted the materials to be parallel with the textbook, but did not refer to any specific area. One possible area for this perceived difference could be due to the item types, which were mostly open-ended in the course but close-ended in Track 1 for convenience purposes.

Table 4.47 Preparatory students' comments on the match between Track 1 and course components

Comments	Intermediate	Upper-intermediate	Total
Track 1 should resemble exams more.	10	11	21
Track 1 materials should be parallel with the textbook.	2	3	5

Findings from the Interviews

The Intermediate Group

During the interviews students were asked which of the Track 1 strands they found more useful. As it was the case in the numerical part of the questionnaires, listening appears to be most popular choice, which was mentioned by 8 students. A few students mentioned different strands such as vocabulary. Some of the students who listed listening among useful strands included the vocabulary strand (n=3), and a few included the reading strand (n=2). Vocabulary was the top choice of two students whereas grammar was only one student's top choice.

The reason for the popularity of listening could be explained by one student's comments:

> I think it's listening. You can study reading and vocabulary in class but listening is something you need to study individually. You need to listen many times. You can't always understand it [6].

The comment shows the way the listening strand can lend itself to 'individualized' studying: studying by yourself based on your own needs such as rewinding as much as you like. Also, from the comment, it can be understood that accessing listening materials is not as easy as other materials such as reading or vocabulary, which students can reach through books, print exercises or their instructors.

Another student provided a more pragmatic view about the benefits of the strands:

> I think it's reading and listening. They are worth the most points [7].

This comment explains the view that some students have about the usefulness of the materials in terms of the connection between the exams. Since the listening skill is one of the prioritized strands in the preparatory program, the weighting of the listening parts in the exams is more than that of the language parts, i.e. grammar and vocabulary. Therefore, it seems, as in the example above, students might find skills such as listening that will be tested extensively more useful in Track 1.

The Upper-intermediate Group

When the students were asked which of the Track 1 strands they found more useful, listening emerged as the most popular choice as it was in the intermediate group. Four students said listening was one of the most useful strands. A few students who listed listening among useful strands also included the reading strand (n=2) and one included the vocabulary strand (n=1). Reading alone was mentioned by one student. Vocabulary alone was selected as the top choice by one student. Grammar was also mentioned by one other student, who also included vocabulary.

The comments below explain the rationale behind students' preferences for useful strands. The reasons for the preferences appear to be based on the students' own needs,

for which they seem to have focused on certain strands during their completion of the materials:

> I think it's listening. Maybe it's because I don't need grammar and vocabulary. I think listening is more important. To me [listening] is better. [8].
>
> Reading [materials] are good. My reading is bad. I'm very slow [9].

4.5.1.3 More or fewer materials

Findings from the Numerical Part of the Questionnaire

The Reading Strand

In terms of an increase in the number of materials in the reading strand, the students' replies are divided almost into two equal halves. Half of the students wanted more materials, but the other half thought the number was sufficient. At the upper-intermediate level, reading was the second-ranking item in terms of the number of materials requested for Track 1. More than half of the upper-intermediate students (55.81%) wanted more reading materials, the strand which was the second-ranked option in both the most-liked to least-liked and most useful to least useful parts.

The Listening Strand

The request for more materials in the listening strand came from both of the groups: 65.77% at intermediate and 62.55% at upper-intermediate. Considering the previous sections on preferences for Track 1 materials, it can be said that the listening strand is perceived as the most likeable and useful strand, in which students would like to see more materials.

The Grammar Strand

The number of students who did not want more materials in the grammar strand was slightly more than the students who want more. This number is 53.69% for intermediate and 54.79% for upper-intermediate students. As this strand was ranked second or third in

terms of perceived likability in the previous sections, the results from this part are also consistent.

The Vocabulary Strand

58.40% of intermediate and 58.00% of upper-intermediate students did not feel the need to have more vocabulary materials, which can be explained by the fact that this wasn't a highly popular strand. .

Table 4.48 Preparatory students' perception of availability of Track 1 strands

		More	Could be more	Could be the same	The same or less
		(29)	(30)	(31)	(32)
Could you please order the following Track 1 sections from the one you would like to see more (Q.29) to the one you would like to see less or the same (Q.32)?					
READING					
Int	*f*	113	136	113	131
	%	22.92	27.87	23.16	26.84
Upper-int	*f*	105	111	81	105
	%	27.20	28.61	20.88	27.27
Total	*f*	218	247	194	236
	%	24.80	28.20	22.15	27.03
LISTENING					
Int	*f*	198	125	96	89
	%	40.16	25.61	19.67	18.24
Upper-int	*f*	137	105	86	77
	%	35.49	27.06	22.16	20.00
Total	*f*	335	230	182	166
	%	38.11	26.26	20.78	19.01
GRAMMAR					
Int	*f*	87	139	151	111
	%	17.65	28.48	30.94	22.75
Upper-int	*f*	72	98	138	74
	%	18.65	25.26	35.57	19.22
Total	*f*	159	237	289	185
	%	18.09	27.05	32.99	21.19
VOCABULARY					
Int	*f*	95	88	128	157
	%	19.27	18.03	26.23	32.17
Upper-int	*f*	72	74	83	129
	%	18.65	19.07	21.39	33.51
Total	*f*	167	162	211	286
	%	19.00	18.49	24.09	32.76

Findings from the Comments Part of the Questionnaire

28 intermediate and upper-intermediate students stated that they would like to see more materials in Track 1 in general, and several others made requests to increase the number of materials in specific strands: for listening 33; for reading 24; for grammar 17; and for vocabulary 14 students would like an increase in the number of materials, which supports the findings from the preference questions explained in the previous section.

Table 4.49 Preparatory students' comments on the availability of Track 1 strands

Comments	Intermediate	Upper-intermediate	Total
I would like to see more materials on Track 1.	20	8	28
I would like to see more listening.	21	12	33
I would like to see more reading.	16	8	24
I would like to see more grammar.	10	7	17
I would like to see more vocabulary.	7	7	14

Findings from the Interviews

The Intermediate Group

The students were asked during the interview which materials should increase in number. There were mixed opinions about the strands. In line with the replies to the previous sections, 5 students felt more listening materials were needed, 2 of whom included reading and one student included vocabulary.

Four students said they felt there was a need for more vocabulary materials, one of whom also included grammar. The reason for the need for more vocabulary exercises could be the fact it was the least liked and least useful strand, which needs revision. However, there were two other students who felt the vocabulary strand was adequate as it was. Only one student wanted the grammar materials to increase. One student wanted only reading materials to increase as the reading materials were "fun".

The Upper-intermediate Group

There was almost no commonality in terms of which materials should increase in number except for the vocabulary strand, which was requested by 4 students. Two students felt more listening materials were needed, 2 wanted more reading, one of whom also wanted more grammar materials. Only one student said he would like to have more grammar materials.

One student wanted the listening exercises to be staged according to difficulty.

> If the listening [strand] could be simplified, at least staged [it would be better] [10].

4.5.2 Instructors

4.5.2.1 Most-liked to least-liked Materials

Findings from the Numerical Part of the Questionnaire

The Reading and the Listening Strands

The listening strand was the top choice of instructors (41.94%) in the most-liked to least-liked scale, just like the students. The reading strand was the second top choice (37.10%).

The Grammar and the Vocabulary Strands

Similar to the findings obtained from the students' replies, the grammar and the vocabulary strands were not very popular with the instructors. The least liked strand was the grammar strand (40.32%), which was followed by the vocabulary strand (33.87%). One reason for this could be that the instructors are influenced by the emphasis on skills teaching in the program, and therefore, do not think too highly of the language materials, and perhaps did not make much use of them. Another reason could be a perceived lack of relevance between the course objectives in terms of grammar and vocabulary. The

vocabulary strand in Track 1 covered the old wordlists and was not updated due to time constraints. The exercise types in grammar materials did not match the test types although they covered the same objectives, and could not be updated because of the same reasons.

Table 4.50 Instructors' preferences for Track 1 strands

		Most liked (21)	Liked (22)	Liked a little (23)	Liked the least (24)
Could you please order the following Track 1 sections from the one you most liked (Q.21) to the one you least liked (Q.24)?					
READING					
	f	16	23	9	14
	%	25.81	37.10	14.52	22.58
LISTENING					
	f	26	16	12	7
	%	41.94	25.81	19.35	11.29
GRAMMAR					
	f	5	13	20	25
	%	8.06	20.97	32.26	40.32
VOCABULARY					
	f	15	10	21	16
	%	24.19	16.13 %	33.87	25.81

4.5.2.2 Most Useful to Least Useful Materials

Findings from the Numerical Part of the Questionnaire

The Reading and the Listening Strands

The replies of the instructors to this section were similar to the views shared about the popularity of the strands explained in the previous section. Half of the instructors felt the listening strand was the most useful one (50.00%). The next most useful one for the instructors was the reading strand (44.62%).

The Grammar and the Vocabulary Strands

In this section, much like in the previous section, the results indicate that instructors considered the grammar strand the least useful (46.15%), which was followed by the vocabulary strand (43.08%).

Table 4.51 Instructors' perception of usefulness of Track 1 strands

		Most useful (25)	Useful (26)	Somewhat useful (27)	Least useful (28)
Could you please order the following Track 1 sections from the most useful (Q.25) to the least useful (Q.28)?					
READING					
	f	17	29	9	10
	%	26.56	44.62	13.85	10.77
LISTENING					
	f	32	17	9	7
	%	50.00	26.15	13.85	10.77
GRAMMAR					
	f	3	13	19	30
	%	4.69	20.00	29.23	46.15
VOCABULARY					
	f	12	6	28	18
	%	18.75	9.23	43.08	27.69

Findings from the Comments Part of the Questionnaire

There were single comments on the level of the materials: One instructor said the students found the reading part difficult, one said the listening materials were easier than the ones in the exams and one said students wanted more vocabulary and reading materials. One instructor said there were some mistakes in the materials.

Table 4.52 Instructors' comments on Track 1 strands

Comments	Total
The students found the reading section difficult.	1
The listening materials were easier than the exams.	1
The students want more grammar and vocabulary materials.	1
There are some mistakes in the materials.	1

4.5.2.3 More or Fewer Materials

The Reading and the Listening Strands

For the reading strand, half of the instructors (50.00%) felt there was need for more materials, while the other half didn't. For the listening strand, however, the majority (69.35%) would like to see more materials.

The Grammar and the Vocabulary Strands

61.85% of the instructors did not want more grammar materials. This number was 56.79% for the vocabulary strand. Considering the findings of the previous sections about the likability and usefulness of the strands from both the students' and the instructors' replies, it can be said that the grammar and vocabulary strands need thorough revision to meet the needs of both the students and instructors.

Table 4.53 Instructors' perception of availability of Track 1 strands

		More (29)	Could be more (30)	Could be the same (31)	The same or less (32)
Could you please order the following Track 1 sections from the one you would like to see more (Q.29) to the one you would like to see less or the same (Q.32)?					
READING					
	f	12	19	11	20
	%	19.35	30.65	17.74	32.79
LISTENING					
	f	31	12	12	7
	%	50.00	19.35	19.35	11.48

Table 4.53 (continued)

GRAMMAR					
	f	13	11	17	21
	%	20.97	17.74	27.42	34.43
VOCABULARY					
	f	6	20	22	13
	%	9.68	32.26	35.48	21.31

4.5.3 Heads of Teaching Units (HTUs)

4.5.3.1 Most-liked to least-liked Materials

Findings from the Numerical Part of the Questionnaire

The Reading and the Listening Strands

The results from the HTU questionnaires about the likability of the materials were consistent with those from the instructor questionnaires. The most popular strand was listening, which was selected as the first choice by 4 out of 6 HTUs. The second best strand according to the HTUs was the reading strand, which was chosen by half of the HTUs.

The Grammar and the Vocabulary Strands

The grammar strand seems to be the least-liked strand (50.00%), which was followed by the vocabulary strand: it was ranked as the third and the least liked option by a total of 4 HTUs. The findings are in line with the all parties who answered this set of questions.

Table 4.54 HTUs' preferences for Track 1 strands

		Most liked (20)	Liked (21)	Liked a little (22)	Liked the least (23)
Could you please order the following Track 1 sections from the one you most liked (Q.20) to the one you least liked (Q.23)?					
READING					
	f	1	3	1	1
	%	16.67	50.00	16.67	16.67
LISTENING					
	f	4	1	1	0
	%	66.67	16.67	16.67	0
GRAMMAR					
	f	0	1	2	3
	%	0	16.67	33.33	50.00
VOCABULARY					
	f	1	1	2	2
	%	16.67	16.67	33.33	33.33

4.5.3.2 Most Useful to Least Useful Materials

Findings from the Numerical Part of the Questionnaire

The Reading and the Listening Strands

The most useful strand according to the HTUs was listening, which was selected as the first choice by 4 out of 6 HTUs. The HTUs were divided equally into two in terms of their views about the reading strand: 3 HTUs listed it in the first two choices, while 3 HTUs rank it as their third and fourth choices.

The Grammar and the Vocabulary Strands

Grammar and vocabulary strands were not considered very useful strands by the majority of the HTUs: 4 out of 6 did not find them useful although 2 HTUs put vocabulary in their first and second top choices.

Table 4.55 HTUs' perception of usefulness of Track 1 strands

		Most useful (24)	Useful (25)	Somewhat useful (26)	Least useful (27)
Could you please order the following Track 1 sections from the most useful (Q.24) to the least useful (Q.27)?					
READING					
	f	1	2	1	2
	%	16.67	33.33	16.67	33.33
LISTENING					
	f	4	1	1	0
	%	66.67	16.67	16.67	0
GRAMMAR					
	f	0	2	2	2
	%	0	33.33	33.33	33.33
VOCABULARY					
	f	1	1	2	2
	%	16.67	16.67	33.33	33.33

Findings from the Comments Part of the Questionnaire

One HTU said the students thought the listening part was above their level, but according to the HTU, the students were not at the right level. One other HTU said some of the listening exercises were problematic, but did not refer specifically to the problem.

One HTU said the grammar strand should be revised to be more in line with the new textbook. Two HTUs said the vocabulary strand should be revised according to the new wordlists of the levels. Both comments sum up the problem in the grammar and vocabulary strands quite concisely.

Table 4.56 HTUs' comments on Track 1 strands

Comments	Total
The listening strand was above the students' level.	1
Some listening materials were problematic.	1
The grammar strand should be revised.	1
The vocabulary strand should be revised.	2

4.5.3.3 More or Fewer Materials

Findings from the Comments Part of the Questionnaire

The Reading and the Listening Strands

There is demand for more materials in the listening strand from the vast majority of the HTUs: 5 out of 6. For reading, however, the HTUs (n=6) think there is no need for more materials.

The Grammar and the Vocabulary Strands

For the grammar strand, 5 out of 6 HTUs think there is no need for more materials, but for vocabulary all of the HTUs would like to see more materials.

Table 4.57 HTUs' perception of availability of Track 1 strands

		More	Could be more	Could be the same	The same or less
		(28)	(29)	(30)	(31)
Could you please order the following Track 1 sections from the one you would like to see more (Q.28) to the one you would like to see less or the same (Q.31)?					
READING					
	f	0	0	2	4
	%	0	0	33.33	66.67
LISTENING					
	f	2	3	1	0
	%	33.33	50.00	16.67	0
GRAMMAR					
	f	0	1	3	2
	%	0	16.67	50.00	33.33
VOCABULARY					
	f	4	2	0	0
	%	66.67	33.33	0	0

4.6 The general Reaction in the Preparatory Program towards Track 1 and Track 2 in learning/teaching English as a foreign language (Research Question 1)?

4.6.1 Track 1: Results of the Questionnaires and Interviews

In this part, the data obtained from the three groups, i.e. preparatory program students, instructors and HTUs are explained. The student data has been reported through the numerical and the comments parts of the questionnaire as well as the interviews. The instructor and the Head of Teaching Units (HTU) data have been reported through the numerical and the comments parts of the questionnaire.

4.6.1.1 Current students in the Program

The relationship of Track 1 with the existing methodology

Findings from the Numerical Part of the Questionnaire

More than half of intermediate students (62.63%) and upper-intermediate (61.91%) students said they could see revise what they learned from the textbooks used in the preparatory program through Track 1 materials. The mean for this question was very similar in both levels: Intermediate: 2.68 and upper-intermediate: 2.67. In the same way, students could see the similarity between the textbook they are using and Track 1 materials in both intermediate (M=2.71) and upper-intermediate (M=2.61) levels.

Table 4.58 Preparatory program students' perception of the match between Track 1 and existing methodology

		SA	A	D	SD	Total	Mean	SD
Q33. I could revise what I learned from the in-house preparatory textbooks through Track 1 materials.								
Int	*f*	74	231	134	48	487	2.68	.85
	%	15.20	47.43	27.52	9.86	100		
Upper-int	*f*	58	181	107	40	386	2.67	.86
	%	15.03	46.89	27.72	10.36	100		
Total	*f*	132	412	241	88	873	2.67	.85
	%	15.12	47.19	27.61	10.08	100		

Table 4.58 (continued)

Q34. The in-house preparatory textbooks and Track 1 materials are trying to teach English in a similar way.								
Int	*f*	68	258	121	44	491	2.71	.81
	%	13.85	52.55	24.64	8.96	100		
Upper-int	*f*	56	176	106	51	389	2.61	.89
	%	14.40	45.24	27.25	13.11	100		
Total	*f*	124	434	227	95	880	2.67	.85
	%	14.09	49.32	25.80	10.80	100		

Findings from the Interviews

The Intermediate Group

Most intermediate interviewees (n=7) saw a connection of some kind between the textbook and Track 1 materials. The ones who did see the connection referred to the thematic link.

> They are more or less the same…The topics are standard. [11].

> About the topic, there is not much difference between the textbook [and Track 1 materials]. You find the same things [12].

The strands had been designed and developed in accordance with the design specifications of the textbook. The comments above indicate that to the majority of the interviewees, this connection was clear in terms of familiar themes, which is an important consideration in getting user acceptance.

For some students, the connection was less obvious and it was more reporting of information they heard rather than something they experienced themselves:

> They say it is the same topic [13].

> It feels like there is. Generally they use the same vocabulary. First there is "Getting Ready" [14].

> There must be [a link]. If there wasn't, there wouldn't be [Track 1] [15].

It can be seen that the connection was not clear to these students, which shows the need to form some kind of mental picture in the students' minds about the structure and principles of Track 1 materials. Learner training about how these materials are connected to classroom practices or other materials as an integral part of their course work needs to be incorporated into the learning environment.

Some students saw a connection between the specific strands of the textbook and Track 1.

> The grammar and vocabulary are the same. The accents in the listening [materials in Track 1] are different [16].

> I think there is a connection in listening…The listening [materials] are similar to each other [17].

> The grammar [part] is exactly the same. Vocabulary, for example. The words that are not in the list definitely appear somewhere in [Track 1]. In reading [for example] [18].

As it can be seen, some students saw the connection in only some strands, a finding which points out that the rationale and the structure of Track 1 was perceived in piecemeal terms. The connection needs to be made clearer in order to get acceptance from the students at the outset of the instruction. The comments above show the need to introduce Track 1 materials more effectively when their course begins.

Although slightly more students found Track 1 materials more difficult than the course book, there was no clear consensus over whether the textbook or Track 1 materials were more difficult. While for some Track 1 materials were more difficult, for others, the textbook materials were more difficult.

> The textbook is a little difficult. We do reading [in the textbook]. In Track 1, we can do it easily. I find it difficult [in the book]. I find it easy in Track 1 [19].

> Reading and vocabulary are a bit too easy [in Track 1]…in terms of level. The ones in the textbook are more difficult [20].
>
> The reading and listening [materials] in the textbook are easier. The ones in Track 1 are more difficult [21].
>
> I find the ones in Track 1 more difficult than the ones in the book. They are more difficult. Also they are a bit complicated [22].
>
> The ones in Track 1 are more difficult. The ones in the book feel like you just review them [23].

The comments above also show the variation among the student body. Since the group that was interviewed included both mainstream and repeaters, students' perception of the difficulty of the texts and exercises also changed. No pattern emerged from the interviewees about the difficulty of Track 1 materials or the textbook.

The Upper-Intermediate Group

Like in the intermediate level, the majority of the interviewees (n=9) saw a connection of some kind between the textbook and Track 1 materials. Four of them referred specifically to the reading strand.

> There is [a connection]. For example, after we do the reading, there are inferential questions. [In Track 1] the questions in reading [materials] are similar [24].

The comment above was an example of a perceived similarity between the task types of Track 1 materials and the textbook. For some students, just like it was in the intermediate level, the connection was less clear. Although they said the connection existed, they did not sound certain:

> There is a connection. They don't seem disconnected, level-wise and there is vocabulary. I wrote them down. It could be [in] reading too. [25].
>
> I don't think I see the connection myself but they are similar. Sometimes there is confusion over the words [in the vocabulary section]. I might come across words I don't know. But every year the word lists change, maybe that's why. I might come across words that are not in the [textbook] unit. I can't say anything about

> reading, but in listening the pace [of the materials] is not consistent. It's faster [in Track 1]. There is a difference [26].

The comments show, once again, the need to pass on the message to students that Track 1 materials are a part of the course work and materials by making the connection in terms of themes, objectives and tasks clear to them when they are introduced to Track 1.

Students in the preparatory program often look for exam type of questions in the materials, and consider those with similar exam type of questions appropriate for their needs. Some students that were interviewed were looking for such a connection instead a methodological or thematic kind.

> [Track 1] is good for the exams. There is note-taking [in the listening part]. Reading [materials] are a bit different. It's selection, but still nice. There could be some questions based on interpretation…open-ended questions [27].

> [The connection] is in the listening section. It has been designed exactly according to our exam system. They have the same purpose more or less. You listen and take notes. The questions are similar too. It's because it's exam type. That's what we need. Also, grammar. There are cloze tests. They are important. They are difficult. You see them in the end of course achievement test. The readings are different [though] [28].

Based on these comments, the need to make the connection between the objectives and task types between the textbook and Track 1 becomes clear once again. Students should be immediately able to feel the connection themselves if they are expected to make regular use of these materials.

In terms of difficulty, like the intermediate students, there was no agreement on which was more difficult, the textbook or Track 1 materials.

> Our textbooks are nicer. Track 1 is a lot easier. I understand it more easily. The questions are simpler too [29].

> I don't think there is a connection. The book is easier. Before the exam, I do listening exercises [in Track 1] and I get demoralized. I can score 5 out of 10. I wonder if I shouldn't do them but I do it so that I get ready for the listening [exam] [30].

The results from this part of the interviews from both intermediate and upper-intermediate levels show that it seems no single strand was consistently seen as very difficult compared to the textbook.

The students from both levels felt Track 1 materials had been beneficial for the during-course achievement exams (M=2.91 for intermediate and M=2.90 for upper-intermediate), and believed they would be beneficial for the end-of-course achievement exam (M=2.85 for intermediate and M=2.83 for upper-intermediate).

Table 4.59 Preparatory program students' perception of the usefulness of Track 1 for the exams

		SA	A	D	SD	Total	Mean	SD
Q35. The exercises have been useful for the achievement tests during the course.								
Int	*f*	123	246	85	40	494	2.91	.86
	%	24.90	49.80	17.21	8.10	100		
Upper-int	*f*	87	202	74	26	389	2.90	.82
	%	22.37	51.93	19.02	6.68	100		
Total	*f*	210	448	159	66	883	2.90	.85
	%	23.78	50.74	18.01	7.47	100		
Q36. The exercises will be useful for the achievement test at the end of the course.								
Int	*f*	110	241	79	52	482	2.85	.90
	%	22.82	50.00	16.36	10.79	100		
Upper-int	*f*	81	188	85	30	386	2.83	.85
	%	21.09	48.96	22.14	7.81	100		
Total	*f*	191	429	164	82	866	2.84	.88
	%	22.06	49.54	18.94	9.47	100		

Usefulness

Findings from the Numerical Part of the Questionnaire

In Track 1 the reading and listening strands have explanations for both correct and incorrect answers. When students were asked whether this was useful or not, most of the intermediate (M=2.84) and the upper-intermediate group (M=2.84) replied positively. The students in both levels thought the materials were suitable for their needs (M=2.74 for intermediate and M=2.71 for upper-intermediate). They also thought the materials

were appropriate for their level (M=2.89 for intermediate and M=2.88 for upper-intermediate).

Table 4.60 Preparatory program students' perception of the suitability of Track 1 for their needs

		SA	A	D	SD	Total	Mean	SD
Q37. I found the explanations in the materials useful.								
Int	*f*	78	290	90	32	490	2.84	.76
	%	15.92	59.18	18.37	6.53	100		
Upper-int	*f*	67	222	72	29	390	2.84	.79
	%	17.18	56.92	18.46	7.44	100		
Total	*f*	145	512	162	61	880		
	%	16.48	58.18	18.41	6.93	100		
Q38. Track 1 materials are suitable for my needs.								
Int	*f*	75	257	114	45	491	2.74	.83
	%	15.27	52.34	23.22	9.16	100		
Upper-int	*f*	62	188	103	36	389	2.71	.84
	%	15.94	48.33	26.48	9.25	100		
Total	*f*	137	445	217	81	880	2.72	.84
	%	15.57	50.57	24.66	9.20	100		
Q39. The materials I did in Track 1 were suitable for my level.								
Int	*f*	100	272	88	32	492	2.89	.80
	%	20.33	55.28	17.89	6.50	100		
Upper-int	*f*	77	217	67	28	389	2.88	.80
	%	19.79	55.78	17.22	7.20	100		
Total	*f*	177	489	155	60	881	2.89	.80
	%	20.09	55.51	17.59	6.81	100		

The majority of both intermediate (M=3.00) and upper-intermediate students (M=2.98) believed Track 1 materials were generally useful in learning English. When asked about the usefulness of other computer programs over Track 1, however, the mean was 2.51 for intermediate, and 2.59 for upper-intermediate students, which shows slightly more upper-intermediate students thought that there were other programs that were more useful than Track 1 materials in the computer laboratories.

Table 4.61 Preparatory program students' perception of the usefulness of Track 1 for learning English

		SA	A	D	SD	Total	Mean	SD
Q47. The exercises were generally useful to learn English.								
Int	*f*	114	284	69	22	489	3.00	.75
	%	23.31	58.08	14.11	4.50	100		
Upper-int	*f*	86	230	54	20	390	2.98	.75
	%	22.05	58.97	13.85	5.13	100		
Total	*f*	200	514	123	42	879	2.99	.75
	%	22.75	58.48	13.99	4.78	100		
Q43. I find the other programs in the labs more useful than the one used for Track 1.								
Int	*f*	74	165	182	65	486	2.51	0.91
	%	15.23	33.95	37.45	13.37	100		
Upper-int	*f*	67	137	138	44	386	2.59	0.91
	%	17.36	35.49	35.75	11.40	100		
Total	*f*	141	302	320	109	872	2.54	.91
	%	16.17	34.63	36.70	12.50	100		

Findings from the Comments Part of the Questionnaire

Some students made specific requests regarding the improvement of different parts of Track 1. For reading there were in total 12 requests to be improved, 9 for listening, 8 for grammar and vocabulary strands each. Some students said the materials should be more useful in general (n=5).

About the level of the materials, there were varied opinions: 29 students found the level of materials inappropriate, 18 of whom found the materials difficult, 12 felt the level needed to be revised, some of whom found the level easier compared to the exams, and the rest did not refer to the difficulty level.

There were also 5 students who said they needed more explanations and clarification to be able to use the materials. Two students also said they wanted the materials to include more feedback. Seven students referred to the listening strand specifically, asking for more slow-paced recordings with more comprehensible accents.

One other request was to have a dictionary software (n=6) to look up unknown words while doing the exercises, which was made available on all the computers in the

laboratories after the data was gathered for this study. There was also one request for writing materials, and one for speaking.

Seven students, some of whom were repeaters who had already done these set of materials, suggested that the materials be updated. One student expressed his interest to see Track 1 materials at the Pre-faculty level.

Table 4.62 Preparatory program students' requests for specific strands

Comments	Intermediate	Upper-intermediate	Total
I would like reading to be improved.	7	5	12
I would like listening to be improved.	6	3	9
I would like grammar to be improved.	3	5	8
I would like vocabulary to be improved.	2	6	8
Track 1 materials are too difficult.	9	9	18
Track 1 materials are not appropriate for my level.	4	8	12
I need more explanations to use the materials.	5	-	5
Materials need more feedback.	2	-	2
The listening materials should have a slower pace and more comprehensible accents.	4	3	7
I would like to see a dictionary added.	5	1	6
I would like some writing materials.	1	-	1
I would like some speaking materials.	1	-	1
Track 1 should also be in the Pre-faculty level.	1	-	1
Track 1 should be updated.	2	5	7

Findings from the Interviews

The Intermediate Group

In line with the findings from the numerical part of the questionnaires, all of the interviewees unanimously agreed that Track 1 materials were useful in learning English. However, some of them stated, as it can be seen from the comments, that the benefits to be gained from doing the exercises depended on doing them on a regular basis, which they believed must be forced upon them.

> I think it's useful. If we do it, it's more useful. If we go to the lab more often, if the teacher makes us do the exercises strictly, if s/he says "Everybody must do these," then we can do it [31].
>
> If you follow the materials without skipping any of them, it can be useful…I don't do them if I don't have to [32].

These comments show the students' sense of 'incentives' in a way: they feel they need to be forced to do the materials as part of the course requirements in a regular manner. It seems if they have a choice, they opt for skipping the exercises.

Three students stated that despite their lack of interest in the materials or using computers in general, the materials were useful. The comments refer to the perceived benefits such as adding value to the learning process, or being exposed to similar objectives in other learning environments or tools; however, the students have seem to have no interest in them.

> I think it's a very good program. This is not kissing up. It's completely my opinion. Despite the fact that I don't want to do [these materials] and I am not interested in them, when I have to do it, I see that it adds something to me. I don't think there is anything is missing [33].
>
> I am not interested in them, but I believe they are useful. For example, you can see the things you see there somewhere else, like in the exams [34].
>
> No doubt they are useful but I don't like computers [35].

Three of the students also seemed to think there was a close connection between Track 1 materials and the exams, which was another reason why they found them beneficial.

The Upper-intermediate Group

Like the intermediate interviewees all of the upper-intermediate interviewees agreed that Track 1 materials were useful in learning English. The comments refer to being able to find similar points in the textbook and Track 1 materials.

> I am very pleased with them. You have both the textbook and different examples from [Track 1] [36].

> I find them useful. If it wasn't, it wouldn't exist. I started doing it this course. It really helps. When I see a point there, and look it up, it helps me in the exam. It can appear in the exam [37].

One student found Track 1 beneficial but stated that not many students did it, pointing out the fact that there needs to be incentives to increase the usage.

> I think it's useful but I know students who don't [go to the lab]. It must be made more appealing to students somehow [38].

Enjoyment

Findings from the Numerical Part of the Questionnaire

It is hard to say that most students from either level enjoyed doing Track 1 materials (Intermediate: M=2.49 and Upper-intermediate: M=2.41). The students were almost equally divided into two in terms of enjoying the materials.

Table 4.63 Preparatory program students' perception of the enjoyment aspect of Track 1

		SA	A	D	SD	Total	Mean	SD
Q40. I enjoyed doing the exercises in Track 1.								
Int	*f*	70	187	140	90	487	2.49	.95
	%	14.37	38.40	28.75	18.48	100		
Upper-int	*f*	51	127	138	71	387	2.41	.94
	%	13.18	32.82	35.66	18.35	100		
Total	*f*	121	314	278	161	874	2.44	.95
	%	13.84	35.93	31.81	18.42	100		

Findings from the Comments Part of the Questionnaire

Some students said they would like the materials themselves to be more fun (n=29) and some would like the topics of the materials to be more entertaining and more current (n=13).

Table 4.64 Preparatory program students' comments on the enjoyment aspect of Track 1

Comments	Intermediate	Upper-intermediate	Total
I would like Track 1 to be more fun.	19	10	29
I would like the topics to be more current and entertaining.	5	8	13

Findings from the Interviews

The Intermediate Group

The findings from the interviews also indicated that students did not really enjoy doing the materials. Only 2 of the students said they found the materials entertaining, one of whom specifically mentioned the topics in two skills: reading and listening.

> If you can do them, they are fun. The more you do them, the more you want to do them [39].
>
> To be frank, I liked it. The topics are fun and interesting in reading and listening exercises [40].

The Upper-Intermediate Group

Like the intermediate group, only one student described Track 1 as an enjoyable program, which can be seen from the following comment.

> Track 1 offers something different…It seems more colorful, nicer…More enjoyable. [The other programs] seem cold…Their grammar materials are more boring. [Track 1] is fun. I liked it [41].

Availability in Other Levels

Findings from the Numerical Part of the Questionnaire

Track 1 materials were available only in two levels when the study took place: At the intermediate and upper-intermediate levels. When asked about the availability of Track 1 in other levels, both the intermediate (M=2.89) and the upper-intermediate group (M=2.87) expressed their wish to see Track 1 materials. 72.89% of intermediate and 73.33% of upper-intermediate students said they would like Track 1 to be available in other levels.

Table 4.65 Preparatory program students' willingness to see Track 1 in other levels

		SA	A	D	SD	Total	Mean	SD
Q46. I would like to do such exercises at other levels as well.								
Int	*f*	105	250	103	29	487	2.89	.81
	%	21.56	51.33	21.15	5.95	100		
Upper-int	*f*	86	200	73	31	390	2.87	.84
	%	22.05	51.28	18.72	7.95	100		
Total	*f*	191	450	176	60	877	2.87	.83
	%	21.78	51.31	20.07	6.84	100		

Findings from the Interviews

The Intermediate Group

The intermediate interviewees were asked whether they would like Track 1 to be available in other levels and they all agreed that it should be, as they thought the materials were useful. Two of the comments indicated that these materials provided something extra that would be useful when studying.

> Yes, because this is something extra. Extra information [42].
> Sure. We are here in school for five hours. If you don't [do extra, you will fail] [43].

For some students (n=4) the level where Track 1 materials should be available were certain levels, more specifically the intermediate and upper-intermediate levels.

> They are not necessary at the pre-intermediate level. I don't see elementary and pre-int as [real] courses because they are basic, simple. That's why I say intermediate and upper…Int and upper form the foundation of the pre-faculty [level] [44].

This comment indicates that Track 1 should be used in more advanced levels, which form the basis of the last level of the preparatory program.

The Upper-Intermediate Group

When the upper-intermediate interviewees were asked whether they would like Track 1 to be available in other levels, all of them agreed that it should be as they thought the materials were useful. The comments below show the students' perception of the materials' usefulness in terms of being an extra source as well as training them in stages.

> Definitely. Everybody might need them. I don't have any English materials. I mean it would help. A person who doesn't have a book or a person around him [who knows English] can benefit from it [45].

> Yes, it should be [available]. If you start from a certain stage and proceed slowly, that would be the most logical [way]. For example, for an upper-intermediate student, you can have 1 reading in pre-intermediate, 3 in intermediate and 5 in upper-intermediate. You can start with the shortest. By increasing it a little bit, you can do the exercises more easily [46].

One upper-intermediate student believed that the level where Track 1 materials should be available were in higher levels, indicating the uses of Track 1 as exam practice.

> I can't say anything about the elementary and pre-intermediate levels. You can pass the course without [Track 1]. It should be in the pre-faculty [level]. It would be like getting prepared better for the exam [47].

In contrast to the comment above, 2 students felt it should start at pre-intermediate, referring to the idea that in these levels, the basis of their English knowledge will be formed.

Ease of Use

Findings from the Numerical Part of the Questionnaire

Most of the students in both levels found it easy to do Track 1 materials on their own, as it was the intention (M=2.96; M=2.92 for intermediate and upper-intermediate levels respectively). They also thought the software that was used to publish Track 1 materials was easy to use (Intermediate: M=2.98; Upper-intermediate: M=2.92).

Table 4.66 Preparatory program students' perception of ease of use of Track 1

		SA	A	D	SD	Total	Mean	SD
Q41. I was able to do the exercises on my own easily.								
Int	*f*	111	264	101	16	492	2.96	.75
	%	22.56	53.66	20.53	3.25	100		
Upper-int	*f*	81	218	70	21	390	2.92	.77
	%	20.77	55.90	17.95	5.38	100		
Total	*f*	192	482	171	37	882	2.94	.76
	%	21.77	54.65	19.39	4.20	100		
Q42. I found it easy to use the Track 1 software as a computer program.								
Int	*f*	134	245	80	33	492	2.98	.84
	%	27.18	49.70	16.23	6.69	100		
Upper-int	*f*	89	205	70	25	389	2.92	.81
	%	22.88	52.70	17.99	6.43	100		
Total	*f*	223	450	150	58	881	2.95	.83
	%	25.31	51.08	17.03	6.58	100		

Findings from the Comments Part of the Questionnaire

Two students said it wasn't always easy to enter the system to use Track 1 materials. Two other students referred to the speed of the program, and wanted it to be faster. One student said the flash program used in the software made it difficult to use the program and recommended other programs in its stead. One student said she found it difficult to use the materials without explanations although the reading and listening parts did have

explanations. This student is probably an example of those who did not know about the hint and explanation functions of the Track 1 software, which was a finding that emerged from the computer laboratory observations.

Table 4.67 Preparatory program students' comments on the ease of use of Track 1

Comments	Intermediate	Upper-intermediate	Total
It is not always easy to enter the system.	-	2	2
I'd like Track 1 to be faster.	1	1	2
I'd like the program used in Track 1 software to change.	-	1	1
It's difficult to do the materials without explanations.	1	-	1

Logistics

Findings from the Numerical Part of the Questionnaire

More than half of the students in both intermediate (M=2.66) and upper-intermediate levels (M=2.56) reported that the computer laboratory was comfortable enough for them to do the materials there. The mean for both levels is not very high, as the laboratory's distance from the main building is does not make it conducive for frequent use. If the opportunity to access the material via the Internet was to be provided, most of the students said they would do more materials (Intermediate: M=3.22; upper-intermediate: M=3.13).

Table 4.68 Preparatory program students' perception of logistics issues about Track 1

		SA	A	D	SD	Total	Mean	SD
Q44. The computer laboratory is comfortable enough for me to do Track 1 materials there.								
Int	*f*	79	228	117	63	487	2.66	.90
	%	16.22	46.82	24.02	12.94	100		
Upper-int	*f*	57	174	83	73	387	2.56	.96
	%	14.73	44.96	21.45	18.86	100		
Total	*f*	136	402	200	136	874	2.61	.94
	%	15.56	46.00	22.88	15.56	100		

Table 4.68 (continued)

Q45. I would do more Track 1 materials if I could use the program at home.

Int	*f*	234	162	61	32	489	3.22	.90
	%	47.85	33.13	12.47	6.54	100		
Upper-int	*f*	171	133	57	31	392	3.13	.94
	%	43.62	33.93	14.54	7.91	100		
Total	*f*	405	295	118	63	881	3.18	.92
	%	45.97	33.48	13.39	7.15	100		

Findings from the Comments Part of the Questionnaire

One of the greatest sources of complaints about Track 1 materials from all parties involved has been the fact that it was available only in the computer laboratories, which was in a detached building. The request to be able to access these materials came from 81 students, who either want to reach them online, through a CD or other networked computers on campus. Related to this, 17 students also said the conditions in the laboratories, such as crowdedness, noise or broken computers, are not conducive to studying there. Also, 2 students wanted to spend more time in the computer laboratory, and 3 suggested that these materials be done in class.

Table 4.69 Preparatory program students' comments on logistics issues about Track 1

	Intermediate	Upper-intermediate	Total
I would like to access Track 1 outside the laboratory.	43	38	81
I would like more laboratory time.	1	1	2
I'd like to do the materials in class.	3	-	3

In total there were 52 complaints about the computer laboratory from some students. Some specific complaints were that the laboratory wasn't good enough (n=13), it was overwhelming (n=3), crowded (n=5), noisy (n=5), hot (n=2), small (n=3), and uncomfortable (n=3).

Some students said the number of computers was not adequate (n=5) and that the printer was not enough for such a large group of students (n=13).

Table 4.70 Preparatory program students' comments about the laboratory

Comments	Intermediate	Upper-intermediate	Total
The conditions in the laboratory are not conducive to studying there.	13	4	17
The computer laboratory is not good.	4	9	13
The computer laboratory is overwhelming.	3	-	3
The computer laboratory is crowded.	5	-	5
The computer laboratory is noisy.	5	-	5
The computer laboratory is hot.	2	-	2
The computer laboratory is small.	3	-	3
The computer laboratory is uncomfortable.	3	-	3
The computer laboratory does not have enough computers.	5	-	5
The printer is not adequate.	4	9	13

Findings from the Interviews

The Intermediate Group

In some interviews also, students mentioned that the detached location of the laboratory made it difficult for them to do Track 1 materials. The difficulty was voiced by one of the students during his self-evaluation of the usage of materials.

> They must be done. If they are done regularly, it's very useful. Do we do them? Not really. It's difficult to go the lab [48].

The Upper-intermediate Group

Similar to intermediate, the logistics problem was also brought up in the upper-intermediate level.

> [Learning using the computers] is surely important, but it's difficult in school. Because we are surrounded by friends here, it's difficult to go to the lab. It's already difficult [to go to the lab] even in class [hours]. Difficult to control [49].

The comments from both levels point out the fact that students do not feel the need to visit the labs outside class hours, which is an indication for the need to provide better incentives and policies to students to increase the usage.

Learning through computers vs. from the instructor

Findings from the Numerical Part of the Questionnaire

Most students thought that it was a good idea to learn English from computers (Intermediate: 3.14; Upper-intermediate: 3.16). Despite this, they still preferred to learn English from their textbooks (Intermediate: 2.80; Upper-intermediate: 2.89) in class (Intermediate: 3.19; Upper-intermediate: 3.18), from their instructor as opposed to the computer (Intermediate: 3.20; Upper-intermediate: 3.20).

Table 4.71 Preparatory program students' perception of learning through the computer

		SA	A	D	SD	Total	Mean	SD
Q48. Using computers to learn English is a good idea.								
Int	*f*	179	231	52	30	492	3.14	.83
	%	36.38	46.95	10.57	6.10	100		
Upper-int	*f*	138	194	44	16	392	3.16	.78
	%	35.20	49.49	11.22	4.08	100		
Total	*f*	317	425	96	46	884	3.15	.81
	%	35.86	48.08	10.86	5.20	100		
Q49. I prefer using books to learn English.								
Int	*f*	103	224	127	36	490	2.80	.85
	%	21.02	45.71	25.92	7.35	100		
Upper-int	*f*	94	184	88	25	391	2.89	.84
	%	24.04	47.06	22.51	6.39	100		
Total	*f*	197	408	215	61	881	2.84	.85
	%	22.36	46.31	24.40	6.92	100		

Table 4.71 (continued)

Q50. I prefer learning English in class.								
Int	*f*	190	222	62	18	492	3.19	.79
	%	38.62	45.12	12.60	3.66	100		
Upper-int	*f*	140	193	46	11	390	3.18	.75
	%	35.90	49.49	11.79	2.82	100		
Total	*f*	330	415	108	29	882	3.19	.77
	%	37.41	47.05	12.24	3.29	100		
Q51. I feel more comfortable learning from my teacher.								
Int	*f*	200	214	51	26	491	3.20	.83
	%	40.73	43.58	10.39	5.30	100		
Upper-int	*f*	154	176	41	17	388	3.20	.80
	%	39.69	45.36	10.57	4.38	100		
Total	*f*	354	390	92	43	879	3.20	.82
	%	40.27	44.37	10.47	4.89	100		

Findings from the Comments Part of the Questionnaire

Some students want Track 1 discontinued (n=9), and some would like to have it changed a great deal (n=3), or replaced by other programs (n=5). The most common reasons for not using Track 1 materials was that it was seen as "unnecessary" by some students (n=6) or "useless" (n=9), and there were some who expressed a lack of interest in the materials (n=4) in general.

Table 4.72 Preparatory program students' comments on usefulness of Track 1

Comments	Intermediate	Upper-intermediate	Total
Track 1 should be discontinued.	5	4	9
Track 1 should be changed extensively.	2	1	3
Track 1 should be replaced by other programs.	-	5	5
Track 1 is unnecessary.	2	4	6
Track 1 is useless.	1	8	9
I am not interested in Track 1.	4	-	4

Several students said they liked using the computer to learn English (n=23) while others didn't (n=11).

Table 4.73 Preparatory program students' comments on learning through computers

Comments	Intermediate	Upper-intermediate	Total
I like using computers to learn English.	17	6	23
I don't like using computers to learn English.	5	6	11

Findings from the Interviews

The Intermediate Group

Six students thought the roles of computers in learning English could be great. Some of these students referred specifically to the use of resources such as software, or websites for specific skills like reading, or writing and online dictionaries to learn English. Two students referred to learning English incidentally by using websites or playing computer games which are in English.

> On the Internet, everything is in English. You learn vocabulary. Games [also] help [in learning English] [50].

> When you are looking for something on the Internet, everything happens to be in English. We can't do something we don't understand, so we use the dictionary. Our vocabulary improves [51].

These comments show how the use of computers can naturally expose students to English and contribute both directly and indirectly to their language levels.

One of the students said learning through the computer could improve English, but English could not be taught through the computer alone.

> The role of computers is great but we don't use it because we are not familiar with it…They can improve [your English] but you can't learn from it [52].

Her comment pointed out a connection between familiarity and use of computers to learn English, which indicates the need to integrate computers more effectively into instruction and increase students' contact with them in terms of educational use.

Four students said they preferred learning face-to-face or using the textbooks, which supports the findings from the questionnaires that most students prefer more traditional ways of learning.

The Upper-intermediate Group

At the upper-intermediate level also, 6 students thought the computers could have a great impact on learning English. Some of these students referred to being able to reach the relevant resources in order to learn English. The comment below is an example of one student's view of such convenient access to various resources in order to learn English.

> Since [using computers] offers all [kinds of] opportunities, it's a vast system. It helps a lot. We can reach information about any topic we might be interested in from everywhere. All kinds of resources [53].

Like some intermediate students, upper-intermediate students also referred to incidental learning of English. This comment from one student showed even the most loosely relevant games could be conducive to learning English.

> Even the worst game could be useful. Football games, strategy games. Then when I see [the words] in the lesson, and I say "I know this," [54].

Two students said using the computer could be useful based on certain conditions such as new software and convenient logistics:

> If [computers] are used properly, they can be useful. They should be visually appealing. I don't want to go to the lab, for instance. I use XP. The ones in the lab are the old version. It reminds me of the past. If they were new, they would invoke the feeling of studying. Flash sticks do no work [55].

> [Learning using the computers] is surely important, but it's difficult in school. Because we are surrounded by friends here, it's difficult to go to the lab. It's already difficult [to go to the lab] even in class [hours]. It's difficult to control [56].

Both of the comments above point to a common cause of low usage: lack of appeal and convenience. The students do not start using these materials just because they are more readily accessible than print materials: The materials need to appeal to them in terms of format and technology. Also they should be readily accessible outside the campus, where, according to one of the students above, they can concentrate better.

In the upper-intermediate level, only one student said learning through the computers is not useful, and that he preferred learning from the instructor.

Table 4.74 Summary of preparatory program students' perception of Track 1

		SA	A	D	SD	Total	Mean	SD
Q40. I enjoyed doing the exercises in Track 1.								
Int	*f*	70	187	140	90	487	2.49	.95
	%	14.37	38.40	28.75	18.48	100		
Upper-int	*f*	51	127	138	71	389	2.41	.94
	%	13.18	32.82	35.66	18.35	100		
Total	*f*	121	314	278	161	874	2.44	.95
	%	13.84	35.93	31.81	18.42	100		
Q41. I was able to do the exercises on my own easily.								
Int	*f*	111	264	101	16	492	2.96	.75
	%	22.56	53.66	20.53	3.25	100		
Upper-int	*f*	81	218	70	21	390	2.92	.77
	%	20.77	55.90	17.95	5.38	100		
Total	*f*	192	482	171	37	882	2.94	.76
	%	21.77	54.65	19.39	4.20	100		
Q42. I found it easy to use the Track 1 software as a computer program.								
Int	*f*	134	245	80	33	492	2.98	.84
	%	27.18	49.70	16.23	6.69	100		
Upper-int	*f*	89	205	70	25	389	2.92	.81
	%	22.88	52.70	17.99	6.43	100		
Total	*f*	223	450	150	58	881	2.95	.83
	%	25.31	51.08	17.03	6.58	100		

Table 4.74 (continued)

Q43. I find the other programs in the labs more useful than the one used for Track 1.								
Int	*f*	74	165	182	65	486	2.51	.91
	%	15.23	33.95	37.45	13.37	100		
Upper-int	*f*	67	137	138	44	386	2.59	.91
	%	17.36	35.49	35.75	11.40	100		
Total	*f*	141	302	320	109	872	2.54	.91
	%	16.17	34.63	36.70	12.50	100		
Q44. The computer laboratory is comfortable enough for me to do Track 1 materials there.								
Int	*f*	79	228	117	63	487	2.66	.90
	%	16.22	46.82	24.02	12.94	100		
Upper-int	*f*	57	174	83	73	387	2.56	.96
	%	14.73	44.96	21.45	18.86	100		
Total	*f*	136	402	200	136	874	2.61	.94
	%	15.56	46.00	22.88	15.56	100		
Q45. I would do more Track 1 materials if I could use the program at home.								
Int	*f*	234	162	61	32	489	3.22	.90
	%	47.85	33.13	12.47	6.54	100		
Upper-int	*f*	171	133	57	31	392	3.13	.94
	%	43.62	33.93	14.54	7.91	100		
Total	*f*	405	295	118	63	881	3.18	.92
	%	45.97	33.48	13.39	7.15	100		
Q46. I would like to do such exercises at other levels as well.								
Int	*f*	105	250	103	29	487	2.89	.81
	%	21.56	51.33	21.15	5.95	100		
Upper-int	*f*	86	200	73	31	390	2.87	.84
	%	22.05	51.28	18.72	7.95	100		
Total	*f*	191	450	176	60	877	2.87	.83
	%	21.78	51.31	20.07	6.84	100		
Q47. The exercises were generally useful to learn English.								
Int	*f*	114	284	69	22	489	3.00	.75
	%	23.31	58.08	14.11	4.50	100		
Upper-int	*f*	86	230	54	20	390	2.98	.75
	%	22.05	58.97	13.85	5.13	100		
Total	*f*	200	514	123	42	879	2.99	.75
	%	22.75	58.48	13.99	4.78	100		
Q48. Using computers to learn English is a good idea.								
Int	*f*	179	231	52	30	492	3.14	.83
	%	36.38	46.95	10.57	6.10	100		
Upper-int	*f*	138	194	44	16	392	3.16	.78
	%	35.20	49.49	11.22	4.08	100		
Total	*f*	317	425	96	46	884	3.15	.81
	%	35.86	48.08	10.86	5.20	100		

Table 4.74 (continued)

Q49. I prefer using books to learn English.								
Int	*f*	103	224	127	36	490	2.80	.85
	%	21.02	45.71	25.92	7.35	100		
Upper-int	*f*	94	184	88	25	391	2.89	.84
Total	*f*	197	408	215	61	881	2.84	.85
	%	22.36	46.31	24.40	6.92	100		
Q50. I prefer learning English in class.								
Int	*f*	190	222	62	18	492	3.19	.79
	%	38.62	45.12	12.60	3.66	100		
Upper-int	*f*	140	193	46	11	390	3.18	.75
	%	35.90	49.49	11.79	2.82	100		
Total	*f*	330	415	108	29	882	3.19	.77
	%	37.41	47.05	12.24	3.29	100		
Q51. I feel more comfortable learning from my teacher.								
Int	*f*	200	214	51	26	491	3.20	.83
	%	40.73	43.58	10.39	5.30	100		
Upper-int	*f*	154	176	41	17	388	3.20	.80
	%	39.69	45.36	10.57	4.38	100		
Total	*f*	354	390	92	43	879	3.20	.82
	%	40.27	44.37	10.47	4.89	100		

4.6.1.2 Instructors

The relationship of Track 1 with the existing methodology

Findings from the Numerical Part of the Questionnaire

More than half of the instructors reported that their students were able to revise what they had been taught through the textbooks (M=2.87). Most of the instructors saw the link between the textbook and Track 1 materials (M=3.07) just as it was intended. They also believed Track 1 covered the level objectives effectively (M=3.02). The majority of the instructors thought the materials helped students regarding the during-course achievement exam (M=3.20) as well as the end-of course achievement exam (M=3.20). The findings from this part are consistent with those of the corresponding parts from the students' replies; however, the instructors' ratings are slightly higher than those of the students.

Table 4.75 Instructors' perception of the connection between Track 1 and course components

		SA	A	D	SD	Total	Mean	SD
Q33. Students were able to revise what they learned from their textbook through Track 1 materials.								
	f	8	42	17	0	67	2.87	.60
	%	11.94	62.69	25.27	0	100		
Q34. I can see the connection between BUSEL textbooks and Track 1 materials in terms of methodology.								
	f	14	44	9	0	67	3.07	.59
	%	20.90	65.67	13.43	0	100		
Q35. The exercises on Track 1 successfully cover the objectives of the level.								
	f	9	49	8	0	66	3.02	.51
	%	13.64	74.24	12.12	0	100		
Q36. The exercises will be/have been useful for the achievement tests during the course.								
	f	22	35	9	0	66	3.20	.66
	%	33.33	53.03	13.64	0	100		
Q37. The exercises will be/have been useful for the end of course achievement exam.								
	f	24	33	9	0	66	3.23	.67
	%	36.36	50.00	13.64	0	100		

Findings from the Comments Part of the Questionnaire

Regarding whether they had any methodological difficulties, 4 instructors said they did not experience any.

Table 4.76 Instructors' comments on potential methodological difficulties in using Track 1

Comments	Total
I did not experience any methodological difficulties.	4

Usefulness

Findings from the Numerical Part of the Questionnaire

The materials themselves (M=3.31) and the explanations (M=3.17) provided were found useful by the vast majority of instructors.

Table 4.77 Instructors' perception of usefulness of Track 1

		SA	A	D	SD	Total	Mean	SD
Q41. The exercises were generally useful in teaching English.								
	f	26	34	4	1	65	3.31	.66
	%	40.00	52.31	6.15	1.54	100		
Q38. I found the explanations in the materials useful.								
	f	17	41	6	0	64	3.17	.58
	%	26.56	64.06	9.38	0	100		

Enjoyment

Findings from the Numerical Part of the Questionnaire

Most instructors thought that using Track 1 materials to learn English was enjoyable (M=3.17).

Table 4.78 Instructors' perception of the enjoyment aspect of Track 1

		SA	A	D	SD	Total	Mean	SD
Q39. I think the exercises in Track 1 are enjoyable.								
	f	9	42	12	1	64	2.92	.63
	%	14.06	65.63	18.75	1.56	100		

Availability in Other Levels

Findings from the Numerical Part of the Questionnaire

Also almost all of instructors, i.e. 64 out of 65 instructors, said they would like to see Track 1 strands in other levels.

Table 4.79 Instructors' perception of the availability of Track 1 in other levels

		SA	A	D	SD	Total	Mean	SD
Q43. I would like to see such exercises at other levels as well.								
	f	40	24	1	0	65	3.60	.52
	%	61.54	36.92	1.54	0	100		

Ease of Use

Findings from the Numerical Part of the Questionnaire

According to the instructors, students could easily do the exercises on their own (M=3.12). The students had also said they could do them easily (M=2.96 for intermediate and M=2.92 for upper-intermediate). This is important in that in the preparatory program students are encouraged to learn independently outside the classroom. From this response, it can be seen that Track 1 materials are conducive to independent learning, without the help of the instructor.

Table 4.80 Instructors' perception of the ease of use of Track 1 by students

		SA	A	D	SD	Total	Mean	SD
Q40. Students have been able to do the exercises on their own easily.								
	f	20	36	10	1	67	3.12	.71
	%	29.85	53.73	14.93	1.49	100		

Findings from the Comments Part of the Questionnaire

In terms of technical difficulties, 4 instructors said they did not experience any. 2 instructors, however, said the program used for Track 1 materials couldn't open properly. One instructor said the students found the answers not by actually doing the exercises, but by clicking on the answers. This problem can be avoided by choosing the delayed feedback option, which is a point that needs to be emphasized during the training sessions.

Table 4.81 Instructors' comments on technical difficulties in using Track 1

Comments	Total
I did not experience any technical difficulties.	4
The program did not always open properly.	2
Students simply click to find the answers.	1

Logistics

Findings from the Numerical Part of the Questionnaire

Although the computer laboratory is a few steps away from the main building, its detached position makes it very impractical for the instructors to view and gain familiarity with Track 1 materials. Like the students, 66 out of 69 instructors also said that if they could reach Track 1 materials more conveniently, they would be able to have a better grasp of the materials (M=3.87). This was a very common problem reported by the instructors during the previous years.

Table 4.82 Instructors' perception about access to Track 1 materials

		SA	A	D	SD	Total	Mean	SD
Q44. I would have a better grasp of the materials if I had access to them from home or the TU computer.								
	f	60	6	0	1	67	3.87	.46
	%	89.55	8.96	0	1.49	100		

Findings from the Comments Part of the Questionnaire

One other problem was related to the number of computers in the laboratory. Two instructors said the number of computers was not enough for classes of more than 22 students. One instructor also mentioned the headphones and said the number was not enough.

Table 4.83 Instructors' comments on access to Track 1 materials

Comments	Total
The laboratories cannot cater for big classes.	2
Headphones are not enough in number.	1

There were other issues raised by the instructors: students found it difficult to work in the computer laboratory (n=1) and wanted to have access to the materials from home (n=5). Instructors (n=11) themselves once again stated that they would like to have access to the materials from the TU computers, which would help them have a better grasp of the materials.

Table 4.84 Instructors' comments on access to Track 1 materials

Comments	Total
Students find it hard to work in the laboratory.	1
Students want access to Track 1 from home.	5
I would like to access Track 1 from the TU computer.	11

Learning through computers vs. from the instructor

Findings from the Numerical Part of the Questionnaire

For most instructors, using the computers was a good way to learn English (M=3.13), which supports the students' views as well.

Table 4.85 Instructors' perception of learning through computers

		SA	A	D	SD	Total	Mean	SD
Q42. Using computers can teach English effectively.								
	f	21	34	12	0	67	3.13	.69
	%	31.34	50.75	17.91	0	100		

Table 4.86 Summary of instructors' perception of Track 1

		SA	A	D	SD	Total	Mean	SD
Q33. Students were able to revise what they learned from their textbook through Track 1 materials.								
	f	8	42	17	0	67	2.87	.60
	%	11.94	62.69	25.27	0	100		
Q34. I can see the connection between BUSEL textbooks and Track 1 materials in terms of methodology.								
	f	14	44	9	0	67	3.07	.59
	%	20.90	65.67	13.43	0	100		
Q35. The exercises on Track 1 successfully cover the objectives of the level.								
	f	9	49	8	0	66	3.02	.51
	%	13.64	74.24	12.12	0	100		
Q36. The exercises will be/have been useful for the achievement tests during the course.								
	f	22	35	9	0	66	3.20	.66
	%	33.33	53.03	13.64	0	100		
Q37. The exercises will be/have been useful for the end of course achievement exam.								
	f	24	33	9	0	66	3.23	.67
	%	36.36	50.00	13.64	0	100		
Q38. I found the explanations in the materials useful.								
	f	17	41	6	0	64	3.17	.58
	%	26.56	64.06	9.38	0	100		
Q39. I think the exercises in Track 1 are enjoyable.								
	f	9	42	12	1	64	2.92	.63
	%	14.06	65.63	18.75	1.56	100		
Q40. Students have been able to do the exercises on their own easily.								
	f	20	36	10	1	67	3.12	.71
	%	29.85	53.73	14.93	1.49	100		
Q41. The exercises were generally useful in teaching English.								
	f	26	34	4	1	65	3.31	.66
	%	40.00	52.31	6.15	1.54	100		
Q42. Using computers can teach English effectively.								
	f	21	34	12	0	67	3.13	.69
	%	31.34	50.75	17.91	0	100		
Q43. I would like to see such exercises at other levels as well.								
	f	40	24	1	0	65	3.60	.52
	%	61.54	36.92	1.54	0	100		
Q44. I would have a better grasp of the materials if I had access to them from home or the TU computer.								
	f	60	6	0	1	67	3.87	.46
	%	89.55	8.96	0	1.49	100		

4.6.1.3 Heads of Teaching Units (HTUs)

The relationship of Track 1 with the existing methodology

Findings from the Numerical Part of the Questionnaire

All of the HTUs (n=6) thought the students had been able to revise what they learned from the textbooks by using Track 1 materials (M=3.33) and saw a connection between the textbooks and these materials in terms of methodology (M=3.33). In addition, all of the HTUs believe the materials successfully covered level objectives (M=3.50). According to most of them (n=5), instructors saw the relevance of Track 1 materials for course work; however, the mean for this question (M=2.83) shows the need to make the relevance more explicit to the instructors.

Table 4.87 HTUs' perception of the connection between Track 1 and course components

		SA	A	D	SD	Total	Mean	SD
Q32. Students were able to revise what they learned from their textbook through Track 1 materials.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0%	100		
Q33. I can see the connection between BUSEL textbooks and Track 1 materials terms of methodology.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0%	100		
Q34. The exercises on Track 1 successfully cover the objectives of the level.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q35. The teachers see the relevance of the materials on Track 1 for course work.								
	f	0	5	1	0	6	2.83	.41
	%	0	83.33	16.67	0	100		

Like the previous groups, i.e. the current students and the instructors, the HTUs (n=6) believed Track 1 materials had been useful for the during-course achievement tests (M=3.17), and would be useful for the end-of-course achievement test (M=3.17).

Table 4.88 HTUs' perception of the connection between Track 1 and exams

		SA	A	D	SD	Total	Mean	SD
Q36. The exercises will be/have been useful for the achievement tests during the course.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q37. The exercises will be/have been useful for the end of course achievement exam.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		

Findings from the Comments Part of the Questionnaire

Two HTUs pointed out the fact that some instructors did not see the connection between the textbooks and Track 1 materials, therefore, considered Track 1 a separate entity. A lot of effort had been put into making Track 1 materials one the core components of the courses, as opposed to supplementary, but according to these HTUs' replies, the link between the textbook and the materials needed to be strengthened.

Table 4.89 HTUs' comments on instructors' perception of Track 1

Comments	Total
Instructors consider Track 1 a separate part.	2

One other request from an HTU was to have some demo lessons on Track 1. Although instructors have hands-on training, observing a demo lesson could be a good idea in showing instructors alternate ways of making use of Track 1 materials.

Enjoyment

Findings from the Numerical Part of the Questionnaire

Like the instructors, the HTUs (n=6) thought it was enjoyable to do Track 1 materials to learn English.

Table 4.90 HTUs' perception of the enjoyment aspect of Track 1

		SA	A	D	SD	Total	Mean	SD
Q39. I think the exercises in Track 1 are enjoyable.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		

Availability in Other Levels

Findings from the Numerical Part of the Questionnaire

The HTUs also felt these kind of materials should definitely be available in other levels (M=4.00).

Table 4.91 HTUs' perception of the availability of Track 1 in other levels

		SA	A	D	SD	Total	Mean	SD
Q43. I would like to see such exercises at other levels as well.								
	f	6	0	0	0	6	4.00	.00
	%	100	0	0	0	100		

Usefulness

Findings from the Numerical Part of the Questionnaire

Like the instructors, all of the HTUs thought (n=6) the materials themselves (M=3.50) and the explanations provided within the materials (M=3.33) were generally useful.

Table 4.92 HTUs' perception of usefulness of Track 1

		SA	A	D	SD	Total	Mean	SD
Q41. The exercises were generally useful in teaching English.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q38. I found the explanations in the materials useful.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		

Ease of Use

Findings from the Numerical Part of the Questionnaire

All of the HTUs (n=6) thought it was easy for the students to complete the materials on their own easily (M=3.50).

Table 4.93 Instructors' perception of the ease of use of Track 1 by students

		SA	A	D	SD	Total	Mean	SD
Q40. Students have been able to do the exercises on their own easily.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		

Logistics

Findings from the Numerical Part of the Questionnaire

Similar to other groups' replies to this question, all HTUs (n=6) also expressed a strong preference to access these materials more conveniently from home or the TU computer (M=3.83).

Table 4.94 HTUs' perception about access to Track 1 materials

		SA	A	D	SD	Total	Mean	SD
Q44. I would have a better grasp of the materials if I had access to them from home or the TU computer.								
	f	5	1	0	0	6	3.83	0.41
	%	83.33	16.67	0	0	100		

Findings from the Comments Part of the Questionnaire

As some instructors checked homework from Track 1 materials by collecting the print-outs, it was important that the printers worked effectively. However, according to one HTU, the printers in the computer laboratory caused problems, which was an issue

brought up by several students when the course first started. However, the printer problem was fixed in the following course.

Similar to the findings from the students and instructors, 5 out of 6 HTUs stated that the students wanted to access the materials from their homes, or the dormitories.

Table 4.95 HTUs' comments on access to Track 1 materials

Comments	Total
Students want to access Track 1 outside the laboratory.	5

Learning through computers

Findings from the Numerical Part of the Questionnaire

Consistent with the findings from the other groups, the HTUs also felt that using computers could teach English effectively (M=3.17).

Table 4.96 HTUs' perception of learning through computers

		SA	A	D	SD	Total	Mean	SD
Q42. Using computers can teach English effectively.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		

Table 4.97 Summary of HTUs' perception of Track 1

		SA	A	D	SD	Total	Mean	SD
Q32. Students were able to revise what they learned from their textbook through Track 1 materials.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0%	100		
Q33. I can see the connection between BUSEL textbooks and Track 1 materials terms of methodology.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0%	100		

Table 4.97 (continued)

Q34. The exercises on Track 1 successfully cover the objectives of the level.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q35. The teachers see the relevance of the materials on Track 1 for course work.								
	f	0	5	1	0	6	2.83	.41
	%	0	83.33	16.67	0	100		
Q36. The exercises will be/have been useful for the achievement tests during the course.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q37. The exercises will be/have been useful for the end of course achievement exam.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q38. I found the explanations in the materials useful.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		
Q39. I think the exercises in Track 1 are enjoyable.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		
Q40. Students have been able to do the exercises on their own easily.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q41. The exercises were generally useful in teaching English.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q42. Using computers can teach English effectively.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q43. I would like to see such exercises at other levels as well.								
	f	6	0	0	0	6	4.00	.00
	%	100	0	0	0	100		
Q44. I would have a better grasp of the materials if I had access to them from home or the TU computer.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		

4.6.2 Track 1: Results of the Computer Laboratory Observations

4.6.2.1 Intermediate

In total, 6 reading-listening, and 2 grammar-vocabulary lessons were observed in the computer laboratory at the intermediate level. The lessons were observed by the researcher in the computer laboratory and some time was spent with the instructor after the lesson to have the instructor's comments and to check whether s/he agreed with the

written comments. The observations that took place were recorded on the Computer Laboratory Evaluation Form, which had the following headings: Students' responses to the tasks assigned, students' responses to the program, students' computer skills and students' emerging needs.

Listening/Reading

Students' responses to the tasks assigned

In general, it was observed that Track 1 materials were working effectively. The majority of students were engaged with the materials and they did not seem to have any problems while doing the materials. In all of the observations, the students listened to the instructor while instructions were being given. During the observations, almost all of the students were all on task except for very few individuals. In two of the classes all of the students stayed on task while they were being observed throughout the lesson.

In the listening part in Track 1, there are different sections which provide different exercises such as listening to short extracts, while-listening exercises, e.g. gap filling, and note-taking exercises followed by questions. The reason for creating such a structure was to provide students options to choose from each of the listening units. Each unit starts with "Words to Learn", which consists of the key words the students need to look up before they do the listening exercise. During observations, in 3 of the classes students looked up these words before they started listening. Most students decided themselves to start with one of the exercise sections, which was the intention. In most classes, there was not a specific preference for note-taking or while listening exercises. Students randomly chose the exercises. In some classes students followed the suggested order, in some they chose to start with the short extracts, in others they immediately started with the listening note-taking part. Some students skipped certain exercises and most of them were able to finish one unit in one lesson.

Similar to the listening part, in the reading part, there are also different sections such as click-on questions for guessing meaning from context, multiple choice questions for

specific information or sentence cloze for coherence and cohesion. During the observations because most students wanted to do all of the parts in the reading lessons, most students could barely finish one unit in one lesson. In two classes students did not have enough time to finish one full unit.

Few students who finished one unit in the listening or reading part started another unit. Only in one class half of the students started doing another reading unit. In some classes students started vocabulary and grammar materials as they were shorter and simpler materials, mostly consisting of selection type of exercises that do not require as much concentration and effort as the listening or reading materials.

Students had very few questions about the content of the materials. When they had questions, they were mainly about the meaning of vocabulary items. Almost all of the students observed could progress through materials with minimal help from the instructor as it was planned. These materials were designed in a way that would enable students to complete them independently. Each unit had the same structure, which was thought to make the structure of the strands easy after a short period of familiarization, and included hints and explanations where it was possible.

There were almost no complaints about the level of the materials except for one student who said he found it easy, and one other who found the listening too fast, who was later told by the instructor to read the tapescript at the same time as he listened. Very few students said they found the materials difficult and did not understand them.

There weren't any negative reactions observed towards the materials. The way students seemed to be engaged with the materials seemed to indicate that the students found the materials relevant to their needs, and were willing to complete them.

Students' responses to the program

Most students had no requests for technical help while using the program. A few students had questions about how to answer the sentence cloze questions, or the click-on

questions, an exercise where they find the answer by clicking on the actual word. Most of them did not experiment with the functions of the program such as the results function. Those who did tried the progress button.

As far as using the hints and explanations, it was observed that almost none of the students knew that they existed. The instructors did not seem to know that hints existed either, except in one class, where the instructor specifically introduced the students to the materials and showed the difference between the delayed and immediate feedback functions. In most classes, however, students did not know that there was a delayed and immediate feedback option, so they used the default mode, which was delayed. This clearly shows the need to emphasize the hint and feedback options during instructor training sessions.

When students had a question about the program, which rarely happened, they asked the instructor about what to do. They hardly read the instructions on top of the materials. A common question about the program was about how to proceed. The instructors guided students to move to the next exercise or another unit.

There were no negative reactions observed towards the program itself. Students did not have any complaints about it.

Students' Computer Skills

There were no problems in terms of students' computer skills, and they already seemed familiar with the program.

Emerging Needs

Although the materials were designed with the purpose of encouraging students to do them independently, without the help of the instructor, it was observed that most students did not read the instructions. They preferred to ask the instructor for explanations.

Also one common phenomenon was when the students encountered question types that they knew were not exam type of questions, they chose to skip the exercises.

Also as stated earlier, the hints and explanations in the materials need to be explained together with the immediate and delayed functions to the instructors during training sessions, who can then show them to students in the laboratory lessons.

Grammar/Vocabulary

In total, 2 observations took place in the computer laboratory.

Students' responses to the tasks assigned

Students in both classes listened to the instructions attentively. With very few exceptions, they were all on tasks during the observed block. In both classes, students chose which exercises they wanted to start with.

Students were able to finish one unit in one lesson fairly easily, and some of them started doing the other strand once they were finished with the strand they were doing.

Students had a few questions about vocabulary and they asked the instructor or their friends for their meanings. In both of the classes there were no comments made on the difficulty level of the strands, except by one student who was distracted all throughout the lesson.

There were no negative reactions shown towards the materials during the observations, except for one comment from one of the students, who said they "memorized the program by now", referring to the amount of materials they completed on this program.

Students' responses to the program

Students did not have any program related questions. In one class, some students were checking the marking button to see the answers in advance.

Like in the reading and listening materials, students did not seem to know about the hint option in the grammar section. Only one student asked the instructor to show him the hints in the grammar part. It was evident that the students did not know about the hints and explanations.

The students did not ask the instructor any questions about the program, and they seemed to use it with ease. There were no negative reactions observed towards the program.

Students' Computer Skills

There were no problems observed in terms of computer skills.

Students' Emerging Needs

There were no emerging needs observed during these laboratory observations.

4.6.2.2 Upper-intermediate

In total 6 reading-listening, and 3 grammar-vocabulary lessons were observed in the computer laboratory at the upper-intermediate level using the same set of observation forms that focused on the same headings: Students' responses to the tasks assigned, students' responses to the program, students' computer skills and students' emerging needs. These lessons were observed by the researcher in the computer laboratory and the instructor's comments were added to the observations if s/he had any.

Listening/Reading

Students' responses to the tasks assigned

In all of the observations, the students listened attentively when instructions were being given by the instructor. It was observed that most students knew how to proceed as they already knew how to use the program. Only in one class, there were a few students who started other programs at first, but then started doing the Track 1 exercises as requested

by the instructor. During the listening lessons, the students were all on task, listening and taking notes either on paper, or the scratch pad provided by the program.

In the listening part, there are exactly the same sections as at the intermediate level such as short extracts, while-listening exercises such as gap filling and note-taking exercises followed by questions. During observations, it was seen that very few students looked up the words in the "Words to Learn" section before they started listening. Most students made their own choices about which material to start with. In most classes, there was not a specific preference for note-taking or while listening exercises. Students randomly chose the exercises. Only in one class, students chose predominantly note-taking exercises. The students did not follow the suggested order while going through the materials, and could finish one listening unit easily in one lesson block as they skipped certain exercises. It was rare that students followed the suggested order and did all of the exercises within one unit.

Students who finished one unit in the listening part mostly moved on to other exercises in other strands instead of doing one more listening exercise. Few students started doing another listening unit. Just like for the intermediate students, vocabulary and grammar materials seemed to be a popular choice after finishing one listening unit. Students had very few questions about the content of the materials. When they had questions, they were mainly about the meaning of vocabulary items. Almost all of the students observed could progress through materials with minimal help from the instructor as it was planned.

There were no negative reactions observed towards the materials in this group either. The vast majority was engaged with the materials, which seems indicative of the fact that the students saw the relevance of the materials and therefore, were willing to complete them.

Students' responses to the program

There were almost no requests for technical help while using the program. A few students had password related questions. Most of them did not experiment with the functions of the program such as the results function. Some students tried the scratch pad, time spent or media buttons.

Like their intermediate counterparts, the students as well as the instructors did not seem to know that hints and explanations existed. Students did not know that there was a delayed and immediate feedback option either, so they used the default mode, which was delayed, which once again shows the need to emphasize the hint and feedback options during instructor training sessions.

Most students did not have a question about the program. The few students who did asked the instructor about what to do. A common question about the program was about what to do next, or where to go. Like the intermediate students, these students did not prefer to read the instructions themselves. The instructors guided students to move to the next exercise or another unit in the program.

Similar to the intermediate group, there were no negative reactions shown towards the program. Students did make any vocal complaints about it.

Students' responses to the program

Almost all of the students had the necessary computer skills that enabled them to do the exercises easily.

Emerging Needs

The most common problem for both instructors and students seems to be the lack of awareness of the hints and explanations in the reading, listening and vocabulary materials.

Grammar/Vocabulary

3 laboratory observations took place in grammar and vocabulary lessons.

Students' responses to the tasks assigned

Students in all of the observed classes listened to the instructions attentively. With very few exceptions, they were all on tasks throughout the observed block. In two of the classes, most students followed the suggested order in the strands as the order is more straightforward than those of the reading and listening strands.

Students were able to finish one unit in one lesson, and some of them started doing the other strand once they were finished with the strand they were doing.
Students had a few questions about vocabulary and they asked the instructor for their meanings. In two classes there were no comments made on the difficulty level of the strands, but in one class, the grammar materials were found difficult. There were no negative reactions shown towards the materials during the observations.

Students' responses to the program

Students were able to use the program with no problems. They did not experiment with the functions of the program or use the hints in the grammar part perhaps due to the lack of knowledge of their existence. They had no technical questions to ask the instructor, and there were no complaints about the program.

Students' responses to the program

None of the students had problems while using the software.

Students' Emerging Needs

One emerging need was an electronic dictionary that the students could have used while doing the exercises in the vocabulary strand. Later during the academic year, a dictionary software was added to all of the computers in the laboratory.

4.6.3 Track 2: Results of the Questionnaires and Interviews

4.6.3.1 Current students in the Program

Benefits of Track 2 on thinking skills

Findings from the Numerical Part of the Questionnaire

More than half of intermediate (65.98%) and upper-intermediate (66.84%) students felt they learned a lot about the topic of the project (Intermediate: M=2.78; upper-intermediate: M=2.72). The secondary purpose of theme-based projects is that students also become familiar with the theme, therefore, it can be said the project has achieved one of its aims to a certain extent. In both levels the students also said the project made them question and think about the topic (Intermediate: M=2.72; upper-intermediate: M=2.67). About the reading and listening materials helping them synthesize their views, both intermediate (M=2.70) and upper-intermediate (M=2.71) students seemed to agree that they were able to synthesize their views.

Table 4.98 Preparatory program students' perception of the benefits of Track 2 on thinking skills

		SA	A	D	SD	Total	Mean	SD
Q57. I learned a lot about the topic of the project.								
Int	*f*	107	213	117	48	485	2.78	.90
	%	22.06	43.92	24.12	9.90	100		
Upper-int	*f*	70	192	82	48	392	2.72	.90
	%	17.86	48.98	20.92	12.24	100		
Total	*f*	177	405	199	96	877	2.74	.92
	%	20.18	46.18	22.69	10.95	100		
Q58. The project made me think about and question the topic.								
Int	*f*	84	238	112	55	489	2.72	.88
	%	17.18	48.67	22.90	11.25	100		
Upper-int	*f*	64	188	90	51	393	2.67	.90
	%	16.28	47.84	22.90	12.98	100		
Total	*f*	148	426	202	106	882	2.70	.89
	%	16.78	48.30	22.90	12.02	100		

Table 4.98 (continued)

Q59. The reading and the listening pieces helped me synthesize (sentezlemek) my views about the topic.								
Int	*f*	81	235	118	54	488	2.70	.87
	%	16.60	48.16	24.18	11.07	100		
Upper-int	*f*	62	193	91	42	388	2.71	.86
	%	15.98	49.74	23.45	10.82	100		
Total	*f*	143	428	209	96	876	2.70	.87
	%	16.32	48.86	23.86	10.96	100		

Findings from the Comments Part of the Questionnaire

In total, there were 60 requests for a topic change from both of the levels. The topic at the intermediate level was reality shows and its sociological effects. At upper-intermediate, it was advertisements and how they affected people's choices. 10 students said they would like to study more current or cultural topics. One other request about the topic was to have more topics instead of one topic (n=11). Some students also expressed their wish to choose their own topics (n=7).

Table 4.99 Preparatory program students' comments on the choice of topics

Comments	**Intermediate**	**Upper-intermediate**	**Total**
The topic of Track 2 should change.	40	20	60
I would like to study more current/cultural topics.	10	-	10
I would like to study more than one topic.	8	3	11
I would like to choose my own topic.	5	2	7

Some students felt the project was difficult and wanted the project to become easier (n=16), and some wanted to have more explanations to be able to do the project (n=9). Others wanted the project to have fewer steps, thus a shorter project (n=12).

Table 4.100 Preparatory program students' comments on the choice of topics

Comments	Intermediate	Upper-intermediate	Total
Track 2 should be easier.	15	1	16
I would like more explanations about Track 2.	6	3	9
I would like Track 2 to have fewer steps.	6	6	12

Enjoyment

Findings from the Numerical Part of the Questionnaire

Although slightly more than half of the students stated they liked using the course management system used to deliver Track 2 projects, overall there wasn't a very positive feeling about using it (Intermediate: M=2.49; upper-intermediate: M=2.44). Similarly, it is hard to say students from either the intermediate (M=2.33) or the upper-intermediate (M=2.44) level enjoyed doing the project work much. The students from both the intermediate (M=2.32) and upper-intermediate (M=2.48) levels did not seem to be too fond of the topics of the projects either.

Table 4.101 Preparatory program students' perception of the enjoyment aspect of Track 2

		SA	A	D	SD	Total	Mean	SD
Q52. I liked using *Virtual Campus* for project work.								
Int	*f*	82	176	129	100	487	2.49	1.00
	%	16.84	36.14	26.49	20.53	100		
Upper-int	*f*	68	122	116	86	392	2.44	1.02
	%	17.35	31.12	29.59	21.94	100		
Total	*f*	150	298	245	186	879	2.46	1.02
	%	17.06	33.90	27.87	21.16	100		
Q53. I enjoyed doing the project.								
Int	*f*	78	129	156	125	488	2.33	1.03
	%	15.98	26.43	31.97	25.61	100		
Upper-int	*f*	53	129	124	87	393	2.38	.97
	%	13.49	32.82	31.55	22.14	100		
Total	*f*	131	258	280	212	881	2.35	1.01
	%	14.87	29.28	31.78	24.06	100		

Table 4.101 (continued)

Q54. I liked the topic of the project.								
Int	*f*	62	147	164	114	487	2.32	.97
	%	12.73	30.18	33.68	23.41	100		
Upper-int	*f*	60	143	113	76	392	2.48	.97
	%	15.31	36.48	28.83	19.39	100		
Total	*f*	122	290	277	190	879	2.39	.98
	%	13.88	32.99	31.51	21.62	100		

Findings from the Comments Part of the Questionnaire

Several students made requests to make Track 2 projects more enjoyable (n=33). The students also said they would like to see more visual such as pictures (n=4) or videos in the project (n=4). Very few students said the project was fun (n=3).

Table 4.102 Preparatory program students' comments on the enjoyment aspect of Track 2

Comments	**Intermediate**	**Upper-intermediate**	**Total**
Track 2 should be more enjoyable.	19	14	33
I would like to see more pictures in Track 2.	-	4	4
I would like to see more videos in Track 2.	4	-	4
Track 3 is fun.	3	-	3

Findings from the Interviews

The Intermediate Group

When the students were asked what they thought about the topic, which was reality shows, 5 students said they enjoyed doing it, most of them referring to the choice of topic.

> It was very enjoyable. There were topics. It was nice while doing research. You find pictures, songs. The topic was nice. It wasn't boring. It was everybody's area of interest. They were things we watched. It was current [57].

> I think the topic was really good. It was appealing. They were things we all watched. That's why I found it very good. It was current [58].
>
> It was fun. I had fun while searching…It was current. If it was something like a documentary, I wouldn't have enjoyed it. They were things we all watched. That's why I wasn't bored while doing it [59].
>
> …the topic is nice too. Reality shows are very appropriate. For example, I liked [learning about] what reality shows are, their characters. I really liked it. I don't like writing and even I wrote 400 words [60].

The comments above show that the most common reason for liking the topic was because it was current. The students referred to the familiarity of the topic as well by saying it was something they all knew about. The necessity of forming a connection between the project and students in order to ensure take up of the program becomes more evident with these comments.

There were, however, students who had different opinions about the topic of the project. While the students quoted above liked the topic because it was current and familiar, 3 students did not like it. One of them said he would have liked a more general topic, one of them said he would have liked to study a more serious topic.

> We should examine reality shows, I know, but I think the topic is a bit simplistic. There could be more serious subjects like the European Union… I did it but my motive was to pass this course [61].
>
> I would like more current topics. It could be sports, new inventions. It should be topics that can add to our general knowledge, so that we do it without getting bored. Not historical subjects that would be too boring [62].
>
> [It could be about] cartoons, games, comics…about archaeology. [The choice of topic] differs from one person to another but the class can vote. After the end of course achievement test, for example, there can be a questionnaire [63].

The comments above show that although reality shows were examined from a sociological view, the focus itself was not considered serious enough or simply did not appeal to some students. It can be seen from the comments that topic preferences change

from one student to another, therefore, flexibility in topic choice should be integrated into Track 2 projects to cater for all.

Four of the interviewees said they didn't like doing the project. The common reason for not liking the project seems to be lack of interest in the topic and motivation.

> The project was very boring. I was really stressed out because I was going to do a presentation. I couldn't see much benefit. I don't think it was useful [64].
>
> It didn't help me improve my English. I did it like an ordinary assignment. I tried to do it better but I didn't understand what I was doing…It was a bit too long. I didn't benefit from it [65].

From these comments, it can be inferred that that students did not really see the connection between what they had to do in the project with learning English. The connection, as mentioned before, needs to be strengthened through various strategies such as learner training, instructor guidance and linking what they do in the projects to realistic future practices.

In addition, from the replies of two students below, it can be said that the project was considered unpleasant because it made students actively work or they had the responsibility to reach information.

> Reading is too much. There are 6 of them... It's difficult to download and get the listening questions on by one. [Also] you get questions [to answer] for The Truman Show [66].
>
> I didn't like it much. I don't access the course management system from home anyway. The teacher sends mails. I don't read them much either. I find it very difficult [67].

<u>The Upper-Intermediate Group</u>

At upper-intermediate, the students were asked how they found the project in general and its topic, which was examining advertising from a sociological aspect. Almost all of

the students (n=9) said they liked it, two of whom said they liked it better than the one they completed in the intermediate level i.e. reality shows.

> I think the topic of the project was nice. At the intermediate level, it was different. I think advertising was better. I liked doing it. It was fun [68].
>
> Topics like advertising, television have an appeal to me. I sometimes get really mad at commercials. I liked [the topic]. In the intermediate level, the topics were nonsense. One of them was about newspapers, the other one was a vocabulary project. The one about reality shows was very boring. That's why I didn't see it as a project. In this one, we showed commercials…It was very nice [69].
>
> Even if I am bored at times, it's actually enjoyable. For example, when I look at the resources [used in the project], I say "it has been taken from this site," and when I go to that site and read the text, I can learn more [70].
>
> I think it was a very good topic. It's very general and open to interpretation. It's a big part of daily life [71].

By looking at these comments, it can be said that the topic appealed to most of these students as they could relate to it and were motivated by it. The part about liking the topic more than the intermediate level is also supported by the findings from the questionnaires, which indicates that slightly more upper-intermediate students liked the project more than their counterparts in the intermediate level.

One student said he did not like it because of the topic and stated his preference for more interesting topics that "young people can relate to" such as sports.

Completion of Project Activities

Findings from the Numerical Part of the Questionnaire

Around 60 % of students from both of the levels stated that they completed both the reading (Intermediate: M=2.77; upper-intermediate M=2.80) and listening pieces in the project (Intermediate: M=2.75; upper-intermediate= 2.78).

Table 4.103 Preparatory program students' level of completion of the input tasks in Track 2

		SA	A	D	SD	Total	Mean	SD
Q55. I read almost all of the reading texts during the project.								
Int	*f*	113	199	125	51	488	2.77	.92
	%	23.16	40.78	25.61	10.45	100		
Upper-int	*f*	77	198	80	38	393	2.80	.86
	%	19.59	50.38	20.36	9.67	100		
Total	*f*	190	397	205	89	881	2.78	.90
	%	21.57	45.06	23.27	10.10	100		
Q56. I listened to almost all of the listening pieces during the project.								
Int	*f*	104	205	131	48	488	2.75	.90
	%	21.31	42.01	26.84	9.84	100		
Upper-int	*f*	76	185	102	30	393	2.78	.84
	%	19.34	47.07	25.95	7.63	100		
Total	*f*	180	390	233	78	881	2.76	.88
	%	20.43	44.27	26.45	8.85	100		

Findings from the Interviews

The Intermediate Group

Students were asked whether they completed all of the reading and listening materials that were used as input in the project. Consistent with the findings from the numerical part, half of them had completed all of the materials, and the other half had completed them partially.

The Upper-Intermediate Group

The majority of the upper-intermediate group had completed all of it, some saying they did it because they had to (n=3). Some of them (n=3) said they completed the ones that were required by the instructor.

Usefulness for Learning and Teaching English

Findings from the Numerical Part of the Questionnaire

More than half of the students seemed to think learning through computerized project work was a good idea (Intermediate: M=2.61; upper-intermediate: M= 2.67).

Table 4.104 Preparatory program students' perception of learning English through project work on the computer

		SA	A	D	SD	Total	Mean	SD
Q61. Project work through the computer was a good way of learning English.								
Int	*f*	79	204	140	64	487	2.61	.91
	%	16.22	41.89	28.75	13.14	100		
Upper-int	*f*	72	174	89	56	391	2.67	.94
	%	18.41	44.50	22.76	14.32	100		
Total	*f*	151	378	229	120	878	2.63	.93
	%	17.20	43.05	26.08	13.67	100		

Findings from the Comments Part of the Questionnaire

For some students, the Track 2 project was good (n=27). Some said there were no problems with the project (n=10) and some felt the project was adequate (n=12). A few students mentioned that they found the project useful (n=6).

Table 4.105 Preparatory program students' positive comments on the usefulness of Track 2 for learning English

Comments	Intermediate	Upper-intermediate	Total
Track 2 is good.	15	12	27
There are no problems with Track 2.	7	3	10
Track 2 is adequate.	8	4	12
Track 2 is useful.	5	1	6
Track 2 is fun.	3	-	3

Some students, however, were very skeptical about the project. Some did not see any use in it (n=17), and some did not think it was necessary (n=15). Others felt the project work did not help them improve their English (n=10). 3 students saw the project work as a waste of time.

Table 4.106 Preparatory program students' negative comments on the usefulness of Track 2 for learning English

Comments	Intermediate	Upper-intermediate	Total
Track 2 is useless.	11	6	17
Track 2 is unnecessary.	8	7	15
Track 2 doesn't improve my English.	6	4	10

Availability in Other Levels

Findings from the Numerical Part of the Questionnaire

Although most students felt doing a computerized project was a good way of learning, approximately half of them in both of the strands (Intermediate: 50.00%; upper-intermediate: 49.23%) stated that they wouldn't want to do more projects like this in other levels.

Table 4.107 Preparatory program students' willingness to do Track 2 projects in other levels

		SA	A	D	SD	Total	Mean	SD
Q64. I would like to do more projects like this in other levels.								
Int	*f*	67	177	131	113	488	2.41	.99
	%	13.73	36.27	26.84	23.16	100		
Upper-int	*f*	48	142	107	89	386	2.39	.97
	%	12.44	36.79	27.72	23.06	100		
Total	*f*	115	319	238	202	874	2.39	.99
	%	13.16	36.50	27.23	23.11	100		

Findings from the Comments Part of the Questionnaire

Some students wanted Track 2 to be discontinued (n=26) and some reduced in number (n=4).

Table 4.108 Preparatory program students' comments on the availability of Track 2 projects in other levels

Comments	Intermediate	Upper-intermediate	Total
I want Track 2 discontinued.	17	9	26
I want fewer Track 2 projects.	4	-	4

Findings from the Interviews

The Intermediate Group

All students except one expressed their wish to see Track 2 in other levels as they thought the project was useful and enjoyable. Two of them said the projects should be available in higher levels like intermediate and upper-intermediate. The comments below explain the reason they would like to be involved in more projects: they see the benefits for their language and transferable skills.

> It should be in all levels. I love it. It's very enjoyable…It helps us improve our speaking, group work [skills]. It is useful for [learning to take] responsibility and for our department [72].

> I would like that. I think it should be [in all levels]. Sometimes, in group work, you help the other side [and] you learn too [73].

> I would like that. I don't like doing it but I think it is useful for me [74].

One student said he did not want Track 2 to be available in other levels. The main reason seems to be the fact that students have to actively work to complete the project, which was mentioned by another student as a strength.

> No. I can't say it's good that I did it [or] that learned a lot…Maybe it was because it was a project, or homework. It's more serious, there is more pressure…There was a lot of emphasis placed on it, we spent too much time on unnecessary things [75].

> Actually it's hard. We end up working hard. If you don't do it, you get "Incomplete". Everybody feels compelled to do it. It is better for me. I learn better [76].

The comments refer to the difficulty of project work in three ways: it took them longer than typical classroom tasks, made them work harder and pressurized them. These show the need to change students' idea of learning: It needs to be emphasized to them that learning in the form of projects of this type prolong their exposure with the learning task and require their active participation and responsibility for their own learning.

An interesting theme that was raised in some of the interviews was that some students felt Track 2 was something different from learning English. It was felt it was an extra burden. In the comments section of the questionnaires also, 10 students had stated that they didn't think that the project helped them improve their English. The comments once again show the need to change students' thinking that projects such as these can contribute to their learning as well as holistic development. However, since the projects are new to them in terms of both format and teaching principles, students seem to think they don't help them learn.

> Many students wonder whether they should study for the exam, or for the project. It's not that we are doing something hard but it causes problems later on. People do [the project] not to get Incomplete from it [77].

When the same student was asked whether he himself saw any benefits, he replied. The comment is significant in that the aim of the designers and developers of Track 2 should also include making students "aware", as the student says, of the benefits.

> It helps without realizing that it does but nobody is aware [78].

A similar comment was made by another student, from which it can be seen that despite the number of required reading and listening sections of the projects -both audio and video- the student did not seem to think that he was working on his reading and listening during the tasks.

> I think it is not very useful. I copied things I looked up the Internet. The project wasn't very useful. For example, we did the questions. We just transferred what was written there. It wasn't useful for me. It would have been better if we did more reading and writing [79].

When the same student was asked whether they hadn't done these in the projects, he said the idea of doing a project could have been off putting.

> Maybe it was because it was called a "project", we were irritated…maybe it was boring because we've been talking about it since the course started [80].

A positive message from this student, along with others mentioned previously, that the projects were emphasized in classes, which is an indication of instructor support of these projects.

However, one student pointed out that that being involved in such a project was the right way to study. According to this student, studying for exam practice was not enough, which is the kind of thinking that should be encouraged throughout the projects as well as during all course work.

The Upper-intermediate Group

Like the intermediate group, all students except one said they would like to see a Track 2 project in other levels as they thought the project was useful. Four of them said the projects should be available at certain levels. Four students had preferences for which levels the project should be available. The comments below show that students think the projects should be mostly at higher levels since they believe a certain amount of English is necessary to understand the resources.

> It can't be in all levels. It would be more useful if you do it after you reach a certain level. [You need] enough knowledge to be able to do a project on a specific topic. If we didn't have an adequate [level of] English, we wouldn't be able to do the research [81].
>
> I think it would be meaningless at elementary. You need a certain language level. It can't be at pre-faculty either. It's unnecessary in the first and the last levels [82].

Like some of the intermediate students, there was one student who felt Track 2 was something extra to studying English.

> It should [be available] but it would be better if it wasn't. I think the exam is more important [83].

The comment is quite representative of the exam-driven perception of most of the learners in both the local and national context. The closer the match between the learning task and the exams in terms of both appearance and item types, the more likely it seems that the learning task will take off. Strategies in dealing with this kind of perception need to be integrated as parts of the projects.

Usefulness for Transferable Skills

Findings from the Numerical Part of the Questionnaire

The students seemed to agree to a certain extent that the project helped them gain transferable skills such as learning from friends (Intermediate: M=2.72; upper-intermediate: M=2.76) and computer skills (Intermediate: M=2.66; upper-intermediate: M=2.52). Slightly more than half of the students at the intermediate level (56.16%) and the upper-intermediate level (53.98%) agreed that the project work was similar to what they would do in their departments (Intermediate: M=2.55; upper-intermediate: M=2.50).

Table 4.109 Preparatory program students' perception of the usefulness of Track 2 projects on transferable skills

		SA	A	D	SD	Total	Mean	SD
Q60. The project helped us learn from our friends through presentations, discussions or group work.								
Int	*f*	101	207	121	57	486	2.72	.92
	%	20.78	42.59	24.90	11.73	100		
Upper-int	*f*	72	198	78	44	392	2.76	.88
	%	18.37	50.51	19.90	11.22	100		
Total	*f*	173	405	199	101	878	2.74	.91
	%	19.70	46.13	22.67	11.50	100		
Q62. The project was a good way of improving our computer skills.								
Int	*f*	84	210	130	60	484	2.66	.91
	%	17.36	43.39	26.86	12.40	100		
Upper-int	*f*	52	166	105	68	391	2.52	.93
	%	13.30	42.46	26.85	17.39	100		
Total	*f*	136	376	235	128	875	2.59	.93
	%	15.54	42.97	26.86	14.63	100		
Q63. The project was similar to what we will do in our departments.								
Int	*f*	72	197	133	77	479	2.55	.93
	%	15.03	41.13	27.77	16.08	100		
Upper-int	*f*	53	157	110	69	389	2.50	.94
	%	13.62	40.36	28.28	17.74	100		
Total	*f*	125	354	243	146	868	2.52	.94
	%	14.40	40.78	28.00	16.82	100		

Findings from the Interviews

Collaborative Learning

The Intermediate Group

Six of the students agreed that the project helped them learn together with the others in class.

> We had a part where we had to do group work. The teacher put us into groups like A, B, C. She got us to focus on a particular topic. First everybody gets together and [asks] "Why did you do this?" Something definitely comes out of our answers as a group of three. It can also turn into a discussion…I didn't use to like group work. I used to do it myself. I always have. I didn't think we would get along. But by working on it, everybody has to listen to everybody. Somebody comes out and says "You've done wrong," [84].

> It's three, four of us together. My friend understands what I haven't. It is better when your friend explains, not the teacher. I did the steps in The Truman Show last year. Somebody corrected it. My friend explained the listening. We got together for the presentation. We spent an hour. We explained it to each other [85].
>
> The project affects your relationship with your friend, the way you speak in the presentation [and] the way you socialize [86].

The comments above indicate the way students worked together, shared the workload and complemented each other throughout the project. It seems from the comments that the project also had some contributions to their social skills such as valuing others' perceptions, joint decision making and developing a positive attitude towards your study partner.

Despite its benefits, 5 of them said they found it hard to work with others, 2 of whom said they preferred working individually.

> It's a bit difficult. When you get together, you can't learn. My friend and I shared the work. Everybody did her own part. We put it together. We didn't do it in detail. [The group work] starts too early. You don't know the people in class. You try to do the project with people you don't know. For example, I had to push my partner to do it, by force [87].

From this comment, it can be inferred that group work can be seen as a mere division of labor and that working with people you don't know might be difficult. To this end, team building strategies can be a part of the projects, which might make it easier during the process.

The Upper-Intermediate Group

There were fewer students at the upper-intermediate level (n=3) who expressed favorable views about the project's contribution to working collaboratively, two of whom mentioned the presentation, where they thought collaborative learning took place. 6 students said although it was called group work, everybody worked individually, referring to the idea that group work was regarded as simple division of labor like in the

intermediate group. From the replies of these students, it can be deduced that group hasn't really worked effectively.

> We do group work. It's very useful…[but] I can't say we spent a lot of time [together]. We just got together for one hour [88].

Although the majority of the students said the project didn't help them learn collaboratively, half of them mentioned its potential to actually do so (n=5), indicating the need to teach the skill of working collaboratively explicitly to help students better deal with the requirements of the project. The comments below show how the students think group work can contribute to coming up with products and to other skills such as responsibility.

> It [affects] group work. If we do group work, everybody gets each other's opinion. They can see common opinions. Better things can be created with two people [89].

> If you have [the sense of] responsibility, you learn how to work in a group. You can learn how to do research. You can learn how to share in a group [90].

Computer Skills

The Intermediate Group

Seven students thought that the project could improve computer skills and they had favorable views about using the computer to complete a school project. The comments below refer to the potential benefits of being involved in such computerized projects on Information and Communication skills (ICT).

> First of all, I felt luckier compared to students in other schools because we were getting education through the computer. Also I realized that our school was keeping up with technology. Besides I was happy to be using the computer. It was easy for me. Since everything was on the Internet, I could do it everywhere. It took me five minutes to reach it [90].

> I think it's wonderful because there is this: If people are not forced, it doesn't work. All of my friends do something on the computer. They break it up and put

> it back together. I never had something like that. When something like [Track 2] happens, it's very useful. I liked it his time. I didn't react [91].
>
> Computers are being used a lot. When you get away from the school, it is like getting away from information. Through the internet, you are more connected, more interactive [92].
>
> I think this is the best. If everything depends on the teacher, there might be misunderstandings. You can't find the teacher all the time. It is easier to work through the computer [42].

Three students said it could help those with low computer skills in their preparation for department work. One student's comment was significant in that the preparatory program was seen as the ideal place to learn such skills.

> Those who are not familiar with computers or search on the Internet might be dumbfounded [in the department]. It is important to learn it here, and then go there [to the department] [93].

However, 4 students said the computer skills required by the project were too simple to have any real contribution to computer skills development. The comments, however, assume that all the other students are advanced computer users.

> Right now, everybody is familiar with computers. I don't think it will improve [computer skills]. These are things everybody can do. In the departments assignments are given in an interactive way. It can prepare one for that at most. I don't think it can improve anything else. Actually, it is a bit too simple…These are things everyone can do [94].
>
> We click on things anyway. It's ready. Everything is directly there, on a page [95].

Based on these comments, one suggestion can be to use these students as student helpers who can help the others as they already seem to be familiar with computers in general, which can be one way of dealing with student training.

The Upper-Intermediate Group

Like the intermediate students, half of the students felt the project could improve computer skills, while the other half said it wouldn't. The students' comments show their view that exposure to computers can improve their skills.

> It increases computer use. The school provides us with what we can do [on the computer]. I am not at the same level when I started [the preparatory] program. I understand [now] [96].
>
> I think it's good. Since I wasn't interested in computers, it was more fruitful to do this project through the computer. For example, doing the listening [there] was good. I spent more time on the computer. I think every person needs computer skills. I think [computer skills] are developed [97].
>
> Actually it's very useful. Since we will have to use the computer in the future anyway, this is some kind of practice. It's much better to have [this] as an example…You can search, use Word, [using visuals] in presentations…office applications. Second, you have to search on the Internet. Since we will need it when we go to the department, it is useful [98].

Like those from the intermediate level, 4 upper-intermediate students said the computer skills required by the project were too simple and that anybody could do what was required without having computer skills.

Preparation for the Department

The Intermediate Group

The group interviewed had favorable views about the project's contribution to skills needed for the department. All of the intermediate students unanimously said that the project had the potential of preparing them for the department work they would be involved in the near future.

> It will absolutely [be useful for department work]. We are building its infrastructure here. My cousin is studying in the department now. [That's how] I know. I mean we [learn] what we can do. We are building the infrastructure…I learn how I can make something good. For example, for my homework, my presentation…[Things like] how to start, how to prepare

> the topic, instead of going directly into the topic, how to find pictures, decorative things….[You learn] that you need to speak fluently, without using papers or that you need to bring cardboards [99].
>
> Absolutely. It might differ from one department to another though. It is definitely useful for my department. This is the kind of thing we will focus in our departments. We will be constantly speaking, writing essays. The lessons will be more interactive. We will not learn anything new. We will be discussing current events [100].
>
> The benefit of this [project work] is to prepare me for the department. This year we are obliged to do certain things such as homework…Last year, for example, we used to do cloze tests. Now, we are the ones who [have to] search on the Internet and find [information]. We are the ones who have to make an effort. This is something our friends in the department always do. Work will be like this too. We have to deal with things ourselves [101].
>
> Doing this project feels like you are not in the preparatory school, you are at university. It creates enthusiasm. When we were at pre-intermediate, we would read and get over with it without using the computer. But [now] you go on the Internet, you search. There is detailed information, things you have to do. You have to do it. It was really fun for me [102].
>
> It will [have benefits]. We are learning here. At work, we will try to present a project, explain and sell our ideas. It would be better if we know how to conduct research, find and reach the right resource in the same way [as we do in this project] [103].

These comments indicate that the students definitely see the connection between what they do in the project and what they will do in their departments. They are also quite certain that the project is preparing them for the department, which is a good sign of their positive feelings for the project.

Some of these students saw the project work they did in Track 2 as a simpler version, or a simulation of what they will do in their departments.

> I don't know what they do there [in the department] exactly, but I don't think it will be very different from this. Of course, it will be more difficult there. We can start with simpler things, and continue there [104].

Students also stated the benefits of the project on specific skills such as presentation and writing skills.

> [The benefit] is not about the topic. It is about planning, technically…For example, we write [in the project]. We will write in the same way [in our department]. The same is true for presenting [105].
>
> It will be [beneficial]. At least for those who haven't done any projects…I have a friend in the department. She says they always do projects, write essays. [This project] will help in those areas [106].

The statements above show that some students see the indirect benefits of the project for certain departmental skills they will need in the future such as planning, presenting and writing.

The Upper-Intermediate Group

The majority of upper-intermediate students (n=7) also said that the project could prepare them for the department work they will be involved in. In their comments, they referred to different skills such as taking on responsibility, doing research, group work and presentation skills.

> It could [help]. As far as I know, all the assignment sending and receiving happens on the Internet. It can prepare for that…It can be [useful for taking on] responsibility. There is no teacher behind you who [does the work]. It's up to you to do it or not. It can [affect] learning English with different techniques as well [107].
>
> Research is required in every department. At least [the project can help] working together, searching…At least we would be ready since we had done it before. You would [have a feel of] what could happen [in the department], a preparation, even if you don't do [research] in the department [108].
>
> It could be like industrial training…At least it can help when we do public speaking. Computer skills are [also] important for all departments [109].

It can be seen that the project is perceived to have an impact on several skills in terms of department work such as taking on responsibility for one's work and learning, working

collaboratively, searching for information, presentation and computer skills. The questionnaire results show that only slightly more than half of the participants in the preparatory program group seem to think the projects can prepare them for the departments; however, the interview results show that the interviewees see a close connection, which can perhaps be explained with the fact that these students need to be guided to think about the benefits even in simple ways such as asking questions to them about their perceptions. The slight discrepancy between the questionnaire findings and the interviews also show the need to train students to become more analytical about their own learning process and the learning environment.

Very few (n=2) students felt the project wouldn't be useful in preparing them for the department as it wasn't adequate, and it was perceived like regular and individual homework.

Sense of Responsibility

The Intermediate Group

Four students said the project helped develop a sense of responsibility. Their comments show that doing the projects leads to a natural sense of responsibility and obligation to complete.

> In the future, when you get a job, you will shoulder some responsibility at all levels [of your work]. If you have the opportunity [there], you learn how to do it from someone. But at first, since you have the responsibility it is better [if] you know what you can do, how to do research [110].
>
> It has a great effect on responsibility. You need to do it on time, fulfill your duties [111].
>
> Working together, taking on responsibility. [The project] is definitely useful for those. It's more being involved in activities, group work than just coming, taking your courses and passing, which is a plus [112].

The Upper-intermediate Group

Like the intermediate students, 5 of the upper-intermediate students also said the project helped develop a sense of responsibility, referring also to its benefits for their future jobs.

Being Forced to Study

The Intermediate Group

An interesting finding that emerged from the interviews was that students felt the project forced them to study. Some students felt it was necessary to make them succeed.

> Doing this project feels like you are not in the preparatory school, you are at university. It creates enthusiasm. When we were at pre-intermediate, we would read and get over with it without using the computer. But [now] you go on the Internet, you search; there is detailed information, things you have to do. You have to do it. It was really fun for me [113].
>
> First, there is responsibility. You have to do it. Second, there is a dialogue between you and your friends, which is very nice. You exchange information. [Also] the topic is nice. Reality shows are very appropriate. For example, I liked [learning about] what reality shows are, their characters. I really liked it. I don't like writing and even I wrote 400 words [114].
>
> I didn't like the fact that the topic was not flexible but the way it made us work hard helped. Although we were not interested in reality show programs, we read quite a lot, watched. We had to do it. [115]
>
> We use the laptops [for the presentations]. We end up having to do the project. We end up having to do it in English [116]
>
> I didn't use to like group work, or the computer. When I came to Bilkent, I conditioned myself. You have to do it [117].
>
> I think it's wonderful because there is this: If people are not forced, it doesn't work. All of my friends do something on the computer. They break it up and put it back together. I [can't do] these. When something like [Track 2] happens, it's very useful. I liked it his time. I didn't react [118].

The comments show the reliance of students on rules and obligations that perhaps stem from more instructor-driven approaches that they have been accustomed to over the

years. It can be inferred from their comments that they need to be forced by an outside motive in order to complete the work. This indicates that students need to be given incentives such as grades or assessment in order for them to benefit from the experience. Therefore, it can be suggested that Track 2 projects have more weighting among the course requirements.

The Upper-intermediate Group

Like in the intermediate group, several upper-intermediate students commented on the way the projects "pushed" them, which some of them liked because it made them work, but others did not like it.

> When you have an obligation of this sort, you get a chance to do listening, or study [in general]. It depends on the person [whether to study or not]. If I already study, [the project] is not necessary. If I don't, then it's useful. It's useful for me because I don't study. [119].

> It's pushing everyone a little bit. Nobody wants to sit down and work hard at this. They want to do simpler things…You search, put it into writing, then find things to support [your writing with] like pictures, or videos. Nobody feels like finding these things…It's useful. At least you learn how to talk in front of people [120].

> It's useful. When the student feels compelled to search, he naturally needs to do it. When he does, he learns, at least he realizes that he can learn [121].

From the replies of 2 students, it could be seen that they needed more guidance in dealing with the requirements of the project.

> It's pushing sometimes. We don't always understand it. There are a lot of things there. We don't always understand. I should be able to find things without the teacher telling me, but I can't. When we first started the project, I couldn't understand it exactly. I didn't know where to find [resources] since it was my first year. I read it, but I still didn't get it. I couldn't understand exactly what I was supposed to do. There were 6 or 7 students like me, who were new in school. If the teacher had explained this in class, she [could have told] us what was required from the start [122].

This comment shows the need for more and ongoing support for the students who are new to the preparatory program, as well as this kind of project work. These needs should be taken into consideration by the instructors who also need a change in strategy during the course of the projects from a teacher-in-charge to a guide or a coach who will help when needed. The involvement of student helpers who are more experienced with the project work or with computers can be another way round such problems.

Learning English through Computers

Findings from the Numerical Part of the Questionnaire

Most students thought that in the future, school work should be blended (Intermediate: M=2.72; upper-intermediate: M=2.69). They would also like to use computers more for school work (Intermediate: M=2.71; upper-intermediate: M=2.73), but about half of them did not have very positive feelings about the course management system they used for Track 2 (Intermediate: M=2.61; upper-intermediate: M=2.55).

Table 4.110 Preparatory program students' perception of the use of computers in learning

		SA	A	D	SD	Total	Mean	SD
Q65. In the future, school work should be like this project: some of it in class, some on the computer.								
Int	*f*	95	220	115	58	488	2.72	.91
	%	19.47	45.08	23.57	11.89	100		
Upper-int	*f*	78	174	75	61	388	2.69	.97
	%	20.10	44.85	19.33	15.72	100		
Total	*f*	173	394	190	119	876	2.71	.93
	%	19.75	44.98	21.69	13.58	100		
Q66. I would like to use computers more for school work.								
Int	*f*	106	195	123	63	487	2.71	.95
	%	21.77	40.04	25.26	12.94	100		
Upper-int	*f*	81	175	82	52	390	2.73	.94
	%	20.77	44.87	21.03	13.33	100		
Total	*f*	187	370	205	115	877	2.72	.94
	%	21.32	42.19	23.38	13.11	100		

Table 4.110 (continued)

Q67. I would like to *Virtual Campus* more actively for school work.								
Int	*f*	94	176	130	76	476	2.61	.98
	%	19.75	36.97	27.31	15.97	100		
Upper-int	*f*	67	144	89	73	373	2.55	1.00
		17.96	38.61	23.86	19.57	100		
Total	*f*	161	320	219	149	849	2.57	1.00
	%	18.96	37.69	25.80	17.55	100		

Findings from the Comments Part of the Questionnaire

In line with the replies given to Question 67, some students liked using the electronic platform for the project (n=7), whereas others found it problematic, saying it was not always accessible (n=11). Some wanted the course management system to be more efficient (n=8) and more useful (n=9). Some did not want to reach the project or homework through the course management system (n=5). A few students wanted the system to be improved in terms of design (n=6) and speed (n=3).

Table 4.111 Preparatory program students' comments on the course management system used for Track 2

Comments	**Intermediate**	**Upper-intermediate**	**Total**
I liked the course management system.	5	2	7
The course management system is not always accessible.	5	6	11
I would like the course management system to be more efficient.	7	4	11
I would like the course management system to be more useful.	7	2	9
I don't want to use the course management system to reach the project or other assignments.	1	4	5
I would like the design of the course management system to change,	3	3	6
I would like the course management system to be faster.	2	1	3

Some students said they wanted to see more materials on the course management system (n=6), more specifically exam materials (n=3), speaking (n=7), listening (n=6), reading (n=2) and vocabulary (n=3).

Table 4.112 Preparatory program students' requests for more materials on the course management system used for Track 2

Comments	Intermediate	Upper-intermediate	Total
I would like to see more materials.	4	2	6
I would like to see more exam materials.	1	2	3
I would like to see more speaking materials.	3	4	7
I would like to see more listening materials.	4	2	6
I would like to see more reading materials.	-	2	2
I would like to see more vocabulary materials.	2	1	3

Findings from the Interviews

The Intermediate Group

All of the students said the project had positive effects on language skill development. 3 students had a very good grasp of how the project dealt with several skills, and explained it as follows:

> In this project, the presentation was different. Before, we used to search, make an outline and show the teacher. Then we would present it and that was it. Now the project is different. We do the materials. Our speaking skill improves. There is reading, listening. We improve them. And there is the essay at the end. The essay is really useful, it's comprehensive. We also watch a movie. It's very useful, a lot more comprehensive. It's not just presentation [anymore] [123].

> You learn vocabulary. It's important to understand what you read [and listen] as well. The same is true when watching a film: People try to understand. [It improves] all skills. If it didn't, we wouldn't have this project [124].

> The steps were very nice. There could be a few projects in a course…It doesn't just get you to focus on the presentation. It contributes to reading, listening and writing [skills] [125].

The comments show that students are aware of the multiple skills that the project has been designed to contribute to, which is the kind of awareness that needs to be raised among all the groups who are involved in the project.

The majority of the students (n=7) stated that the project improved their speaking and presentation skills.

> [You learn] how to speak, how to use your body language, how to use linkers. [It improves] your speaking; additionally, you explain your topic with a good grasp of what you are presenting [126].

> It helps a lot in terms of speaking. You need [these skills] while talking…In terms of speaking, you become more confident in front of people. You learn how to speak in public [127].

The impact of the project on presentation skills came from all the groups that were interviewed, a skill which they believe they will need in both their departments and future careers.

Some students thought the project helped improve vocabulary (n=4), for some it was reading (n=4), and listening (n=2). One student pointed out the way the project enhanced not only language skills but also their cultural development by referring to the idea of cultivation.

> It has a lot of effects but I don't know how to explain. First, it [helps] your speaking. Even if I don't know English well, you get confident by doing things [like this project]. When you get up in front of people, you won't feel shy, you will be able to express yourself…It also improves your listening and reading. You also learn vocabulary. Besides these, you also cultivate yourself [128].

This comment successfully sums up the design principles of Track 2 projects: it is expected to help develop language skills in an integrated way as well as transferable skills, i.e. holistic development.

The Upper-intermediate Group

All of the students said the project had positive effects on language skill development. Most students said it affected more than one language skill in their comments, just as it was designed.

> It also improves your listening and reading. You also learn vocabulary. Besides these, you also cultivate yourself [129].

> If we do a lot of reading, it improves your speaking and you can read faster. It also improves your writing. Vocabulary is the main component. They are all linked [130].

Like the intermediate group, most students referred to speaking and presentation skills as a positive outcome of the project. The comment below shows that the student doesn't only refer to the presentation skill in terms of language learning but also a more global skill of gaining in confidence in public speaking.

> It does improve [language skills]…I think the most important thing about presenting is courage. As language requires courage, [the project] improves speaking. Besides that, it improves reading. It doesn't help listening much. You don't listen to [the materials] much. You need reading for the presentation, listening comes after reading [131].

Two students pointed out the way the project helped develop language as well as presentation skills they would need in a work context, again pointing out to the confidence factor.

> It can only be useful in learning English. If you want to be a manager, or something, it can contribute to that in terms of speaking [132].

> It will help. We have to do something at work. We have to communicate. We will have to stand up in front of people and make a speech all throughout our lives [133].

Table 4.113 Summary of preparatory program students' perception of Track 2

		SA	A	D	SD	Total	Mean	SD
Q52. I liked using *Virtual Campus* for project work.								
Int	*f*	82	176	129	100	487	2.49	1.00
	%	16.84	36.14	26.49	20.53	100		
Upper-int	*f*	68	122	116	86	392	2.44	1.02
	%	17.35	31.12	29.59	21.94	100		
Total	*f*	150	298	245	186	879	2.46	1.02
	%	17.06	33.90	27.87	21.16	100		
Q53. I enjoyed doing the project.								
Int	*f*	78	129	156	125	488	2.33	1.03
	%	15.98	26.43	31.97	25.61	100		
Upper-int	*f*	53	129	124	87	393	2.38	.97
	%	13.49	32.82	31.55	22.14	100		
Total	*f*	131	258	280	212	881	2.35	1.01
	%	14.87	29.28	31.78	24.06	100		
Q54. I liked the topic of the project.								
Int	*f*	62	147	164	114	487	2.32	.97
	%	12.73	30.18	33.68	23.41	100		
Upper-int	*f*	60	143	113	76	392	2.48	.97
	%	15.31	36.48	28.83	19.39	100		
Total	*f*	122	290	277	190	879	2.39	.98
	%	13.88	32.99	31.51	21.62	100		
Q55. I read almost all of the reading texts during the project.								
Int	*f*	113	199	125	51	488	2.77	.92
	%	23.16	40.78	25.61	10.45	100		
Upper-int	*f*	77	198	80	38	393	2.80	.86
	%	19.59	50.38	20.36	9.67	100		
Total	*f*	190	397	205	89	881	2.78	.90
	%	21.57	45.06	23.27	10.10	100		
Q56. I listened to almost all of the listening pieces during the project.								
Int	*f*	104	205	131	48	488	2.75	.90
	%	21.31	42.01	26.84	9.84	100		
Upper-int	*f*	76	185	102	30	393	2.78	.84
	%	19.34	47.07	25.95	7.63	100		
Total	*f*	180	390	233	78	881	2.76	.88
	%	20.43	44.27	26.45	8.85	100		
Q57. I learned a lot about the topic of the project.								
Int	*f*	107	213	117	48	485	2.78	.90
	%	22.06	43.92	24.12	9.90	100		
Upper-int	*f*	70	192	82	48	392	2.72	.90
	%	17.86	48.98	20.92	12.24	100		
Total	*f*	177	405	199	96	877	2.74	.92
	%	20.18	46.18	22.69	10.95	100		

Table 4.113 (continued)

Q58. The project made me think about and question the topic.								
Int	*f*	84	238	112	55	489	2.72	.88
	%	17.18	48.67	22.90	11.25	100		
Upper-int	*f*	64	188	90	51	393	2.67	.90
	%	16.28	47.84	22.90	12.98	100		
Total	*f*	148	426	202	106	882	2.70	.89
	%	16.78	48.30	22.90	12.02	100		
Q59. The reading and the listening pieces helped me synthesize (sentezlemek) my views about the topic.								
Int	*f*	81	235	118	54	488	2.70	.87
	%	16.60	48.16	24.18	11.07	100		
Upper-int	*f*	62	193	91	42	388	2.71	.86
	%	15.98	49.74	23.45	10.82	100		
Total	*f*	143	428	209	96	876	2.70	.87
	%	16.32	48.86	23.86	10.96	100		
Q60. The project helped us learn from our friends through presentations, discussions or group work.								
Int	*f*	101	207	121	57	486	2.72	.92
	%	20.78	42.59	24.90	11.73	100		
Upper-int	*f*	72	198	78	44	392	2.76	.88
	%	18.37	50.51	19.90	11.22	100		
Total	*f*	173	405	199	101	878	2.74	.91
	%	19.70	46.13	22.67	11.50	100		
Q61. Project work through the computer was a good way of learning English.								
Int	*f*	79	204	140	64	487	2.61	.91
	%	16.22	41.89	28.75	13.14	100		
Upper-int	*f*	72	174	89	56	391	2.67	.94
	%	18.41	44.50	22.76	14.32	100		
Total	*f*	151	378	229	120	878	2.63	.93
	%	17.20	43.05	26.08	13.67	100		
Q62. The project was a good way of improving our computer skills.								
Int	*f*	84	210	130	60	484	2.66	.91
	%	17.36	43.39	26.86	12.40	100		
Upper-int	*f*	52	166	105	68	391	2.52	.93
	%	13.30	42.46	26.85	17.39	100		
Total	*f*	136	376	235	128	875	2.59	.93
	%	15.54	42.97	26.86	14.63	100		
Q63. The project was similar to what we will do in our departments.								
Int	*f*	72	197	133	77	479	2.55	.93
	%	15.03	41.13	27.77	16.08	100		
Upper-int	*f*	53	157	110	69	389	2.50	.94
	%	13.62	40.36	28.28	17.74	100		
Total	*f*	125	354	243	146	868	2.52	.94
	%	14.40	40.78	28.00	16.82	100		

Table 4.113 (continued)

Q64. I would like to do more projects like this in other levels.								
Int	*f*	67	177	131	113	488	2.41	.99
	%	13.73	36.27	26.84	23.16	100		
Upper-int	*f*	48	142	107	89	386	2.39	.97
	%	12.44	36.79	27.72	23.06	100		
Total	*f*	115	319	238	202	874	2.39	.99
	%	13.16	36.50	27.23	23.11	100		
Q65. In the future, school work should be like this project: some of it in class, some on the computer.								
Int	*f*	95	220	115	58	488	2.72	.91
	%	19.47	45.08	23.57	11.89	100		
Upper-int	*f*	78	174	75	61	388	2.69	.97
	%	20.10	44.85	19.33	15.72	100		
Total	*f*	173	394	190	119	876	2.71	.93
	%	19.75	44.98	21.69	13.58	100		
Q66. I would like to use computers more for school work.								
Int	*f*	106	195	123	63	487	2.71	.95
	%	21.77	40.04	25.26	12.94	100		
Upper-int	*f*	81	175	82	52	390	2.73	.94
	%	20.77	44.87	21.03	13.33	100		
Total	*f*	187	370	205	115	877	2.72	.94
	%	21.32	42.19	23.38	13.11	100		
Q67. I would like to *Virtual Campus* more actively for school work.								
Int	*f*	94	176	130	76	476	2.61	.98
	%	19.75	36.97	27.31	15.97	100		
Upper-int	*f*	67	144	89	73	373	2.55	1.00
	%	17.96	38.61	23.86	19.57	100		
Total	*f*	161	320	219	149	849	2.57	1.00
	%	18.96	37.69	25.80	17.55	100		

Technical Requests

Findings from the Comments Part of the Questionnaire

Some student wanted the document formats to change from the pdf format (n=7) as it seems to have caused some problems in opening and printing. Some students (n=5) said they would like to access the Internet in other labs than Laboratory 8, which was the only laboratory which had Internet access during class hours. However, the instructor always had the option of having Internet connection available in any laboratory.

Table 4.114 Preparatory program students' comments on technical aspects of Track 2

Comments	Intermediate	Upper-intermediate	Total
I would like the documents to be easily accessible.	5	2	7
I would like to access the Internet from all labs.	4	1	5

Findings from the Interviews

The Intermediate Group

Six students referred to the course management system used for the Track 2 project. The course management system was also used to provide students with more resources by their teaching units and individual instructors. Five students expressed positive views about it, referring to the practical functions such as receiving mails from the instructors, chat and viewing the project. Only one said it would be better if the instructor would tell the class herself instead of using the course management for communication.

As the content of the course management system depended on teaching units and individual instructors, there was a lot of variation in the amount and nature of content published with it. Some students expressed the need to use it more actively.

> It can be improved. It can be more interactive…For example, we can do some work before [we cover them in class]. We can see each other's writing there. We can make it more active. Now it's a bit inactive. We do the steps [in the project]. We can use it better [134].

This comment is a good example of why the students should also contribute to the design of the learning environment. They can bring new ideas and practical suggestions as they become more familiar with the software. In this case, the student has quite a valid suggestion about using the system for pre-activities or posting student work.

The Upper-intermediate Group

Two students said they would like to see more materials on the course management system such as extra reading materials or exam results. Most teaching units at the time posted useful Internet sites for extra practice, which perhaps the student who requested more language materials was not aware of.

4.6.3.2 Instructors

The relationship of Track 1 with the existing methodology

Findings from the Numerical Part of the Questionnaire

The main difference in the methodologies between Track 1 and Track 2 was in the way they dealt with language teaching: Track 1 dealt with language skills (reading and listening) and components (grammar and vocabulary) discretely, whereas Track 2 dealt with language holistically by integrating all four skills, as well as with transferable skills such as computer skills, learning collaboratively, and taking on responsibility. According to the instructors, the project was successful in integrating all four skills, as intended (M=3.22). The instructors also thought Track 2 projects had the potential to change the English teaching methodology in a positive way, a multi-skill approach whereby the students learn the language in an integrated fashion (M=3.26) through the computer.

Table 4.115 Instructors' perception of the usefulness of Track 2 on language teaching methodology

		SA	A	D	SD	Total	Mean	SD
Q48. The project was effective in integrating all four skills.								
	f	23	29	6	2	60	3.22	.76
	%	38.33	48.33	10.00	3.33	100		
Q65. Track 2 projects have the potential to change the teaching methodology in the school in a positive way.								
	f	19	30	3	1	53	3.26	.65
	%	35.85	56.60	5.66	1.89	100		

Most of the instructors also believed that their students learned about the topic of the project (M=2.79), and that it made them question and think about it (M=2.82). They also observed that the reading and listening pieces helped students synthesize their views about the topic (M=2.93).

Table 4.116 Instructors' perception of the thinking skills Track 2 helped develop

		SA	A	D	SD	Total	Mean	SD
Q52. I feel students learned a lot about the topic of the project.								
	f	9	34	14	0	61	2.79	.78
	%	14.75	55.74	22.95	6.56	100		
Q53. The project made students think about and question the topic.								
	f	7	36	16	1	60	2.82	.65
	%	11.67	60	26.67	1.67	100		
Q54. The reading and the listening pieces helped students synthesize their views about the topic.								
	f	11	33	15	0	59	2.93	.67
	%	18.64	55.93	25.42	0	100		

Findings from the Comments Part of the Questionnaire

There were 5 instructors who gave positive feedback on Track 2 in the comments part. However, 2 of these instructors said it was good for the instructors, but not for the students. One of the reasons according to one of the instructors was that the students were not mature enough to do the project.

Table 4.117 Instructors' comments on usefulness of Track 2

Comments	Instructors Total
I liked Track 2.	5
Track 2 is good for instructors, not students.	2

Lack of time to cover the project steps in depth was the one of the main issues raised by the instructors (n=9). Some instructors wanted to decrease the number of steps in the

project in order to overcome this problem (n=8). 2 instructors said they needed more training to be able to conduct the project.

Table 4.118 Instructors' comments on usefulness of Track 2

Comments	Instructors Total
We did not have enough time to exploit Track 2.	9
There should be fewer steps in Track 2.	8
I needed training to carry out the project.	2

Enjoyment

Findings from the Numerical Part of the Questionnaire

Most of the instructors liked doing the Track 2 project (M=3.03) as well as the course management system used to deliver it (M=3.04). They also liked the topics of the project (M=3.22). However, just as the students reported, they didn't seem to think the students enjoyed doing the project as much as they did (M=2.36).

Table 4.119 Instructors' perception of the enjoyment aspect of Track 2

		SA	A	D	SD	Total	Mean	SD
Q45. I liked using *Virtual Campus* for project work.								
	f	20	24	10	4	58	3.03	.90
	%	34.48	41.38	17.24	6.90	100		
Q46. I enjoyed doing the project.								
	f	18	25	12	2	57	3.04	.82
	%	31.58	43.86	21.05	3.51	100		
Q49. I liked the topic of the project.								
	f	20	29	10	3	62	3.06	.76
	%	32.26	46.77	16.13	4.84	100		
Q47. Students enjoyed doing the project.								
	f	5	19	27	8	59	2.36	.83
	%	8.47	32.20	45.76	13.56	100		

Completion of Project Activities

Findings from the Numerical Part of the Questionnaire

Most instructors said they made their students complete the reading (M=3.14) and listening (M=3.12) parts of the project.

Table 4.120 Instructors' account of the completion of input texts for Track 2

		SA	A	D	SD	Total	Mean	SD
Q50. I made sure students read almost all of the reading texts during the project.								
	f	18	29	10	0	57	3.14	.69
	%	31.58	50.88	17.54	0	100		
Q51. I made sure students listened to almost all of the listening pieces during the project.								
	f	16	32	9	0	57	3.12	.66
	%	28.07	56.14	15.79	0	100		

Usefulness for learning and teaching English

Findings from the Numerical Part of the Questionnaire

Similar to what the students said, for most instructors project work through the use of computers was a good way of learning English (M=3.27).

Table 4.121 Instructors' perception of learning through project work on the computer

		SA	A	D	SD	Total	Mean	SD
Q56. Project work through the computer is a good way of learning English.								
	f	23	30	7	0	60	3.27	.66
	%	38.33	50.00	11.67	0	100		

Availability in Other Levels

Findings from the Numerical Part of the Questionnaire

The instructors said they would like to see more projects like these in other levels (M=3.17).

Table 4.122 Instructors' willingness to se more Track 2 project in other levels

		SA	A	D	SD	Total	Mean	SD
Q60. I would like to see more projects like this in other levels.								
	f	21	26	11	0	58	3.17	.73
	%	36.21	44.83	18.97	0	100		

Usefulness for transferable skills

Findings from the Numerical Part of the Questionnaire

The project was believed to have helped students learn collaboratively through presentations, discussions or group work (M=2.85). By involving students in the projects, instructors perceived other benefits besides teaching and learning English. They saw the potential of the projects improving students' transferable skills such as computer skills (M=3.00), handling information, taking responsibility for one's own learning and higher-order thinking skills (M=3.14) as well as some skills students could use in their departments, namely finding and synthesizing information, learning collaboratively and giving presentations (M=3.25).

Table 4.123 Instructors' perception of the usefulness of Track 2 on transferable skills

		SA	A	D	SD	Total	Mean	SD
Q55. The project helped students learn collaboratively through presentations, discussions or group work.								
	f	16	19	25	0	60	2.85	.82
	%	26.67	31.67	41.67	0	100		
Q57. The project was a good way of improving students' computer skills.								
	f	19	26	13	3	61	3.00	0.86
	%	31.15	42.62	21.31	4.92	100		
Q58. The project was a good way of teaching students transferable skills (e.g. handling information, taking responsibility for one's own learning and higher order thinking skills).								
	f	17	31	9	0	57	3.14	.67
	%	29.82	54.39	15.79	0	100		
Q59. The project was similar to the tasks the students will be involved in their departments (finding information, synthesizing information, learning collaboratively, giving presentations, etc.).								
	f	18	36	2	1	57	3.25	.61
	%	31.58	63.16	3.51	1.75	100		

Learning English through computers

Findings from the Numerical Part of the Questionnaire

The instructors supported the use of blended learning in teaching English (M=3.22) and would like to use computers (M=3.23) and the course management system used to deliver Track 2 (M=3.29) more in their teaching. The instructors also expressed their interest in designing or helping design such projects in the future (M=2.97).

Table 4.124 Instructors' perception of the use of computers in teaching

		SA	A	D	SD	Total	Mean	SD
Q61. In the future, teaching in the preparatory school should be blended like this project: some of it in class, some on the computer.								
	f	22	29	7	1	59	3.22	.72
	%	37.29	49.15	11.86	1.69	100		
Q62. I would like to use computers more in my teaching.								
	f	21	33	5	1	60	3.23	.67
	%	35.00	55.00	8.33	1.67	100		

Table 4.124 (continued)

Q63. I would like to *Virtual Campus* more actively for my teaching.								
	f	20	36	3	0	59	3.29	.56
	%	33.90	61.02	5.08	0	100		
Q64. I would like to design (or help design) such projects in the future.								
	f	18	26	12	4	60	2.97	.88
	%	17.18	48.67	22.90	11.25	100		

Table 4.125 Summary of instructors' perception of Track 2

		SA	A	D	SD	Total	Mean	SD
Q45. I liked using *Virtual Campus* for project work.								
	f	20	24	10	4	58	3.03	.90
	%	34.48	41.38	17.24	6.90	100		
Q46. I enjoyed doing the project.								
	f	18	25	12	2	57	3.04	.82
	%	31.58	43.86	21.05	3.51	100		
Q47. Students enjoyed doing the project.								
	f	5	19	27	8	59	2.36	.83
	%	8.47	32.20	45.76	13.56	100		
Q48. The project was effective in integrating all four skills.								
	f	23	29	6	2	60	3.22	.76
	%	38.33	48.33	10.00	3.33	100		
Q49. I liked the topic of the project.								
	f	20	29	10	3	62	3.06	.76
	%	32.26	46.77	16.13	4.84	100		
Q50. I made sure students read almost all of the reading texts during the project.								
	f	18	29	10	0	57	3.14	.69
	%	31.58	50.88	17.54	0	100		
Q51. I made sure students listened to almost all of the listening pieces during the project.								
	f	16	32	9	0	57	3.12	.66
	%	28.07	56.14	15.79	0	100		
Q52. I feel students learned a lot about the topic of the project.								
	f	9	34	14	0	61	2.79	.78
	%	14.75	55.74	22.95	6.56	100		
Q53. The project made students think about and question the topic.								
	f	7	36	16	1	60	2.82	.65
	%	11.67	60	26.67	1.67	100		
Q54. The reading and the listening pieces helped students synthesize their views about the topic.								
	f	11	33	15	0	59	2.93	.67
	%	18.64	55.93	25.42	0	100		
Q55. The project helped students learn collaboratively through presentations, discussions or group work.								
	f	16	19	25	0	60	2.85	.82
	%	26.67	31.67	41.67	0	100		

Table 4.125 (continued)

Q56. Project work through the computer is a good way of learning English.								
	f	23	30	7	0	60	3.27	.66
	%	38.33	50.00	11.67	0	100		
Q57. The project was a good way of improving students' computer skills.								
	f	19	26	13	3	61	3.00	.86
	%	31.15	42.62	21.31	4.92	100		
Q58. The project was a good way of teaching students transferable skills (e.g. handling information, taking responsibility for one's own learning and higher order thinking skills).								
	f	17	31	9	0	57	3.14	.67
	%	29.82	54.39	15.79	0	100		
Q59. The project was similar to the tasks the students will be involved in their departments (finding information, synthesizing information, learning collaboratively, giving presentations, etc.).								
	f	18	36	2	1	57	3.25	.61
	%	31.58	63.16	3.51	1.75	100		
Q60. I would like to see more projects like this in other levels.								
	f	21	26	11	0	58	3.17	.73
	%	36.21	44.83	18.97	0	100		
Q61. In the future, teaching in the preparatory school should be blended like this project: some of it in class, some on the computer.								
	f	22	29	7	1	59	3.22	.72
	%	37.29	49.15	11.86	1.69	100		
Q62. I would like to use computers more in my teaching.								
	f	21	33	5	1	60	3.23	.67
	%	35.00	55.00	8.33	1.67	100		
Q63. I would like to *Virtual Campus* more actively for my teaching.								
	f	20	36	3	0	59	3.29	.56
	%	33.90	61.02	5.08	0	100		
Q64. I would like to design (or help design) such projects in the future.								
	f	18	26	12	4	60	2.97	.88
	%	17.18	48.67	22.90	11.25	100		
Q65. Track 2 projects have the potential to change the teaching methodology in the school in a positive way.								
	f	19	30	3	1	53	3.26	.65
	%	35.85	56.60	5.66	1.89	100		

Technical Requests

<u>Findings from the Comments Part of the Questionnaire</u>

Several instructors reported having problems due to the date when the project started, which was in the third week of an eight-week course (n=7). Some instructors said the

students couldn't access the listening materials in Track 2 (n=5). Like students, the instructors also raised the issue of not being able to access the course management system (n=7). Three instructors said the students couldn't use the system's e-mail, so their homework had to be handed in person. One instructor said her class couldn't access Track 2 at all, as it hadn't been copied in her class site. Two instructors said they needed more technical help.

Table 4.126 Instructors' comments on the technical issues about Track 2

Comments	Instructors Total
Track 2 started too late.	7
Students couldn't access some listening materials.	5
We could not always access the course management system.	7
Students couldn't use the system's e-mail.	3
My class couldn't access Track 2 at all.	1
We needed more technical help.	2

4.6.3.3 Heads of Teaching Units (HTUs)

The relationship of Track 1 with the existing methodology

Findings from the Numerical Part of the Questionnaire

Similar to the instructors' replies, the HTUs agreed that the project was successful in integrating all four skills, which was one of its core design principles (M=3.33). The HTUs also agreed that Track 2 could change the English teaching methodology in the institution in a positive way with its integrated skills approach (M=3.33).

Table 4.127 HTUs' perception of the usefulness of Track 2 on language teaching methodology

		SA	A	D	SD	Total	Mean	SD
Q50. The project was effective in integrating all four skills.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		
Q66. Track 2 projects have the potential to change the teaching methodology in the school in a positive way.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		

Almost all of the HTUs believed that the students learned about the topic of the project (M=3.00), and all of them agreed (n=6) that the students questioned and thought about the topic (M=3.17). They also observed that the reading and listening pieces helped students synthesize their views about the topic (M=3.00).

Table 4.128 HTUs' perception of the thinking skills Track 2 helped develop

		SA	A	D	SD	Total	Mean	SD
Q53. I feel students learned a lot about the topic of the project.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q54. The project made students think about and question the topic.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q55. The reading and the listening pieces helped students synthesize their views about the topic.								
	f	2	2	2	0	6	3.00	.89
	%	33.33	33.33	33.33	0	100		

Findings from the Comments Part of the Questionnaire

One HTU reported that there were no methodological or technical problems while running the project.

Table 4.129 HTUs' comments on potential problems in running Track 2

Comments	HTUs Total
We had no problems running the project.	1

The HTUs supported the instructors' comments about not having enough time to exploit the Track 2 project fully (n=3). 2 HTUs said instructors needed more guidance in carrying out the project, one of whom referred to the need for a "mind change" in the institution.

Table 4.130 HTUs' comments on the needs of instructors' in running Track 2

Comments	HTUs Total
There was not enough time to exploit Track 2.	3
Instructors need more guidance in carrying out Track 2.	2

Enjoyment

Findings from the Numerical Part of the Questionnaire

According to the HTUs, the instructors enjoyed using the course management system used to publish the project (M=3.17) and doing the Track 2 project itself (M=3.17). Like the instructors, the HTUs also liked the topics of the projects (M=3.50). However, just as the instructors replied, the HTUs thought the students were not very positive about doing the project (M=2.33).

Table 4.131 HTUs' perception of the enjoyment aspect of Track 2

		SA	A	D	SD	Total	Mean	SD
Q45. Teachers liked using *Virtual Campus* for project work.								
	f	2	3	1	0	6	3.17	.75
	%	33.33	50.00	16.67	0	100		
Q46. Teachers enjoyed doing the project.								
	f	2	3	1	0	6	3.17	.75
	%	33.33	50.00	16.67	0	100		
Q47. Students enjoyed doing the project.								
	f	0	2	4	0	6	2.33	.52
	%	0	33.33	66.67	0	100		
Q48. I liked the topic of the project.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		

Completion of Project Activities

Findings from the Numerical Part of the Questionnaire

Most HTUs stated that the instructors made their students complete the reading (M=3.00) and listening (M=3.00) parts of the project.

Table 4.132 HTUs' account of the completion of input texts for Track 2

		SA	A	D	SD	Total	Mean	SD
Q51. Teachers made sure students read almost all of the reading texts during the project.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q52. Teachers made sure students listened to almost all of the listening pieces during the project.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		

Usefulness for Learning and Teaching English

Findings from the Numerical Part of the Questionnaire

For all of the HTUs (n=6) project work by using computers was a good way of learning English (M=3.17) and said they would like to see more projects like these in other levels (M=3.33).

Table 4.133 HTUs' perception of learning through project work on the computer

		SA	A	D	SD	Total	Mean	SD
Q57. Project work through the computer is a good way of learning English.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q61. I would like to see more projects like this in other levels.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		

Usefulness for Transferable Skills

Findings from the Numerical Part of the Questionnaire

The HTUs saw the benefits of the project in helping students learn collaboratively through presentations, discussions or group work (M=3.00). In terms of other transferable skills, the HTUs thought the projects helped students gain computer skills (M=2.83), handling information, taking responsibility for one's own learning and higher-order thinking skills (M=3.50) and similar skills students would be using in their departments like finding information and synthesizing information, learning collaboratively and giving presentations (M=3.33).

Table 4.134 HTUs' perception of the usefulness of Track 2 on transferable skills

		SA	A	D	SD	Total	Mean	SD
Q56. The project helped students learn collaboratively through presentations, discussions or group work.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q58. The project was a good way of improving students' computer skills.								
	f	0	5	1	0	6	2.83	.41
	%	0	83.33	21.31	0	100		
Q59. The project was a good way of teaching students transferable skills (e.g. handling information, taking responsibility for one's own learning and higher order thinking skills).								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q60. The project was similar to the tasks the students will be involved in their departments (finding information, synthesizing information, learning collaboratively, giving presentations, etc.).								
	f	2	4	0	0	6	3.33	.52
	%	33.33	67.67	0	0	100		

Learning English through Computers

Findings from the Numerical Part of the Questionnaire

The HTUs strongly believed instruction in the future should involve the use of blended learning (M=3.67) and would like teachers to use computers (M=3.50) and specifically the course management system for Track 2 (M=3.83) more in their teaching. The HTUs would also like their teaching unit to design or help design such projects in the future (M=3.83).

Table 4.135 HTUs' perception of the use of computers in teaching

		SA	A	D	SD	Total	Mean	SD
Q62. In the future, teaching in the preparatory school should be blended like this project: some of it in class, some on the computer.								
	f	4	2	0	0	6	3.67	.52
	%	66.67	33.33	0	0	100		
Q63. I would like teachers to use computers more in their teaching.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		

Table 4.135 (continued)

Q64. I would like teachers to use *Virtual Campus* more actively for their teaching.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		
Q65. I would like my TU to design (or help design) such projects in the future.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		

Technical Requests

Findings from the Comments Part of the Questionnaire

One HTU reported having technical problems, one referred to the e-mail problem and one HTU felt the course management system needed to be faster. Like the instructors, some of the HTUs felt the project needed to start earlier (n=2).

Table 4.136 Instructors' comments on the technical issues of Track 2

Comments	HTUs Total
We had some technical problems.	1
Some classes had e-mail problems.	1
The course management system needs to be faster.	2
The project needs to start earlier.	2

Table 4.137 Summary of HTUs' perception of Track 2

		SA	A	D	SD	Total	Mean	SD
Q45. Teachers liked using *Virtual Campus* for project work.								
	f	2	3	1	0	6	3.17	.75
	%	33.33	50.00	16.67	0	100		
Q46. Teachers enjoyed doing the project.								
	f	2	3	1	0	6	3.17	.75
	%	33.33	50.00	16.67	0	100		
Q47. Students enjoyed doing the project.								
	f	0	2	4	0	6	2.33	.52
	%	0	33.33	66.67	0	100		

Table 4.137 (continued)

Q48. I liked the topic of the project.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q49. I believe teachers saw the benefits of the project.								
	f	2	3	1	0	6	3.17	.75
	%	33.33	50.00	16.67	0	100		
Q50. The project was effective in integrating all four skills.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		
Q51. Teachers made sure students read almost all of the reading texts during the project.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q52. Teachers made sure students listened to almost all of the listening pieces during the project.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q53. I feel students learned a lot about the topic of the project.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q54. The project made students think about and question the topic.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q55. The reading and the listening pieces helped students synthesize their views about the topic.								
	f	2	2	2	0	6	3.00	.89
	%	33.33	33.33	33.33	0	100		
Q56. The project helped students learn collaboratively through presentations, discussions or group work.								
	f	1	4	1	0	6	3.00	.63
	%	16.67	66.67	16.67	0	100		
Q57. Project work through the computer is a good way of learning English.								
	f	1	5	0	0	6	3.17	.41
	%	16.67	83.33	0	0	100		
Q58. The project was a good way of improving students' computer skills.								
	f	0	5	1	0	6	2.83	.41
	%	0	83.33	21.31	0	100		
Q59. The project was a good way of teaching students transferable skills (e.g. handling information, taking responsibility for one's own learning and higher order thinking skills).								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q60. The project was similar to the tasks the students will be involved in their departments (finding information, synthesizing information, learning collaboratively, giving presentations, etc.).								
	f	2	4	0	0	6	3.33	.52
	%	33.33	67.67	0	0	100		

Table 4.137 (continued)

Q61. I would like to see more projects like this in other levels.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		
Q62. In the future, teaching in the preparatory school should be blended like this project: some of it in class, some on the computer.								
	f	4	2	0	0	6	3.67	.52
	%	66.67	33.33	0	0	100		
Q63. I would like teachers to use computers more in their teaching.								
	f	3	3	0	0	6	3.50	.55
	%	50.00	50.00	0	0	100		
Q64. I would like teachers to use *Virtual Campus* more actively for their teaching.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		
Q65. I would like my TU to design (or help design) such projects in the future.								
	f	5	1	0	0	6	3.83	.41
	%	83.33	16.67	0	0	100		
Q66. Track 2 projects have the potential to change the teaching methodology in the school in a positive way.								
	f	2	4	0	0	6	3.33	.52
	%	33.33	66.67	0	0	100		

4.6.4 Track 2: Results of the Class Observations

Four classroom observations took place, two at the intermediate level and two at upper-intermediate. The rationale behind the observations was to examine an output of the Track 2 project, which was the oral presentation, in a classroom setting. The observations were conducted by the researcher who used the Classroom Observation Form for the running commentary, which had the following headings: Students' level of the grasp of the task assigned, students' level of interest in the task they are assigned, classmates' level of interest in their friends' work and any other observations that would be placed under the miscellaneous category. The instructor whose class was being observed was asked to see whether s/he agreed with the observation notes and add any comments.

4.6.4.1 Intermediate

At the intermediate level, two classes were observed. The task for the presentations was to choose a reality show in pairs, present it to class and state what they think about the show and whether it would be applicable in the Turkish context.

Students' Level of the Grasp of the Task Assigned

In the first intermediate classes 4 pairs were observed while presenting. All of the presenters seemed to be in command of what they were doing, but two pairs had planned very well, and delivered the presentations very efficiently. They all had adequate information and three of the pairs used all of the prompts given in the task while covering the content.

In the second intermediate class, 3 pairs were observed. One of the pairs delivered the presentation well, but the other two were problematic in the sense that one of them provided very little information, and kept the presentation too short and the other pair basically read out aloud what they had written.

Students' Level of Interest in the Task They are Assigned

All four pairs in the first class had prepared well with slides or other visuals such as pictures. One of the pairs used the pictures very well, and it was obvious that they had put in a lot of effort. The presenters were all motivated about their work.

In the second class, there was little evidence of effort and time invested in the presentations of the first two pairs. There were no slides and very few visuals used during the presentations. The last pair had prepared well with several visuals that drew the attention of the class.

Classmates' Level of Interest in Their Friends' Work

Although there were some pairs in the first intermediate class that were trying to get ready for their turn, with some warnings from the instructor, most of the class was

listening to the presentations attentively. Students especially liked the first pair, whose efforts were evident in both the preparation and the delivery of the presentation.

The instructor asked questions about the presentations and asked for comments, which kept the students' attention alive. There was also interaction between the presenters and the audience, and the presenters were able to answer the questions well.

In the second class, there was little interest in the first pair's presentation, mostly due to their style of delivery. The students were interested in the second and the third pair's presentations. There was a lot of interaction between the class and the last pair, who answered 6 questions that were posed to them. The instructor made the class ask questions and make comments after each presentation, which created an interactive atmosphere.

Other observations

All students in the first class had brought visuals with them, and seemed well-prepared. Some of them were nervous about the presentations and were trying to get ready for their turn. The instructor's effort to make the activity work was also obvious in this class and evident in students' view of the task.

The students in the second class were asked to bring with them the oral presentation criteria which they were going to be marked against, and most of them had done so. One problem with two of the presentations was that the students' did not seem to have adequate presentation skills such as using a varied tone of voice, following the right pace, maintaining the right posture, all of which can be added as an integral part to this stage of the project as part of learner training.

4.6.4.2 Upper-Intermediate

At the upper-intermediate level, 2 classes were observed. The task for the project was to individually find an advertisement, present it to class and discuss the techniques used in

the advertisement, which they had studied in some reading materials prior to the presentations.

Students' Level of the Grasp of the Task Assigned

In the first upper-intermediate class, 4 individuals were observed. The first student had a very good grasp of the topic but his presentation skills needed to be improved. The next two students did not provide enough information about the advertisements they had chosen. The last student had made the presentation interesting by using the slogans used by the company.

In the second upper-intermediate class, 6 students were observed. Most students had a good grasp of the content and gave adequate information about the advertisements they had chosen. They successfully stated the techniques used in the advertisements.

Students' Level of Interest in the Task They are Assigned

In the first class, the effort put into the first and the last presentations was evident. They provided the audience with attractive visuals and background music. It was obvious that they had interest in what they were doing.

In the second class, there was a good deal of effort shown in preparation for the presentations. The students had chosen areas of personal interest, and two of them had brought realia to present the product realistically.

Classmates' Level of Interest in Their Friends' Work

Despite the low level of effort in two of the presentations, in this class, there was a lot of interest in the presentations. The students had questions about the advertisements and most of the presenters answered the questions effectively.

Interest in the presentations was low in the second class. Almost half of the class was getting ready for their own presentations instead of listening to their friends. Also they had no questions to ask the presenters and were not asked to do so by the instructor. They mostly listened passively without much involvement.

Other observation notes

One observation from the first class was the use of note-cards while presenting. Most students in the class had prepared these cards, which was requested by the instructor. On the note-cards, they had the prompts written, which they used as subheadings for their presentations. They had also brought the criteria which they were to be marked against.

The presentations in the second class were timed strictly. Each student had three minutes, but there was no time left for questions and comments. Also like in some of the observations explained in the previous sections, students lacked the necessary presentation skills; some of them were shy and lacking in confidence, and they usually finished abruptly. Based on this general trend, presentation skills should be dealt with as part of these projects.

4.7 Faculty Students' Perception of the Transferable Skills Gained through Track 2 Projects (Research Questions 2)

In this part, the data obtained from the faculty students are explained. The data has been reported through the interviews, which were transcribed and coded using the code list generated for the preparatory program student interviews.

4.7.1 Reactions towards Using Computers

Level of Computer Skills

As explained in the participants section the majority of the students (n=12) did not have any problems with computer skills.

Reasons for Using the Computer

The vast majority (n=10) said they used the computer equally for both school work and personal reasons such as entertainment and communication. The replies of some students indicated that they used the computer as a regular part of their daily lives.

> I use it when I search things. I use chat. I do my designs there, I use Photoshop. Besides these, I use it to write essays. And I use the Internet a lot [135].
>
> I generally use Word. I use [the computer] to write an essay, or do research on the Internet. I use it to follow the new [music] albums that are coming out [136].
>
> I use it for everything. Whatever I need. I even buy my movie tickets there. I always have my computer with me. I do all my stuff on the computer [137].

Roles of Computers in Learning English

Most students (n=11) thought the roles of computers could have a great impact on learning English. Some of these students (n=5) referred to using language software to learn English, or just being exposed to websites on the Internet (n=4). The comment below shows one student's perception of how he benefited from the use of computers, specifically the Track 1 materials and passed the proficiency test.

> When I think back about the preparatory program, [I can say] we learned the basics in class. Then we did the exercises in the lab [in Track 1]. I can say that they were very useful because in class we focused on theory but, if I have to be frank, the reason I passed the proficiency exam was the exercises [in Track 1] in the lab [138].

Some of them (n=3) believed learning English through the computers was possible based on certain conditions such as willingness. One student said it was possible to learn from computers to a certain extent, pointing out a similar finding from the preparatory program students who preferred to learn from the instructors in class using print materials.

> You can definitely learn from computers, but it wouldn't as much as learning from the teacher. [The student] can't ask the questions he has to the computer. The computer is more for exercises, like the programs in the preparatory programs. Although it wasn't much, I benefited from the labs but I didn't go outside the lessons [139].

Three students think learning English through computers was not very likely.

> I don't think it helps much, unless you ask the teacher. We fill in [the blanks] there or we listen. It is clearer if [the topic] is explained with the right explanations [140].

This comment is also in line with the underlying message of the previous one, which again refers to the idea of learning better from the instructor.

4.7.2 Reactions toward Track 2

Description of Track 2

In this part of the interview, students were asked to describe the Track 2 project they were involved in so that they could remember what it was like and their own experiences related to it. 8 students could remember the project fairly well and talked about the steps they needed to complete and referred to all of its components. Four students did not remember the project very clearly and they had to be reminded what it was about and the steps they followed.

Feelings about Doing a Computerized Project

Similar to approximately sixty percent of the preparatory program students, eight students had positive views about doing a computerized project. Five of these students felt it was more convenient to do the project through the computer rather than as hard copy while reaching the relevant resources.

> Compared to other courses, it was more convenient to find the [resources] ready. It was nice. We listened to topics, and we did reading [materials].

> We don't usually have the opportunity to find listening materials on our own [141].
>
> It was convenient for my part because I am always interested in computers. Instead of finding a resource in the library, it was more useful for me to study through the computer. That's why I liked doing [the projects]…You get familiar [with computers] and computers have a great role in our lives. You need to learn how to use it and it's becoming more important. You need to adapt yourself [142].

The comments above show that convenience was an important factor in having a positive view about the project. One of the aims of the project was to provide carefully selected input materials for students that they would be able to reach in a convenient way instead of getting lost on the Internet only to find the wrong kind of information. This comment indicates that one of the design principles of the project lived up to its aim.

Some students felt doing the computerized projects helped them improve their computer skills. The comment below shows that the practice provided through the computer during the project can have an impact on the students' computer skills.

> Since it was the first [project], it was difficult. I had difficulty in searching web pages. I said "I wish they had given this as hard copy so that we could do it easily." But then it starts getting better slowly…It has quite an effect…We slowly started to [reach information]. We started to learn the computer. If you make progress a little [in terms of your] computer skills, [you make progress] in other things too [143].

A related comment was from a student who voiced the need to use computers regularly in the department. To him doing the computerized project was beneficial in preparing students for similar tasks in the department in terms of computer usage.

> I think it's better to do it through the computer. Let me speak for my own department. It's useful for me as I do all my stuff on the computer but maybe a student in the department of International Relations might not want to get involved in computers [144].

One student said he liked the project because it didn't feel like a chore, i.e. regular school work.

> I don't remember the details. I liked it, and it was fun…It didn't feel like a chore, rather you get something done over the computer [145].

The comment supports both the idea of the convenience of doing such a project through the computer and the way the projects are seen as something different from language learning. In the case of this student, it led to positive feelings.

Interestingly 3 students said they had done the project on paper, not through the computer. Although the students could not specify the problem exactly, this might be due to the problem of not being able to open pdf files, which was mentioned by some of the preparatory program students during the implementation part.

Feelings about the Usefulness of the Track 2 Project

Unlike the preparatory program students, regardless of the level they completed the Track 2 project, the vast majority of freshmen interviewed said they liked the project in general for its topic and its benefits (n=10). There was also one student who said he benefited from the project despite the fact that he did not think the topic of reality shows was useful.

> I first came across such a project here in this university. I haven't seen anything like this project in other universities. It's really useful. You both develop yourself and do research. It develops you research [skills]. In addition, you watch what your friends have done. It really helps you [develop]. Searching something and presenting it was quite a nice experience [146].

> I liked reality shows better [than advertising]. Participation is more when there is more discussion. When it's like that, you don't realize how the time passes. You enjoy the project a little. The one about advertising was more serious. We were more limited to the texts [so] it was a topic we did just for the sake of presenting [rather than its] benefits…[The one about] reality shows was more of something that we wanted to do than for grades [147].

> We always used to watch commercials. I started watching them a little bit differently after I got into it. When I got into it, I started thinking whether they should [do the commercial] this way or that way [148].

Some of the statements above refer to gaining knowledge from the project, which was one of the goals of the theme-based learning approach: teaching language through a common theme whereby the primary aim is to teach the language and the secondary is to teach about the theme. Looking at some of the comments, it can be said the students see the use of the project in terms of developing as whole persons.

Regarding usefulness, some students talked about the advantages of having studied in the preparatory program for skills they will need in the future.

> Generally whatever you do is a gain [for you] be it high school or in the preparatory program. You learn how to present something, work in pairs. You [learn] how to share something and do a good job together. [Your] ability to make a [social] connection, [to form] a relationship improves [149].

> All these things [transferable skills] lead to the work life after we graduate. We might be engineers, anything…We could be academics. This is the beginning [150].

These comments point to the usefulness of transferable skills which were one of the design principles of Track 2 projects. The comments show that the students have positive feelings towards the project for its perceived connection to the future tasks they will be involved in.

Some students felt those who studied in the preparatory program were more prepared for the department compared to other students who did not go through it. They believed students like them were advantaged over that group as a result of having been trained in the preparatory program with projects like Track 2, which was an indication of the perceived benefits of Track 2 project for their department work:

> It helps. Our friends who haven't studied in the preparatory program are having a hard time. We are familiar with [those skills] [151].

> Generally it's useful [to do] the assignments that require application are in the preparatory program style. A student who spends a semester or a year in the preparatory program becomes more experienced and ready. If you had been left behind in group work in the preparatory program, you face its consequences. You can't do the presentation as you want to, you feel [something] lacking. You are more aware when group assignments are given [as a result of being trained in the preparatory program]. You are more systematic. You can see the results of [Track 2] projects during assignment submissions and presentations…Maybe there are students who have better English skills than me, but they are sometimes more inexperienced in terms of organization, doing a presentation, [or] what its content might be [152].

A few students, however, were not very positive about the project. One student said he was neutral about it. Two students said they didn't like the project at all. The main reason for this was that they didn't think it was useful for them. However, their replies indicate that the cause of the dislike was more doing the work actively as required by the project than boredom as it can be seen below:

> I thought it was very boring and unnecessary because it was a lot of hard work…I was staying in the dormitory back then. I didn't have a printer. I would end up staying in school. I had just started university. I would end up staying for hours in the library. You download [the materials]. The reading [materials] were boring. The listening [materials too]…It was loaded [153].

When asked if she didn't do the same in the department, this student said she needed to do even more now, and mentioned a few of her regrets regarding developing her computer skills:

> Now I have to do a lot more. Now I send all my homework through e-mail, and I say "I wish I head done these more carefully so that I would have learnt better." In the preparatory program, we had a lot of free time, and they really encouraged us to do something through computers. But because I ran away from all that, now I have difficulty in PowerPoint [154].

The comments made by this student bring up the issue of awareness of expectations in projects like Track 2. It seems the student was not prepared to take such an active role in her own learning in the preparatory program; however, now that she had spent two months in her department she realized that the same set of skills were also needed in her

department, a fact which made her regret her lack of interest in developing those skills in the preparatory program.

Interestingly 7 students said they did not enjoy doing Track 2 or think it was useful when they were in the preparatory program, which is in line with the findings about the students in the preparatory program, most of whom did not enjoy the project either. However, the faculty students said that they realized that it was useful and relevant to the kind of work they were doing in their departments at the time they were being interviewed.

> Back then, it was like a duty, giving presentations, doing homework every course. We had a file, the learning portfolio. It used to feel like nuisance. Now when I look back, when you are out of it, I see that at least all my work is there, organized. I can [find] what I had done then. Now we are doing presentations. In the preparatory school, we used to present it to 20 people, here it's 60. Presenting to 60 people without presenting to 20 might affect your psychology [155].
>
> I didn't think it was that useful in the preparatory program back then. Now I think it's more useful [156].
>
> I can't bear doing too much work. I used to feel bad because I had to do homework…It was misery. I used to think "Why are we doing this?" You have limited time, there [are] times when you have to speak. You have to meet your friends. You can't find common time to meet. Lots of problems. We meet on Saturday, we do this [project]. We can't go anywhere. I used to think "Why are we doing this?" Now I don't think that way [157].
>
> [The interest in] computerized projects depends on the person. We didn't do it much. Was that good? No. If we had benefited from it, it would have been better. We would have an easier time in the department now [158].
> I didn't like it back then. You don't understand [the value of something] up until afterwards. You understand later…[Track 2] is necessary [159].
>
> It could be more. We had done only one. It would have been better if we had 2 or 3… Back then, we had a completely different opinion. We didn't know [the department] here. There was a gap. If I had known it was this [important] I would have shown more effort. The preparatory program was a transition between high school and university [160].

All of the students whose comments are reported above describe the project as a burden, a misery or a nuisance when referring back to the time they had to complete it. However, they all point out that now they see the connection, which indicates the need to make this connection clear to students while they are still in the preparatory program so that the benefits become visible in time and that they won't have the same regrets as the students above.

One of the students even finished with advice to the preparatory program students, suggesting that they attend to their projects more seriously before they start their departments:

> I would advise the students in the preparatory program to take it seriously, because I spent 2 years there…About the projects, since we come across projects here everyday, I think they should deal with projects more seriously [161].

The Effect of the Project on Potential Department Work

The students were asked what kind of skills they thought were needed at university based on their own experiences and observations. The most common answer was studying regularly, which was followed by group work and socialization. Other answers included computer skills, presentation skills and language skills, in short design principles which had been integrated into Track 2.

> First of all, I realized that studying regularly is very important. I had been a last minute person all my life. Even in the case of exams. Now I have to do everything on time. I have to study 'till daylight. My health deteriorates so I do it on time…Besides that socializing is important. I don't think we'll ever be this social in the rest of our lives [162].

> It's been a year and a half since I [started studying in my department]. What I see as the most important thing is study skills. I never liked studying in high school. I used to pass one way or another. After I came here, I saw that everything is individual, there is no cheating, you do things yourself. If you study, you pass; if not, you fail…[Also] human relations are important. Computer skills, the Internet, Google [163].

One student pointed out the parallel between the skills needed as university students and the skills required in Track 2 projects.

> You need to follow. You will run after [things in courses]. You need to use the computer for presentations now. You have e-mails. You send your homework through e-mail. You need to use Word, Excel…[These skills] are parallel, [like] group work, in [Track 2]. [164]

When asked which of the skills Track 2 projects helped improve in terms of preparing them for the department, eight students mentioned presentation skills, which was a recurring theme that emerged throughout the interviews. One of the students talked about how the presentation skill is emphasized in the preparatory programs in Track 2 projects and how that knowledge is relevant in department tasks:

> [The project] absolutely [helps]. In presentations, for example. In the preparatory program, we used to see it as torture. It was very unnecessary and meaningless but now I'm in the department. I am taking 6 courses, and in 4 of them I have presentations. These presentations are not 5-minute presentations. It requires more professionalism. Therefore, if we had come to our departments without doing a presentation like this, we would have been very surprised. In the preparatory program, they [equip us with] the infrastructure. It's good for us [165].

Another student explained that it was the first time he had seen such a project when he started the preparatory program. His comments explain how beneficial the project was in his current department work in terms of handling project work, learning by doing and searching for information.

> That was my first course in the preparatory program. It was the first time I had seen such a project. And I believe it has been useful for me because that project has been connected to the other projects I did afterwards. I learned how to do a project there and [the project] designs really helped me improve [the way] I did projects. [Things like] the e-mails you sent, using the computer at university for the project , I learned there…It has been very useful even in the projects I am doing now, learning how to use the Internet, how to use the visuals. If you had just explained these things to us like "Do this like this, do that like that" [it wouldn't have worked] because we had to

> do the searching. For example, we didn't know how we would go on the Internet, even how to enter our passwords. In this way, we learned [166].

One other student referred to the benefits of the project in the more distant future, in his work life. However, he also had a suggestion to make: to choose a topic that would appeal to specific departments to make the experience more relevant, a request that was also commonly made by the preparatory program students.

> Since my department is Commerce and Administration, it has a direct connection. When we work in a company or establish our own business, we will have to do some presentations. It is absolutely relevant. In the preparatory program, we can do presentations taken from real life. Because we will be in commerce, we can take a factory's presentations or graphics. If it was a different topic, we would be more interested. We would be more interested in the presentation since we would benefit from it directly [167].

Two students, however, didn't feel the project had a lot of impact on preparing them for the department as they thought there was a gap between the project and the department work.

> I think not…Of course I got information about how to do a presentation, but there is a lot of difference between the presentations we used to do in the preparatory program and the ones we do here. We used to speak for 5 minutes there, here we speak for half an hour…but at least we had a chance to speak in public. We have the familiarity [168].

According to the comment above, the tasks in the department are perceived to be more difficult than the project tasks in the preparatory program. However, it seems what the student doesn't realize is that the aim of the projects in the preparatory program is, as he states himself, to make them familiar with the kind of tasks they will do in their departments. To do exactly the same tasks as in the department is not a very realistic expectation. This comment once again shows the need for some form of learner training to raise awareness about the aims and scope of the projects.

Enjoyment

Several students said they enjoyed the Track 2 project at different points during the interview. Some of them liked it because they found it different from high school, they liked the topic or they liked the atmosphere it created.

> It was nice. It was very different compared to high school. There were more things we needed to do. In high school, you use limited things. Here it was comprehensive. They were things we had to do. It made us search, look for information [169].

> I liked reality shows a lot. It was very enjoyable. It was good. We enjoyed doing it as a whole class. We learned about different reality shows in different places. It was very "colorful"…Now, if I come across the topic [of reality shows], I can say what I remember [from back then] [170].

> It's enjoyable, doing the presentation [and all]. You get bored having [regular] lessons for five hours with vocabulary [and all]. My friends' presenting for a week [or] two affects the class atmosphere in a very visual and lively way. And it affects socialization, your social environment [171].

The first of these comments bears a similarity to some of the comments of the students from the preparatory program, which indicated that those students also considered the projects as more of a department project. The next comment shows that some content learning has taken place as a result of being involved in the project. All of the comments above indicate that students liked doing the project because it felt different from the rest of class activities.

The Effect of the Project on Transferable Skills

The students were asked to reflect on which transferable skills they thought the Track 2 project included. Eight students felt the project had an impact on several transferable skills such as presentation skills, research skills, taking responsibility and language skills such as writing. Five students made references to the presentation skill, which seems to be the most influential outcome of the projects. Writing was mentioned by 3 of the students.

> Generally the [department] is like the continuation of the [preparatory program]. For example, the essay. We used to write with great difficulty. Now we are asked to write 1000 words. It's a great advantage for us. [The same is true] for the projects. In the department, we do research, we make comments. Our familiarity with these [kind of things] from the preparatory school provided a lot of benefits. Besides these, listening [also helps]. We are in an English-medium university. In the first week, I had a difficult time. We didn't care about note-taking…It was nice too. In addition, [it helps] reading. Even though they weren't [as] long [as the ones we read now], it was still good [172].
>
> [It helps] group work, searching [skills], how to use the Internet. [There is also] computer [skills], taking on responsibility. You have a time limit. You have to meet the deadline, do it as it is required [because] you will get a grade from it. Like being there on time [173].

Most students listed more than one transferable skill they believed the project helped improve, indicating the multiple benefits of Track 2 projects.

> It helps all [transferable skills. You learn] to present, communicate more with people, be more relaxed when presenting, have self-confidence…use computers better to find information. It can enable [us] to find more things in more comprehensive studies in the future [174].
>
> Of course, these are the basics [you will need to do in the future]. You will communicate with people, present, work, search, read, use the computers [175].
>
> Projects are important. If you start at the elementary level, projects are very important in developing English, yourself, your computer skills, your self-confidence, public speaking [176].
>
> There were times when I had said I wish I weren't doing this [because of stress] but I don't see it that way now, but it's definitely useful. Now I have to do presentations in two or three of my classes…in almost all of my classes. It's good that we get familiar with this together with English at the preparatory program. If they had said "You are going to do a presentation," when I started the department, I would have been surprised. At least, we learned [this skill] while learning English. We got prepared in every way [177].

As seen in the comments, students mention many of the skills Track 2 help develop such as presentation skills, searching for information and computer skills. The last comment is significant as it shows a high level of awareness about the benefits of having

developed these skills through projects in the preparatory program, the kind of perception which should be diffused among all preparatory students.

Some students (n=4) mentioned speaking as the skill the project contributed the most. Two students said it helped improve one's confidence in public speaking, which was also brought up by the preparatory program students.

Language Skills

Except for 2 students, all of the students said the project had positive effects on language skill development. Most students said it had the potential of developing several language skills.

> First, you search. You have to put it into writing. You have to use your own words. [At that stage] writing is automatically added. You have to search vocabulary. You use some words you don't know [but] you need. Then you do a presentation. Presentations are all about confidence…You develop your confidence more. You speak in public and you speak English. Since this is more difficult than speaking Turkish, your English [improves] and you get more motivated [178].

Seven of these students felt the project was beneficial for their speaking and presentation skills were. Reading was also mentioned as one of the skills that the project helped improve as an enabling skill rather than target, but speaking received the most emphasis.

> I think it has an effect on speaking. First of all, it has a great role in expressing yourself. You get up in public, you've done research. It's a good project actually because you don't directly do the presentation. First you do reading, then listening so you have an infrastructure. Then you present, in English of course, which is nice [179].

> When I was doing the project, [I felt] the speaking part naturally improved my improvisation skill. If it was more, I would [have done] more improvisation. Improvisation is different from memorizing and speaking. I think [the project] improves that a lot…It improves everything in general, but speaking the most [180].

One student's comment shows that speaking is the skill that is needed the most in the department; therefore, she felt speaking should be increased in the project.

> It [improves] reading. It also [improves] reading as you need it while preparing for the presentation…Speaking should be emphasized more. We realized that speaking is not emphasized [like it should be] in the preparatory program…Speaking should be better planned. We feel the need [for it now] [181].

Computer Skills

The vast majority (n=10) of students felt that the project could improve computer skills. Four of these students specifically talked about the benefits of the project on computer skills from a search aspect. Two of them referred to using the computer more efficiently.

> A group of us was studying like this [using computers]. Not everybody in class can be active like this. They can't spare the time, maybe they have different things to do but I think the projects create a reason to use other [computer] programs [for] the projects. Not just the projects. A student sits in front of the computer and [becomes] aware of other programs and that he needs to work at using the computer. I mean [the project] encourages it [182].

The comment shows that the project naturally requires the use of computer, which the student thinks encourage the use of computers more. He also refers to finding out about the other programs incidentally as a result of being required to use computers.

Like some of the preparatory program students, there were few students (n=2) who said the project had little impact on computer skills, pointing out that the skills needed are very simple.

> It has very little [impact]. You don't learn thing like Excel or Access. Maybe for people who don't know how to use the computer [183].

> I don't think it helps. You do certain things. You visit certain [websites]. It doesn't help much, but maybe you can learn new sites while searching [184].

Learning Collaboratively

More faculty students (n=11) than the students in the preparatory program said they project found the project useful for group work in terms of producing ideas and learning collaboratively.

> I think that's useful because [one] has the tendency to learn whatever he sees from a friend. And this is language, so we can learn even a single word [from a friend]. It's true for Turkish too…[In the project] we found something on the Internet with my friend. Then we put it together. We [met] and talked to be able to do the presentation. [My friend] told me what he knew. I told him so we had communication. I think it was useful [185].
>
> [During the project] we do group work with 3 or 4 people. We exchange ideas. One person [can] have very different ideas. Different ideas come out from the group. These ideas might be things you don't know. You learn them. You can gain something out of them [personally] [186].
>
> Of course it helps [group work]. When working in pairs…I am sure my friend got it when I missed something [187].

In the comments, it can be seen that the students saw group work as complementary: learning things you don't know from friends, which is a positive outcome of the projects as it was intended.

One student mentioned the way the project helped improve one's self-confidence. He also talked about the sharing and socialization factor as some of the benefits in group work.

> In the projects, I think it's definitely useful to do it like this [like group work]. We did group work for the reality shows. When the student doesn't do it individually, but shares it with friends, he has more courage in class. It has advantages in terms of both sharing as a group and socializing, as well as making the presentation more enjoyable [188].

Three students did not have favorable views about group work for different reasons. Two of them felt the other people did not have enough responsibility for group work to take place properly. From the first student's reply, however, it can be seen that the idea

of group work had not really sunk in. It was seen more as sharing the workload than working together to learn collaboratively.

> For example, you are assigned this project. You do group work. Everybody gets a certain part of the project. I think it should be individual. In group work, you do only your own part, or you learn only one part. In group work, it was always me who did the work [189].

When the same student was asked whether group work would have something to add to their work life in the future, she said it would definitely help provided that group work is taken more seriously, and perhaps more training is provided in presentation skills.

> [It would] definitely help but it should be taken more seriously. There are a lot of differences between the presentation we do here and the one in the preparatory program. The way the teacher assessed me in the preparatory program was very different. It was like high school. Here [in the department] even the smallest thing is assessed. Even introducing yourself is important. In the preparatory program, [the teacher] did not [emphasize] this. We would laugh and all [190].

The other student who stated that she did not like it said she suffered from having to do all the work for the group.

> I don't like group work. The sense of responsibility differs from one person to another. If somebody doesn't do what he has to do, you end up having to explain it, which happened to me in the preparatory school. I am not in favor of group work…The importance of [group work] should be explained to students. If one does it, and the other does not, [your work] turns into nonsense [191].

This comment shows the need for certain strategies to be built into the project work to deal with this problem such as students receiving different marks in the project or keeping a log to show who has done certain parts.

Two students said the project should be taken seriously in order to maximize its benefits for the department, but they both explained that students did not take the project work seriously.

> Since these kinds of [transferable skills] are needed in the department, you shouldn't start your department without learning these skills. Unfortunately, in the preparatory program, the [usual feeling] is like "Where did this project come from now?" It seems boring [to students] [192]

> Students have to take these [projects] seriously. If they take it seriously, it has an effect…To be honest, we used to do it because it was homework. When we started the department, we found out that it has more effects. [In the preparatory program,] you don't think much about the department. We do [the tasks] because it's homework or we are asked to do it. When you look back, you see its effect on speaking [193].

The comments show, once again, that the connection between the project tasks and department tasks need to be strengthened. The students need to see the relevance of the project tasks for their future studies in the departments.

Although most students think the Track 2 project was beneficial in teaching several transferable skills, 2 students seemed to think the project itself was not indispensable, nonetheless still useful.

> Of course it has benefits. We get a little something from everything. To me, its importance is not great but it has benefits. Now that I think of it, I spent three courses in the preparatory program and the presentation I did in [Track 2] on reality shows is the only thing I remember, which means that it left a permanent mark. Maybe it was because it was "colorful", or maybe because we used mostly the Internet to find resources. Or [it was] because we were a big group. It's still on my mind. So I guess it has some benefits [194].

Availability of Track 2 in Other Levels

Like the preparatory program students that were interviewed, all students said they would have liked to see a Track 2 project in other levels as they thought it was fun and useful in acquiring transferable skills.

> I would have liked [projects at all levels] because during the project weeks, it was sweet and more lively. I think learning English should be like that. When the student is reluctant to go to school, it's like torture and a waste of time. The projects keep the students more vibrant. A student is not willing to work individually but in group work… whether he likes it or not, he needs

> to take on responsibility not for himself, but for the group. He does research. In this way, there is more interest in the lesson [195]
>
> Maybe other things can be cut down [in a course] and these kinds of [projects] should be emphasized. In real life, we will have to a presentation at work. I will be an electrical engineer, but I might eventually be a manager, or vice manager. I might have to prepare some things. It might not be Turkish companies, could be English. This [kind of] education is a must [196].

One student explained why he would have liked to see projects at every level in terms of its benefits for presentation skills.

> Let's say you spend a year and a half in the preparatory program. If you do one presentation per course, that will make 5 presentations in one year and a half. This [would be] experience, doing 3 instead of 5. Of course, at first, he will find it difficult since he is not familiar with it but he will do the other presentations with better knowledge. Since he will do it more effectively, it will be quite useful in his department [197].

Four of them said the projects should be available at certain levels. Three of them said lower levels such as elementary should be exempted. One of them said it could be at lower levels but not at the pre-faculty level, as the proficiency exam is the priority at that level.

> It would be best if [Track 2] wasn't in pre-faculty. The lessons are a bit more serious. The purpose is to [pass the proficiency exam] to start the department [198].

This comment shows the very typical exam-oriented perception of students. The project is very different from the exams in terms of both the underlying principles and format so they don't think they are learning English, or in this case, they are not getting ready for the exam, which is the kind of perception that needs to be moved away from.

4.8 Summary

Research Question 1: Reactions towards Track 1 and 2 in the Preparatory Program

4.8.1 Current Students in the Program

Profile

To find out about the reaction of the students in the preparatory program towards the computerized architecture in the preparatory program, questionnaires filled in by 896 students, 586 comments sheets, 17 observations in the computer laboratory, 4 classroom observations and 22 interviews were analyzed.

Majority of the students were between the ages of 16 and 22, divided almost equally into males and females. The intermediate group was larger (n=497) than the intermediate group (n=399). The majority of the intermediate group was mainstream students whereas in upper-intermediate about half of them were mainstreamers. The majority of intermediate students were first year students while the majority in upper-intermediate was in their second year. Almost all of the students owned a computer, used the computer frequently and were mostly good at using computers. They used the computer for various purposes such as school work, communication and entertainment.

Track 1

The students completed Track 1 materials mostly after school and during computer laboratory blocks on a weekly basis or in their free time. The number of materials they completed was fewer than expected: approximately sixty percent of students had completed between 1-6 materials in individual strands.

The Track 1 strand students most liked and found most useful was the listening strand. The one they liked the least and found least useful was the vocabulary strand, which can be explained by the fact that the vocabulary strand was not updated according to the latest word lists, so they included words that students were not tested on. The reading

strand was the second best according to the upper-intermediate group, whose third choice was grammar. For the intermediate group, it was vice versa: grammar was their second best strand, whereas reading was ranked third or fourth.

The students were able to see the connection between the course book and Track 1 strands and found them useful in learning English in general as well as for the during and end-of-course achievement tests. The level was appropriate for most and the materials were relevant to their needs, which was also evident in the observations during which the majority of students were engaged with the materials. The materials were easy to use on their own. During the laboratory observations, there were no problems in terms of usage. However, it is hard to say the students enjoyed doing the materials. Nevertheless, they expressed their desire to see such exercises in other levels. One of the questions which had the greatest level of agreement was whether making Track 1 materials accessible through the Internet would increase usage. The complaints about the computer laboratories came from quite a few students, who felt the conditions needed to be improved. Although the students felt it was a good idea to learn English through the computers, they still preferred more traditional methods: using books, learning from the instructor and learning in class.

Track 2

The students did not enjoy doing the Track 2 project or using the electronic platform used to publish it and said they would not really like to do more projects in other levels. They did not have very positive feelings about the topics either. Despite this, more than half of them felt it was a good way of learning English. The students felt the projects helped learn transferable skills such as learning collaboratively and to a certain extent computer skills, and felt the projects could help them prepare for the department. They also expressed their interest in using computers and the platform used for Track 2 more in their studies.

4.8.2 Instructors

Profile

69 questionnaires and 38 comments sheets were analyzed to reach conclusions about the instructors' views on Tracks 1 and 2.

The instructors were mostly between the ages of 20 and 39, most of whom were in their first three years of teaching. The vast majority were females. Most of them were main class instructors. Most of them owned a computer. The majority had a satisfactory level of familiarity with computers, using it mainly for communication, teaching and entertainment.

Track 1

Most of the instructors felt the training they received on Track 1 was adequate. However, only half of them had gone through the materials in detail themselves. The group was not very confident about making the best use of Track 1 materials. They felt they needed more time and access from home or the TU computers to familiarize themselves with the materials. They also wanted to be able to better track student usage of Track 1 materials.

The vast majority was very positive about Track 1 materials. They said the connection between Track 1 and the course books was clear, making Track 1 useful in learning English, and preparing students for the exams. They either encouraged their students to use the materials in the computer laboratory blocks or assigned them as part of the Outside the Class Strand on a weekly basis (OCS).

The instructors liked especially the listening strand like the students, which was followed by reading. They were not keen on the vocabulary or the grammar strands, which is consistent with the students' preferences. Like the students, the instructors would like to have Track 1 in other levels as well.

Track 2

The instructors had favorable views about the Track 2 projects. The vast majority believed the project effectively integrated all four skills and had the potential to change the teaching methodology in a positive way. They felt the students learned a lot about the topic, which made them think critically. They also enjoyed the project but as the students said the instructors did not think the students enjoyed it much.

The instructors found Track 2 useful in teaching English as well as transferable skills. In addition, they thought the project was similar to what the students would do in their departments. They also stated that they would like to use computerized learning more in their teaching and design or help design such projects in the future. One request was to have more time to become familiar with the project, which was also made for Track 1, and have an earlier start during the course.

4.8.3 HTUs

Profile

6 questionnaires and 5 comments sheets were analyzed to gather information on HTU views on Tracks 1 and 2.

Most of the HTUs were between the ages of 30 and 39, and mostly in their first three years of their administrative position. All of them were females. All of them had their own computer in their offices. The majority had a satisfactory level of familiarity with computers and they mainly used it for communication and searching information. Half of them used it as a teaching tool, whereas the other half didn't.

Track 1

Most of the HTUs felt the training on Track 1 was adequate. However, like the instructors only half of them had gone through the materials in detail themselves. They were not very confident in making the best use of Track 1 materials just like the

instructors. They felt they and the instructors needed more time and opportunities such as access from home or demo lessons to have a better grasp of the materials. They also expressed the instructors' request to track student progress in Track 1 materials.

The HTUs were even more positive about Track 1 materials than the instructors. They said the connection between Track 1 and the course books was clear; however, some felt the need to make the instructors more aware of the connection. Like all the other groups, they believed Track 1 was useful in learning English, and preparing students for the exams. Half of them said they made a unit decision to encourage the students to use the materials in the computer laboratory blocks or assign them as part of the Outside the Class Strand on a weekly basis (OCS).

The HTUs also liked the listening strand best like the students and the instructors, which was followed by reading. They did not find the vocabulary or the grammar strands very useful, which is in line with all of the other groups.

All of the HTUs said they would like to have Track 1 in other levels as well.

Track 2

Like the instructors, the HTUs were pleased with the Track 2 projects. All of them believed the project successfully integrated all four skills and had the potential to change the teaching methodology in a positive way. According to the vast majority, the students learned a lot about the topic, which they felt dealt with some higher order skills. They also said that the instructors enjoyed the project but that the same was not true for the students.

All of the HTUs except for one found Track 2 useful in teaching English as well as transferable skills. They felt the project prepared the students for the kind of work they would need to do in their departments. They also stated that they would like their instructors to use computerized learning more in their teaching and design or help design

such projects in the future. One request which was also made by the instructors was to have more time to exploit the project better and have an earlier start during the course.

Research Question 2: Faculty Students' Perceptions of Track 2

Profile

In this part, data from the 14 interviews with faculty students from different departments were analyzed.

Almost all of the interviewees had adequate computer skills and they used the computer equally for school work and personal reasons such as communication and entertainment. The vast majority believed the computers had a great role in learning English.

Track 2

Most of the students remembered their Track 2 experiences vividly, and compared to the current students had much more positive views about the benefits of the project. Although the project was seen as tedious, unnecessary and uninteresting by half of them at the time they were doing it, most of them realized its benefits for the skills they needed in their current department and their future careers. They specifically referred to the presentation, computer and research skills, taking responsibility, learning collaboratively and language learning. They also unanimously agreed that the project should be made available in other levels.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter focuses on the conclusions drawn from the findings obtained through data gathered for study, which aimed to answer the two research questions: the perceptions of the current students', the instructors and the heads of the teaching units (HTUs) of Track 1 and Track 2 on both language skills and transferable skills, as well as the faculty students' perception of the transferable skills gained through Track 2. Both qualitative and quantitative data were collected through questionnaires, interviews and observations, which were used to find out about the implications of both tracks of the computerized English learning architecture.

The findings are explained under the headings of the two research questions and the implications of the findings are embedded throughout the chapter through a comparison with the relevant literature. The implications and suggestions resulting from the processes employed during the design, implementation and the evaluation of the particular computerized learning (CL) architecture studied include the following areas, which are explained in detail in the remaining of the chapter:

- In terms of student engagement:
    - Providing more incentives for the completion of the materials
    - Making computerized learning equally appealing and effective
    - Making the potential gains from CL more explicit
    - Adding the fun factor both to Track 1 and 2
    - Increasing student choice, thus voice, in Track 2
    - Providing learner training
        - In usage of the programs

        - In learner-centered instruction
    - Strengthening the role of CL as a core course requirement
    - Increasing accessibility
    - Improving the computer laboratories

- In terms of instructor engagement and ownership:
    - Providing more time for integrating CL
    - Ensuring a slower-paced implementation
    - Providing more varied and ongoing training
    - Continuing with strong management support during the implementation
    - Involvement of more instructors in the design and development
    - Diffusion of CL through best practices and change agents

- In terms of instructional principles:
    - Placing the user at the center of the design process
    - Establishing a strong base of theories of instruction
    - Strengthening the close connection among all course components e.g. the syllabus, the textbook and CL
    - Strengthening the role of CL as a core course requirement
    - Continuing with the iterative design process to ensure quality check and control
    - Ensuring continuity in the implementation of CL

- In terms of design principles:
    - Examination and selection of the software early in the design process
    - Ensuring the reliability and robustness of the software
    - Consideration of the needs and abilities of teacher-designer-authors
    - Adapting a team approach
    - Increasing the resemblance of the materials to the existing materials e.g. the textbook
    - Continuing with the iterative design process

- Bringing in usability testing before launching CL
- Continuing with modularity and easy adaptability of CL

- In terms of research:
  - Establishing a team approach in the collection of data through mixed methods
  - Employing several methods in collecting data from students
  - Not aiming for generalizations

5.2 Discussion and conclusions

The study investigated the overall effectiveness of the computerized learning architecture from the points of several parties involved in its implementation using several instruments. The findings on the whole indicate that there is a positive feeling towards Track 1 and Track 2 materials for their perceived benefits for teaching and learning English as well as transferable skills such as computer skills, working collaboratively, presentation and research skills.

5.2.1 Research Question 1:

What is the general reaction in the English preparatory school towards the use of computers through Tracks 1 and 2 in learning and teaching English as a foreign language?

Track 1

Current students in the Program

The findings indicate that approximately 60% of the students studying in the preparatory program completed between 1-6 materials in each strand, i.e. listening, reading, grammar and vocabulary, either in their free time after school, or during class visits to the computer laboratory, the latter being a course requirement for many of the classes. What was somewhat surprising about the number of completed strands was the low completion rate and the number of all of the students who had not completed any

materials, which were around 10 % in each strand. Similarly, the number of those who had completed more than 10 materials was very low in all of the strands, between approximately 3 and 9 % in each. Although the instructors had decided to cover Track 1 in the laboratory hours, the low usage rates show that the integration of the materials had not happened systematically, a case which has also been observed by Hemard and Cushion (2003). The fact that the work completed could not be checked rigorously by the instructors due to the constraints of the software could also account for this low completion rates. A suggestion for this problem could be to offer incentives to students to complete these exercises such as giving bonus points, or allocating a percentage as suggested by Iskold (2003) or building it into assessment like it has been done before in this preparatory program. Otherwise, students do not have the inherent inclination to use the materials just because they are more readily accessible (Cameron, 1999). One other method of offering incentives could be to include tests (Hemard & Cushion, 2003) which students can complete as mock exams.

The most popular strand was listening, which was selected as the most-liked and most useful of the four strands in Track 1. This seems to be due to the close link between the in-house textbook listening strand with that of Track 1 in terms of methodology, length of the recordings, and type of the activity and items. In both the textbook and Track 1 listening strands, there are note-taking exercises which are based on a tapescript, the length of which is specified according to each level. The note-taking exercise is followed by multiple choice or open-ended questions in both the textbook and Track 1. Also, in the exams, students are tested on their listening skills using the same exercise and item types. The popularity of the Track 1 listening strand indicated in this study is probably a result of this close connection among the listening sections of the textbook, Track 1 and the exams. One other explanation could be that besides the note-taking exercises in the textbook, which are limited considering the time and space issues, students often find it difficult to reach extra note-taking exercises that focus on the same objectives and have the same length as the textbook exercises or the exams. Therefore, the listening strand in Track 1 seems to be a highly relevant and useful resource for

them. In some other studies listening was rated as a popular skill or an area which students needed more practice in (Iskold, 2003; Peterson, 1998).

The vocabulary strand, on the other hand, was chosen as the least-liked and least useful of all the strands. Unlike the listening strand, which had a close connection with the textbook and the exams, the vocabulary section had not been updated to match the new word lists due to constraints in terms of time and resources at the time of the study. The original vocabulary strand was based on a set of level world lists that also appeared in the textbook. Although there was a perfect match between the word lists and Track 1 materials and 100% coverage, after the textbook revision, the word lists were changed. The same revision needed to be done for the vocabulary strand in Track 1. However, there was not enough time or manpower to be able to do this. Therefore, the vocabulary items in Track 1 vocabulary materials did not match with those in the textbook. In line with this, the results of the study indicate that students did not think the vocabulary strand was very useful or relevant for them.

In terms of the usefulness of the Track 1 materials, most students stated that they found them useful and appropriate for their needs. Similar results were reported by Ayres (2002) referring to the general agreement among students on the easy use of the CALL materials, relevance to their needs, computers' power to motivate and availability of more materials. The observations of students who used Track 1 in almost all the computer laboratory observations carried out also provided evidence for their engagement with the materials, which was indicative of their positive perceptions. However, although they found the materials useful, the majority did not enjoy doing them. In the earlier years of CALL, it was generally found that the majority of students liked using computers even if they may not have made any contribution to their learning (Salaberry, 2001; Stenton et al. cited in Warschauer & Healey, 1998). Similar findings have been reported by Liu et al. (2003), who found in most of the seventy articles examined in their literature review that students had favorable views about using computers. Felix (2005) also refers to positive student perceptions of CALL. In a study on CALL involving web-based projects, Yang (2001) found that the majority of students were positive about the projects. However, research conducted into hypermedia CALL

by Hemard (1998, 1999) indicated lack of interest from the students, yet in another study by Hemard and Cushion (2003) it was found that students most enjoyed doing the exercises. These findings are in contrast with the results from this study, which found that despite its benefits, the students who used Track 1 and 2 did not enjoy the exercises. However, they liked using computers for social networking through services such as MSN, Facebook or checking their e-mails rather than for learning activities. This can partly be explained by Chu's (as cited in Kinzie & Joseph, 2008) finding that even the idea of playing computer games seems to lose its appeal when it's introduced as "educational". Therefore, students' lack of enjoyment during the completion of the materials might have to do with the fact that the exercises were part of obligatory course work as opposed to entertainment on the computer.

Despite their lack of interest, the students that were the focus of this study stated that they would like these materials to be available in other levels due to their benefits. The idea of being forced to study in spite of the fact that they did not like the materials also seemed to prevail among the students. The fact that they had to complete these materials as part of their course requirements was favored by several students, who mentioned this during the interviews. Based on these results, it can be said that the practice of making the computerized materials a course requirement should continue as students feel they benefit from doing them. The analysis of the interviews showed that being forced to do the materials was acceptable to students as they wouldn't do them if it was left up to their discretion. The unwillingness to engage with materials in the students' own time is also supported by the findings from a questionnaire conducted by Hemard and Cushion (2003): 47% of the students that filled in the questionnaire stated that they had never accessed CALL outside the classroom.

One finding from the observations was that most students did not know about the hints and explanations functions or the delayed and immediate feedback options that were available in the program, which prevented them from getting support and feedback while they were doing the materials. Although the instructors had introduced the materials to their own classes during the first laboratory visits, it seemed that information about the hint and explanations had not been passed on effectively. In order to encourage

independent learning, it's crucial that students are shown these functions so that they get support while doing the exercises and get feedback on both the correct and incorrect answers. As Baturay (2007) also states unless the mistakes of the learners are pointed out to them, they cannot be aware of them and seeing the right answers is not satisfying, a point which was raised by some students in the interviews as well. This can also be an explanation why the students still prefer to learn from the instructors.

One striking finding that emerged from the study was that despite the benefits of the materials, students still preferred learning English in a traditional way: learning from the instructor, in class, using the textbook, which can perhaps be explained by the fact that this type of learning seems to be incompatible with the more traditional and teacher-centered styles of teaching (Lynch, 2000). Similar findings were found by Allen and Wilson (as cited in O'Donoghue, Singh & Dorward, 2001), who stated that the students still preferred the contact with the instructors despite seeing the benefits of the Internet. Likewise, Ayres (2002) found that although there were indications that CALL had a powerful place in the learning environment, students preferred classroom teaching over CALL. This shows the need to integrate computerized learning more tightly with the current curriculum so that students feel that the computerized materials they complete are a core part of their courses, as opposed to supplementary or an extra source as described by Sims (2008). Also one goal in implementing computerized architectures should be making such learning, if not more, equally appealing and plausible as traditional learning. In addition to this, it is crucial that the instructors become more familiar with ways of integrating instructional technology. The level of instructor, hence student, engagement with instructional technology is highly likely to have a positive effect on students' perception of computerized materials. It has been found by Koohang and Woolsey (as cited in Dupagne & Krendi, 1992) that the level of enthusiasm about using computers increased proportionally with the instructors' level of computer experience.

One of the most common requests about Track 1 was to be able to have access through the Internet, which the vast majority of students said would increase their usage of the

materials. Being able to reach the materials from home or the dormitories would definitely make it more convenient for students and increase the completion rate of the materials. Track 1 should be revisited to make it more flexible and easily accessible. It could be in the form of a CD attached to the coursebook or available on the Internet, perhaps through the CMS students are already using.

One other finding, which emerged from the comments section of the questionnaires, was the role of the conditions in the computer laboratory. In total there were 52 complaints in the comments sections of the questionnaire. There were 8 computer labs that were adjacent in the computer laboratory which were separated from each other with windows. In order to allow for air flow between them, the top parts of the laboratories had not been closed. One problem this caused was that because 8 classes would have concurrent laboratory slots, it would often be too crowded and noisy, which was not conducive to concentration. Some students did not find the chairs very comfortable in the laboratories. These complaints were also observed during the computer laboratory observations conducted by the researcher. In order to encourage students to do the materials and thus, increase the usage rate, the laboratories need to be more comfortable and conducive to studying.

Instructors

The instructors, on the whole, were very positive about Track 1. Most of them said they could see the connection between the in-house textbooks and Track 1 materials. They stated that the materials have also been useful for the exams. The instructors' belief in the benefits of the materials is important in encouraging student engagement with the materials. According to the findings, most instructors support the use of Track 1 materials for the way they provide practice outside the class. All of the instructors with the exception of one, said they would like to see such exercises in other levels as well. The general management support is also likely to be a factor in such acceptance of innovations in that the instructors are strongly encouraged to implement them in a systematic way.

The training they received was found adequate by many of the instructors; however, only about one third of the instructors were confident about making the best use of the materials, and one third felt their confidence depended on which materials they were making use of. There was still one third who felt they were not familiar enough with the materials. This was also supported by the fact that half of the instructors had gone through the materials themselves while the other half hadn't. Time and the accessibility of the software seem to be critical factors for the instructors to reach a satisfactory level of familiarity with the materials and their integration into teaching. Similarly in other studies it has been found that the common concerns of instructors with regard to using instructional technology were lack of enough time to learn and integrate the technology, adequate training and lack of knowledge of skills about how to use the technology (Bauer, 2002; Cellante, 2002; Cumming, 1988; Dupagne & Krendi, 1992; Felix, 2005; Güneyli & Özgür, 2007; Warschauer & Meskill, 2000). In the preparatory program, each course runs for about 8 weeks, which makes 4 courses in one academic year. Before each course starts, there is a preparation week when the textbook is decided upon, the course requirements are identified and activities are prepared. One suggestion during these weeks is to allocate more time for instructors to spend time examining Track 1 materials and work on ways of ensuring an effective integration with the rest of the course. Also, by making Track 1 more convenient to reach for the instructors either through providing access through a local network or the Internet, the familiarity level is highly likely to increase.

Like the students, the instructors' favorite strand was listening, followed by reading. There is a lot of emphasis on skills teaching in the institution; therefore, skills materials are always needed. This could be one reason why these strands were chosen as the most-liked and the most useful strands. Besides this, it seems the instructors could see the close link in the coverage of level objectives between Track 1 and the syllabus in these strands, which is perhaps another reason why the listening and reading strands were popular among the instructors too.

Heads of Teaching Units (HTUs)

Like the instructors, the HTUs were also very supportive of Track 1 materials. To them, the connection between the in-house textbook and Track 1 was clear and they believed that the materials successfully covered level objectives. They also stated that Track 1 has been useful of for the exams. The HTUs also felt very strongly about the need to make Track 1 materials available in other levels. This is very important as research indicates that the administration of the institution plays a very important role in the adoption of using computers in teaching (Dupaigne & Krendi, 1992).

The HTUs also pointed out that awareness about the connection between the textbook and the materials needed to be raised among instructors. Related to this, a demo lesson to train the instructors was also requested. This can help increase the confidence levels of the instructors in using the materials. Therefore, more time must be allocated for instructors to examine and get familiar with the materials, as well as more varied training activities such as demo lessons.

In terms of the most-liked and most useful strand, like the other groups, the HTUs also chose the listening strand and the reading strand was their second best choice. Similar to the instructors, they were not keen on the grammar or vocabulary strand as perhaps they too perceived them as not very relevant to the syllabus objectives, the textbook or the exam item types.

Track 2

Current students in the Program

The students felt doing projects such as WebQuests was useful in terms of learning English and the transferable skills they would need in their departments and future careers such as presentation and research skills, collaborative learning and to a certain extent computer skills. However, much like the findings for Track 1, they did not enjoy doing the projects or using the electronic platform used to publish the projects. Similar

findings were reported by Şen and Neufeld (2006) in whose study some students felt WebQuests were boring and a waste of time. One of the most common reasons for not liking the project as expressed during the interviews was that the project was perceived as something different from learning in English, a burden in a sense. In the Şen and Neufeld (2006) study the students had neutral feelings about the benefits of a WebQuest they completed. A similar result was obtained during the evaluation of ProCALL by Lynch (2003), who explained that some of the students that completed the materials felt that too much time was spent on the computer and that they would have preferred to spend that time on learning the language. The students need to be better informed of the objectives especially in such cases where the type of learning is not familiar to them. Based on the results obtained from a different CALL environment, Hemard and Cushion (2003) report that students "expressed the need for more appropriately stated objectives" (p.122), which suggests to designers and implementers that the connection among the instructional philosophy, design of CALL architectures and language learning needs to be clarified to all stakeholders using it.

Having been trained for exams during many years of schooling, Turkish students often tend to be very exam oriented and believe class work should involve studying for the exams using exam type of materials. The analysis of the findings showed that one of the reasons for not enjoying the project was because it was considered a tedious and time-consuming project that required active involvement over a length period of time as opposed to individual assignments or exams that could be finished in one sitting. However, this was what added value to the project in the way it was perceived as preparatory for the department work by most of the students. From the replies of the students who felt the project made them work hard, it could be seen that this was a novel experience for them which they hadn't encountered in their previous schooling. Warschauer and Meskill (2006) bring up this problem by explaining that the learners who come from rule driven, teacher-centered backgrounds might be unwilling to accept task-based, learner-centered methods. The students need some level of learner training in dealing with these kind of tasks that require a prolonged period of engagement and the use of certain transferable skills such as independent learning since learners do not

simply become good learners themselves without any assistance on the way to becoming good learners (Kelly & Ma, 2006). It is also a good idea if such skills are taught to students prior to their engagement with various technologies as it is important to acquaint the learner with the task first, then with the technology rather than simultaneously (Hourigan & Murray, 2006). According to Yang (2001) when dealing with these kind of higher-order tasks learners should be informed of effective learning strategies. Şen and Neufeld (2006) also emphasize the need to inform students about the underlying principles of WebQuests. Levy and Stockwell (2006) agree that CALL can encourage the development of learner independence and therefore, learner training should be carefully managed. In a similar way, McCarthy (1999) advocates creating a mental picture in the students' minds about what the computerized architecture will entail. This mental picture can be formed by using a metaphor such as likening the CALL architecture to a familiar concept such as a school where students can 'enter' different classes to practice different skills (Levy, 2002; Lonfils & Vanparys, 2001).

The majority of the students were not happy with the topic choice of the projects, which were reality shows and advertisements. One common request about Track 2 was to study a different topic or more topics in one course. Some students preferred to have more "serious" topics while some wanted topics which were more relevant to their departments. Topic choice should be provided by either making the topic flexible so that every student or group can decide on a topic themselves, or getting student views on which topics might appeal to them. According to Yang (2001), to enhance the role of instructional technology, the learners' needs, interests and language abilities need to be taken into consideration. As a result of her analysis of the student reactions towards the topics used in a set of computerized vocabulary materials used to teach English, Baturay (2007) also suggests that learners be provided with a variety of interesting topics which they can choose from.

Instructors

The instructors were pleased overall with the Track 2 project work and they enjoyed doing it. The vast majority felt the project effectively combined all four skills in a way

that was promoted and encouraged in the institution both in course materials such as the textbook or computerized learning as well as during the delivery of instruction. Another source of evidence for the instructors' favorable views on Track 2 was their willingness not only to continue with such projects but also design or help design them in the future, which might be interpreted as a sign of their tendency to adopt the use of CALL. Instructor contribution to the design and development of WebQuests was also tackled by Şen & Neufeld (2006), who found in contrast to the findings of this study, that most instructors stayed neutral about this possibility. However, the same instructors partly agreed that instructors and students could work together to design and develop WebQuests, a suggestion which can lead to enhanced adoption and use of the project by the students.

In the study conducted in the preparatory program, the instructors believed that the projects had the potential to change the language teaching methodology in a positive way: By placing emphasis on skills teaching and integrating all skills in semi-authentic tasks. However, most did not think that the students enjoyed doing the project.

As for transferable skills, most instructors believed that Track 2 projects had the potential to prepare students for their departments by improving higher thinking skills, collaborative learning and computer skills. For the way the projects were perceived to teach not only English in an integrated way but also these transferable skills, the instructors stated that they would like to see these projects in other levels too.

One common request, like for Track 1, was to have more time to be able to deal with the project effectively. The instructors would like to become more familiar with the project and its methodology, follow a slower pace whereby the project steps can be covered in depth and give students an opportunity to digest the ongoing work. This is a necessary step for integration as the teachers need to understand the underpinnings of WebQuests as well as its methodology (Şen & Neufeld, 2006).

Heads of Teaching Units (HTUs)

All of the HTUs felt Track 2 was beneficial for teaching English in the way that it combined four skills successfully. They also felt with Track 2 projects, the methodology of teaching English in the school could change in a positive way, which refers to skills teaching in an integrated way. The HTU support is crucial for the adoption of CALL in the institution as one of the most critical factors for adoption of innovations has been identified as leadership (Kültür, 2009). The HTUs also stated that the instructors enjoyed doing the project, which was also stated by the instructors, but like the instructors, they too felt the students did not enjoy it despite the fact that they found it useful. The students indicated the relevance of what they do in Track 2 for their future studies in their department but they were unwilling to do the project. In order to improve this situation, some suggestions can be made. The link between what is required in the department and the Track 2 project can be made more explicit by getting students to be engaged in different tasks that are based on real tasks in different departments, instead of one generic topic and task for all. Furthermore, liaison between the departments and the preparatory program can be strengthened by forming teams with members from the preparatory program and specific departments who can design and develop CALL by exchanging ideas and incorporating departmental requirements into CALL tasks. If the students know that what they are doing is realistic and they will be expected to do similar tasks in their departments, they will highly likely be more motivated to do Track 2 projects more. Since the student body in the preparatory program are young adults, some of the pertinent principles of androgogy defined by Knowles (1996) should be integrated into design principles:

- Adults have a need to know why they need to know something
- Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly (pp.255-256).

The rationale behind the CALL package needs to be made relevant by showing them how the tasks will be related to their departments and jobs. By creating the need to learn, students can be motivated to complete the materials.

The HTUs felt that the project was also useful in teaching students transferable skills such as collaborative learning, computer skills and handling information. All of the participants in this study reported that the project had value in the way it taught certain transferable skills. Since its benefits are perceived as multifold, the project work should continue to be regularly integrated into course work.

5.2.2 Research Question 2:

What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in computerized language projects through Track 2?

The faculty students had a much more positive perception about the Track 2 project than their counterparts who were still studying in the preparatory program. Despite the fact that about half of them admitted that they had felt the project was an extra burden that made them work hard and that they didn't enjoy doing it when they were in the preparatory program just as reported by the preparatory program students, the vast majority of this group accepted that the project was very useful in preparing them for the skills they needed in their department. The transferable skills they believed the project was useful in training them in were presentation, research and computer skills, taking responsibility, learning collaboratively, as well as language learning. They explained that they needed all of these skills in all of their courses. They unanimously agreed that it would be much better if the project was a course requirement in all of the levels. The idea of being required to complete the project had also come up with the preparatory program group. Related to this, perhaps if the projects were marked or a percentage was allocated to them, it could work as an incentive to complete the projects. Having had a chance to look back objectively at the outcomes of Track 2, this group of students clearly saw and explained the benefits of the project not only for their immediate studies but also their future careers. Most of them very pleased about having done Track 2 as they perceived a difference between them and other freshmen who hadn't gone through the preparatory program. Some of them even sent a message to students in the preparatory program, telling them to "take it seriously" while they were doing the Track

2 project in the program so that they would have an easier transition and adjustment period.

Based on the demand to have Track 2 available in all levels, which came from this group, HTUs and the instructors, it can be suggested that Track 2 should be replicated in all of the levels. Also, as some students in the preparatory program suggested, there can be more projects like this, perhaps shorter, within one level instead of only one extended project. One way of sharing the views of these students who are in their departments could be to invite them to preparatory classes as part of the diffusion process to talk about departmental requirements and how the projects can help prepare the preparatory program students for the future.

Table 5.1 Table of findings at a glance

Research Questions	**1. What is the general reaction in BUSEL towards the use of computers through Tracks 1 and 2 in learning/teaching English as a foreign language?**	**2. What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in computerized language projects through Track 2?**
Findings	**Common points in all groups** • Positive feelings towards both Track 1 and 2 for their benefits • Benefits for language learning • Benefits for some transferable skills such as collaborative learning, presentation, computer and research skills, and taking responsibility for one's own learning • Request for access from home • Request for more materials in other levels • Listening: most popular strand • Vocabulary: least popular strand • Useful for the exams ***Track 1*** *Students* • Low number of completion of Track 1 materials • Need to use incentives for students • Useful for the exams • Obligation to do the materials favored by students • Track 1 useful and appropriate • Student engagement with materials satisfactory • Materials not enjoyable • Need for learner training for Track 1: strategies for use and independent learning • Preference for traditional methods for learning English • Need to integrate computerized learning as a core part • Improvement of the lab conditions	• Very positive towards Track 2 • Benefits for language learning • Benefits for some transferable skills such as collaborative learning, presentation, computer and research skills, and taking responsibility for one's own learning • Different perceptions of WebQuests after completing the preparatory program • Need to make WebQuests a course requirement for all levels • Perceived benefits of WebQuests as a preparatory activity for department work

Table 5.1 (continued)

Research Questions	**1. What is the general reaction in BUSEL towards the use of computers through Tracks 1 and 2 in learning/teaching English as a foreign language?**	**2. What skills do faculty students perceive they can transfer to their studies in their departments as a result of being involved in a computerized language projects through Track 2?**
	Track 1 *Instructors* • Connection between in-house textbook clear • Training adequate • Time needed for getting familiar with computerized materials in learning *HTUs* • Connection between in-house textbook clear • More varied training for instructors • Time needed for integrating computerized materials	
Research Questions	**1. What is the general reaction in BUSEL towards the use of computers through Tracks 1 and 2 in learning/teaching English as a foreign language?**	
	Track 2 *Students* • WebQuests useful for department and future careers • WebQuests not very enjoyable • Request for change of topics or flexibility in topics • WebQuests not considered as part of learning English • Learner awareness needed *Instructors and HTUs* • WebQuests useful integration of fours skills • Willingness to contribute to the development of WebQuests • Potential of WebQuests to change the teaching • Availability of WebQuests in other levels • More time and slower pace for effective engagement	

5.3 Implications for Practitioners

Based on the findings of this study some suggestions can be made for instructional designers with regard to building computerized learning architectures in the following areas.

5.3.1 For Designers and Material Writers of Computerized Learning Architectures

Accessibility

One issue seems to be high accessibility to materials. The motto of e-learning "Any time, anywhere" suggests that instruction should be available regardless of place and time. The materials, therefore, should be available through the Internet, which can give the participants the choice of when and where to complete them. One of the most frequent complaints about Track 1 was that it was only available on campus and all parties that filled in the questionnaires unanimously agreed that their use of the materials would increase if the materials were more conveniently accessible. In Yang's study (2001) students expressed a similar dissatisfaction for being required to work on campus on the web-based projects. Gillespie and McKee (1999) also pointed out availability and accessibility issues as reasons for students' reluctance to complete the exercises independently. In a study by Crompton (1999), further flexibility was provided for students by making their software package, which was available on the Internet, completely downloadable for home use with the idea of catering those students who had to pay for Internet time. Track 1 needs to change in terms of providing access to both students and instructors outside the campus, which might increase student usage and help instructors become more familiar in a convenient way.

Features of the software to be used

From the perspective of authoring, any person who has produced an educational material would probably agree that the first two steps of writing a material is the consideration of the learners and then formulating syllabus objectives. When writing computerized

materials, however, an additional consideration is the features of the software that will be used. In a way, when writing computerized materials a second step is added to the process, which is considering whether the features of the software would enable the designer and the materials writer to cover the objectives in mind in a convenient way. This process can be explained with the ASSURE Model (Smaldino, Lowther & Russell, 2008) where the learners are analyzed, the objectives are stated, the instructional methods, media, and materials are selected, media and materials are utilized, learner participation is required and the learning experience is evaluated in order to make the necessary revisions. It is important to start examining electronic platforms during the early phases of design, as there will certainly be constraints or additional possibilities offered by the software. According to Levy and Stockwell (2006) during the process of selecting or devising the instructional media, it is inevitable that there will be negotiations between the initial design and the media being used. Levy and Stockwell assert that the design problems of the materials are always connected to limitations of the applications that are used as platforms. Therefore, when selecting the applications, the expectations and objectives must be prioritized and the applications should be examined with a view to finding one that will fit the nonnegotiable requirements in the most effective manner.

The software should, no doubt, work in a stable manner also. The software used for Track 1 and the electronic platform for Track 2 have satisfactorily fulfilled their duty in this sense with their options of functions, adequate flexibility and stability. Ward (2006) defines these software attributes as reliability, robustness, i.e. being able to deal with heavy work, maintainability and rapidity. The selected software should possess these basic qualities, providing a reliable, efficient and cost-effective platform for material delivery.

The needs, abilities and expectations of the teacher-designer-authors of the software are also important considerations (Hemard & Cushion, 2003; Levy & Stockwell, 2006), which might also pose a design constraint if they are not catered for. Authors of CALL materials would naturally like to use familiar authoring tools that would minimize the

time needed for production and offer a wide range of options to choose from (Hemard & Cushion, 2003). Therefore, computerized materials designers and authors of materials should carefully examine whether specific software can allow them to design and deliver the pre-specified objectives in a flexible and efficient way. Knowing the strengths and weaknesses of the software can help designers make judgments accordingly in the design and development process.

Design

Learner

In the CALL literature the learner stands out as the most crucial element in the design process (Hemard, 2006; Hemard & Cushion, 2000; Hemard and Cushion, 2003; Hoven as cited in McCarthy, 1999; Levy, 2002; Levy and Stockwell, 2006). Hoven's CALL model (as cited in McCarthy, 1999) is based on sociocultural methodology, learner centeredness, control and student awareness-raising, task-based pedagogy and models of good practice. This model has some implications for computerized learning in the preparatory program as well: one of the most important steps to be taken is to raise student awareness about using effective strategies in completing Track 1 materials by training them on the structure and rationale of the materials. For instance, it was observed that most students were not aware of some of the functions of the Track 1 software such as hints and options, which was an indication of their lack of knowledge of the structure of the program. The same kind of training should take place for Track 2 by making the rationale and benefits of learning such integrated task-based project work clear to students, since some students felt what they were doing was different from language learning. Hemard and Cushion (2000) propose that the design be based on a user-centered approach rather than technology-centered. Yang (2001) indicates that the pedagogy should precede technology for meaningful integration. In Hemard and Cushion's (2003) model for CALL materials first the user needs are identified through creating mental or conceptual models, which are then "translated into design considerations" (p.121). Based on these the blueprint of the CALL architecture is built, which is then evaluated. Levy and Stockwell (2006) explain the problem about software

designed for a wider market by referring to the fact that the design processes largely ignores the "learners' age, gender, physical abilities, education, cultural and ethical background, motivation, goals, personality, computing experience" (p.37). This was also one of the main reasons why the preparatory program decided to design and develop its own CALL package. Based on the recommendations made by Hemard and Cushion (2003) and Levy and Stockwell (2006), when designing the new extensions of the computerized learning architecture in the preparatory program and making revision to the existing Track 1 and 2, the tie between the learner preferences and needs should be strengthened by involving the learner more in the design process in areas such as topic choice as requested by students. This could be in the form of a series of regular meetings with student representatives, collecting formative feedback, piloting with larger groups of students or actually involving students in the design and development process as much as possible.

Face validity

Face validity of the materials also seems to be important in the acceptance of CALL. Students, instructors and HTUs alike want to explicitly see the relevance of the materials to the other components of the course such as the textbook and exams. Whether the materials look familiar or not plays a very important role in bringing out that kind of connection. Unfortunately, students do not believe materials will have any value if they do not resemble the formats or items they are familiar with. If this kind of resemblance has the potential to make students complete more materials, then they should have a closer match in terms of appearance.

Based on the findings of this study and experience in the institution, it can be said that this resemblance does determine the rate of usage: The strand that was the least similar in terms of appearance was grammar and it was the least liked part for the upper-intermediate students, instructors and the HTUs. The strand consisted of sentence completion in dialogues, error identification and correction exercises which had ceased to exist in the textbooks and most of the exams. Although the objectives covered through

these materials were the same in the syllabus, the strand had no appeal to most of the groups examined in this study.

Technical design

Peterson (1998) divides CALL design into two main parts: High level design issues such as view of language learning and design for cognitive structuring, and low level design issues, which mainly deal with technical issues. For layout design of CALL materials, Peterson suggests considering three simple design issues: consistency in structuring of information, simplicity and overall clarity. Font size, type, colors and the information provided need to be kept to a minimum in order to maintain a professional appearance as well as avoid visual clutter and potential confusion. Track 1 was prepared meticulously in terms of these 'low level' design issues. In order to achieve a professional look, all the design specifications such as font size, type, the instructions, number of questions, size of the texts were standardized in the materials and during the internal loop of feedback, they were scrutinized to make sure that the design principles had been adhered to.

Ward (2006) identifies four fundamental software design principles relevant to CALL: modularity, anticipation of change, generality and incrementality. Track 1 was also designed with similar principles: the strands were created as separate modules which students could complete depending on their needs; the system was easily adaptable to change; the problems could be solved using a general solution, i.e. the problems within the materials could be sorted from the main server, and lastly, the system adhered to incrementality in that the modules within Track 1 could be published as they were finalized; there was no need to wait for the whole package to be finished before releasing the materials. Ward also breaks up the design stage into three main parts: conceptualization, which deals with concept development and usefulness issues, specification, which describes the system structure as well as the user interface, and lastly prototyping, the try out phase. The design stage of Track 1 went through the same steps of establishing an instructional theory base, working on design specifications and piloting, both on paper and on the actual software.

Iteration

Another issue about the design is to make it an iterative process. The feedback-revise-feedback-finalize cycle employed while designing and developing materials for the materials used in this study was an arduous process, which required the investment of a lot of time, effort and man-power, as well as developing a common vision and a path of action. However, this iteration process strengthened the materials in terms of structure and content by providing quality check and control, as well as increasing the ownership through involving many people in it. Iteration and direct feedback have also been emphasized by Hemard and Cushion (2000) as central principles in instructional design. According to their model, based on Foley's design (as cited in Hemard & Cushion, 2000), there are mainly four phases: Pre-design information gathering which revolves around task analysis; the design of the stereotype; early formative evaluation, modification and improvement; and lastly summative evaluation. One suggestion while developing and designing such materials in an iterative fashion is to have a team approach as this will enrich the process as well as the product by bringing individuals with different backgrounds and areas of expertise together. Since it is difficult to have an all-in-one type of designer who excels in instructional technology, human computer interaction (HCI) as well as language teaching (Hemard & Cushion, 2000), the team approach seems to be an effective and logical way of developing CALL architectures. By involving different parties in this process through collecting feedback from several people in as many stages of the production cycle as possible, the materials examined in this study were greatly improved. The ownership of the CALL packages can also be substantially increased by involving other instructors in the design and development process. Hemard and Cushion (2000) suggest encouraging staff to contribute to such packages with their own materials and setting up a collective approach to material production especially in large-scale contexts. Since the instructors in this study already expressed their willingness to contribute to the design and development of CALL materials, this opportunity must be taken to increase the instructors' motivation and ownership of the CALL package. Another related suggestion about the team is first looking into internal sourcing since the efforts to reach a common understanding about the context and developing a shared vision can be expected to considerably decrease.

The same approach of internal support was followed by Hemard and Cushion (2000) in their design and development of the CALL structure.

Human computer interaction (HCI) principles

Many materials produced in the early years of CALL have been criticized for not being professional as they lacked a human computer interaction (HCI) perspective, which might have resulted from the fact that the designers of the materials were language teachers who had developed enthusiasm for computerized learning for one reason or another. In line with this, when designing the Track 1 and Track 2 materials, the focus was more on developing the content rather than HCI principles as the materials. According to Hemard and Cushion (2006), even in the near past, i.e. between 2000-2004, design research was seriously lacking in CALL. The literature on this aspect of CALL can now be said to be moving away from the previous ad-hoc practices towards a more HCI-based approach. The literature on CALL offers more coverage of design issues, which refer to the need to adhere to HCI principles (Hemard, 2006; Hemard & Cushion, 2000; Hemard and Cushion, 2006; Levy, 1999; Levy, 2002; Lonfils & Vanparys, 2001; Peterson, 1998; Ward, 2006). Usability tests are also referred to in the CALL literature during different phases of material design and development. Levy and Stockwell (2006) suggest testing, retesting and evaluating with users. Following up from these suggestions, besides the testing of the computerized learning architecture in terms of pedagogical principles, the new additions should also be tested in terms of usability features, which can be in the form of user walkthroughs as they complete the materials. According to Iding, Auernheimer, Crosby and Klemm (2002), this kind of user-centered design and usability evaluations are generally lacking in instructional material design and development. Ward (2006) talks about the benefits of applying some principles of software engineering to CALL practices and how the learners should be involved in the design process. She defines the usefulness criteria as usefulness, usability, usage and user satisfaction. Based on these criteria, more attention needs to be given to the evaluation of Track 1 and 2 in the preparatory program from the usability and usage perspectives. As suggested before usability tests can start to be part of the ongoing evaluation process and in terms of usage, the logs of the software used for Track 1 as

well as files for self-reporting the laboratory usage for Track 2 materials, which can be kept in the labs as sign in and out sheets, can be made use of. Also in each development phase, user walkthroughs can be employed to diagnose potential problems.

Integration of Computerized Learning

As stated in Chapter 2, one of the most important considerations is to get acceptance from the end users (Cellante, 2002; Hemard & Cushion, 2000; Lee, 2000) and they need to be convinced about the educational benefits the innovation will bring about. Gunn and Brussino (as cited in Gillespie & McKee, 1999) point out that teachers will not be easily persuaded to take up an innovation without proof that the innovation will provide some gains. When making a decision about considering an instructional innovation, Salaberry's (2001) four questions can be guiding. By answering the questions, decisions regarding the worth of the potential adoption can be made and some of the answers can be used for the purpose of getting acceptance from the stakeholders.

1. Is increased technological sophistication correlated to increased effectiveness to achieve pedagogical objectives?
2. What technical attributes specific to the new technologies can be profitably exploited for pedagogical purposes?
3. How can new technologies be successfully integrated into the curriculum?
4. Do new technologies provide for an efficient use of human and material resources? (p.51)

In the case of the vocabulary strand of Track 1, for example, the mismatch between the materials in the strand and syllabus objectives led to some confusion and discontentment, making it one of the least popular strands. Since different objectives were covered in the strand, it was perceived as having very little worth. On the other hand, the listening strand was the most popular strand as it was tightly linked to the syllabus and the textbook. To avoid lack of usage and lack of perceived usefulness due to integration problems, instructors as well as students in the preparatory program need to be convinced that using the CALL package can help them achieve the predetermined objectives effectively and efficiently. This could be by sharing best practices from different experiences of the instructors or showing in tangible and clear terms the extent

to which resources such as time and man power can be reduced or shifted as a result of the CALL package. Involving more instructors and students, in the process of design can also lead to better ownership and belief in the worth of the materials. The integration, which was done through designing the coursebook of the two levels in tandem with the CALL package, also needs to continue, but the updating of the changes should take place promptly.

McCarthy's (1999) assertion on continuity in practices, i.e. incorporating the materials into departmental policy in administrative practices such as timetabling so as to ensure that the CALL architecture remains in use even when key people leave, is certainly advisable as such endeavors should not be dependent on the existence of certain individuals. The concept of continuity can also be extended to the practice of regular use of CALL materials as an integral part of the language program. In the preparatory program, before instruction starts, approximately a week is spent on course preparation, whereby instructors choose coursebooks, materials, assessment material as well as deciding on materials, homework tasks and projects for outside the class. These are then timetabled into the 8-week schedule. This practice has led to effective practices of course design and implementation; however, if CALL materials are to be promoted, perhaps this planning should also focus on eliminating some practices instead of adding CALL as an extra load. Also, the time needed to familiarize both the instructors and students should be integrated into the schedules. However, the notion of "once a week" visits to the CALL labs need to be overcome (Bax, 2003) if CALL is expected to be regarded as an integral part of courses.

The need to link CALL to institutional curricula has been put forth by several CALL practitioners (Ayres, 2002; Bax, 2003; Hemard & Cushion, 2003; Levy & Stockwell, 2006; McCarthy, 1999; Salaberry, 2001; Şen & Neufeld, 2006; Warschauer & Meskill, 2000). Bauer (2002) suggests adequate and professional teacher training as well as access to technical support as a move towards potential integration. For acceptance Hemard and Cushion (2000) suggest making the learning environment more accessible, making the use of CALL a linking device between teaching and learning, increasing

instructor take up by encouraging material production and using professional technology. For Yang (2001) mechanics and logistics, effective training, access to pedagogical support and guidance and appropriate resources are important factors. Levy and Stockwell (2006) advocate that if learners take part in the process of developing materials, their needs can be better met. Gillespie and McKee (1999) report that goal setting tutorials with individual students have also helped the integration process. In the light of these suggestions, several points of action can be recommended from the preparatory school experience:

- CALL packages can be designed in tandem with in-house course books, as in the case of the preparatory program, working closely with the course book writers so as to develop a common vision;
- CALL packages can be designed in close cooperation with specialist units such as curriculum and testing, or teacher training units if such a structure exists, so that the common vision of the institution can be reflected in the materials. This kind of cooperation can also help increase the adoption of the materials since the parties involved can also be the change agents due to their engagement and experiences with the package;
- Support to instructors should be easily accessible in both instructional integration and technical aspects;
- Learners can be involved in all phases of the development process so that student views and needs are better reflected in the package.

The common practice of trying to employ CALL as an add-on (Warschauer & Meskill, 2000) or side dish to the existing instructional design should also be avoided. The new technology can be best integrated into technology when instruction is designed *with* the new technology, not by trying to attach it as a supplement to existing beliefs and practices. The CALL architecture should be perceived as an integral part, not supplementary. The optional nature of a CALL architecture can also mean an extra burden on the instructors' workload. Therefore, decisions regarding to what extent the

CALL architecture will replace course components such as the textbook or lectures are important in encouraging instructors to have positive reactions towards the materials.

In order for instructors, students and heads to be able to see some value in the computerized materials, the connection between the textbook or the syllabus is crucial. Hemard and Cushion (2000) assert that the CALL package needs to be perceived as "an integral if not central part of the ongoing curriculum development process" (p.108). Yang (2001) points out that effective integration of instructional technology can happen if it is "synergized" into the language learning environment rather than seen as an "add-on" (p.92). If the students and instructors see a close link between the curriculum, the textbook and the materials, their belief in the materials is more likely to increase. The reason for the positive feelings towards Track 1 and 2 in terms of their benefits can be partly attributed to the strength of this kind of link between the curriculum, syllabus and the computerized architecture that stemmed from concurrent design and development phases. Such computerized materials should be designed, produced and implemented in tandem with the curriculum and the textbook as well as other course resources to increase both the faith in the materials as well as usage rates.

Levy and Stockwell (2006) explain that only if the curriculum is allowed to change, the integration will be effective. While integrating instructional technologies, several aspects must be taken into consideration: the time needed to accommodate the new technology in the new design of the curriculum, the resources needed, i.e. the hardware, software and peopleware, the logistics, administrative issues such as timetabling as mentioned by McCarthy (1999) and Gillespie and McKee (1999), and most importantly how the new technology will help, complement or transform the coverage of objectives in the curriculum. The attempts to integrate the technology without considering the existing curricular practices is highly likely to lead to a inconsistent patchwork. Salaberry (2001) states that the success of a "technology-driven activity will likely depend as much, or more, on the successful accomplishment of the pre- and post activities than on the technology itself" (p.51).

The rationale behind decisions and the match between the principles of the materials and objectives should be transparent to all those involved in its implementation, especially to students. For Track 2, although the syllabus objectives were the starting point for the projects, this connection needed to be made clearer to the students. When describing the most effective exchange projects Warschauer and Meskill (2000) refer to those that are "well-integrated into course goals" (p.8). Even though this was the case for Track 2 projects, the message should be more effectively passed on to students.

Training

A shared request that was voiced by the instructors and HTUs was to have more varied training, such as demo lessons, and time for the instructors to familiarize themselves with both Track 1 and 2 so that these materials could be more successfully integrated into teaching. The implication for an instructional designer, therefore, is to include varied training schemes that can help instructors have a good grasp of the material, feel confident about using them and integrate the materials in a purposeful and meaningful way. According to Lee (2000) lack of technical and theoretical knowledge of CALL is one of the main barriers for instructor use. Through an evaluation of online courses Essex and Çağıltay (2001) found that instructors of online courses were motivated to do a good job but they were not necessarily familiar with the strategies needed in online learning environments. Therefore, the training offered should cover all aspects of instructional technology including the features of the software or applications to be used, how to integrate the technology into the delivery of instruction and also take into consideration means of diffusion of the new technology. McCarthy (1999) advocates the idea that instructors need to fully familiarize themselves with the "scope and depth" (p.5) of CALL materials they intend to use. The training could be in the form of classroom or laboratory sessions, best practices forums whereby instructors can present different ways of using the materials, take part in question and answer sessions or observe colleagues demonstrate use of instructional technology in class as suggested by Cellante (2002). This kind of peer learning has also been recommended by Retacco (as cited in Dupaigne & Krendy, 1992) as it was found that workshops with peers were the most popular type of training. Williams (as cited in Bauer, 2002) also suggests building

a network of instructors skilled in using technology and integration issues, who can share their knowledge and experiences with other teachers. Therefore, getting instructors to present to their colleagues may help arouse the interest and curiosity in the institution. Following up instructors after the training seems to be a neglected aspect of training. Kagima and Hausafus (2001) report that faculty is not supported with in-depth training or followed up, which might explain in part the lack of integration of the instructional technologies introduced. Similarly, Bauer (2002) suggests ongoing training instead of attending training sessions only a few times. Related to this the training scheme needs to include both short-term and long-term plans about how and when to offer training activities. The instructors who go through such staff development activities should be supported throughout and be encouraged to share experiences about how they are trying to integrate the instructional technology. This can be in the form of focus groups, electronic forums, roundtables (Cellante, 2000) and even informal gatherings such as a working lunch.

Time

Lack of time, one of the concerns of the instructors and HTUs who participated in this study, has been indicated as a major impediment to a successful integration process and implementation by many CALL researchers (Bauer, 2002; Leggett & Persichitte as cited in Cellante, 2002; Cumming, 1988; Dupagne & Krendi, 1992; Essex & Çağıltay, 2001; Felix 2005; Ferguson, 2002; Güneyli & Özgür, 2007; Hartsell & Juneau; 2008; Hemard & Cushion, 2003; Hyejung, 2008; Levy & Stockwell, 2006; McCarthy, 1999; Warschauer & Meskill, 2000). Instructors are busy individuals trying to function under certain time constraints. If CALL is to be promoted institutionally, time must be created to train the instructors, make them familiar with the introduced CALL packages, help them explore instructional possibilities and encourage them in integrating computers more flexibly into the curricula and timetables. Instructors should not be expected to devote their own time to learn and integrate such innovations (Bauer, 2002).

Student Tracking

Student tracking is a major issue for instructors when using electronic materials. The instructors want to find out information such as how many of their students have done which exercises, and possibly how much time they spent on it in a convenient way. Most of the instructors studied in this research felt it was not very practical to keep track of students' work by collecting print-outs or giving students tasks related to their understanding of the materials they did in Track 1. The ease of checking student work and keeping track of who has done which materials is highly likely to increase the usage rate of these materials. Hemard and Cushion (2003) found out the instructors felt that student monitoring by the software could act as an incentive for students to complete the exercises. Students *do* need incentives to complete the tasks they are assigned through the computer. Therefore, when choosing or designing the software to use for publishing the materials, the effectiveness of student tracking must be considered. Bull and Zakrewski (as cited in McCarthy, 1999) indicate that if their learning experience is not assessed, students might not take it seriously. Another way tracking can help make instructional and design decisions is to use the logs to find out the usage patterns. In a study carried out by Crompton (as cited in Levy & Stockwell, 2006) it was found that the longer the exercise was, the shorter the students were logged in. The reason for this was the students simply gave up on the exercise and started exploring the Internet. As a design decision Crompton, therefore, suggests keeping the exercises short. He also argues that the material has to be intriguing in order to prevent such kind of wandering. Ma and Kelly (2006) also support the use of tracking student actions so as to be able to reach information about student's previous knowledge or how their actions can be interpreted in the relation to their learning.

5.3.2 For English Language Programs

Benefits for Teaching a Language

Discrete language materials, i.e. materials for specific skills such as listening, reading, or language components like grammar or vocabulary, are always needed as supplementary materials in language courses to provide students with more and varied practice of what

they have been taught. Based on the results of this study, it can be said that Track 1, which was based on this kind structure whereby students could do different exercises in separate strands, successfully provided both the students and instructors materials that can be used as outside the course materials, as well as making their use convenient due to their electronic platform. Such a structure could be used in other language programs.

Such a strand could also be an effective resource for repeaters of the levels, who might need more varied materials. In the preparatory program, in cases where the students would be repeating a level for the fourth or fifth time and have used all the course books that were approved by the institution, using these packs in different ways could be an option.

WebQuests

WebQuests have attracted many instructors for the way they can effectively teach a specific theme together with transferable skills. By analyzing the perceptions of students, instructors and the HTUs in this study, it can be said that overall reactions are quite encouraging. English language programs can consider making use of project work, which can help teach a language by integrating all four skills, blend classroom teaching with online teaching and also train students' transferable skills such as collaborative learning, taking responsibility for learning or research and presentation skills. The learners can learn the language and other skills unobtrusively with WebQuests, the benefits of which proved to be multifold. This view is also shared by Yang (2001) who supports such web-based projects for the way they engage students with language learning, "global education" as well as technology (p.86). Perkins and McKnight (2005) found that teachers who used WebQuests liked them because they provided links to useful information, they were interactive, they catered for different learning styles and they were a good way of bringing technology into teaching. However, they also felt that the computer facilities were lacking, it took a lot of time to develop and implement involved and they had concerns about technology. One of the problems with WebQuests is that it does take a lot of time to design and develop them, a process which becomes questionable considering the balance between the time and efforts invested and "the

educational payoff" (Perkins & McKnight, 2005, p. 131). According to Hartsell and Juneau (2008) also, one of the most common concerns about WebQuests is the time needed to develop and integrate WebQuests and the willingness of the teachers who are involved in the process.

In order to ensure the educational payoff of WebQuests, Şen and Neufeld (2006) make the following recommendations, most of which have also been emphasized throughout this work based on the findings of this study:

- Teachers and students should be made aware of the underlying principles and methodology of WebQuests.
- Wherever possible, WebQuests should afford teachers and students maximum potential for input into their preparation, design and implementation.
- WebQuests should be incorporated into the course syllabus and seen as an integral component by both teachers and students.
- All parties involved in a WebQuest should receive adequate orientation.
- The WebQuests should be scheduled to minimize potential conflicts with deadlines for other major works of assessment.
- The tasks should be meaningful, challenging and enjoyable.
- The tasks should be interrelated with each other.
- Some tasks should be carried out during class period in order to effectively monitor that the overall aims and objectives of WebQuest has been understood.
- The WebQuest tasks and their evaluation should both be sympathetic to the concept of formative assessment of authentic tasks in which the end product is not the sole measure of success, but creativity and development through the process is also considered.
- Technological problems cannot always be anticipated, so the guidelines and assessment should be flexible enough to cater for unforeseen complications. (p.9)

March (2000) makes three general recommendations about the design of WebQuests: keep them real, rich and relevant. The WebQuests need to contain authentic activities, be rich in terms of the resources provided in both quantity and nature, and also relevant to the students' needs. For the design process, March (2004) also describes the essential features as:

- Scaffolding the learning structure

- The use of essential Internet resources
- Authentic, motivating task
- The use of open-ended questions
- Encouragement of development of individual expertise
- Transformative group process

5.4 Implications for Researchers

One general recommendation for future researchers who will be involved in a research study that has both a quantitative and qualitative part is to set up a research group while the study is being designed who can share the work load, since all the phases of the study, to be more exact the data collection, analysis and reporting of the findings, are quite exhausting. A similar warning has been made by Fraenkel and Wallen (2008) who pinpoint an important consideration before deciding on mixed methods research: whether it's feasible to do it in terms of time, energy and resources. One implication of this study for researchers is that the phases of the study have been outlined in detail so future researchers can have some idea about the steps to follow as described by the researcher of this study.

Another recommendation is about employing several methods to reach conclusions about student views. In this study, questionnaires that included both a quantitative and a comments part, semi-structured interviews and observations were used. However, the student interviews proved difficult in that it was hard to get students to think and explain their views in depth as their attention spans seem to be shorter than adults. Therefore, other means of examining student perceptions, such as more and lengthy observations, should be made use of. Hemard and Cushion (2000) suggest user walkthroughs as an important tool that can provide rich data about the users.

The literature on CALL indicates that the results of most CALL research cannot be generalized or reproduced due to the variety of contexts and implementation styles (Chapelle, 1997; Felix 2005; Levy, 2002). Related to this, one other suggestion would be

to avoid the intention of making generalizations from the outset as this would be a very difficult and unrealistic task.

5.5 Recommendations for further Research

The preparatory program group that was the partial focus of this study was a large one that was quite representative both in size and nature of the whole population of preparatory program students, instructors and HTUs. However, the same cannot be said for the faculty students. Further research can be conducted into the faculty students, who can be studied with more qualitative methods such as prolonged observations or more in-depth interviews that can continue for at least one semester. Another suggestion related to this can be that some students can be selected and studied from the time they start doing Track 2 projects until the end of the their first freshman semester.

Also, since some teaching units in the preparatory programs decide to do a different project from Track 2 in some courses, an experimental study can be done by selecting classes who don't do a Track 2 project with those who do. These classes can be studied in terms of their differences in their attitudes, the language or transferable skills they gain.

Another area for further research can be on the instructors and the HTUs. More qualitative data from the instructors and heads using focus groups, in-depth interviews or observations can be conducted with the aim of exploring the level and nature of the integration of the computerized learning into day-to-day teaching. In this way, data can be gathered about common practices and general needs can be identified, which in turn can be used to help instructors integrate computerized learning more effectively into their teaching.

The differences between student and instructor perceptions of CALL implementations can also be analyzed further to help develop a common vision towards the effectiveness of CALL.

The aim of this study was to explore the overall reactions towards Track 1 and Track 2 in the preparatory program since a comprehensive study hadn't been done in the

institution on this area before. Further research can be conducted into the differences of perception between the subgroups in the program: male vs. female, high vs. low achievers, or mainstream students vs. repeaters. Alternatively, the relationship between the obligation to do the exercises and perception can be studied. Two groups of TUs or classes can be selected in order to study whether making Track 1 a course requirement would have some effects on students' perception or usage rates.

Based on the common request to make Track 1 available through the Internet can also be examined in determining whether such a practice would lead to significantly higher usage of the materials.

Also Kirkpatrick's other levels for evaluation, i.e. Level 2 Learning and Level 3 Behavior can be explored using different methodologies such as more controlled observations and involvement of others to evaluate participants' learning outcomes and behavior patterns as a result of being involved in such computerized learning environments.

5.6 Limitations

A major limitation of the study is that it is limited to only two of the levels, intermediate and upper-intermediate, of the English preparatory program. Students from other levels have not been included as their levels do not have a computerized learning architecture that is built into their courses.

Another potential concern is some students usually feel negative about course requirements which require independent learning, i.e. tasks that require effort, time, often collaboration, and studying outside the class. This could have distorted the data slightly.

A third limitation would be the use of convenience sampling for data collection from the faculty students. Although the researcher tried to control some subject characteristics such as gender and departments, some students had to be selected from the same

departments. Therefore, the students might not be a representative group of the whole population of freshmen who had completed Track 2 projects. One other problem with this group was that during the interviews some of them stated that they didn't remember the projects they were involved in at first. The researcher then briefly described the project in neutral terms; however, some information may obviously be missing in these participants' interviews. Also, at the beginning of the study, students who had completed two Track 2 projects were going to be selected for the study; however, due to the use of different teaching packs in different courses during one semester, some students had completed only one project. Therefore, a decision had to be made to select students who had completed at least one Track 2 project instead of two, as originally planned.

One other limitation could be the use of peer-check as a validation mechanism during the use of some instruments such as the Class and Laboratory Observation Forms as the validation of the filled instrument was done by the class teacher, whose feedback might be influenced by their unintentional desire for their class to succeed.

A final limitation is that the student interviews were conducted shortly after the completion of the questionnaires due to time constraints, which left no time for the analysis of emerging patterns from the questionnaires.

5.7 Summary

This study investigated the general reactions of current and faculty students, instructors and HTUs towards the computerized learning architecture used in the preparatory program. The findings indicate that overall, all these groups have positive feelings towards architecture because of the way it is perceived as useful for both language learning and some transferable skills. The students in the preparatory program found the materials useful for their present needs as well as future goals although they didn't really enjoy doing the materials. They also had a strong preference to learn in the traditional way rather than computerized learning packages. The instructors and the HTUs were on the whole very positive about both Track 1 and 2 in terms of their benefits for language teaching and transferable skills; however, a common request was to have more time to

get familiar with and integrate the materials into their teaching. The students in their faculties were very positive about Track 2 projects in terms of transferable skills needed in their faculties and admitted that although they perceived them as a burden at the time they were studying in the preparatory program, they could see the benefits in their departments.

This chapter summarized the results of the study, indicating the implications, and provided some suggestions for both researchers and practitioners based on the results. The implications for designers and material writers of computerized learning architectures as a result of the findings include the need to:

- make the materials easily accessible
- select a reliable, flexible and user-friendly platform for authoring materials
- integrate HCI principles into the design and development process
- emphasize iteration in materials production.
- make the connection between the syllabus or textbooks explicit to all
- create more time and more varied, ongoing training for sound integration of computerized learning into the teaching and learning environment as a core component
- ensure continuity and transparency in design and development
- involve more people in the design process such as instructors and students to increase ownership
- track student work and progress for further use

The implications for language programs that emerged were:

- providing easily accessible computerized skills strands as a continuation of in-class activities
- providing integrated skills components that could help teach language in a holistic manner together with other transferable skills

- forming a close connection between computerized learning components and in house syllabi and textbooks

There were also some implications for future researchers such as:

- setting up a research team in mixed-methods studies
- employing several instruments for data collection from the students as it was more difficult to reach satisfactory data from some interviewees
- not aiming for making generalizations

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APPENDIX A

BUSEL CL STUDENT QUESTIONNAIRE

I. GENERAL INFORMATION

Please read the following questions and fill in your answers directly onto the optic form.

1. Age: [A] 16-18 [B] 19-21 [C] 22-24 [D] 25+

2. Sex: [A] Male [B] Female

3. Level: [A] Intermediate [B] Upper-intermediate

4. Which one of the following describes your status at this level in this course?

[A] First time mainstream
[B] 1st time repeater
[C] 2nd time repeater
[D] 3rd + time repeater

5. How many years have you been in BUSEL?

[A] It's my first year
[B] It's my second year
[C] I got back to BUSEL through amnesty (Af öğrencisi)

6. Do you own a computer?

[A] Yes [B] No

7. How often do you use the computer?

[A] Everyday
[B] Twice a week
[C] Three times a week
[D] Less than twice a week
[E] Once or twice a month

II. FAMILIARITY WITH COMPUTERS

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

[A] **Strongly agree** [B] **Agree** [C] **Disagree** [D] **Strongly disagree**

8. I generally like using computers.	A B C D
9. I am good at using computers.	A B C D
10. Using computers make my life easier.	A B C D
11. I use computers for entertainment purposes such as chatting and surfing on the Internet.	A B C D
12. I use computers for communication purposes such as e-mail.	A B C D
13. I use computers to find the school-related or personal information I need.	A B C D
14. I use computers for school work such as homework, or research.	A B C D

III. BUSEL MATERIALS ON *AUTHOR PLUS ONLINE*

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

15. How many Reading materials have you completed on *Author Plus Online*?

[A] None [B] 1-3 [C] 4-6 [D] 7-9 [E] 10+

16. How many Listening materials have you completed on *Author Plus Online*?

[A] None [B] 1-3 [C] 4-6 [D] 7-9 [E] 10+

17. How many Grammar materials have you completed on *Author Plus Online*?

[A] None [B] 1-3 [C] 4-6 [D] 7-9 [E] 10+

18. How many Vocabulary materials have you completed on *Author Plus Online*?

[A] None [B] 1-3 [C] 4-6 [D] 7-9 [E] 10+

19. What kind of schedule did you follow to complete the materials you have done on *Author Plus Online*?

[A] Daily
[B] Weekly
[C] I did them when I had free time.
[D] I did them before CATs.
[E] I will do them before the ECA.

20. When did you usually complete the materials?

[A] During class time
[B] After school
[C] At weekends
[D] Whenever I had free time

Could you please order the following *Author Plus Online* sections from the one you *most liked* (Q.21) to the one you *least liked* (Q.24)?

21. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
22. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
23. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
24. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

Could you please order the following *Author Plus Online* sections from the *most useful* (Q.25) to the *least useful* (Q.28)?

25. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
26. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
27. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
28. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

Could you please order the following *Author Plus Online* sections from the one you would like to see *more* (Q.29) to the one you would like to see *less* or *the same* (Q.32)?

29. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
30. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
31. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
32. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

[A] **Strongly agree** [B] **Agree** [C] **Disagree** [D] **Strongly disagree**

33. I could revise what I learned from BUSEL textbooks through *Author Plus Online* materials.	A B C D
34. BUSEL textbooks and *Author Plus Online* materials are trying to teach English in a similar way.	A B C D
35. The exercises have been useful for the CATs.	A B C D
36. The exercises will be useful for the ECA.	A B C D
37. I found the explanations in the materials useful.	A B C D
38. *Author Plus Online* materials are suitable for my needs.	A B C D
39. The materials I did on *Author Plus Online* were suitable for my level.	A B C D
40. I enjoyed doing the exercises on *Author Plus Online.*	A B C D
41. I was able to do the exercises on my own easily.	A B C D
42. I found it easy to use the *Author Plus Online* as a computer program.	A B C D
43. I find the other programs in the labs more useful than *Author Plus Online*.	A B C D
44. The computer lab is comfortable enough for me to do *Author Plus Online* materials there.	A B C D
45. I would do more *Author Plus Online* materials if I could use the program at home.	A B C D
46. I would like to do such exercises at other levels as well.	A B C D
47. The exercises were generally useful to learn English.	A B C D
48. Using computers to learn English is a good idea.	A B C D
49. I prefer using books to learn English.	A B C D
50. I prefer learning English in class.	A B C D
51. I feel more comfortable learning from my teacher.	A B C D

IV. PROJECT WORK ON VIRTUAL CAMPUS

[A] **Strongly agree** [B] **Agree** [C] **Disagree** [D] **Strongly disagree**

52. I liked using *Virtual Campus* for project work.	A B C D
53. I enjoyed doing the project.	A B C D
54. I liked the topic of the project.	A B C D
55. I read almost all of the reading texts during the project.	A B C D
56. I listened to almost all of the listening pieces during the project.	A B C D
57. I learned a lot about the topic of the project.	A B C D
58. The project made me think about and question the topic.	A B C D
59. The reading and the listening pieces helped me synthesize (sentezlemek) my views about the topic.	A B C D
60. The project helped us learn from our friends through presentations, discussions or group work.	A B C D
61. Project work through the computer was a good way of learning English.	A B C D
62. The project was a good way of improving our computer skills.	A B C D
63. The project was similar to what we will do in our departments.	A B C D
64. I would like to do more projects like this in other levels.	A B C D
65. In the future, school work should be like this project: some of it in class, some on the computer.	A B C D
66. I would like to use computers more for school work.	A B C D
67. I would like to *Virtual Campus* more actively for school work.	A B C D

V. SUGGESTIONS FOR IMPROVEMENT

Please tick the appropriate boxes and fill in the form with your suggestions/comments.

SEX: Male □ Female □
LEVEL: Int □ Upper □
STATUS: Mainstream □ Repeating □

68. What kind of changes would you like to see on *Author Plus Online*? Please be specific.

_____
_____
_____
_____

69. What kind of changes would you like to see in the project work you did on *Virtual Campus*? Please be specific.

_____
_____
_____
_____

70. Other suggestions or comments about computerized learning in BUSEL

_____
_____
_____
_____

APPENDIX B

BUSEL CL INSTRUCTOR QUESTIONNAIRE

I. GENERAL INFORMATION

Please read the following questions and fill in your answers directly onto the optic form.

1. Age: [A] 20-29 [B] 30-39 [C] 40-49 [D] 50+

2. Sex: [A] Male [B] Female

3. Level taught in Course 1 / 2006-2007:

[A] Intermediate [B] Upper-intermediate

4. Your teaching status in Course 1 / 2006-2007:

[A] Main teacher [B] Support teacher [C] Substitute

5. How many years have you been teaching in BUSEL?

[A] 1-3 [B] 4-6 [C] 7-9 [D] 10+

6. Do you own a computer?

[A] Yes [B] No

II. FAMILIARITY WITH COMPUTERS

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

[A] **Strongly agree** [B] **Agree** [C] **Disagree** [D] **Strongly disagree**

7. I generally like using computers.	A B C D
8. I am good at using computers.	A B C D
9. Using computers makes my life easier.	A B C D
10. I use computers for entertainment purposes such as chatting or surfing on the Internet.	A B C D
11. I use computers for communication purposes such as e-mail.	A B C D
12. I use computers to find work-related, research-related or personal information.	A B C D
13. I use computers as a teaching tool. (e.g. assigning homework, research, communication with my class, showing visuals)	A B C D

III. BUSEL MATERIALS ON *AUTHOR PLUS ONLINE*

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

14. Do you think the training you received on *Author Plus Online* materials was adequate?

    [A] Yes [B] No

15. Have you gone through *Author Plus Online* materials in detail yourself?

    [A] Yes [B] No

16. Do you feel confident about making the best use of *Author Plus Online* materials?

    [A] Yes [B] No [C] It depends on which materials I present.

17. Do you encourage your class to do *Author Plus Online* materials during class access time in the labs?

    [A] Yes [B] No

18. How do you assign *Author Plus Online* materials?

    [A] As homework [B] As part of OCS [C] I don't assign them.

19. If you assign *Author Plus Online* materials as homework or part of OCS, what kind of schedule do you follow in assigning them?

    [A] Daily [B] Weekly [C] Before CATs [D] Before the ECA

20. If you assign the materials as homework, how do you usually check whether the students have done the homework or not?

    [A] I regularly collect print outs.
    [B] I ask them questions about the topic or ask them to write a questions.
    [C] I collect it in their LP files.
    [D] I use tutorial/office hours to check them.
    [E] I don't check it.

Could you please order the following *Author Plus Online* sections from the one you *most liked* (Q.21) to the one you *least liked* (Q.24)?

21. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
22. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
23. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
24. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

Could you please order the following *Author Plus Online* sections from the *most useful* (Q,25) to the *least useful* (Q.28)?

25. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
26. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
27. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
28. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

Could you please order the following *Author Plus Online* sections from the one you would like to see *more* (Q.29) to the one you would like to see *less or the same* (Q.32)?

29. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
30. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
31. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
32. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

[A] **Strongly agree** [B] **Agree** [C] **Disagree** [D] **Strongly disagree**

33. Students were able to revise what they learned from their BUSEL textbook on *Author Plus Online*.	A B C D
34. I can see the connection between BUSEL textbooks and *Author Plus Online* in terms of methodology.	A B C D
35. The exercises on *Author Plus Online* successfully cover the objectives of the level.	A B C D
36. The exercises will be/have been useful for the CATs.	A B C D
37. The exercises will be/have been useful for the ECA.	A B C D
38. I found the explanations in the materials useful.	A B C D
39. I think the exercises on *Author Plus Online* are enjoyable .	A B C D
40. Students have been able to do the exercises on their own easily.	A B C D
41. The exercises were generally useful in teaching English.	A B C D
42. Using computers can teach English effectively.	A B C D
43. I would like to do see such exercises at other levels as well.	A B C D
44. I would have a better grasp of the materials if I had access to them from home or the TU computer.	A B C D

IV. PROJECT WORK ON VIRTUAL CAMPUS

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

[A] **Strongly agree** [B] **Agree** [C] **Disagree** [D] **Strongly disagree**

45. I liked using *Virtual Campus* for project work.	A B C D
46. I enjoyed doing the project.	A B C D
47. Students enjoyed doing the project.	A B C D
48. The project was effective in integrating all four skills.	A B C D
49. I liked the topic of the project.	A B C D
50. I made sure students read almost all of the reading texts during the project.	A B C D
51. I made sure students listened to almost all of the listening pieces during the project.	A B C D
52. I feel students learned a lot about the topic of the project.	A B C D

53. The project made students think about and question the topic.	A B C D
54. The reading and the listening pieces helped students synthesize their views about the topic.	A B C D
55. The project helped students learn collaboratively through presentations, discussions or group work.	A B C D
56. Project work through the computer is a good way of learning English.	A B C D
57. The project was a good way of improving students' computer skills.	A B C D
58. The project was a good way of teaching students transferable skills (e.g. handling information, taking responsibility for one's own learning and higher order thinking skills).	A B C D
59. The project was similar to the tasks the students will be involved in their departments (finding information, synthesizing information, learning collaboratively, giving presentations, etc.).	A B C D
60. I would like to see more projects like this in other levels.	A B C D
61. In the future, teaching in BUSEL should be blended like this project: some of it in class, some on the computer.	A B C D
62. I would like to use computers more in my teaching.	A B C D
63. I would like to *Virtual Campus* more actively for my teaching.	A B C D
64. I would like to design (or help design) such projects in the future.	A B C D
65. Track 2 projects have the potential to change the teaching methodology in the school in a positive way.	A B C D

IV. SUGGESTIONS FOR IMPROVEMENT

Please read the following questions and write your answers in the space provided.

66. What kind of difficulties did your TU have in using *Author Plus Online*?

a) Methodological

_____
_____
_____

b) Technical

_____
_____
_____

67. What kind of changes would possibly solve the problems you mentioned under Question 65? Please be specific.

_____
_____
_____

68. What kind of difficulties did you and your class have in carrying out the project on *Virtual Campus*?

a) Methodological

_____
_____
_____

b) Technical

_____
_____
_____

69. What kind of changes would possibly solve the problems you mentioned under Question 67? Please be specific.

_____
_____
_____

THANK YOU

APPENDIX C

BUSEL CL HTU QUESTIONNAIRE

I. GENERAL INFORMATION

Please read the following questions and fill in your answers directly onto the optic form.

1. Age: [A] 20-29 [B] 30-39 [C] 40-49 [D] 50+

2. Sex: [A] Male [B] Female

3. Level taught in Course 1 / 2006-2007:

[A] Intermediate [B] Upper-intermediate

4. How many years have you been teaching in BUSEL?

[A] 1-3 [B] 4-6 [C] 7-9 [D] 10+

5. How many years have you been working as an HTU?

[A] 1-3 [B] 4-6 [C] 7-9 [D] 10+

II. FAMILIARITY WITH COMPUTERS

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

[A] Strongly agree [B] Agree [C] Disagree [D] Strongly disagree

6. I generally like using computers.	A B C D
7. I am good at using computers.	A B C D
8. Using computers makes my life easier.	A B C D
9. I use computers for entertainment purposes such as chatting or surfing on the Internet.	A B C D
10. I use computers for communication purposes such as e-mail.	A B C D
11. I use computers to find the work-related, research-related or personal information I need.	A B C D
12. I use computers as a teaching tool. (e.g. assigning homework, research, communication, showing visuals)	A B C D

III. BUSEL MATERIALS ON *AUTHOR PLUS ONLINE*

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

13. Do you think the training you received on *Author Plus Online* materials was adequate?

    [A] Yes [B] No

14. Have you gone through *Author Plus Online* materials in detail yourself?

    [A] Yes [B] No

15. Do you feel confident about making the best use of *Author Plus Online* materials?

    [A] Yes [B] No [C] It depends on which materials I present

16. How do you encourage your teachers to get their students to do *Author Plus Online* materials during class access time in the labs?

    [A] We make a unit decision before the course to do these materials in the labs.
    [B] I remind the teachers during the unit meetings to do these materials in the labs.
    [C] We put these materials in the OCS instead of doing them in the labs.

    Other:

    _____
    _____
    _____

17. How do your teachers assign *Author Plus Online* materials?

    [A] As regular homework
    [B] As part of OCS

    Other:

    _____

18. If they assign the materials as homework or part of the OCS, what kind of schedule do they usually follow?

    [A] Daily [B] Weekly [C] Before CATs [D] Before the ECA

19. How do your teachers check whether the students have done the homework or not?

[A] They regularly collect print outs.
[B] They ask students questions about the topic or ask them to write a summary.
[C] They collect it in students' LP files.
[D] They use tutorial/office hours to check them.
[E] They don't check it.

Other:

_____
_____
_____

Could you please order the following *Author Plus Online* sections from the one you *most liked* (Q.20) to the one you *least liked* (Q.23)?

20. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
21. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
22. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
23. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

Could you please order the following *Author Plus Online* sections from the *most useful* (Q,24) to the *least useful* (Q.27)?

24. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
25. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
26. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
27. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

Could you please order the following *Author Plus Online* sections from the one you would like to see *more* (Q.28) to the one you would like to see *less or the same* (Q.31)?

28. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
29. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
30. [A] Reading [B] Listening [C] Grammar [D] Vocabulary
31. [A] Reading [B] Listening [C] Grammar [D] Vocabulary

[A] Strongly agree [B] Agree [C] Disagree [D] Strongly disagree

32. Students were able to revise what they learned from their BUSEL textbook on *Author Plus Online*.	A B C D
33. I can see the connection between BUSEL textbooks and *Author Plus Online* in terms of methodology.	A B C D
34. The exercises on *Author Plus Online* successfully cover the objectives of the level.	A B C D
35. The teachers see the relevance of the materials on *Author Plus Online* for coursework.	A B C D
36. The exercises have been /will be useful for the CATs.	A B C D
37. The exercises have been /will be useful for the ECA.	A B C D
38. I found the explanations in the materials useful.	A B C D

39. I think the exercises on *Author Plus Online* are enjoyable .	A B C D
40. Students have been able to do the exercises on their own easily.	A B C D
41. The exercises were generally useful in teaching English.	A B C D
42. Using computers can teach English effectively.	A B C D
43. I would like to do see such exercises at other levels as well.	A B C D
44. I would have a better grasp of the materials if I had access to them from home or the TU/office computer.	A B C D

IV. PROJECT WORK ON VIRTUAL CAMPUS (VC)

Please read the following statements and fill in your answers onto the optic form by choosing the most suitable option.

[A] Strongly agree [B] Agree [C] Disagree [D] Strongly disagree

45. Teachers liked using *Virtual Campus* for project work.	A B C D
46. Teachers enjoyed doing the project.	A B C D
47. Students enjoyed doing the project.	A B C D
48. I liked the topic of the project.	A B C D
49. I believe teachers saw the benefits of the project.	A B C D
50. The project was effective in integrating all four skills.	A B C D
51. The teachers made sure students read almost all of the reading texts during the project.	A B C D
52. The teachers made sure students listened to almost all of the listening pieces during the project.	A B C D
53. I feel students learned a lot about the topic of the project.	A B C D
54. The project made students think about and question the topic.	A B C D
55. The reading and the listening pieces helped students synthesize their views about the topic.	A B C D
56. The project helped students learn collaboratively through presentations, discussions or group work.	A B C D
57. Project work through the computer is a good way of learning English.	A B C D
58. The project was a good way of improving students' computer skills.	A B C D
59. The project was a good way of teaching students transferable skills (e.g. handling information, taking responsibility for one's own learning and higher order thinking skills).	A B C D
60. The project was similar to the tasks the students will be involved in their departments (finding information, synthesizing information, learning collaboratively, giving presentations, etc.).	A B C D
61. I would like to see more projects like this in other levels.	A B C D
62. In the future, teaching in BUSEL should be blended like this project: some of it in class, some on the computer.	A B C D
63. I would like teachers to use computers more for their teaching.	A B C D
64. I would like teachers to use VC more actively for their teaching.	A B C D
65. I would like my TU to design (or help design) such projects in the future.	A B C D
66. Track 2 projects on VC have the potential to change the teaching methodology in the school in a positive way.	A B C D

IV. SUGGESTIONS FOR IMPROVEMENT

Please read the following questions and write your answers in the space provided.

67. What kind of difficulties did your TU have in using *Author Plus Online*?

    a) Methodological

    _____
    _____
    _____

    b) Technical

    _____
    _____

68. What kind of changes would possibly solve the problems you mentioned under Question 67? Please be specific.

    _____
    _____
    _____

69. What kind of difficulties did your TU have in carrying out the project on *Virtual Campus*?

    a) Methodological

    _____
    _____
    _____

    b) Technical

    _____
    _____

70. What kind of changes would possibly solve the problems you mentioned under Question 69? Please be specific.

    _____
    _____
    _____

THANK YOU

APPENDIX D

BUSEL CL STUDENT INTERVIEW FORM

I. GENERAL INFORMATION

1. Name: _____

2. Age: _____

3. Sex: [A] Male [B] Female

4. Level: [A] Intermediate [B] Upper-intermediate

5. The student's status in this course and success rate (below or above 60%):

   [A] First time mainstream
   [B] 1st time repeater
   [C] 2nd time repeater
   [D] 3rd + time repeater

6. The student's number of years in BUSEL:

   [A] First year
   [B] Second year
   [C] The student is an amnesty student

II. ATTITUDE TOWARDS USING COMPUTERS

7. How would you describe yourself as a computer user (good, average, weak)?

8. What do you use the computers for (entertainment, research, homework)?

9. What do you think about the role of computers in learning English (Can you can learn English through the computer)?

III. ATTITUDE TOWARDS TRACK 1

10. Which ones of the *Author Plus Online* materials have you done? Reading, Listening, Vocabulary, Grammar?

11. Approximately how many of each strand do you think you have done?

12. What kind of a schedule did you follow to do these materials?

13. In what way do you think the textbooks and *Author Plus Online* materials are connected?

14. What's your general opinion about these materials?

15. Which strands do you think are the most useful?

16. Which strands do you think should have more materials?

17. Would you like to have the same kind of materials in other levels?

18. If you haven't done any/one of the strands, what was the reason?

IV. ATTITUDE TOWARDS TRACK 2 PROJECTS

19. How did you feel about using the computer to do a school project? (Did you enjoy it? If yes, why? If no, why not?)

20. How did you feel about the Track 2 project you completed? (What were some of the things you liked about it? What were the things you didn't like about it?)

21. What was your completion rate of the tasks? (Did you do all of the tasks you were assigned -all of the reading and listening texts, the presentation, the essay-)?

22. In what ways do you think these projects can be helpful?

    a) Language skills? (Did the project help you improve your language skills? If yes, how? If no, why not?)

    b) Computer skills? (Can projects like these improve your computer skills? If yes, how? If no, why not?)

    c) Learning with/from friends (Did the project help you learn from your friends through presentations, group work, etc? If yes, how? If no, why not?)

    d) Department work (Can projects like these prepare you for the kind of work you will be involved in your departments? If yes, how? If no, why not?)

    e) Life-long skills? (Can projects like these help you attain life-long skills such as handling information, computer literacy, taking responsibility for your own learning, and working together with other people?)

23. Would you like to do more projects like these in other levels?

V. SUGGESTIONS FOR IMPROVEMENT

24. What kind of changes would you like to see on Author Plus Online? Please be specific.

25. What kind of changes would you like to see in the project work you did on Virtual Campus? Please be specific.

26. Other comments

APPENDIX E

FACULTY STUDENT INTERVIEW FORM

I. GENERAL INFORMATION

1. Name: _____

2. Age: _____

3. Sex: [A] Male [B] Female

4. Department: _____

5. The student's expected GPA in this semester: _____

6. The number of years the student spent in BUSEL:

[A] Half a year
[B] 1 year
[C] 2 years
[D] Got back with amnesty

II. ATTITUDE TOWARDS USING COMPUTERS

8. How would you describe yourself as a computer user (good, average, weak)?

27. What do you use the computers for (entertainment, research, homework)?

28. What do you think about the role of computers in learning English (Can you can learn English through the computer)?

III. ATTITUDE TOWARDS TRACK 2 PROJECTS

29. Could you describe the Track 2 project you were involved in?

30. How did you feel about using the computer to do a school project? (Did you enjoy it? If yes, why? If no, why not?)

31. How did you feel about the Track 2 project you completed? (What were some of the things you liked about it? What were the things you didn't like about it?)

32. In what ways do you think these projects can be helpful?

    a) Language skills? (Did the project help you improve your language skills? If yes, how? If no, why not?)

    b) Computer skills?)Can projects like these improve your computer skills? If yes, how? If no, why not?)

    c) Learning with/from friends (Did the project help you learn from your friends through presentations, group work, etc? If yes, how? If no, why not?)

    d) Department work (Can projects like these prepare you for the kind of work you will be involved in your departments? If yes, how? If no, why not?)

    e) Life-long skills? (Can projects like these help you attain life-long skills such as handling information, computer literacy, taking responsibility for your own learning, and working together with other people?)

33. Would you like to have done more projects like these in other levels?

IV. POTENTIAL BENEFITS OF TRACK 2 PROJECTS ON LIFE-LONG TRANSFERABLE SKILLS

34. What kind of life-long skills do you think you would need in order to be successful at university?

    a) Computer literacy
    b) Language skills
    c) Finding and handling information
    d) Working collaboratively
    e) Taking responsibility for one's own learning

35. What kind of task do/will you have to do in your department that require the use of "university" or life-long skills?

36. Which of the tasks you have done in Track 2 projects require you to perform "university" or life-long skills?

37. What do you think about the potential of Track 2 projects in preparing students for life-long skills? (Which skills does it have the potential to influence most?)

38. Any other comments?

APPENDIX F

COMPUTER LAB EVALUATION FORM

CLASS CODE: _____ TEACHER: _____
SKILL OBSERVED: _____

Students' responses to the tasks assigned	√	**Comments**
1. Students listen attentively while instructions are being given.		
2. Students stay on task during the teaching block.		
3. Students complete most of the exercises in the unit.		
4. Students finish one unit in one block.		
5. Students who finish start another unit in the same strand.		
6. Students who finish start another unit from another strand.		
7. Students ask questions about the content of the materials when the need arises.		
8. Students can progress through the material with minimal help from the teacher.		
9. Students find the materials appropriate in terms of level.		
10. Students show a favorable attitude towards the materials.		

Students' reactions to the program	√	**Comments**
1. Students use the program with minimal help from the teacher.		
2. Students experiment with the functions of the program.		
3. Students use the functions of the program such as hints and explanations while doing the exercises.		
4. Students ask questions to the teacher when they have problems with the program.		
5. Students show a favorable attitude towards the program.		

Students' computer skills	√	**Comments**
1. Students have adequate computer skills to use the program with minimal outside help.		
2. Students with inadequate computer skills ask the teacher questions about the program.		

Students' emerging needs

APPENDIX G

CLASSROOM OBSERVATION FORM

CLASS CODE: _____ TEACHER: _____
TRACK 2 OUTCOME OBSERVED: _____

Students' level of the grasp of the task assigned

Students' level of interest in the task they are involved in

Classmates' level of interest in their friends' work

Other

APPENDIX H

CITATIONS FROM INTERVIEWS IN TURKISH

[1] En çok “listening” ve “vocab” yaptım. “Listening” kendimi geliştirmek için. “Vocab” en zayıf tarafımdı.

[2] “Listening”in tamamını bitirdim. “Reading”, vocabulary” yaptım. Gramer yapmadım. “Reading”e daha çok ihtiyacım var.

[3] Hepsini denedim. Gramerin pek iyi olmadığını gördüm. Sınavla alakası yoktu Evet benzemiyordu. “Listening” daha ağırdı sınavdakilerden. “Vocabulary” normaldi. Eşit sayılır. “Reading” var da, seçmeli ben çok bakamadım. “Reading”de sınıfta biz açık çözüyoruz.

[4] Bir tek “reading” ve “listening” yaptım. Onlar beş puan getirdiği için, öbürlerine daha ağırlık veriyorum. Evde de çalışalabiliyor diğerlerine.

[5] İlk iki “Inter”imde hiç yapmadım. Benim için yararı yok diye düşünüyordum. Bu kurda ilk CAT’ten önce cumartesi pazar günü lab’da ne kadar “Inter”e ait program varsa yaptım. Gramer, “reading” ve “listening”lerin tüm ünitelerini bitirdim. Hiç çalışmadım geçen sene, sonuçta kaldım. Bu sene akıllandım.

[6] Bence listening. “Reading” ve “Vocab”i çalışabiliyorsunuz sınıfta. Ama “listening” bireysel çalışılması gereken bir şey. Çok dinlemek gerekiyor. Her zaman yakalayamıyorsunuz.

[7] Bence “listening” ve “reading”. En çok puan onlar getiriyor.

[8] “Listening” bence. Belki gramer ve “vocab”den çok açığım olmadığı için, “listening”e ağırlık verdiğim için, “listening” daha bana iyi geldi.

[9] “Reading” daha faydalı. Benim “reading”im kötü. Çok yavaş.

[10] “Listening” daha kolay olsa. Biraz kolaydan zora gitse.

[11] Hemen hemen aynı. Konular standart.

[12] Konu olarak kitabın konusuyla pek fark yok. Aynı şeyler oluyor.

[13] Aynı konular deniliyor.

[14] Sanki var gibi. Genelde ortak kelimeler kullanıyorlar. İlk önce bir "Getting Ready" oluyor.

[15] Öyle bir şey vardır herhalde. Yoksa olmazdı herhalde.

[16] Gördüğümüz gramerler, "vocab"ler aynı. "Listening"de oradaki söyleyiş biçimi daha farklı, bize dinletilen daha farklı.

[17] Bence "listening"de bir bağ var. "Listening"ler birbirine benzer oluyor.

[18] Gramer açısından bire bir aynı. Kelimeler mesela. Listede olmayan kelimeler illa ki bir şeyin içinden çıkıyor. "Reading"de çıkıyor.

[19] Bu kitap biraz zor. Burada "reading" yapıyoruz, APO'da çok basit yapabiliyoruz. Burada zorlanıyorum, orada kolay geliyor.

[20] "Reading" ve "vocab" olarak çok hafif kaçıyor. Seviye olarak. Kitapdakiler daha zor oluyor.

[21] Kitaptaki "reading" ve "listening"ler daha kolay. APO'dakiler biraz daha zor.

[22] APO'dakiler bana biraz daha zor geldi. Kitaptakilerden. Bir de biraz karışık.

[23] Bence APO'dakiler daha zor. Kitaptakiler sanki üstünden geçmiş gibi.

[24] Var. Mesela "reading"lerde okuyoruz daha sonra onun altında "inferential" sorular oluyor. Orada yaptığımda "reading"de sorular benziyor.

[25] Bağlantı var. Yabancı gelmiyor seviye olarak, kelimeler falan da vardı. Yazdım ben. "Reading"de de olabillir.

[26] Bence ben bağ kuramam da, benziyor. Kelimelerde bazen karışıklık oluyor. Şap diye bilmediğim bir kelime çıkabiliyor. Ama her sene word list değişiyor ya, ben herhalde ondandır diye. "Unit"te olmayan kelime karşıma çıkabiliyor. (CY: reading listening?) "Reading"e bir şey diyemem de listening'de konuşmanın bir dengesi yok. Hızlı. Fark oluyor.

[27] Sınavlara yönelik çok iyi. Not alma var. "Reading"ler biraz farklı. Yerleştirme tarzı gerçi ama onlar da güzel. Biraz yoruma bağlı sorular da olabilir.

[28] Listening kısmı. Tam bizim okulun sınav sistemine göre düzenlenmiş. Hemen hemen aynı amaçlı. Dinliyorsun, not alıyorsun. Sorular da benzer şekilde. Sınav tipi olduğu için. Zaten o gerek. Gramer'i seçerim. Cloze testler var. Onlar çok önemli. Çok zor yapılıyor. ECA'de de çıkıyor. Reading'ler farklı mesela.

[29] Bizim kitaplar daha güzel. Çok daha basit APO. Daha kolay anlıyorum. Sorular da daha basit.

[30] Bence yok. Kitap daha kolay. Sınava girmeden önce listening yapıyorum, girip, çıkıyorum, moralim bozuluyor açıkçası. Mesela 10 soru varsa, beşi doğru çıkıyor. Moralim bozuluyor. Acaba yapmasam mı diyorum. Ama kulağım açılsın diye yapıyorum.

[31] Bence yararlı bir şey. Yaparsak bizim için daha faydalı. Daha çok laba gidiyorduk. Daha çok gidersek, hoca sıkı bir şekilde yaptırırsa, "herkes bunu yapacak" derse yapabiliriz.

[32] Eğer atlamadan sırasıyla takip ederseniz yararlı olur. Mecbur olmadıkça yapmıyorum.

[33] Bence çok iyi bir program. Bu da yalakalık falan değil, tamamen kendi düşüncem. Ben çok, her ne kadar yapmak istemesem de, ilgimi çekmese de zorunda kalıp yaptığım zaman, bana bir şeyler kattığını görüyorum. Bence eksik bir şey yok.

[34] İlgimi çekmiyor ama yararı olduğuna inanıyorum. Mesela orada gördüğümüz, okuduğumuz bir şey başka bir yerde önümüze çıkıyor. Mesela CAT'lerde çıkıyor.

[35] Mutlaka yararlıdır da, ben bilgisayarlardan hoşlanmıyorum.

[36] Ben çok memnun kaldım. Elinde hem kitap oluyor, orada hem çok farklı örnekler oluyor.

[37] Bence yararlı. Yararlı olmasa zaten yapılmazdı böyle bir şey. Ben bu kurda yapmaya başladım böyle bir şey. Cidden yararı oluyor. Orada gördüğüm bir nokta, neymiş diye baktığım bir nokta, sınava girdiğimde faydalı oluyor. Sınavda da önüme çıkabiliyor.

[38] Bence yararlı. Ama hiç gelmeyen de tanıyorum ben. Bir şekilde öğrencilerin ilgisini çekmek lazım.

[39] Eğer yapabiliyorsan çok da eğlenceli, yaptıkça yapasın geliyor.

[40] Ben sevdim işin acıkçası. Zevkli konular. Konular dikkatimi çekti. İlgimi çekti. "Reading"dekiler. "Listening"dekiler de.

[41] APO daha farklı. Değişik bir şey sunuyor. Daha renkli daha güzel geliyor bana. Daha eğlenceli. Onlar daha soğuk, gramer falan var. Mesela gramer'leri daha sıkıcı geldi onların. Zevkli işte. Hoşuma gitti şahsen.

[42] Evet. Çünkü ek bir şey oluyor. Ek bir bilgi.

[43] Tabi. Okulda beş saat buradayız. Onun dışında yapmazsan…

[44] Pin'de çok gerek olmaz açıkcası. Ben "Elementary" ve "Pin"i kur diye görmüyorum açıkçası. Çünkü çok basit, temel verdikleri için. O yüzden "Int" ve "Upper" diyorum. "Int" ve "Upper", "Pre-fac" için temel yapıyorlar.

[45] Kesinlikle olmalı. Herkesin ihtiyacı olabilir. Benim çok İngilizce materyalim yok. Yani faydası olur. Kitabı, çevresinde olmayan kişi faydalanır.

[46] Bence olmalı. Belli bir seviyeden baslayıp, yavaş, yavaş ilerletmek en mantıklısı. Mesela bir "Upp" öğrencisi için, "Pin"den 1, "İnt"den 3, "Upper"dan 5 tane "reading" koyup yapabilirsiniz. En küçüğünden başlayıp, biraz daha artırarak orada yaptığı egsersizi daha rahat yapabilir.

[47] "Pin" ve "Elem" için bir şey diyemiyorum. Olmasa da geçebiliyorsun. "Pre-fac"de olmalı. Sınava daha iyi hazırlanmış gibi oluyorsun.

[48] Yapılması gerekli. Düzenli yapıldığı zaman çok faydalı. Yapıyor muyuz? Pek değil. Laba gitmek zor oluyor.

[49] Önemli tabi ama okul içerisinde zor bu. Daha çok arkadaş çevresinde olduğumuz için, lab'e gittiğimizde çok zor. Derste bile zorken, kontrolü çok zor.

[50] Özellikle İnternet'in. Herşey İngilizce, kelime öğreniyorsunuz. Oyunların katkısı oluyor.

[51] Mesela İnternet'te bir şey araken, mecburen herşey İngilizce oluyor. Oradan bilmediğimiz bir şeyi yapamayacağımız için açıyoruz sözlükten kelime haznemiz gelişiyor.

[52] Aslında rolü bayağı etkin ama biz alışık olmadığımızdan pek kullanmıyoruz. Geliştirebilir belki ama öğrenilemez.

[53] Bütün olanakları sunduğu için, bence çok geniş bir sistem. Çok yardımcı oluyor. En küçük ilgilendiğimiz bir konuda her yerden ulaşabiliyoruz. Her türlü kaynağa.

[54] En kötü bir oyunun bile yararı oluyor. Futbol oyunu, strateji oyunu. Ondan sonra derste görünce "ha ben bunu biliyorum" oluyor.

[55] Doğru kullanılırsa çok etkili olabilir. Göze hitap etmeli mesela. Ben laba gitmek istemiyorum mesela. Ben XP kullanıyorum, labdakiler eski sürümü. Eskiyi anımsatıyor. Yeni olsa çalışma hissi uyandırabilir. Flash diskler çalışmıyor.

[56] Önemli tabi ama okul içerisinde zor bu. Daha çok arkadaş çevresinde olduğumuz için, laba gittiğimizde çok zor. Derste bile zorken, kontrolü çok zor.

[57] Çok zevkliydi. Konular vardı. Onları araştırırken güzeldi. Resimler buluyorsun, şarkılar…Konusu güzeldi. Sıkıcı değildi. Hepimizin ilgi alanıyıdı. İzlediğimiz şeylerdi. Günceldi.

[58] Konu bence hakikaten iyiydi. İlgi çeken bir konu. Hepimizin seyrettiği şeylerdi. Bunun için ben çok iyi buldum şahsen. Günceldi.

[59] Zevkli. Araştırma yaparken eğlendim falan da. Güncel konu olduğu için. Böyle belgesel falan olsaydı zevk almazdım. Hepimizin izlediği şeyler olduğu için. O yüzden çok sıkılmadım yaparken.

[60] İkincisi konu da güzel bence. "Reality Shows" çok yerinde. Mesela ben "reality shows" nedir, karakterleri, çok güzel geldi bana. Yazmayı sevmeyen ben 400 kelime yazdım.

[61] "Reality Show"ları incelemeliyiz tamam ama biraz basit kaçtığını düşünüyorum. Biraz daha ağır konular olabilir. Mesela Avrupa Birliği ile alakalı. Yaptım ama maksat kuru geçmek.

[62] İsterim tabi. Güncel konular. Spor olabilir, yeni icatlar olabilir. Kendi bilgi dağarcığımızı geliştirecek konular oldugu için, çok sıkılmadan yapalım. Böyle tarihi konular falan degil ki biz de bayılmayalım, zevk alalım.

[63] Çizgi filmler, oyunlar, çizgi romanlar. Arkeoloji ile ilgili. Kişiden kişiye değişir ama. Sınıfın oylaması olması gerekir. ECA'den sonra mesela olabilir. Anket olabilir.

[64] Proje çok sıkıcıydı. Sunum yapacağım diye de çok strese girdim. Ben pek bir yararını göremiyorum bende. Pek yararlı olmadığını düşünüyorum.

[65] Benim İngilizcemi geliştirmeme pek yardımcı olmadı. Sıradan bir ödevmiş gibi yaptım. Biraz da uzun sürüyor. Ben pek verim alamadım.

[66] "Reading" biraz çok. Altı tane "reading" var. "Listening" bilgisayardan tek tek al geçir zor oluyor, Truman Show'da sorular çıkıyor karşına.

[67] Hoşnut olmadım fazla. Ecampus'e evden de girmiyorum pek. Hoca mail falan atıyor. Onları da fazla okumuyorum. Çok zorlanıyorum.

[68] Bence konusu çok güzeldi. "Int"de daha farklıydı. Bence reklamlar daha güzeldi. Severek de yaptım yani. Eglenceliydi.

[69] “Advertising, television” benim çok ilgimi çeken şeylerdir. Çok kızarım bazen reklamlara falan. Hoşuma gitti. Gene “upper”da “inter”de konular çok saçma, sapan konulardı. Bir tanesi gazeteydi, öbürü de vocab projesiydi. “Reality Show”larla olan. Çok sıkıcıydı. O yüzden çok proje gibi görmedim. Bunda reklam falan oynattık. Çok güzeldi.

[70] Evet, bazen sıkılsam da zevkli aslında. Mesela paragrafların arkasına baktığımız zaman şu İnternet sitesinden alınmıştır diyor, araştırma… ben o “text”i okudugum zaman, o siteye girip, daha çok sey öğrenebiliyorum.

[71] Bence çok iyi bir konu. Çok genel, yoruma da açık. Günlük hayatın büyük bir parçasını oluşturuyor.

[72] Her seviyede olsun. Çok seviyorum ben. Çok zevkli geçiyor. Konuşmamıza, “speaking” sınavına, grup olup, bir şeyler yapmak için, sorumluluk almak için, bölüm için yararlı derdim.

[73] İsterim. Bence olmalı. Bazen grup çalışmalarında karşı tarafa yardım ediyorsun, kendin de öğreniyorsun.

[74] Olmak isterim. Ben çok severek yapmıyorum ama bana katkısı olduğunu düşünüyorum.

[75] Yok. Çok ben iyi ki yaptım, çok şey öğrendim diyemem. Belki proje, ödev diye. Daha ciddi, daha baskı oluyor. Çok üstünde duruldu. Gereksiz seylere takılındı.

[76] Aslında zor bir şey. Uğraştırıyor bizi. Mesela yapmazsanız “Incomplete” oluyorsunuz. Herkes mecburen yapıyor. Benim için daha iyi oluyor. Daha iyi öğrenebiliyorum.

[77] Bir çok öğrenci de zaten, proje mi yapayım, sınava mı calısayım diye. Çok ağır şey yaptığımızdan değil de sonra problem oluyor. “Incomplete” olmamak için yapıyor insanlar.

[78] Farkında olmadan illa ki oluyor. Kimse farkında değil ama.

[79] Bence pek yararlı değil. İnternet’ten baktığım şeyi kopyaladım. Proje de pek faydalı olmadı. Mesela biz soruları yaptık, bilmiyorum orada yazılanları direk geçirdik. Okuduk, sonra kopyaladık. Benim için pek faydalı olmadı. Onun yerine daha çok “reading, writing” yapsak çok daha iyi olacaktı.

[80] Belki adı proje oldugu için itici geldi ama farklı olabilirdi. Kur başından beri bunlarla ilgili konuştuğumuz için belki o sıkıcı gelmiştir.

[81] Her seviyede olmaz. Belli seviyelere ulaştıktan sonra daha faydalı olur. O konuda proje yapacak kadar yeterli bir bilgi. Mesela biz yeterli dil bilmesek, araştırma da yapamayız.

[82] Bence "Elementary"de olması gereksiz. Belli bir dil seviyesi olması lazım. "Pre-fac"de de olmaz. En alt ve en üstte olması gereksiz.

[83] Olmalı. Olmasa iyi olur. Bence sınav daha önemli.
[84] "Group work"le bir ödevimiz vardı. Hocamız ayırdı bizi A, B. C diye. Belli bir konuya odakladı bizi. Herkes bir toplanıyor ilk başta. Sen bunu neden yaptın? Üçümüzün cevaplarından bir şey ortaya çıkıyor kesin. Tartışmaya da dönüşebiliyor. Ben grup çalışmaya pek sıcak bakmazdım. Kendi yapar, ben böyle yaptım. Anlaşabileceğimizi hiç sanmazdım. Ama çalışarak mecburen herkes dinlemek zorunda kalıyor. Birisi çıkıyor sen yanlış yaptın diyor…

[85] Sonuçta 3 veya 4 kişiyiz. Benim yapamadığımı arkadaş anlamış. Hocadan çok arkadaşın anlatınca daha iyi oluyor. "Step"lerde geçen sene "Truman Show"da yapmıştım. Onu düzelten oldu. "Listening"lerde arkadaşım anlattı. "Presentation"da bir araya geldik. Bir saatimizi harcadık. Birbirimize anlattık.

[86] Projede arkadaşınla olan ilişkini, sunum yaparken konuşmanı, sosyalliğini falan etkiliyor.

[87] O biraz zor oluyor. Bir araya gelince pek öğrenilmiyor. Ben sıra arkadaşımla yaptım. Bölüştük, herkes kendi kısmını yaptı. Birleştirdik. Öyle detaylı yapmadık. Bir de çok erken başlanıyor. Sınıftakileri çok iyi tanımıyoruz. Tanımadığın kişilerle proje yapmaya calışıyorsunuz. Benim partnerimi mesela hep ben zorluyordum, hadi yapalım diye.

[88] Group work yapıyoruz. Çok faydalı oluyor. Çok da çalıştık diyemem. Sadece bir saat bir araya geldik.

[89] Olur. Zaten grup çalışması yaparsak, herkes birbirinin fikrini alır. Ortak bir düşüncesini falan görür. Daha güzel şeyler çıkabiliyor iki kişi olunca.

[90] Öncelikle kendimi diğer okullardaki öğrencilerden şanslı hissettim. Çünkü bilgisayar üzerinden eğitim alıyorduk. Ayrıca teknolojiye ayak uyduran bir okulumuz oldugunu farkettim. Bilgisayar kullanmaktan da mutluydum. Benim daha kolayıma geldi. Sonuçta İnternet'ten olduğu için, her yerden yapıyordum. Bakmak da beş dakikamı alıyordu.

[91] Bence muhteşem diye düşünüyorum çünkü şöyle bir şey var: insanlar bir şeye zorlanmadığı sürece olmuyor. Benim tüm arkadaşlarım, bilgisayarda bir sey yapıp, takıp, söküyorlar. Benim hiç böyle bir şeyim yok. Böyle birşey olduğu zaman, bence çok yararlı. Ben bu sefer çok beğendim. Hiç tepki vermedim.

[92] Bilgisayar çok kullanılıyor. Okuldan uzaklaşınca bilgiden de uzaklaşmış gibi oluyor. İnternet yoluyla daha çok bağlı oluyorsunuz. Daha interaktif.

[93] Bilgisayara yabancı olanlar için, İnternet'te araştırmaya yönelik, bölüme gittiğin zaman kalırsın öyle. Burada öğrenip oraya gitmek çok önemli.

[94] Şu anda okulda öğrenciler bilgisayara uzak değil, hepsi yatkın. Çok geliştireceğini zannetmiyorum. Herkesin yapabildiği şeyler. En fazla bölümlerde ödevler daha interaktif şekilde verilip alınıyor. Ona katkısı olabilir. Ona hazırlayabilir. Onun dışında bir etkisinin olduğunu düşünmüyorum. Hatta biraz daha hafif kalıyor. Daha farklı olabilir. Herkesin zaten yapabildiği şeyler bunlar.

[95] Zaten üstüne tıklıyoruz. Orada hazır oluyor. Herşey direk orada. Bir sayfa içerisinde.

[96] Bilgisayar kullanımını arttırır. Okul zaten sağlıyor ne yapabileceğimizi, ilk geldiğim gibi değilim, anlıyorum.

[97] Bence iyi oldu. Bilgisayarla ilgilenmediğim için, bu projeyi bilgisayar üstünden yapmam benim için daha verimli oldu. Mesela "listening"leri falan dinlerken, onlar iyi geldi. Bilgisayarla daha çok vakit geçirdim. Her insanın bilgisayar becerisi olması gerekiyor, bence o gelişti.

[98] Aslında çok faydalı bir şey. Sonuç olarak ileride de bilgisayar kullanacagımız için, başta bir alıştırma oluyor. Bir örnek olması çok daha güzel. Araştırabilirsiniz mesela, word kullanabilirsiniz, presentation'da arkada hareketleri falan, ofis araçlarını geliştiriyor. Bir ikincisi de İnternet üzerinde araştırma yapmak zorundayız. Çünkü bölüme geçtiğimizde, ihtiyacımız olacağı için bu şekilde bir faydası oluyor.

[99] Kesinlikle olur çünkü burada altyapısını yapıyoruz burada. Kuzenim bu bölümden mezun, biliyorum. Yani, ne yapabiliriz, onu biliyoruz mesela. Altyapı yapıyoruz, ben kendi bölümüm için söylüyorum. Neyi ne şekilde yaparsam güzel olur, onu öğreniyorum. Mesela presentation için, ödevlerim için. Böyle nasıl başlamanız gerektiğini, nasıl konuyu hazırlamanız gerektiğini, konuya pat diye girmektense, böyle resimler bulup, yani süsleyici şeyler de var işin içinde. Bir kere akıcı konuşman gerektiğini, elinde kağıt olmadan konuşman gerektiğini, ya da kartonlar falan olması gerektiğini.

[100] Kesinlikle. Bölümden bölüme değişiklik olabilir ama. Benim bölümüm için kesinlikle yararlı. Zaten bu tür şeyler üstüne yoğunlaşacağız, konuşarak geçireceğiz, sürekli essay yazacağız, sürekli interaktif gececek dersler. Yeni bir şey öğrenmeyeceğiz. Daha çok güncel olayları tartışacağız.

[101] Bunun yararı beni bölüme hazırlamak. Bu sene bazı şeyleri mecburen takip etmek zorundayız. Ödevleri falan. "Step"ler zaten geçen sene de vardi. Geçen

sene mesela cloze test çözerdik. Şimdi İnternet'ten bakıp, biz bulacağız. Biz çabalayacağız. Bölümde arkadaşların hep yaptığı şey. İş hayatı da böyle olacak zaten. Kendi derdimize kendimiz düşmemiz gerekiyor.

[102] Bu projeyi yapmak kişide daha çok üniversitedeymişsin, hazırlıkta değil de, bölümdeymişsin havası yaratıyor. İsteklilik yaratıyor. "Pin"de yaptığınız zaman, böyle bilgisayarı kullanmadan, yazıp, oku geç yapabiliyorduk. Ama böyle İnternet'e giriyorsun, araştırıyorsun, detaylı bilgiler var, yapman gerekenler. Mecburen yapıyorsun. Gayet de zevkliydi bence.

[103] Olur. Biz burada öğreniyoruz. İşte de biz proje sunup, anlatıp, fikrimizi satmaya çalışacağız. Yine aynı şekilde araştırma yapmayı, doğru kaynağı bulmayı, nasıl elde edeceğimizi biliyorsak olur.

[104] Orada tam olarak ne yapıldığını bilmiyorum ama tam anlamıyla apayrı şeyler de olmuyordur. Benzer şeyler oluyordur herhalde. Tabi orada daha zor olacaktır. Buradan daha kolay şeylerle başlayıp, orada devam edebiliriz.

[105] Konuyla alakalı değil ama. Hazırlamak, teknik olarak. Mesela yazıya döküyoruz. Ayni şekilde yazacağız. Sunum açısından da.

[106] Olur. En azından hiç proje yapmayanlar için. Benim bölümde arkadaşım da var. Hep proje yapıyoruz, essay yazıyoruz diyor. Onlara katkısı olur.

[107] Olabilir. Bildiğim kadar hep İnternet'ten oluyor ödev verme, gönderme... Ona da hazırlık olabilir. Belli bir sorumluluk verme gibi de olabilir. Arkandan şey yapan bir öğretmen yok. Sana kalmış yapmak veya yapmamak. Farklı tekniklerde İngilizce öğretmek de olabilir.

[108] Her bölümde araştırma gerekiyor, En azından birlikte çalışma, araştırma olur. En azından daha önce yaptığımız için hazırlıklı oluruz. En azından görmek, yaptırmasalar bile bir ne olur ne olmaz hazırlığı olur.

[109] En azından staj gibi bir şey olur. En azından toplum önüne çıktığımızda konuşabilmeye yarar. Bilgisayar zaten günümüzde her bölüm için.

[110] İleride iş hayatına atıldığımız zaman, her kademede sana bir sorumluluk, yük binecek. Yanında öyle bir imkan varsa, birinden öğrenip öyle yaparsın. Ama ilk başta sorumlu sen olduğun için, ne yapababileceğini bilmek, araştırmaya yönelik, her zaman daha avantajlı.

[111] İşte sorumluluk alabilme. Bir işte çalışırken, sorumluluğunu yerine getirmek zorunda.

[112] Beraber çalışma, sorumluluk alma, kesinlikle faydalı. Sadece gelirsiniz, derslerinizi alırsınız, geçersiniz imajından çok biraz da aktivitelere önem vermek, grup çalışması olsun, bunlar da artı değerler tabi.

[113] Bu projeyi yapmak kişide daha çok üniversitedeymişsin, hazırlıkta değil de, bölümdeymişsin havası yaratıyor. İsteklilik yaratıyor. "Pin"de yaptığınız zaman, böyle bilgisayarı kullanmadan, yazıp, oku geç yapabiliyorduk. Ama böyle İnternet'e giriyorsun, araştırıyorsun, detaylı bilgiler var, yapman gerekenler. Mecburen yapıyorsun. Gayet de zevkliydi bence.

[114] Birincisi sorumluluk var. Yapmak zorundasın. İkincisi arkadaşlar arası dialog oluyor, o da güzel bir şey bence. Oradan da bir bilgi alışverişi oluyor. İkincisi konu da güzel bence. "Reality show" çok yerinde. Mesela ben "reality show" nedir, karakterleri, çok güzel geldi bana. Yazmayı sevmeyen ben 400 kelime yazdım.

[115] Konunun serbest bırakılmaması pek hoşuma gitmedi ama yine de uğraşmak yardımcı oldu aslında. "Reality shows" programlarıyla ilgimiz olmadığı için bayağı bir şey okuduk, seyrettik. Mecburen uğraştık.

[116] "Laptop"da yansıtarak falan. Bence mecbur yapmak zorunda kalıyoruz, İngilizce takip etmek zorunda kalıyoruz.

[117] Grup çalışması olsun, bilgisayar olsun, ben sevmezdim mesela. Bilkent'e girdikten sonra kendimi şartlayarak, yapmak zorundasın.

[118] Bence muhteşem diye düşünüyorum çünkü şöyle bir şey var: insanlar bir şeye zorlanmadığı sürece olmuyor. Benim tüm arkadaşlarım, bilgisayarda bir şey yapıp, takıp, söküyorlar. Benim hiç böyle bir şeyim yok. Böyle birsey olduğu zaman, bence çok yararlı. Ben bu sefer çok beğendim. Hiç tepki vermedim.

[119] Böyle bir zorunluluk getirildiği zaman "listening" yapma, çalışma sansın oluyor. O insana kalmış, ben her şekilde çalışıyorsam gereksiz. Ama ben çalışmıyorsam benim için faydalı. Ben çalışmadığım için faydalı.

[120] Biraz zorluyor herkesi. Kimse oturup uğraşmak istemiyor. Daha basit şeyler yapmak istiyor. Mesela araştırma yap, onu writing haline getir, daha sonra onu destekleyecek şeyler bul, video, resim gibi. Bunları bulmak çok işine gelmiyor öğrencinin. En azından birilerinin karşısında konuşmayı öğreniyorsunuz.

[121] İlerletir. Öğrenci kendisini bir şey araştırmaya mecbur hissedince mecburen yapıyor. Yaptığında da öğreniyor, en azından öğrenebileceğini farkediyor.

[122] Bazen çok zorluyor. Anlayamayabiliyoruz. Çok sey var orada. Her zaman anlamıyoruz. Hocamız söylediğinde bulabiliyoruz. Ama hoca söylemeden de bulabilmeliyim. Ama bulamıyorum. İlk projeye basladığımızda ben tam olarak anlayamadım. İlk senem olduğu için nereden bulacağımı bilmiyordum. Okudum, yine de anlamadım. Tam olarak ne yapmam gerektiğini anlayamadım. Benim gibi 6-7 öğrenci vardı yeni gelen. Hoca bunu sınıfta anlatsaydı, ne gerektiğini en başından söyleyecekti bize.

[123] Özellikle bu projede sunum daha farklı oldu. Daha önce araştırıyorduk, "outline" çıkarıyorduk. Hocaya gösteriyorduk. İlk etapta oydu, ikinci etapta sunumu yapıyorduk bitiriyorduk. Şimdi proje daha farklı olmuş, biraz daha kapsamlı olmuş. Hem materyalleri yapıyoruz. "Presentation" yapıyoruz. "Speaking" becerimizi geliştiriyor. "Reading, listening" var. Ayrıyaten onları geliştiriyoruz. Bir de sonunda "essay" var. Essay" hakikaten daha yararlı, kapsamlı olmuş. Bir de film seyrediyoruz. Çok yararlı olmuş yani, çok daha kapsamlı, sadece "presentation"la kalmamış.

[124] Kelime öğreniyorsun. Okuduğunu anlamak önemli. Duyduğunu da. Film seyrederken de öyle. İnsanlar anlamaya çalışıyorlar. Tüm beceriler. Zaten olmasa olmazdı böyle bir proje.

[125] Ama stepler çok güzeldi. Ayrıca her kur içerisinde bir kaç tane olabilir. Sadece "presentation"a odaklandırmıyor. "Reading"e, "listening"e, "writing"e de katkı sağlıyor.

[126] Nasıl konuşmamız gerektiğini, vücut dilini kullanmayı, kesmeler yapıyorsun. "Linker"lar kullanıyorsun. Konuşma olsun, ek olarak, anlattığın şeyi daha hakim olarak anlatıyorsun.

[127] Speaking konusunda bayağı artı sağlıyor. Konuşurken lazım oluyor. "Writing"de yaptık. "Speaking" olarak insanların karşısında daha rahat olabiliyorsunuz. Toplum içinde konuşmayı öğreniyorsunuz.

[128] Çok etkisi var yani ama nasıl anlatacağımı bilemiyorum. Bir kere konuşmanıza, ister istemez ben çok iyi İngilizce bilmesem de, böyle şeyler yaptıkça kendinize güveniniz geliyor. İnsanların karşısına çıktığınızda ezik olmayacaksınız, kendinizi daha rahat ifade edebileceksiniz. Yani hem "listening"iniz, hem "reading"iniz gelişiyor. Hem kelimeler öğreniyorsunuz. Ayrıca öğrendiğiniz gibi olaylarla ilgili, konuyla alakalı genel kültür de öğreniyorsunuz.

[129] Yani hem "listening"iniz, hem "reading"iniz gelişiyor. Hem kelimeler öğreniyorsunuz.

[130] Çok "reading" okursak, hem konuşma gelişir, daha hızlı metni anlarız, hem "writing". Kelime zaten hepsinin başı. Hepsi birbiriyle bağlantılı.

[131] İlerletir. Bence bu "presentation"ların en büyük katkısı cesaret. Dil de cesaret isteyen bir şey olduğu için bence "speaking"i geliştiriyor. Onun dışında "reading"de gelişebilir. "Listening" çok fazla katkısı olmuyor. Çok fazla dinlenmiyor. "Presentation" için "reading" gerekiyor, ama "listening" daha sonra geliyor.

[132] Sadece İngilizce yönünden olabilir. Bir de yönetici falan olmak istiyorsak, ona katkıda bulunabilir. Konuşma açısından.

[133] Bir faydası olur. En azından işimizde de bir şeyler yapmak zorundayız. İletişim kurmak zorundayız. Mutlaka birisinin önünde kalkıp, konuşmak zorunda kalacağız hayatımız boyunca.

[134] Daha fazla geliştirilebilir. Daha interaktif hale getirilebilir. Mesela konular üzerine önceden çalışma yapabiliriz. Sürekli yazıları birbirimize oradan gönderebiliriz. Orayı daha canlandırabiliriz. Şimdi biraz ölü kalıyor. "Step"leri yapıyoruz, daha da anlamlandırabiliriz yani.

[135] Araştırmalarımda kullanıyorum. Chat falan kullanmıyorum. Tasarımlarımı yapmak için, "photoshop" falan yapıyorum. Onun dışında essay yazmak için. İnterneti kullanıyorum çok.

[136] Genel olarak "word" kullanıyorum. "Essay" yazmak için, İnternetten araştırma yapmak için kullanıyorum. Yeni çıkan albümleri takip etmek için kullanıyorum.

[137] Aslında herşey. Neye ihtiyacım varsa, sinema biletimi bile oradan alıyorum. Sürekli yanımdadır zaten bilgisayarım. Her işimi bilgisayarla yapıyorum.

[138] BUSEL'daki zamanı düşündüğüm zaman, daha çok temel bilgileri sınıfta aldık. Daha sonra labdaki bilgisayarlardan, egsersizleri yaptık. Faydasının da çok olduğunu söyleyebilirim. Çünkü sınıfta daha çok teori üzerine yoğunlaştık, ama açıkcası benim COPE'i geçmemin üzerinde etkisi kütüphanedeki egsersizler oldu.

[139] Bilgisayarlardan mutlaka öğrenilebilir ama birebir öğretmenle olduğu kadar öğrenilemez. O an kafasındaki soru işaretini bilgisayara anlatamaz. Bilgisayar daha çok egzersiz amaçlı, BUSEL'daki programlar gibi. Çok fazla olmasa da lablarda faydalandım. Lab harici gitmedim ama.

[140] Bence fazla bir etkisi olmuyor. Hocalara sormadığınız sürece. Orada dolduruyoruz, veyahut da dinliyoruz. Doğrularını anlatımla daha iyi anlaşılıyor gibi geliyor bana.

[141] Bence araştırmayı hazır bulunca rahatlık olmuştu bence diğer kurlara göre. Güzeldi. Hem dinlemiştik konu üzerine. Hem "reading" yapmıstık. Öbür türlü kendimiz araştırıp bulduğumuz için fazla bir "listening" bulma şansımız olmuyordu.

[142] Aslında benim bir yerde işime geldi. Çünkü ben sürekli iç içeyim bilgisayarda. Oturupta kütüphaneden bir "source" bulmaktansa, bilgisayarda oturup çalışmak benim için daha faydalı. O yüzden ben onları severek yapıyordum. Hem aşinalık kazandırdığı için, hem bilgisayarin bizim hayatımızda çok yeri var. Onu kullanmayı öğrenmek lazım. Ve gittikçe de daha çok yer kazanıyor. Ona göre adapte olmak lazım.

[143] İlk olduğu için zor gelmişti. Sayfaları ararken zorlanmıştım. Keşke yazılı verseler de rahat rahat yapsam demiştim. Ama ondan sonra iyi oluyor. Bayağı bir etkisi oluyor. Yani yavaş yavaş bir yerleri açmayı öğrendik. Yavaş yavaş bilgisayarı öğrendik. Birazcık ilerlerseniz zaten bilgisayardan diğer şeyleri de ilerletiyor.

[144] Aslında bilgisayar üstünden yapmak bence daha iyi. Sonuçta artık, benim bölümüm adına konuşayım, bütün işim bilgisayarda olduğu için bana gerekli. Ama bir uluslarası bölümünde bir öğrenci bilgisayarla pek alakalı olmak istemeyebilir.

[145] Ayrıntılarını hatırlayamıyorum. Takibi falan güzel gelmişti. Bir de eğlenceliydi. Böyle bir iş olarak değil de sanki bilgisayar üzerinden bir şeyler hallediyormuş gibi.

[146] Projeyi Bilkent'te ilk defa böyle bir projelerle karşılaştım. Diğer üniversitelerde böyle bir şey göremedim. Gerçekten yararlı oluyor. Hem kendini geliştiriyorsun, araştırma yapıyorsun. Araştırıcı yönünü geliştiriyor. Ayrıyeten arkadaşlarının yaptığı şeyleri izliyorsun. Gerçekten geliştiriyor yani. Bir şey araştırıp sunmak gayet güzel bir deneyimdi.

[147] "Reality show"lar daha ilgimi çekmişti. Biraz daha tartışma ortamıyla ilerlediği için biraz daha katılım yoğun oluyor. Biraz daha da tabi öyle olunca zamanın nasıl geçtiğini anlamıyorsunuz. Yaptığınız projeden de biraz tat alıyorsunuz. Reklamlarla ilgili biraz daha ciddi, biraz daha metine bağlı kaldiginiz için biraz daha yararından çok sunumu yapmış olmuş olmak için yaptığımız bir konuydu.

[148] Her zaman görürdük reklamları. Biraz daha değişik seyretmeye başladım ben bu kadar çok içine girince. İlgilenmeye başlayınca, şunu şöyle me yapsalardı diye düşünmeye başladım açıkcası.

[149] Zaten genel olarak yapılan her küçük şey bir artı. Hazırlık'ta olsun, lisede olsun. Sonuç olarak bir şeyi sunmayı öğreniyorsun, eşli çalışmayı öğreniyorsun. Bir şeyler paylaşıp, beraber iyi bir işi çıkartmayı biliyorsun. Bir bağ kurabilme yeteneği artıyor. "Relationship".

[150] Sonuçta hep şeye dayanıyor bunlar: Genel olarak mezun olduktan sonra iş hayatına dayanıyor. Mühendis olabiliriz, herhangi birşey olabiliriz. Akademik bir insan da olabilir. Bu bir başlangıç.

[151] Onlara katkısı var. Hazırlık okumayan arkadaşlar zorlanıyor. Bizim öyle alışkanlığımız var.

[152] Genel olarak derslerdeki uygulamalı ödevlerin hazırlıktaki dersler tarzında olması tabi ki faydalı oluyor. Öğrenci de orada geçirdiği yarın dönem veya bir dönem sonunda daha bir deneyimli, daha bir hazırlıklı oluyor. Grup calışması,

BUSEL'daki projelerde arka planda kaldıysanız, onun yansımalarını görüyorsunuz. İstediğiniz bir sunumu yapamıyorsunuz, eksikliğini hissediyorsunuz. Verilen grup ödevlerine daha bilinçli bir şekilde yaklaşıyorsunuz. Daha sistematik oluyorsunuz. Projelerin etkilerini daha çok ödev teslimlerinde ve sunumlarda görebilirsiniz. Belki İngilizce'leri benden daha yüksek, yeteneği benden daha fazla ama organizasyon açısından, sunumların nasıl yapılacağını, içeriğinin nasıl olabileceği konusunda daha acemi olabiliyorlar.

[153] Çok sıkıcı ve gereksiz bulmuştum. Çünkü çok uğraştırıyordu ya. Gidip de herkesin, yani ben yurtta kalıyordum o zaman. "Printer"im yoktu. Okulda kalmak zorunda kalıyordum. İşte zaten yeni üniversiteye yeni başlamışım. O kadar saatlerce kütüphanede kalıyorduk. Onları indiriyorsun. "Reading"ler çok sıkıcıydı, "listening"ler.

[154] Şimdi çok daha fazlasını yapmam gerekiyor. Ve şimdi bütün ödevleri bilgisayardan gönderiyorum ve keşke o zaman daha dikkatli yapsaymışım, daha iyi öğrenebilirmişim diyorum. Hazırlık'ta çok daha fazla boş zamanımız var ve gerçekten de bizleri bilgisayarla bir şey yapmaya teşvik ediyorlar. Ama ben bunlardan kaçtığım için, mesela "Powerpoint'de çok zorlanıyorum.

[155] O zaman çok böyle görevmiş gibi geliyor. Her kurda sunum, ödev. Dosyamız vardı, "LP". Sıkıntı gibi geliyordu. Şimdi baktığım zaman içinden çıktıktan sonra en azından hani bilgilerin düzgün bir şekilde duruyor. Baktığımda ne yaptım diye görebiliyorum. Sunumlar şu anda da sunum yapıyoruz. Orada yirmi kişiyse, burada altmış kişiye yapıyoruz. Yirmi kişiye yapmadan altmış kişiye yapmak psikolojiyi etkiliyebilir.

[156] O zaman o kadar yararlı olduğunu düşünmüyordum. Şimdi daha yararlı olduğunu düşünüyorum.

[157] Sıkıntıya gelemem ben. O an sıkıntı, ödev yapmak zorunda olduğum için kötülüyordum tabi. Niye biz bunu yapıyoruz diye. Belli bir zamanı var. Konuşman gereken bir zaman var. Arkadaşlarınızla buluşmak zorundasınız. Ve uymuyor her zaman herkese. Bayağı bir sorun aslında. Cumartesi günü buluşuyoruz, bunu yapıyoruz, başka yere gidemiyoruz. Niye biz bunu yapıyoruz diye bir düşünce olmuş olabilir ama yaptım sonuçta. Ve şu an öyle düşünmüyorum.

[158] Bilgisayarlı projeler bir de insanın ilgisine bağlı. Biz çok yapmadık açıkcası. İyi mi yaptık, hayır. Yararlansak daha iyi olurdu. Şimdi daha rahat olurduk bölümde.

[159] O zamanlar sevmiyordum. İnsan bir şeyi yaparken onun yararını anlamaz zaten. Sonradan anlar. Gerekli.

[160] Biraz daha çok olabilir. Her seviyede birer tane yapmıştık. İki üç olsaydı belki daha iyi olurdu. O zaman tamamiyle farklı görüyorduk. Burayı bilmiyorduk. Arada bir boşluk oldu. Bu kadar şey olduğunu bilseydim burada da, daha fazla ilgi gösterirdim. Orası bir geçiş oldu lise üniversite arasında.

[161] Ben herşeyi ciddiye alsınlar derim. 2 yıl okuduğum için. Onun dışında projelerle de ilgili burada da her gün projelerle karşı karşıya kaldığımız için, projelere de önem vermeleri gerektiğini düşünüyorum.

[162] İlk önce şunu anladım ki, düzenli çalışma çok önemli. Ben tüm hayatı boyunca herşeyi son dakikaya bırakan bir insanım. Sınavlara dahi. Şimdi en azından herşeyi vaktinde yapmak zorundayım. Sabahlamak zorundayım. Sağlığım bozuluyor, o yüzden zamanında yapıyorum.

[163] Bir buçuk sene oldu ben buraya geçeli. Benim gördüğüm en önemlisi ders çalışabilme becerisi. Konsantrasyon, ben lise hayatımda çok fazla ders çalışmayı seven bir insan değildim. Bir şekilde geçerdim. Ama buraya geldikten sonra gördüm ki herşey bireysel, kopya yok, ne yaparsan kendin yapıyorsun. Eger çalışırsan geçiyorsun, calışmazsan geçemiyorsun. İnsani ilişkiler çok önemli. Bilgisayar kullanabilmek çok önemli. İnternet, Google

[164] Takip edeceksiniz. Peşinden koşacaksınız. Sunumları artık bilgisayarı artık kullanmanız gerekiyor. "Mail"leriniz oluyor. Ödevi oradan atıyorsunuz. Word, Excel kullanmanız gerekiyor. Paralel zaten, grup içerisinde çalışıyorsunuz, sunum.

[165] Kesinlikle katkısı var. "Presentation"da mesela. Hazırlık'ta bu bize bir işkence gibi geliyordu. Çok gereksiz ve anlamsız geliyordu ama şimdi bölümdeyim. Altı tane dersim var ve dördünde sunum yapıyorum. Bu sunumlar öyle beş dakikalık sunumlar değil. Daha profosyonellik gerektiriyor. Dolayısıyla Hazırlık'ta böyle bir sunum yapmadan gelseydik, çok şaşıracaktık. Hazırlık'ta bunun bir altyapısını vermiş oluyorlar. İyi oluyor bizim için.

[166] Benim ilk kurumdu o. Böyle bir projeyle ilk defa karşılaşmıştım. Ve benim için çok faydalı olduğuna inanıyorum, çünkü o zaman yaptığım proje sonradan yaptığım projelerle bağlantılı oldu. Orada öğrendim proje yapmayı. Ve proje yapmayı geliştirmem acısından çok faydalı oldu, oradaki tasarımlar, sizin gönderdiğiniz "e-mail"ler. Üniversitede bilgisayar kullanmayı proje açısından daha çok orada geliştirdim. Şu ana kadar, yani şimdiki projelerde bile İnternet'i nasıl kullanmam gerektiğini, "visual"ları nasıl kullanmam gerektiğini çok faydası oldu. Belki anlatmış olsaydınız, şunu şöyle yapın, bunu böyle yapın, çünkü bizim de orada kendimiz araştırmamız gerekti. Mesela İnternet'e nasıl gireceğiz, ilk geldiğimizde şifreyi bile nasıl gireceğimizi bilmiyorduk. Böylelikle öğrendik işte.

[167] Benim bölümüm ticaret yönetimi olduğu için direk bağlantısı var. Bir şirkette çalıştığımız zaman veya kendi işimizi yaptığımız zaman bir takım sunumlar

yapmamız gerekecek. Kesinlikle alakası, birebir gerçek hayattan alınan sunumlar, mesela Hazırlık'ta da öyle yapılabilir. Ticaret hayatında olacağımız için, bir fabrikanın, bir işyerinin sunumları, grafikleri falan alınıp yapılabilir. Farklı bir konu olsa ilgimizi çekebilir. Direk işimize yarayacağı için sunumlar daha yakından ilgileniriz.

[168] Bence hayır. Sunum nasıl yapılır bilgi edindim tabi. Ama şu an "BUSEL"da yaptığımız sunumlarla burada yaptığımız sunumlar arasında çok büyük fark var. Orada beş dakika konuşuyoruz. Burada en az yarım saat. Ama en azından bir topluluk karşına çıkıp, konuşmak için bir kaç şansımız oldu. O da aşinalık kazandırmıştır.

[169] Güzel bir şeydi. Liseye göre çok farklıydı. Daha fazla yapmamız gereken şey vardı. Lisede kısıtlı şeyleri kullanıyorsunuz. Burada daha kapsamlıydı. Bizim yapmamız gereken şeyler. Bizi araştırmaya, bilgi bulmaya şey yaptığından dolayı.

[170] Şimdi şöyle: "Reality show"lar çok hoşuma gitmişti. Çok da eğlenceliydi. İyiydi. Sınıfca çok eğlenerek yaptık. Dinlemesi de çok eğlenceliydi. Hem farklı yörelerin yarışmalarını öğrendik. Hem de renkliydi. Renkli bir projeydi. Şimdi bir konu geçse aklımda kalanları söyleyebilirim. O günden sonra da oturup düşünmedim tabi.

[171] Çünkü eğlenceli de bir durum, "presentation" yapmak, sürekli ders sürekli beş saat, kelime falan derken insanın canı sıkılıyor. Bir hafta, iki hafta arkadaşların sunum yapması, görsel bir şekilde daha çok canlı güzel bir şekilde sınıf ortamını da etkiliyor.

[172] Genel olarak Hazırlık bölümün devamı gibi bir şey. Mesela "essay"…Çok zorlanarak yazıyorduk. Şimdi bin kelime yazmamız isteniyor. Bu bizim için çok iyi bir avantaj. Proje ödevleri. Bütün bölümlerde proje ödevleri var. "Research" yapıyoruz, yorumlar yapıyoruz. Bunları Hazırlık'ta görmemiz çok iyi bir katkı sağladı. Onun dışında "listening". İngilizce bir üniversitedeyiz. Ben ilk hafta çok zorlanmıştım. "Note-taking" çok fazla önemsemiyorduk, ne olacak gibisinden ama çok önemliymiş. O da güzel bir şey. Onun dışında "reading". Hazırlık'ta bu kadar uzun olmasa da iyiymiş.

[173] Grup çalışması, araştırma, İnternet'i kullanabilme. Bilgisayar, sorumluluk alma. Bir süre var. O süre içinde yetiştirmek zorundasın. Gerektiği şekilde yapmak zorundasın, karşılığında not alacaksın. Orada olma, saatinde olma gibi.

[174] Hepsine katkısı var. Sunumu, insanlarla daha fazla iletişim. İleride bir şey sunarken daha rahat olmayı, özgüveni. Bilgisayar daha rahat bilgi bulmak amacıyla… İleride yapacağımız kapsamlı araştırmalarda daha fazla şey bulmamızı sağlayabilir, geliştirebilir.

[175] Temelidir bu. İnsanlarla birlikte iletişim halinde olacaksın, sunum yapacaksın, çalışacaksın, araştırma yapacaksın, okuyacaksın, bilgisayarı kullanacaksın.

[176] Bence projenin yararları var. Bence diğer üst seviyelerden değil, "Elementary"den başlansa şimdi İngilizcesini, kendini, bilgisayar kullanma kabiliyetini geliştirmesi için araştırma yapması, özgüvenini, topluluk önünde konuşmasını geliştirebilmesi için çok önemli bir olay projeler.

[177] Keşke olmasa dediğim olmuştur ama şu anda öyle görmüyorum. Ama kesinlikle faydası var. Şimdi altı derste benim mesela ikisinde, üçünde sunum yapmak zorundayım. Hemen hemen her derste bunu yapmak zorundayım. En azından Hazırlık'ta İngilizceyle beraber bu alışkanlık verilmesi bence güzel bir şey. Ben bölüme gittiğimde, sen "presentation" yapacaksın deseler ben şaşırırdım. En azından o İngilizce öğrenme sürecinde onu da öğrenmiş olduk. Her şekilde hazırlandık.

[178] İlk önce araştırıyorsun bir kere. Onu yazı haline getirmek zorunda kalıyorsun. Kendi cümlelerini kullanmak zorunda kalıyorsun. Orada "writing"in otomatikman etkileniyor. Kelime araştırmak zorunda kalıyorsun. Bazı kelimeler kullanıyorsun, bilmediğin, ihtiyacın olan kelimeleri kullanıyorsun. Daha sonra sunum yapıyorsun. Sunumda da bir özgüven işi. Orada özgüvenini biraz daha geliştiriyorsun. Toplum önünde konuşma ve İngilizce konuşuyorsun. Bu da Türkçe konuşmaktan daha zor bir şey olduğu için İngilizce'nde, iyi yapabildiysen daha böyle hevesin artıyor.

[179] "Speaking"e etkisi vardır bence. Bir de kendini ifade etme açısından önemli bir rol alır. Bir kere insanların önüne çıkıyorsun ve araştırma yapmışsın. Güzel bir proje aslında çünkü hemen direk sunum yapmıyorsun. Önce "reading" yapıyorsun, sonra "listening" ve belli bir altyapın oluşuyor. Sonra "presentation" yapıyorsun. İngilizce olarak tabi. Bu da güzel oluyor.

[180] Ben projeyi yaparken, "presentation" kısmında doğal olarak, doğaçlama kısmını geliştirdi. Daha fazla olsa daha fazla doğaçlama yapabileceğimi, ezberleyip konuşmak farklı, doğaçlama farklı. O yönü bayağı geliştirdiğini düşünüyorum. Genel olarak herşeyi ama en fazla "speaking".

[181] Biraz daha "speaking". "Reading"e tabi ister istemez sunum için hazırlık yapmak gerekiyor. Sunumlarda "speaking"in ön plana çıkarılması lazım. BUSEL'dayken "speaking"imin daha arka planda olduğunu farkediyoruz. "Speaking" için de daha planlı bir biçimde olması lazım. Bunun eksikliğini hissediyoruz.

[182] Biz bir grup arkadaş bu şekilde çalışıyorduk. Sınıfta herkese bu şekilde aktif olamıyor. Zamanını veremiyor, belki farklı uğraşları var. Ama projelerin daha çok diğer programların kullanılmasında da vesile olduğunu düsünüyorum çünkü projelerle beraber, sadece projeyle değil, bir öğrencinin bigisayar başına oturuyor, diğer programların da farkında olmasını sağlıyor, ve biraz bilgisayar üzerinde de çalışması gerektiğini.. yani teşvik ediyor.

[183] Çok azdır. “Excel”, “Access” gibi şeyler öğretilmiyor sonuçta. Hiç bilgisayar bilmeyen, doğudan falan gelmiş insanlara pratik.

[184] Pek bence becerisi yok. Belli şeyler yapılıyor. Belli yerlere giriliyor. Fazla katkıda bulunmuyor ama araştırma adına bilgisayarda yeni siteler öğrenilebilir belki.

[185] O bence biraz daha faydalı çünkü insanın arkadaşından her gördüğünü kapma gibi bir eğilimi vardır. Ve bir de dil sonuçta. Hemen kapıyoruz bir kelimeyi bile, Türkçe’de de. Arkadaşlarımızla İnternet’ten bir şey bulduk, sonra onu birleştirdik. Sunum yapabilmek için birlikte konuştuk. O bana bildiklerini anlattı. Ben ona. Dolayısıyla “communication” oldu, o faydalıydı bence.

[186] Grup çalışması yapıyoruz üç kişi, dört kişi. Fikir alışverişi yapıyoruz. Bir kişinin düşünmesi çok değişik, grup halinde farklı farklı fikirler çıkabiliyor. Bu farklı fikiler sizin bilmediğiniz şeyler olabiliyor. Bunları öğrenebiliyorsunuz, kendinize bir şeyler katabiliyorsunuz.

[187] Katkısı vardı tabi. “Pair” olarak çalışırken. Mutlaka gözümüzden kaçan bir şeyleri bir arkadaşımız yakalamıştır.

[188] Projeler için de mutlaka bu şekilde yapılmasının faydalı gözüküyor çünkü bu “reality show”larda grup çalışması yapmıştık. Öğrenci projeyi sadece kendi üstüne almayıp, bir arkadaşlarıyla paylaştığı zaman, sınıf içinde de daha bir cesaret buluyor. Grup paylaşımı olarak hem kaynaşma açısında, sunumun da daha güzel geçmesi açısından artı bir yönü var.

[189] Mesela bu proje veriliyor. Grup çalışması yapılıyor. Grup çalışmasında herkes belirli kısımları alıyor. Aslında bence “individual” olmalı. Grup çalışmasında sadece kendi kısmını yapıyorsun, veya sadece bir kısmını öğreneceksin. Grup çalışmasında genelde hep ben uğraşıyordum.

[190] Evet kesinlikle. Ama daha ciddiye alınmalı. Hazırlık’ta yapılan sunumla, burada yapılan sunum arasında çok fark var. Hazırlık’ta hocanın beni değerlendirmesi çok farklıydı. Gayet bir lise değerlendirmesiydi. Burada en ufak şey değerlendiriliyor. Kendiniz tanıtmanız bile çok önemli. Ama buna Hazırlık’ta müdahale edilmiyordu. Gülüp geçiliyordu falan.

[191] Grup çalışmalarını pek sevmiyorum. İnsanların sorumluluk duyguları insandan insana değişiyor. Birisi yapmayınca sen anlatmak zorunda kalıyorsun, ki bu geldi benim başıma BUSEL’da. Ben grup çalışmasından yana değilim. İyi olabilir ama bunun önemi anlatılmalı öğrenciye. Biri yapmayınca, biri yapınca saçma bir şey oluyor.

[192] Bu tip şeyler bölümde lazım olduğu için, bunlardan yoksun bir şekilde bölüme geçilmemesi lazım. Ne yazık ki BUSEL’da nereden çıktı bu proje gibi oluyor. Sıkıcı geliyor.

[193] Aynı şekilde bir de bunları ciddiye alması gerekiyor. Ciddiye alırlarsa etkisi oluyor. Açıkcası daha çok ödev olduğu için yapıyorduk ama bölüme geçtikten sonra daha çok etkisinin olduğunu öğrendik. Fazla bir bölümle ilgili düşüncemiz olmuyor aslında. Ödev olduğu için, istendiği için yapıyoruz. Ama dönüp baktığımızda sunumda etkisini görüyoruz.

[194] Katkısı tabi ki var. Herşeyden bir şey kapıyoruz. Yeri çok büyük değil bence ama katkısı var. Şu anda aklıma gelen bir şey var. Ben üç kur okudum. Genel olarak sınıf içinde yaptığımız şeyler içinde tek hatırladığım sey bu "reality show"lar için yaptığım "presentation"dı. Demek ki bu daha kalıcı olmuş. Belki renkli bir konusu olduğu için, ya da belki daha çok İnternet'ten "source" bulabildik. Ya da büyük bir gruptuk. Aklımda kalmış. Sonuçta bir faydası var demek ki.

[195] İsterdim projeler için çünkü o projelerin yapıldığı haftalar biraz daha tatlı, canlı geçiyordu. Asıl bana göre de İngilizce öğrenmenin böyle olduğunu düşünüyorum. Öğrencinin isteksiz olarak okula gelmesi öğrenciye hem işkence oluyor, hem de vakit kaybı oluyor. Projeler biraz daha canlı tutuyor. Öğrencinin kişisel olarak yapma isteği yok ama bu grup çalışmalarında, sadece bu projeler değil, grup çalışmalarının tamamı ister istemez sorumluluk alıyor, kendi değil grup için sorumluluk alıyor, araştırmasını yapıyor. Bu şekilde derse ilgisi artıyor.

[196] Evet belki başka şeylerden kısılmalı ama bu tip şeylere önem verilmeli. Gerçek hayattta, işte çalıştığımızda sunum yapmak zorunda kalacağız. Patron bunu bize verecek. Ben elektrik mühendisi olacağım ama sonuçta yönetici, veya yöneticinin yardımcı elemanı olabilirim. Orada bir şeyler hazırlamak zorunda kalacağım. Bu Türk firmalarında değil, İngiliz firmalarında da olabilir. Bu eğitim şart.

[197] Seviyesine göre mesela bir buçuk yıl Hazırlık. Bir buçuk yılda her kurda bir "presentation" yaptığını düşünürsek, beş yılda beş tane "presentation" yapmış olarak bölüme geçiyor. Bir tecrübe yani. Üç tane yerine beş yapması. İlk başlarda tabi "Elementary"de hiç görmediği için zorlanacaktır ama diğer "presentation"larını daha bilerek, daha etkili yapacağı için, bölüme gayet yararı olur.

[198] "Pre-fac"de olmasa iyi olur. Biraz daha ağır dersler. Amaç bölüme geçmek olduğu için.

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