

ENGLISH AS A FOREIGN LANGUAGE LEARNERS' PERCEPTIONS OF CALL
AND INCIDENTAL VOCABULARY DEVELOPMENT VIA AN ONLINE
EXTENSIVE READING PROGRAM

THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

MAİDE YILMAZ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JULY, 2014

Approval of the Graduate School of Social Sciences

Prof. Dr. Meliha Altunışık
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assoc. Prof. Dr. Nurten Birlik
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Assist. Prof. Dr. Perihan Savaş
Supervisor

Examining Committee Members

Dr. Hasan Karaaslan (METU, CEIT)

Assist. Prof. Dr. Perihan Savaş (METU, FLE)

Dr. Deniz Şallı Çopur (METU, FLE)

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Maide Yılmaz

Signature :

ABSTRACT

ENGLISH AS A FOREIGN LANGUAGE LEARNERS' PERCEPTIONS OF CALL AND INCIDENTAL VOCABULARY LEARNING VIA AN ONLINE EXTENSIVE READING PROGRAM

Yılmaz, Maide

M.A., Department of Foreign Language Education

Supervisor: Assist. Prof. Dr. Perihan Savaş

July, 2014 184 pages

This study aimed at learning the participants' perceptions of computer-assisted language learning, online extensive reading and vocabulary learning through online extensive reading before and after an online extensive reading program. Besides, in the study to what extent the program helped the participants develop their vocabulary incidentally was investigated.

The study was performed at TÖMER, Gazi University, and 50 English as a foreign language learners took place in the study. To get data on the students' perceptions, two questionnaires (before and after the online extensive reading program) were administered. Also, to see if the program helped the students develop their vocabulary, a vocabulary test including frequently used vocabulary items in the books was applied to the students before and after the program.

The findings showed that before the program the perceptions of the students were positive on computer-assisted language learning, online extensive reading and vocabulary learning through online extensive reading, and after the program, the students' perceptions changed slightly in a more positive way. Most of the students enjoyed the program and wanted to participate in such programs again. As for the participants' incidental vocabulary development, the results of the vocabulary test showed that there was a significant difference between the mean scores of the two applications of the test, and the students gained a notable number of words incidentally thanks to the program.

The results of the study demonstrated that such a design for a reading program is technically feasible and pedagogically beneficial and provides opportunities for both vocabulary gains and learner satisfaction.

Keywords: Computer-assisted Language Learning, Incidental Vocabulary Learning, Online Extensive Reading

ÖZ

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİ HAKKINDAKİ DÜŞÜNCELERİ VE ÇEVİRİMİÇİ KAPSALI OKUMA YOLUYLA RASTLANTISAL KELİME ÖĞRENMELERİ

Yılmaz, Maide

Yüksek Lisans, İngiliz Dili Öğretimi

Danışman: Yard. Doç. Dr. Perihan Savaş

Temmuz, 2014 184 sayfa

Bu çalışma katılımcıların bir çevrimiçi okuma programı öncesi ve sonrasında bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla kelime öğrenme hakkındaki düşüncelerini öğrenmeyi amaçlamıştır. Ayrıca çalışmada, programın katılımcılara ne dereceye kadar kelime dağarcıklarını rastlantısal olarak geliştirmekte yardımcı olduğu araştırılmıştır.

Çalışma TÖMER, Gazi Üniversitesi'nde yapılmıştır ve çalışmada İngilizceyi yabancı dil olarak öğrenen 50 öğrenci yer almıştır. Öğrencilerin düşünceleriyle ilgili veri toplamak için iki anket (çevrimiçi kapsamlı okuma

programı öncesinde ve sonrasında) uygulanmıştır. Ayrıca, programın öğrencilere kelime dağarcıklarını geliştirme konusunda yardımcı olup olmadığını görmek için programın öncesinde ve sonrasında öğrencilere kitaplarda sıklıkla kullanılan kelimeleri içeren bir kelime testi uygulanmıştır.

Bulgular göstermiştir ki öğrencilerin program öncesinde bilgisayar destekli öğrenim, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla kelime öğrenimi hakkındaki düşünceleri olumludur ve program sonrasında öğrencilerin düşünceleri daha da olumlu hale gelmiştir. Öğrencilerin pek çoğu programdan zevk almış ve bu tür programlarda tekrar yer almak istemiştir. Katılımcıların rastlantısal kelime dağarcığı gelişimlerine gelince, kelime testinin sonuçları göstermiştir ki testin iki uygulamasının ortalama skorları arasında anlamlı bir fark vardır ve öğrenciler program sayesinde dikkate değer sayıda kelimeyi rastlantısal olarak öğrenmişlerdir

Çalışmanın sonuçları göstermiştir ki bir okuma programı için böyle bir tasarım teknik olarak mümkün, pedagojik olarak da faydalıdır ve hem kelime kazanımları hem de öğrenci memnuniyeti açısından fırsatlar sunar.

Anahtar Kelimeler: Bilgisayar Destekli Dil Öğrenimi, Rastlantısal Kelime Öğrenimi, Çevrimiçi Kapsamlı Okuma

To my mother, Ayşe Nimet Yılmaz
and
To my soulmate, Mustafa Yılmaz

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to my supervisor Assist. Prof. Dr. Perihan Savaş who has always been supportive and encouraging. Her positive attitude has motivated me during the study.

I also would like to thank Dr. Deniz Şallı Çopur and Dr. Hasan Karaaslan for their comments and feedback on my study as jury members.

Furthermore, I am grateful to my mother, Ayşe Nimet Yılmaz who has always supported me. I thank God every day because I am your daughter.

Finally, I would like to thank my husband, Mustafa Yılmaz for his supportive attitude and patience during the period I wrote my thesis in.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ.....	vi
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
CHAPTER	
1. INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Research Questions	6
1.4 Significance of the Study	6
1.5 Key Terms	8
2. REVIEW OF LITERATURE	9
2.0 Introduction	9
2.1 Computer-Assisted Language Learning	9
2.1.1 What is CALL?	10
2.1.2 A Brief History of CALL	11
2.1.3 Advantages and Disadvantages of using CALL in EFL classroom	13
2.1.4 How to Use CALL in EFL Classroom	15

2.1.5 CALL Tools and Activities in English Language Learning and Teaching	16
2.1.5.1 Blogs	18
2.1.6 Research on CALL	20
2.2 Vocabulary Teaching and CALL	25
2.2.1 A Brief History of Vocabulary Teaching	27
2.2.2 Incidental Vocabulary Learning	29
2.2.3 Extensive Reading (ER) and Incidental Vocabulary Learning	32
2.2.4 CALL and Vocabulary Learning	37
2.2.5 Online Extensive Reading and Vocabulary Learning	41
3. METHODOLOGY	46
3.0 Introduction	46
3.1 Setting and Participants	46
3.1.1 Setting	46
3.1.2 Participants	47
3.2 Procedures	50
3.2.1 The Books	52
3.2.2 The Blogs	55
3.3 Data Collection Instruments	60
3.3.1 Questionnaires	62
3.3.1.1 Pre-OER Survey Questionnaire	62
3.3.1.2 Post-OER survey Questionnaire	64
3.3.2 Vocabulary Test	65
3.3.3 Book Reports	66
4. DATA ANALYSIS AND RESULTS	67
4.0 Introduction	67
4.1 Findings of the Pre-OER Survey Data Analysis	69
4.1.1 Findings of the Pre-OER Survey Data on Background	

Information	69
4.1.2 Findings of the Pre-OER Survey Data on Student Perceptions of CALL, OER, Vocabulary Learning and OER	74
4.1.2.1 Students' Perceptions of CALL	74
4.1.2.2 Student Perceptions of Online Extensive Reading	77
4.1.2.3 Vocabulary Learning and Online Extensive Reading	78
4.1.3 Student Perceptions of CALL, OER and Vocabulary Learning and OER	80
4.1.3.1 Open-ended Questions	80
4.1.3.2 Multiple Choice Questions	89
4.2 Findings of the Post-OER Survey Data Analysis	90
4.2.1 Findings of Post-OER Survey Data on Student Perceptions of CALL, OER, Vocabulary Learning and OER	91
4.2.1.1 Student Perceptions of CALL after the OERP	92
4.2.1.2 Student Perceptions of Online Extensive Reading	94
4.2.1.3 Vocabulary Learning and Online Extensive Reading	96
4.2.2 Findings of Post-OER Survey Data on Student Perceptions of Language Skills Improvement after the OER Program	97
4.3. Students Perceptions of CALL and the OER Program	98
4.3.1 Open-ended Questions	98
4.3.2 Multiple Choice Questions	110
4.4 Comparison of the Pre-OER and Post-OER Survey Findings on Students Perceptions of CALL, OER and Vocabulary Learning and OER	112
4.4.1 Findings of Pre and Post-OER Surveys Data on Student Perceptions of CALL.....	113
4.4.2 Findings of Pre and Post-OER Surveys Data on Student Perceptions of Online Extensive Reading.....	115

4.4.3 Findings of Pre and Post-OER Surveys Data on Student Perceptions of Vocabulary Learning and OER	119
4.5 Findings of Pre-OER and Post-OER Vocabulary Tests	120
5 CONCLUSION AND DISCUSSION	122
5.0 Introduction	122
5.1 Summary of the Study.....	122
5.2. Discussion of the Results.....	124
5.2.1 The Students' Perceptions of CALL, Online Extensive Reading and Vocabulary and Online Extensive Reading before and after the OERP	124
5.2.2 The Effect of the Online Extensive Reading Program on the Participants' Incidental Vocabulary Development	133
5.3 Conclusions	135
5.4 The Pedagogical Implications and Suggestions for Future Research	137
5.5 Limitations.....	138
REFERENCES	140
APPENDICES	
A: THE BOOK REPORT FORM.....	152
B: A STUDENT'S BOOK REPORT	153
C: PRE-OER QUESTIONNAIRE	154
D: POST-OER QUESTIONNAIRE	160
E: WORDS IN THE BOOKS	165
F: VOCABULARY TEST	167
G: TURKISH SUMMARY	172
H: TEZ FOTOKOPİSİ İZİN FORMU	184

LIST OF TABLES

TABLES

Table 1 Literature Review in CALL (1990-2000).....	21
Table 2 Number of Empirical Articles in All Four Journals According to Year ..	22
Table 3 Language Skills and Areas Focused on in Empirical Articles	22
Table 4 Types of Web 2.0 Technology Investigated in Empirical Research	23
Table 5 Language Learning Related Topic.....	24
Table 6 TOMER Evaluation Criteria	47
Table 7 Main Study Participants' Ages, Genders and Years at University.....	48
Table 8 Departments of the Participants	49
Table 9 Reliability Analysis for the Pre-OER Survey Questionnaire	63
Table 10 Reliability Analysis for the Post-OER Survey Questionnaire	64
Table 11 Reliability Analysis for the Vocabulary Test	66
Table 12 Participants' Perceptions of CALL	75
Table 13 Participants' Perceptions of OER.....	77
Table 14 Participants' Perceptions of Vocabulary and OER.....	79
Table 15 Participants' Reasons for Their Needs in Computer Assistance in Learning English.....	81
Table 16 Participants' Opinions of Their Need in Computer Assistance.....	83
Table 17 Participants' Reasons for their Desire for Reading Activities through CALL	83
Table 18 Participants' Opinions of Using CALL for Vocabulary Learning	85
Table 19 Additional Comments on CALL.....	87
Table 20 Frequency of the Use of CALL for Online Readings	89
Table 21 Frequency of the Use of CALL for Vocabulary Learning	90

Table 22 Student Perceptions of CALL after the OER Program	93
Table 23 Student Perceptions of Online Extensive Reading.....	95
Table 24 Student Perceptions of Vocabulary Learning and Online Extensive Reading	96
Table 25 Student Perceptions of Language Skills Improvement after the OER Program	97
Table 26 Benefits of the OERP	100
Table 27 Participants' Opinions on the Use of Computer-assisted Reading Activities.....	102
Table 28 The Book Mostly Liked.....	103
Table 29 Participants' Opinions of OER Program and Vocabulary Learning .	105
Table 30 Participants' Opinions of Videos, Visuals and Reading Motivation.	106
Table 31 Participants' Opinions of Comments and Discussion Parts in Blogs	108
Table 32 Participants' Additional Comments.....	109
Table 33 Participants' Opinions on the Frequency of the Use of CALL in Reading Online Texts	111
Table 34 Participants' Opinions on the Frequency of the Use of CALL for Vocabulary Learning	112
Table 35 Similar Items on Students Perceptions of CALL	113
Table 36 Similar Items on Student Perceptions of Online Extensive Reading	116
Table 37 Findings on Student Perceptions fo Vocabulary Learning and Online Extensive Reading	119
Table 38 Differences between the Results for the Pre and Post Vocabulary Tests	120

LIST OF FIGURES

FIGURES

Figure 1 Process of the Research Study	51
Figure 2 A General View of a Blog Page	56
Figure 3 Links to Other Resources Given in the Blogs	57
Figure 4 Extra Information about the Readings	58
Figure 5 Participants' Comments on Blogs	59
Figure 6 Data Collection Instruments	61
Figure 7 Data Analysis	68
Figure 8 Experience in CALL.....	70
Figure 9 Computer Skills	71
Figure 10 Internet Access.....	71
Figure 11 Hours Spent on the Internet	72
Figure 12 Use of CALL in English Classes	114
Figure 13 OER and Practice of English	115
Figure 14 Computer-based Reading Activities were Enjoyable.....	116
Figure 15 Difficulties in CALL Reading Activities	117
Figure 16 OER and Improvement in Reading.....	118
Figure 17 Student Desire to Read Online Texts	118

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, research questions, significance of the study and definition of the key terms used in the research study.

1.1 Background of the Study

In information and communication technology, there has been huge progress and that progress has changed contemporary teaching techniques entirely. While we talked about just books, pencils, realias, pictures or the black board as language teaching materials in the past, now we have invaluable technological tools thanks to computer technologies.

Computer-assisted language learning that is the search for and study of applications of the computer in language teaching and learning (Levy, 1997) has evolved since 1990's and contributed greatly to the perception of language learning and teaching. It has changed both the role of the teacher and learner in English as a foreign language classrooms.

Computer-assisted language learning has changed the role of the teacher remarkably. While s/he was just the lecturer and the first source of information in the classroom to a guide in the past, now the teacher of 21st century has to improve and update knowledge of innovative techniques to meet the demand of the changing era and must be innovative, imaginative, and resourceful to meet the needs of today's digital learners. S/he should not only think about traditional

concepts and techniques of classroom teaching and also should adapt them to the recent and innovative teaching techniques and must be prepared for new types of tasks, guiding and mastering the relevant computer applications.

Furthermore, it is certain that students have changed radically. Today's students are born with all the advances brought by technology, and it does not seem possible to meet their needs only by the traditional ways. Through the use of the Internet and computer-assisted language learning tools, English as a foreign language learner can participate in more interactions by reading and listening to authentic materials with visuals and animations, posting and replying messages or e-mails, creating blogs and so on without being restrained in time and space. They can communicate with some other nonnative or native speakers and learn collaboratively whenever and wherever they want. By taking control of their own learning process, they become more autonomous learners. Computer-assisted language learning provides them opportunities to study independently according to their objectives, using the materials they need effectively and assessing the results and giving feedback. Therefore, educators have to know the availability of the online resources and make language learning effective, select resources according to the context of teaching, develop suitable activities that will create opportunities for enhancing both language and digital skills and teach the skills necessary to function in the digital age.

Vocabulary development is an indispensable part of language learning. While teaching vocabulary, the teacher has to know what is to be taught, which words, how many, target vocabulary should respond students' real needs and interests. Also, the students must be exposed to the words frequently and repeat them. Meaningful presentation, clear and unambiguous denotation or reference should be assured. Some studies (e.g. Day, Omura & Hiramitsu, 1991, Chun, Plass, 1996, Huang, Liou, 2007) show that teaching vocabulary incidentally provides invaluable opportunities for aforementioned conditions. Students can

develop their word knowledge incidentally, that is, as a by-product of their main learning activity inside or outside the classroom instead of learning words intentionally in an activity that is mainly aiming at enhancing their vocabulary knowledge (Read, 2004). For incidental vocabulary learning and teaching as Krashen (1982) says extensive reading provides the necessary “comprehensible input”. While in intensive reading, students work with guidance from the teacher aiming at helping students get detailed meaning from the text to develop reading skills, enhance vocabulary and grammar knowledge (Renandya, & Jacobs, 2002), in extensive reading texts in an appropriate level, within the learners' reading competence, a variety of reading material on a wide range of topics are available to encourage learners to read and learners read as much as possible. Besides, the purpose of reading is usually related to pleasure, information and general understanding and the experience of reading, not one hundred percent comprehension (Day and Bamford, 2002).

Graded readers have been thought as rich resources for extensive reading and incidental vocabulary learning. In the current teaching context in which technology is a dominant factor, e-books may offer great opportunities for vocabulary learning and reading instead of paper-based graded readers because they provide flexibility and are more accessible than hardcopy texts. They may include visual aids or audio clips, or links to websites that are of great value for language learners in terms of reading and vocabulary learning. Another option can be using blogs as sources of extensive reading for incidental vocabulary learning. Blogs provide learner interaction, a sense of community and positive motivation for learning. When blogs are created by teachers, it is possible to make them very appealing, appropriate for the needs of the students and rich in language input and even output by adding audial, visuals, and interesting parts such as links to other sources on the web and discussion parts. Using Internet resources, such as e-books or/and blogs, teachers and students

can enjoy extensive reading without paying any money and with easy access to reading materials. Also, by using these new ideas of teaching and learning today's digital learners' needs to see the innovations in real life in the classroom can be met.

As aforementioned above, computer-assisted language learning provides many resources for language teaching and learning. Besides, it is certain that vocabulary development is extremely important in one's language learning and incidental vocabulary learning through extensive reading broadens word knowledge immensely. Then, thinking all the benefits of computer-assisted language learning in language teaching and learning and the significance of vocabulary improvement for learners, it seems that combining computer-assisted language learning and incidental vocabulary teaching through extensive reading via an online extensive reading program based on blogs including extensive reading materials may be regarded as a good option for today's teachers looking for innovative teaching methods and materials.

1.2 Statement of the Problem

In literature, there has been lots of research on the use of computer-assisted language learning (e.g Sullivan & Pratt, 1996, Chun & Plass, 1996, Tozcu & Coady, 2004, Arnold, 2009, Huang, 2013, Lin, 2010, Pino-Silva, 2006). Most studies focus on student attitudes towards and perceptions of computer-assisted language learning (e.g. Beauvois, 1994, Bradley, Lomicka, 2000, Lin, Chan, Hsiao, 2011). Some researchers focus on specific CALL applications for language learning. For example, blogs have been studied by some researchers (e.g. Miceli, Murray & Kennedy, 2010, Rahmany, Sadeghi, Faramarzi, 2013, Izquierdo, Reyes, 2009), and it is obvious from these studies that they helped interaction, motivation and learning. Some other researchers gave importance to

the effect of computer-assisted language learning on language skills development (e.g. Knight, 1994, Nagy, Herman & Anderson, 1985, Donaldson & Kotter, 1999). In these studies the main objective was evaluating effectiveness of language learning materials and tasks provided by computer-assisted language learning.

As for vocabulary development although there has been lots of research on incidental vocabulary development through extensive reading, research integrating computer-assisted language learning into incidental vocabulary development through extensive reading is limited. In the review of literature some research on using some computer programs with that purpose can be seen (e.g. Kang, Dennis, 1995, Reiking, Rickman, 1990). However, only a small number of the studies (e.g. Chen, Chen, Chen & Wey, 2013, Huang, Liou, 2007) are related to online extensive reading and vocabulary development. Nevertheless, no studies that exactly match with the one created for this research study aiming at teaching vocabulary incidentally through an online extensive reading program based on blogs could be found.

Thinking the current technology, computers, web 2.0 tools, tablets and other innovations, it seems certain that today computer-assisted language learning especially the internet offers effective ways to mediate reading providing vast amounts of reading materials and many opportunities for vocabulary development incidentally. In this research blogs are used as attractive and motivating tools aiming at giving the students the pleasure of reading and by this way making them continue reading and learn vocabulary items instead of establishing an ordinary extensive reading program. More research studies are needed in the area of incidental vocabulary learning and teaching through computer-assisted language learning not to get stuck in traditional ways of teaching and learning.

1.3 Research Questions

Aiming at learning students' perceptions on computer-assisted language learning, online extensive reading and vocabulary learning through online extensive reading before and after the online extensive reading program and finding if there is a significant difference between the pre and post vocabulary test results of the students after the application of the online extensive reading program to see to what extent the online extensive reading program helped learners develop their vocabulary, the following research questions were explored:

1. Before and after the online extensive reading program, what are Gazi University, TÖMER pre-intermediate level English as a foreign language students' perceptions of:

- computer-assisted language learning?
- online extensive reading?
- vocabulary learning through online extensive reading?

2. To what extent do Gazi University TÖMER pre-intermediate level English as a foreign language students improve their vocabulary incidentally with the help of the online extensive reading program?

1.4 Significance of the Study

Computer-assisted language learning has been integrated into English language curricula providing learners and teachers many opportunities and resources for higher language achievement. Hence, most of the researchers and educators think that computer education should not be ignored in teaching

English. Many conferences are being held each year on computer-assisted language learning by various reputable institutions in English language teaching. Computer-assisted language learning gives students the chance to take control of their own learning and provides a rich amount of resources and many activities for language learning. Moreover, computers serve as a teaching tool for the teachers. Teachers can improve their teaching skills and teach in creative ways using diverse activities supporting learning. However, it cannot be said that all computer-assisted language learning applications work well in and fit all learners' preferences. For a clear understanding, evaluation of the tool is necessary to find what the tool offers in terms of input and interaction, how closely it meets the learner's needs depending on learning objectives. In addition, without knowing the perceptions of the students, just providing access to computers is not enough to ensure the integration of computer-assisted language learning into an educational setting. One of the strengths of this study is that it provides both a teacher's perspective as a researcher and a practitioner and the participants' perceptions on teaching and learning via CALL. Also, the problem of task authenticity was tried to be solved by preparing authentic tasks for the students.

Although there are many studies about student attitudes towards or perceptions on CALL, this study appears to be important since it shows the students' perceptions before and after a CALL application by collecting data through two questionnaires (pre and post questionnaires). It not only examines students' perceptions on CALL in general, but also their perceptions of online extensive reading and learning vocabulary through online extensive reading. Thus, the students' pre and post opinions can be compared and give a clearer picture for the effect of the online extensive reading program on their perceptions. Besides, by conducting pre and post vocabulary tests including the frequent words in the books on blogs, the effect of the program can be

determined in terms of incidental vocabulary learning.

Finally, this study will hopefully provide relevant information for educators about using computer-assisted language learning in similar contexts for incidental vocabulary learning. It may help researchers and teachers who would like to conduct a similar study in the future. Also, although many students know that reading helps vocabulary learning, most of them do not want to take part in extensive reading programs. Thus, teachers who have difficulty in encouraging and convincing their students to read extensive reading materials outside the classroom may benefit from this study because it offers an enjoyable and beneficial way of teaching vocabulary incidentally. Teachers who are willing to make their students take control of their learning and take advantage of using computers for teaching vocabulary in an innovative manner can make use of this study. Moreover, the findings of this study may help program developers and teachers thinking about developing programs similar to the one in this study, and this study can make a contribution to teacher education.

1.5 Key Terms

The following terms are frequently used in this thesis.

CAI: Computer-assisted instruction

CALL: Computer-assisted language learning

EFL: English as a foreign language. It is used to talk about students (whose first language is not English) learning English while living in their own country.

ER: Extensive reading

ERP: Extensive reading program

FL: Foreign language

OER: Online extensive reading

OERP: Online extensive reading program

WWW: World wide web

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

In this part of the study some information about computer-assisted language learning (CALL) (its definition, a brief history, advantages and disadvantages of using CALL in EFL classroom, how to Use CALL in EFL Classroom, CALL tools and activities in English language learning and teaching, blogs, research on CALL) is given. Also, it includes information about vocabulary teaching and CALL (a brief history of vocabulary teaching, incidental vocabulary learning and extensive reading, incidental vocabulary learning, CALL, vocabulary teaching and online extensive reading). Moreover studies related to aforementioned topics are explained in detail because of their relation to the current research study.

2.1. Computer-Assisted Language Learning

Teaching methodology has experienced dramatic changes in the history of English language teaching. Since the early 1960s, instruction has focus on fostering of communicative ability (Warschauer & Kern, 2000). Every type of language teaching has arrived its own technologies to support it. In the grammar-translation method in which grammatical rules were given great importance, the blackboard was an invaluable vehicle for teaching. Then, overhead projectors, audiotape and later some computer software came into existence. With the arrival of audio-lingual method, in teacher-centered classrooms, they were used for repetition drills and grammatical exercises. Then

communicative language teaching appeared and emphasized student engagement in authentic, meaningful interaction (Warschauer & Meskill, 2000). “In the realm of second language acquisition (SLA), the most recent effort to enhance the process of language learning has involved computer technology” (Al-Seghayer, 2001, para. 1).

2.1.1. What is CALL?

CALL is the acronym for “computer-assisted language learning”, and it is an area of applied linguistics dealing with the use of computers for teaching and learning a second language (Chapelle, 2008). It is the search for and study of applications of the computer in language teaching and learning (Levy, 1997). Thus, it is a process used by a learner to improve his or her language (Beatty, 2003).

According to Chapelle (2010), the expression ‘computer-assisted language learning’ (CALL) refers to a variety of technology uses for language learning. CD-ROMs and other language exercises, electronic reference materials such as online dictionaries and grammar checkers, and electronic communication in the target language through email, blogs, and wikis are some of them. These kinds of technologies have been widely used by language learners all over the world.

Technological developments, especially the use of computers in teaching have affected English language teachers’ instructional techniques. (Uzunboylyu, Bicen & Cavus, 2011) While in the past teachers used only textbooks or other resource books, now they use their books with CDs, DVDs and websites of the books, online materials and active books which are downloaded from a CD and used in the classroom as a teacher’s resource book including videos, games, tests and answer keys and so on. With the use of the Internet in the classroom, teaching and learning activities became independent from the classroom, and it

became obvious that the learners can learn anytime and anywhere in an online learning context (Uzunboylu et al. 2011). Learners may use email, instant messenger and Skype to communicate with other learners or other speakers of the target language at a remote location. It is possible that students and teacher never meet in a classroom together, but they may meet virtually on a course website in a distance-learning program (Chapelle 2010).

2.1.2. A Brief History of CALL

“Despite heightened expectations about the pedagogical potential of computer applications, the use of CAI (Computer-assisted Instruction) did not spread rapidly” (Salaberry, 2001). Barson and Debski (1996) divide the development of CALL that has lasted for 30 years into three phases as *behavioristic CALL*, *communicative CALL*, and *integrative CALL*. “The introduction of a new phase does not reject the programs and methods of a previous phase; instead the old one is included within the new phase” (Warschauer, 2006).

Behavioristic CALL is the first phase and came into existence in the 1950s and was implemented in the 1960s and 1970s. It was based on behaviorist theories of learning emphasizing repetitive language drills. Computers were viewed as tutors in this period. Many CALL tutoring systems were developed at that time. “The early uses of computers in L2 learning constituted a natural extension of the work done in the audiovisual language labs” (Salaberry, 2001, p. 44). Don Bitzer, a graduate student, built a primitive machine for computer assisted instruction based on a television monitor, a keyboard, and a connection to a university mainframe and entitled the system “Programmed Logic for Automatic Teaching Operations” (PLATO) (Warschauer, 2006). It served as a tutor and provided questions, options, feedback and help

until the student reached the correct solution (Salaberry, 2001).

“By the early 1960s, universities began creating local area networks... Educators became interested in using the networks for the purposes of language learning and teaching” (Erben et al., 2008, p. 14). This situation brought about the improvements in CALL.

The second phase of CALL was communicative CALL. According to this approach, drill and practice programs did not provide authentic communication. Several types of CALL programs were developed and used during the phase of communicative CALL as well. Although computers were still being used as tutors, they were also viewed as tools (Warschauer, 2006). The programs were not based on drills but skill practice. They allowed learners maximum opportunity to be exposed to language in meaningful context and to construct their own individual knowledge. Student choice, creativity, control, and interaction were seen as important factors in language learning. The purpose of the CALL activity was to stimulate students' discussion, writing, or critical thinking (Warschauer, Healey, 1998).

Computers became widely available to language teachers in the early 1980', and the widespread use of networked computers in the early 1990s expanded the characteristics of CALL activities (Chapelle, 2001) Then, the third phase, Integrative CALL appeared. It is based on multimedia computers and the Internet. These inventions caused a number of advantages for language learning such as more authentic learning, integrated skills, student autonomy in learning and focus on the content. Students can search millions of files within minutes to access authentic materials appealing to their own personal interests by using the World Wide Web (www). They can also use the Web to publish their texts or multimedia materials to share with partner classes or with the general public (Warschauer, 2006).

2.1.3. Advantages and Disadvantages of using CALL in EFL classroom

For years it has been asked if technology, namely computers really work in language teaching. Also, there have been studies comparing use of computers for language teaching and learning to traditional ways of teaching and learning. For these kinds of research studies Warschauer & Meskill (2000) say:

...the computer is a machine, not a method. The world of online communication is a vast new medium, comparable in some ways to books, print, or libraries. To our knowledge, no one has ever attempted to conduct research on whether the book or the library is beneficial for language learning. Seeking similar sweeping conclusions on the effects of the computer or the Internet is equally futile (para, 27).

Literature review shows that appropriate use of technology can have a positive effect on language learning (Zhao, 2003). First of all, most of the web is efficient for many students because it can be accessed via any platform and because of its low cost (Green & Youngs, 2001). Thanks to technology and the web, a teacher is not only a source of knowledge but also “a facilitator who takes learners to the fountain of knowledge and motivates them to drink from it” (Sarieva & Zoran, 2008, p. 9).

Besides, computers are a great source of input. They provide access to large amounts of target language input of great variety via great number of resources available free of charge on the Internet. Learners can easily access to authentic audio and/or visual materials and be exposed to various linguistic and cultural inputs. The authentic materials used in a variety of situations for different communicative purposes that are offered on the Internet and the opportunities the Web offers to learners to engage in personally meaningful activities with

authentic audiences (e.g., CMC, weblog, etc.) all help to solve the authenticity problem in second language education (Erben et al., 2008).

Additionally, the flexibility and learner control offered by technology enable learners to choose linguistic input that fits their needs at their own pace. Thanks to the alternatives available in a Web-based learning environment, learners have great autonomy over their learning, and by this way their affective filters lower (Lai & Zhao, 2005).

Learner-centeredness is another advantage of CALL. In most of CALL applications, students are at the center of the learning process.

New online technologies match well with newer approaches to language teaching, in which students are viewed not as empty vessels to be filled but rather as active agents collaborating in their own learning process (Warschauer & Meskill, 2000, para. 36).

Furthermore, Zhou (2003) says that interactions with the computer and remote audiences using computers provide opportunities for communication. Green and Youngs (2001) state that the Web can be an excellent tool for allowing students at all levels of English to participate in a target language community. They can take part in (synchronous or asynchronous) discussions equally, even more than they do in face-to-face discussion because of not allowing teachers or outspoken students to dominate the floor (Warschauer & Meskill, 2000).

Moreover, CALL can provide feedback via computer-based grammar checkers and spell checkers, and automatic speech recognition technology.

Similar to all vehicles of language learning and teaching, computers are not without their drawbacks.

According to Warschauer and Meskill (2000), the potential disadvantages of using new technologies for language teaching are investment of money,

investment of time, and uncertainty of results.

Implementing new technologies causes expenses such as hardware, software, staffing, training and computer laboratories. Also, teachers have to spend enormous amounts of time for learning and use constantly changing software programs effectively in the classroom. Otherwise, students may get frustrated, instead of being motivated to learn. New technologies create excellent opportunities, but they can make coordinating goals, schedules, and plans get complicated (Warschauer & Meskill, 2000).

In addition to the problems being mentioned by Warschauer and Meskill (2000) there may be some technical problems in the application of CALL due to the limitations of computers. Computer technology cannot to cope with unexpected situations as teachers can (Dina & Ciornei, 2013). Furthermore, huge amount of information on the Internet may cause confusion about deciding on what materials to use. Also, “both the teacher and students may feel lost in a poorly designed technology-enhanced classroom” (Erben, et al., 2008, p. 18).

2.1.4. How to Use CALL in EFL Classroom

Today there are many different kinds of technologies, and they are not the same. When one uses the word technology, s/he may mean a wide range of tools and practices: multimedia computers, the Internet, online chatrooms, web pages and so on. However, these technologies are very different from each other in their capacity and accessibility. A specific technology may have a great educational potential, if it is used properly, or it may not have any positive impact at all on learning. Even the same use of a particular technology in different instructional settings may bring about different learning outcomes (Zhao, 2003).

According to Chapelle (1997), the purpose of CALL activities is L2 learning and the most critical questions about CALL are what kind of language

the learner engages in during a CALL activity and how good the language experience is in CALL for L2 learning.

In her article Chapelle (1998) suggests seven criteria for development of multimedia CALL. The first one is making key linguistic characteristics salient. Secondly, multimedia CALL must offer modifications of linguistic input. Teachers may manipulate the target language data provided by the net and use it in a suitable way to attract learners' attention. Besides, it must provide opportunities for "comprehensible input" (Krashen, 1982) and opportunities for learners to notice their errors.

It must also provide opportunities for linguistic output. It must support modified interaction between the learner and the computer. Teachers can vary interaction by creating various opportunities for interaction. CALL must provide a learning atmosphere in which students may actively be involved in the learning process (Chapelle, 1998).

According to Erben et al., (2008) in CALL applications for language learning it is necessary to know students' skill levels, to choose suitable materials for students' learning potential and to allow students to work collaboratively and to support and model language use.

2.1.5. CALL Tools and Activities in English Language Learning and Teaching

Computer-assisted language learning plays a significant role in the learning and teaching English, and there are many kinds of activities that can be done for effective teaching and learning.

Social networking websites such as MySpace, Facebook, Friendster, Bebo and YouTube can be used for English language teaching and learning. Teachers may make up groups in these social platforms and provide

opportunities to improve communication skills.

Wikis are also useful tools for language learning. A wiki is a web-based platform for collaborative writing which results in extraordinary resources (Thorne & Reinhardt, 2008). The important feature of wikis is that all drafts can be saved during the writing process. Therefore, the teacher can evaluate both written products and the writing process. Also, they are good for peer-to-peer collaboration, increasing student motivation, empowering learners to construct knowledge, and enable progress assessment (Zorko, 2007).

Games may provide a language learning environment as well. Game based learning may increase learning motivation, critical thinking, and engagement in learning. Multi player online games create a virtual world where user can interact with the real world, and they help the learner communicate in English outside the classroom with people from all over the world. "Gaming environments provide opportunities for immersion in distinctive linguistic, cultural, and task-based settings" (Thorne & Reinhardt, 2008, p. 565).

Mobile phones are similar to computers because they have many facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning includes PDAs, iPods and wireless computing. By using mobile phone applications specific grammar points can be thought, short definitions of words with examples of use can be provided, lectures can be recorded for better understanding, dictionaries can be downloaded and used and so on. "The most important features of Mobile Phone Assisted language learning are social interactivity, context portability, sensitivity, connectivity, individuality and immediacy" (Padmavathi, 2013, p. 117)

Blogs are valuable language teaching and learning tools, too. Because the online extensive reading program that was created for incidental vocabulary learning was based on blogs, there is a detailed explanation of blogs in a separate section below.

2.1.5.1 Blogs

“‘Blogging’ -a contraction of the term ‘web logging’- is perhaps best described as a form of micro-publishing” (Williams & Jacobs, 2004, para. 1). Blogs are a recent and interesting form of communication and personal expression (Jones & Alony, 2008). They have been used for language learning effectively since the Internet became an indispensable part of our lives. “Blog as an approach in teaching and learning can be best defined as a place where texts and visuals meet (Amir & Ismail & Hussin, 2011)

In language learning blogs can be prepared by the teacher or by the students. In blogs learners can post diary entries or read and comment on other learners’ blogs. They provide a separate environment in which students will write freely without worrying about being evaluated. When teachers create them, they can be controlled completely by starting new posts or deleting comments. The teacher can write the main blog entries and learners can comment on them. Even teacher can send assignments or projects to students using blogs.

Learners can be encouraged to write and post their blogs. By writing their own blogs, learners may create wider and more meaningful audience for their writing and by this way they may have autonomy in their language learning. Also, blogs may be effective in increasing students’ learning motivation.

Reading and responding a blog is an interactive endeavor for students, as they become engaged in reading others’ replies to their posted comments and actively follow hyperlinks to explore sites related to the topic they are reading about (Erben et al., 2008, p. 24).

Miceli et al. (2010) in their research study integrated a class blog into an advanced Italian course, in order to provide an out-of-class forum for language practice and for sharing course-related ideas and information. They evaluated

the blog's effectiveness, drawing on an analysis of the students' blog contributions and their responses to questionnaires. They said that blogs could play a significant role in promoting learners' interaction and nurturing a sense of class community. However, they stated that the way in which the use of the blog is integrated into the course content and structure, and the teachers' role in moderating and facilitating blog interaction were important factors in the use of blogs for language learning. Their findings showed that the students not only saw the blog as a useful tool for practising reading and writing skills, but also experienced it as a community. They found it a valuable opportunity for frequent informal writing, and they often engaged in extensive reading.

Moreover, Rahmany et al. (2013) investigated the effect of using weblog in language learning as a tool for vocabulary enhancement and grammatical accuracy of Iranian foreign language learners. The researchers investigated the use of weblog to measure the level of accuracy in writing skill to see the extent in which blogging improves peer feedback and correction. Students wrote five articles with pre-determined topics and posted them online to their weblogs. While writing the articles, students used grammar checking software and applications simultaneously. They corrected each other's mistakes and recommended new words. The results showed that there was a significant increase in the number of words students recommend to each other. Also, the number of grammatical errors decreased dramatically during the peer feedback, and all students reacted positively to the amount of learning they have received.

Izquierdo and Reyes (2009) conducted an action research to explore the effectiveness of blogs to promote frequent extra reading practice in a freshman EFL science and technology reading program at a public university. Many of the participants had not worked with blogs before. Results of this study demonstrated that the use of blogs to create an environment whereby students would interact socio-culturally and actively to practice EFL beyond the traditional

classroom was effective. Also, it revealed blogs could help students share what they learnt and become more autonomous in their own learning and less dependent on their teachers.

2.1.6. Research on CALL

Today, the use of computers in language learning and teaching is wide spread. Teachers and learners are getting more and more interested in using them in their language teaching or learning activities.

To learn about the potentials of computer technology for language learning, it is essential to search how computers have been used to support language learning. In their research study Liu, Moore, Graham and Lee (2002), reviewed the literature on computer uses in second and foreign language learning from 1990 to 2000. They wanted to review articles that discussed computer technology in second/foreign language learning/teaching in refereed journals.

According to their findings, between 1990 and 2000 4981 articles were written on CALL and published in the leading journals in CALL such as Modern Language Journal (284), CALICO Journal (184) Computers and Education (581), Computers and the Humanities (333) Computers in human behavior (383) Educational Psychology (563), Educational Technology Research & Development (243), System (343) Journal of Educational Computing Research (382) and Journal of Computer Assisted Learning (114).

Besides, in their research study, they gave place to the list of the articles they reviewed. Table 1 is adapted from their study to show some of the research done in these years.

Table 1 Literature Review in CALL (1990-2000)

No	Reference	Research Focus	Technology Used	Sample Size & Grade Level	General Findings
1	Beauvois (1994)	Attitudes and motivation toward computer assisted classroom discussion	InterChange (Daedalus)	41 college students in third semester of French course	Students reported the positive attitudes and motivation in the use of CACD.
2	Bradley & Lomicka (2000)	Learner reaction to technology	Computer-enhanced classroom	5 undergraduate French an Spanish students	Students enjoyed learning with computers. They found lab environment more relaxed than learning in traditional classrooms.
3	Chun & Plass (1996)	Cyberbuch for German	How well is vocabulary learned incidentally when the task is reading comprehension ?	160 college level students studying German	There is a higher rate of incidental learning when the task is reading comprehension.
4	Donaldson & Kotter (1999)	MOO	Using Internet to increase language skills	13 US college students in US and 8 German adults in Germany.	Overall positive responses reported by students.
5	Kang & Dennis (1995)	Program authored in Hypercard	Can CALL improve vocabulary learning?	76 Korean elementary students	Improved long term vocabulary retention
6	Hong (1997)	Software for Business Chinese	Can multimedia help improve reading?	20 students at college level	Computer assisted reading is more effective in improving L2 student learning
7	Sullivan & Pratt (1996)	Interchange (Daedalus)	Comparing a computer-assisted classroom and a traditional classroom	38 students second year ESL in Puerto Rico	Positive attitudes of students Significant gains in writing

*Adapted from Liu, et all. (2002)

Stockwell (2007) reviewed the literature about the technologies used in the teaching of the language skills and areas as well. He examined all empirical

research articles appearing in CALICO Journal, CALL, Language Learning & Technology, and ReCALL from 2001 to 2005. The researchers mainly investigated how teachers used courseware or computer-mediated technologies to teach language skills. He found that between 2000 and 2005 there were 404 articles, and 206 of them were empirical studies. Table 2 shows the numbers of the studies done during that period.

Table 2 Number of Empirical Articles in All Four Journals According to Year

	2001	2002	2003	2004	2005	Total
Empirical articles	38	35	41	50	42	206
Total articles	79	85	75	89	76	404
Percentage of total	48.1	41.1	54.6	56.1	55.2	51.0

*Stockwell (2007)

To determine trends the focus was on language skills and the number of articles on each skill and area per year were counted. According to the results shown in the table below, grammar was the most attractive research area from 2001 to 2004, but the attention given to it decreased in 2005. Interest in research on vocabulary did not change a lot and reached a peak in 2004. Although there were increases in the number of research on pronunciation, speaking and writing over time, research done on reading went down. In addition, there were no empirical articles on listening in 2005.

Table 3 Language Skills and Areas Focused on in Empirical Articles

	2001	2002	2003	2004	2005
Grammar	9	4	10	7	2
Vocabulary	7	7	6	10	6
Pronunciation	2	1	2	7	5
Reading	6	3	3	3	2
Writing	3	1	4	4	5
Listening	2	4	4	4	0
Speaking	1	1	1	2	5

*Stockwell (2007)

Another valuable study by Wang and Vasquez (2012) reviewed research (between 2005 and the first quarter of 2010) on the use of Web 2.0 technologies in second language (L2) learning with the purpose of investigating the theoretical perspectives framing it, to identify some of the benefits of using Web 2.0 technologies in L2 learning, and to discuss some of the limitations. They found that during this period, the most commonly investigated languages were English, Spanish, German, and French. Also, their research revealed that much research on Web 2.0 technology and language learning is not clearly grounded in theory, and many studies had common methodological limitations.

In the study, Wang and Vasquez presented the types of Web 2.0 technology investigated in empirical research (43 studies). The table below shows Web 2.0 technology that was researched.

Table 4 Types of Web 2.0 Technology Investigated in Empirical Research

Web 2.0 Technology	Research	Number of Studies	%
Blog	Alm (2009); Armstrong and Retterer (2008); Dip- pold (2009); Ducate and Lomicka (2008); Elola and Oskoz (2008); Jauregi and Banados (2008); Lee (2009); Lee (2006); Liou and Peng (2009); Peter- sen, Divitini, and Chabert (2008); Pinkman (2005); Raith (2009); Soares (2008); Sun (2009); Yang (2009)	15	35
Wiki	Arnold, Ducate, and Kost (2009); Chen (2009); Choi (2009); Kessler (2009); Kessler and Bikowski (2010); Lee (2010); Lund (2008); Lund and Ras- mussen (2008); Mark and Coniam (2008); Zorko (2009)	10	23
Table 4 (Continued)			
3-D Virtual World	Deutschmann, Panichi, and Molka-Danielsen (2009); Diehl and Prins (2008); Kuriscak and Luke (2009); Peterson (2006); Sykes (2009)	5	12
Podcast	Abdous, Camarena, and Facer (2009); Lord (2008); O'Bryan and Hegelheimer (2007); Travis and Joseph (2009)	5	12

(Table 4 continues)

Social Networking Tools	Antenos-Conforti (2009); Halvorsen (2009); Harrison and Thomas (2009); McCarty (2009)	4	9
Google Doc	Baten, Bouckaert, and Kan (2009)	1	2
Chatbot	Williams and van Compernelle (2009)	1	2
Multiple Technologies	Castaneda Vise (2008); Stevenson and Liu (2010)	2	5
Total		43	100

*Wang and Vasquez (2012)

As can be seen in the table above blogs and wikis were the most studied Web 2.0 tools. In the study, researchers investigated language-learning topics. The findings are as seen in the table below.

Table 5 Language Learning Related Topic

L2 writing	10
Attitudes and perceptions	8
Learner autonomy	5
Pronunciation/Oral	4
Literacy	3
Culture	3
Identity	3
Learning community	3
Peer feedback/review	2
Technology comparison	3
Interaction & Discourse	2
L2 reading	1
Listening strategy	1
Motivation	1
Knowledge construction	2
Communication skills	1
Grammar	1
Comparison of instructional methods	1

*Adapted from Wang and Vasquez (2012)

According to Table 4, 18 topics were investigated. L2 writing was the most investigated topic area, and attitudes towards and perceptions of Web 2.0 tools were the second one. Also, researchers investigated culture, literacy, peer feedback, interaction, discourse, knowledge construction, communication skills, and comparisons of instructional methods

2.2. Vocabulary Teaching and CALL

A person who knows more words can speak, even think, more precisely about the world. A person who knows the terms *scarlet* and *crimson* and *azure* and *indigo* can think about colors in a different way than a person who is limited to *red* and *blue*... Words divide the world: the more words we have, the more complex ways we can think about the world (Stahl & Nagy, 2006, p. 5).

“Virtually all second language learners and their teachers are well aware of the fact that learning a second language (L2) involves the learning of large numbers of words” (Laufer & Hulstijn, 2001, p. 1). Language learners are typically aware of that their limitations in their vocabulary knowledge affect their communication abilities in the target language in a bad way. However, language teachers are not sure about how best to incorporate vocabulary learning into their teaching.

Word knowledge is a very broad term. Knowing a word is multidimensional. Also, it is incremental.

Perhaps one of the most important reasons why teachers need to pay attention to vocabulary is that vocabulary knowledge is cumulative. The more words you know, the easier it is to learn yet more words (Stahl & Nagy 2006, p. 6).

Zimmerman (2014) in his article "*Teaching and Learning Vocabulary for Second Language Learners*" mentions that to know a word has many different meanings:

To know a word means to know:

- a considerable amount about its meaning
- its collocations or how it is used in combination with other words
- its grammatical function and its word parts
- its register, or level of formality

All these aspects of words are related to vocabulary depth while the number of words is referred to as vocabulary breadth. Also, vocabulary knowledge can be divided into two categories as receptive and productive vocabulary knowledge. Receptive vocabulary knowledge is related to recognizing a word while reading or listening to it. As for productive vocabulary knowledge, it requires using a word in productive skills, namely speaking and writing. That is, 'receptive' vocabulary means language items that can only be recognized and comprehended in the context of reading and listening material. As for 'productive' vocabulary, it means language items which the learner can recall and use appropriately in speech and writing (Gairns & Redman, 1986).

According to Wallace (1998) there are several general principles for successful vocabulary teaching. The principles are as the following:

- aim: what is to be taught, which words, how many
- need: target vocabulary should respond students' real needs and interests
- frequent exposure and repetition
- meaningful presentation
- clear and unambiguous denotation or reference should be assured

Effective vocabulary instruction should include repetition, spaced repetition, engagement, interaction and negotiation, opportunities to focus on meaning and

form (Zimmerman, 2014).

Repetition is important in effective vocabulary instruction because the more the learner is exposed to target words in context the more s/he learns about the word. Although there isn't a consensus about the number of the frequency of a word to be learnt by a learner, research has shown that repetition is an important factor in vocabulary learning. Besides, while teaching new words from a text, it is important to choose salient words because salience leads to retention of the word to comprehend the meaning of the content and natural repetitions of the word because of its central role.

While mentioning the importance of repetition, it is necessary to emphasize the importance of spaced repetition which means having space between repetitions. It is known by research that most forgetting happens immediately after the first encounter with new information. The older piece of knowledge is the one forgotten more slowly. Therefore, the first several encounters must be close while later encounters must be spaced to learn words and not to forget them easily.

Student engagement is another important factor in vocabulary instruction. Engaging topics and tasks attributes to vocabulary learning. Activities leading to more exposure, attention, time, and manipulation can help word learning. Discussions, using words in writing or in interactions may increase the success in vocabulary learning. Also, opportunities to focus on form and focus on meaning should be created by instructors when necessary (Zimmerman, 2014).

2.2.1. A Brief History of Vocabulary Teaching

In the period of grammar translation method (1960s), it was aimed to prepare students for standardized exams and help them read classics. Communicational purposes in language learning were neglected. The teaching

of vocabulary included definitions and etymology. Bilingual dictionaries were used as reference books.

After the grammar translation method, reform approach came into existence and focused on the development of phonetic training or oral language fluency. According to this approach, isolated words and sentences were avoided. Selection of target words depended on their simplicity and usefulness.

Then, direct method appeared. Its purpose is to produce students who can communicate in the foreign language. According to this method, interaction has great importance, and students cannot use their mother tongue in the classroom. Familiarity of words and their use in classroom interaction are the criteria for word choice. To teach vocabulary charts, pictures, and realia could be used at this time.

Reading approach is the next approach which suggested that reading skill could be improved by the development of vocabulary and caused Vocabulary Control Movement that was the beginning of word lists based on frequency. In language instruction vocabulary was regarded as a primary component and words were chosen according their usefulness and frequency. A General Service List of English Words in English was published by Michael West (1953) during this period.

Audiolingualism gave importance to oral-aural skills, syntax and language structure. Charles Fries who is the founder of audiolingualism believed that the starting point of language learning was the syntactic structure, and he saw vocabulary as objects which were used to illustrate grammatical points. He believed that focusing on words could cause misunderstandings and students might think that they knew the language because they knew some words.

In communicative language teaching the goal is communication instead of understanding structures, and it requires linguistic creativity which is completely different from habit information. Vocabulary is mostly chosen from authentic

materials according to their usefulness (Zimmerman, 2014).

2.2.2 Incidental Vocabulary Learning

In vocabulary studies there is a distinction between incidental and intentional learning. Brown, Waring and Donkaewbua (2008) define incidental learning as the process of learning something without the intention of doing so” and Swanborn and Gloppe (1999) defines incidental word learning as: “*the incidental, as opposed to intentional, derivation and learning of new word meanings by subjects reading under reading circumstances that are familiar to them*” (p. 262). They also say:

The word *incidental* implies that the purpose for reading does not specifically provoke learning or directing attention to the meaning of unknown words. Before reading no mention has been made of any assignment or intent of learning new words (Swanborn and Gloppe, 1999, p.262).

Learners can acquire word knowledge incidentally, as a by-product of their main learning activity inside or outside the classroom instead of involving in an activity that is mainly aiming at enhancing their vocabulary knowledge (Read, 2004).

Current teaching methods support meaning based approaches for vocabulary teaching. According to them, language features are gained through use instead of direct instruction. “During the process of first language development, children learn new vocabulary incidentally from listening and reading situations” (Day et al. 1991, p. 541). Therefore, incidental word learning through reading is important to students’ general vocabulary development. Ellis (2005) says that much L2 learning is incidental, and this requires access to

massive amounts of input. If the only input students receive is in the context of a limited number of weekly lessons based on some course book, it is not possible that high levels of L2 proficiency can be achieved.

Although the extent and nature of this learning as a result of incidental learning are still open to debate, it is certain that it occurs, and the importance of an environment providing a number of words has been often demonstrated (Blachowicz, Fisher & Ogle, 2006). L1 and L2 incidental learning studies demonstrated that the number of times an unknown word is met in context increased acquisition of words incidentally (Saragi, Nation and Meister, 1978; Wodinsky and Nation 1988; Horst, Cobb & Maera, 1998, Rott, 1999) although there were differences in the opinions about the number of encounters facilitating learning. Saragi et al. (1978) suggest that learners need to see unknown words ten or more times in a reader for significant gains to occur. Horst et al. (1998) found that large learning gains occur for words which were repeated eight or more times. Waring and Takaki (2003) found that learners would need to meet target words at least eight times. Besides, Rott (1999) found that six encounters are enough for considerable lexical gains to occur.

Researchers mostly agree that incidental vocabulary learning should be encouraged and incorporated into L2 learning (e.g, Nation, 2001, Schmitt, 2000, Waring & Takaki, 2003), and there have been various studies about the use of incidental vocabulary teaching in vocabulary instruction (e.g. Rott, 1999, Paribakht, & Wesche, 1999, Jenkins, Stein, & Wysocki, 1984, Knight, 1994, Nagy et al. 1985, Day et al. 1991).

In their study Waring and Takaki (2003) examined the rate at which vocabulary was learned from reading the 400 headword graded reader *A Little Princess*. They selected 25 words within five bands of differing frequency of occurrence (15-18 times to those appearing only once). They changed spelling of each word to make sure that none of the items was known to the 15

intermediate level (or above) female Japanese subjects. They applied three tests related to word-form recognition, prompted meaning recognition and unprompted meaning recognition to the participants immediately after reading, after one week and after a three month delay. The results showed that words could be learned incidentally and more frequent words were more likely to be learned and were more resistant to decay.

Knight (1994) in his research investigated if intermediate-level FL students could learn a significant amount of new vocabulary through reading, and results demonstrated that intermediate-level FL students reading short texts (i.e., approximately 450 words for each text-set) can indeed learn new vocabulary while reading. The results suggested that reading was an effective way of increasing vocabulary and should be encouraged.

In their study Nagy et al. (1985) attempted to determine if students acquire measurable knowledge about unfamiliar words while reading natural text. Fifty-seven participants took part in the study. After reading, two vocabulary assessment tasks on 15 target words, an individual interview and a multiple-choice test were applied. Results showed small but statistically reliable gains in word knowledge from context and proved that incidental learning from context supported vocabulary growth.

Besides, Day et al. (1991) confirmed that incidental L2 vocabulary learning through reading occurred. They investigated if Japanese EFL students could learn vocabulary incidentally while reading silently for entertainment in the classroom. The participants were high school (191) and university students (397). The students read a short story with vocabulary items and grammatical structures appropriate for the reading competence of the subjects. The treatment group subjects were given a short story and asked to read it. The story was then removed and the subjects were given the vocabulary test. The control subjects were just given the vocabulary test. The students were not

allowed to use dictionaries at any stage of the investigation. The results showed that the treatment group subjects scored higher on the vocabulary test than the control group subjects. The exposure to previously unknown or difficult words through sustained silent reading for entertainment by Japanese EFL students had a positive effect on their ability to recognize these words in a vocabulary test.

2.2.3. Extensive Reading (ER) and Incidental Vocabulary Learning

It has been commonly accepted in SLA that to acquire a language it is significant to be exposed to extensive L2 input. Teachers should maximize use of L2 in the classroom, but they also create opportunities for extensive input outside the classroom. To achieve that goal, extensive reading programs based on graded readers suitable for the level of the students can be constructed (Krashen, 1989).

Before giving place the studies on ER and incidental vocabulary learning, it may be useful to mention what ER is; what benefits it provides in terms of language learning and what the principles are in the application of ER to benefit from it at the utmost level.

Carrell and Carson (1997) say that extensive reading is different from intensive reading in that it generally involves rapid reading of large quantities of reading for general understanding. The focus is generally on the meaning than on the language, and it is aimed to focus on reading for the sake of reading (for information or entertainment).

Davis (1995) describes an extensive reading program as:

...pupils are given the time, encouragement, and materials to read pleurably... Pupils are competing only against themselves, and it is up to the teacher to provide

the motivation... Books are selected for their attractiveness and relevance to the pupils' lives, rather than for literary merit (Davis, 1995, p. 329).

ER is different from intensive reading. In intensive reading, students work with short texts with the help and guidance from the teacher. The aim is to help students get detailed meaning from the text, to develop reading skills, enhance vocabulary and grammar knowledge (Renandya, & Jacobs, 2002).

There are lots of benefits of ER in terms of language learning. First of all, ER can provide 'comprehensible input'. Krashen (1982) argues that extensive reading will lead to language acquisition if certain preconditions are provided such as adequate exposure to the language, interesting material, and a relaxed, tension-free learning environment that help lower affective filter (Bell, 1998). Krashen (2004) calls extensive reading *free voluntary reading*, and says that it is more beneficial than intentional teaching of reading, vocabulary, grammar and writing. Secondly, it can enhance learners' general language competence. According to Krashen (1982, 1985, 1989), language learners need a low anxiety context acquire languages. When in teaching focusing on meaning is emphasized rather than form, learners are not so conscious of language acquisition and can achieve incidental learning. Also, it increases the students' exposure to the language; it can increase knowledge of vocabulary; it can lead to improvement in writing; it can motivate learners to read; it can consolidate previously learned language; It helps to build confidence with extended texts; It encourages the exploitation of textual redundancy, and it facilitates the development of prediction skills (Bell, 1998).

...EFL programs should include great deal of extensive reading in order to improve their students' English vocabulary. We should seriously consider including in our

reading classes opportunities for our students to read for pleasure (Day et al. 1991, p. 545)

Extensive reading can also develop learners' structural awareness. During extensive reading activities, learners may encounter some new structures. If the material is at learners' level, learners may develop their structural awareness even though these structures have never been taught to them. Besides, extensive reading can help L2 learners to develop schematic knowledge.. Extensive reading can help learners develop and practise detailed reading skills subconsciously as well. Moreover, ER may develop learners' cultural awareness subconsciously by giving opportunities to understand the world, the society and the people from other ethnic groups (Pan, 2009)

Although most research concentrates on reading, extensive reading can also increase vocabulary learning. During ER both vocabulary acquisition and reading occur at the same time. There has been a lot of research on benefits of extensive reading for vocabulary learning (e.g. Cho & Krashen, 1994 Horst, 2005, Pitts, White, & Krashen, 1989). It facilitates learner autonomy. It can be very pleasant and motivating, and learners can have the opportunity to meet words in their context of use (Pigada & Schmitt, 2006). "In an actual extensive reading program, students would encounter unknown vocabulary items over and over again, in a variety of contexts. In this way, EFL students would actually learn vocabulary..." (Day et al. 1991, p. 545). Because of these reasons it seems that extensive reading is an indispensable part of vocabulary teaching

Day and Bamford (2002) offer top ten principles for teaching extensive reading as a tool for professional development. They believe that they are the basic ingredients of extensive reading. According to them firstly, the reading material should be easy. In order to have great benefits from ER, texts must be well within the learners' reading competence in the foreign language. Secondly, a variety of reading material on a wide range of topics must be available. To

encourage learners to read, the texts should be as varied as possible. In addition, they say that learners should be able to choose what they want to read. They should be able select texts they expect to understand, to enjoy or to learn from. Also, learners should read as much as possible. That is why this kind of reading is called as extensive reading. Day and Bamford say:

There is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit. This is a realistic target for learners of all proficiency levels, as books written for beginners and low-intermediate learners are very short (Day and Bamford, 2002, para. 14).

The fifth principle is that the purpose of reading should be usually related to pleasure, information and general understanding. In an extensive reading approach, learners are encouraged to read like first-language readers. This sets extensive reading apart from usual classroom practice. The goal is not one hundred percent comprehension. The experience of reading is the main goal. However, teachers may ask students to complete follow-up activities to see what the student understood and experienced from the reading; to understand students' attitudes toward reading; to follow what and how much students read. Students may be asked to write about their favorite characters, write about the best or worst book they have read. Renandya and Jacobs, (2002) say that students may take part in post-reading activities after readings. They are as the following:

- design a bookmark to suit the book
- role-play the story
- design a poster to advertise the book
- read interesting/exciting/well-written parts aloud
- copy interesting words and useful expressions into a notebook write a letter

to the author

- share their views about the book with a small group of classmates

Moreover, in ER reading speed is usually faster rather than slower. By fast reading students may improve their reading fluency. Also, students must be discouraged from using dictionaries because ER is a chance to keep reading, and thus to practice such strategies as guessing at or ignoring unknown words or passages, going for the general meaning, and being comfortable with a certain level of ambiguity.

To reach the goals provided by ER, reading should be individual and silent because it allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for. Furthermore, teachers should guide their students. To protect learners from getting confused about the aims of ER texts, teachers can explain the reasons for ER activities and mention that reading extensively leads overall gains in language learning.

Finally, the teacher should be a role model of a reader. Students and teachers should share reading, the foreign language reading classroom, so teachers can discuss books with students, answer their questions and make recommendations to students (Day and Bamford, 2002).

In extensive reading programs graded readers are usually used. Graded books are written for learners of English using limited lexis and syntax. That is, they include frequent and useful words at the appropriate level. Most series have stages from beginning to advanced, The primary purpose of graded readers is to provide text for extensive reading (Hill, 2008). Low-proficiency learners can benefit from graded readers because they will be repeatedly exposed to high-frequency vocabulary.

Pigada and Schmitt (2006) state although a number of studies have shown

that only relatively small amounts of vocabulary are acquired through reading by second language learners, vocabulary acquisition is possible from extensive reading than previous studies have suggested because most of these studies used only short texts, measured only the acquisition of meaning, and did not credit partial learning of words. They conducted a case study of a learner of French and explored whether an extensive reading program can enhance lexical knowledge. Their study assessed a large number of words (133), and examined whether one month of extensive reading enhanced knowledge of these target words' spelling, meaning, and grammatical characteristics. They made interviews with the student to see whether learning occurred. Their study also explored how vocabulary acquisition varied according to how often words were encountered in the texts. The results showed that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested. Spelling was strongly enhanced, even from a small number of exposures. Meaning and grammatical knowledge were also enhanced.

Besides, Horst (2005) in his article mentions an ER program which was prepared for 21 ESL learners and resulted in word knowledge gains. He says that growth rates were higher than those found in earlier studies. Participants had new knowledge of more than half of the unfamiliar words in the ER materials (graded readers) they selected. He states that it was an impressive result.

2.2.4. CALL and Vocabulary Learning

CALL offers many opportunities for vocabulary learning. Software, online activities, dictionaries, glosses, corpora and concordancing, and computer-mediated communication (CMC) technologies are included in the range of technologies for vocabulary learning (Levy, 2009).

Ma and Kelly (2006) divide Call programs for vocabulary learning into three categories. The first group is composed of multimedia packages with vocabulary learning activities. Multimedia includes computer-based systems, which has various types of content, such as text, audio, video, graphics, animation, and interactivity (Contantinescu, 2007). Some research (e.g. Chun & Plass, 1996) showed that using multimedia systems might attribute to vocabulary learning. However, although they are very popular and widely used in educational settings, they are often criticized about that these programs are not based on pedagogical approaches.

The second category includes programs including written texts with electronic glosses. They are very popular in research-based programs, and show the level of interest in incidental learning. These programs include written texts with hyperlinks and an electronic dictionary or glossary. In these programs, the emphasis is on reading comprehension and vocabulary improvement is a by-product of the reading process. With the help of electronic glosses lexical information can be accessed simply without interrupting the reading process.

Besides, there are programs dedicated to vocabulary learning. These kinds of programs are often based on research and have a different approach. The writers of the programs choose a theory of language learning and implement it via computer technology.

In some studies, CALL applications have been used to see their effect on reading and vocabulary learning (e.g. Rollinghoff, 1993, Esit, 2011, Hu & Deng, 2007).

Tozcu and Coady (2004) investigated the effect of direct vocabulary learning using CALL on vocabulary knowledge, reading comprehension, and speed of word recognition. The students who used Tutorial CALL to learn highly frequent vocabulary learnt much more words than the students in the control group. While the participants in the treatment group studied approximately 2,000

of the highly frequent words in English on the computer for 3 hours per week for 8 weeks, the students in the control group read texts and did reading comprehension exercises during this time. The treatment students showed significantly greater gains than the control students.

Fehr, Davison, Graves, Sales, Seipel, and Sekhran-Sharma (2012) conducted a study to determine the effects of an individualized, online vocabulary program on picture vocabulary test scores. The students scored poorly on a vocabulary pretest, and they were randomly assigned to treatment or control conditions. Students in the treatment condition had computer-delivered vocabulary instruction. Post-test scores on a picture vocabulary test showed that students in the treatment condition outperformed control students by more than one standard deviation.

Furthermore, Lin et al. (2011) explored EFL students' perceptions of learning vocabulary collaboratively with computers. 91 participants took place in the study. They were divided into three groups as students learning individually without computers, students learning collaboratively without computers and students learning collaboratively with computers. All participants took a pretest before vocabulary exercises in three periods. Then, they took an immediate posttest and in the following month, all participants had a delayed posttest. The students learning collaboratively with computers showed better retention, outperforming the others in the delayed posttest. Also, qualitative data showed that more than 70% of the participants had a positive attitude towards learning vocabulary in such an environment.

Reinking and Rickman (1990) investigated whether intermediate-grade readers' vocabulary learning and comprehension would be affected by displaying texts on a computer screen with the meanings of difficult words. The participants read two informational passages including several difficult target words and assigned to four treatment conditions. They read the passages on

printed pages using a standard dictionary or a glossary consisting of the target words, or they read the passages on a computer screen that provided optional or mandatory assistance with the meanings of the target words. The results demonstrated that the participants reading passages with computer assistance scored significantly higher on a vocabulary test that measured subjects' knowledge of the target words. Subjects who read the passages on the computer screen with mandatory assistance also outperformed other subjects on a test measuring comprehension of the experimental passages.

In Chiu's study (2013) meta-analysis was employed to investigate findings from experimental and quasi-experimental studies into the effectiveness of L2 vocabulary instruction by including five sources (Chinese Periodical Index, Dissertation and Thesis Abstract System of Taiwan, IEEE Xplore, ERIC and Google Scholar) between 2005 and 2011. All studies selected were quantitative and all included an experimental group (CALL) and a control group (non-CALL). The focus of each paper was on the effects of L2 vocabulary via computer medium. The results showed that students who received CALL for less than 1 month learned vocabulary better than those who received CALL learning for more than 1 month. This may depict that learners were interested in the applications of new technology at first but might feel fatigued later. Also, it was found that high school or college students benefited from CALL more than elementary school students. Moreover, according to the results, L2 vocabulary learning without games is better than L2 vocabulary learning with the aid of games. Finally, these findings demonstrated that learning L2 vocabulary without the help of teachers is better than the aid of teachers.

Taking into consideration the studies mentioned above, it is clear that CALL provides many opportunities for vocabulary improvement.

2.2.5. Online Extensive Reading and Vocabulary Learning

As mentioned in the previous parts of the study, ER provides invaluable benefits for vocabulary learning and reading. Although many ER programs are based on paper-based materials (mostly graded readers), it may be a good idea to use online resources for an ER program because of several reasons.

Firstly, it is recommended that students must read a lot of reading materials to benefit from the program, but it takes a lot of time. However, if teachers have to follow a fixed curriculum, classroom ER almost becomes an impossible plan.

Also, providing books may be difficult because of the expense of ordering multiple copies. A possible solution can be free online resources such as e-books. E-books may offer great opportunities for vocabulary learning and reading. They provide flexibility and are more accessible than hardcopy texts. They are highly supportive materials because they may include visual aids or audio clips, or links to websites that are of great value for language learners in terms of reading and vocabulary learning. Using Internet resources, teachers and students can enjoy extensive reading without paying any money and with easy access to reading materials. Furthermore, by accessing websites for free students may become autonomous readers by deciding what to read, when to read, and how long to read (Lee & Mallinder, 2011).

Pino-Silva summarizes the benefits of online extensive reading as the following:

...extensive reading through the Internet appears to be a very promising pedagogical approach that may strengthen students' learning in that they (a) capitalize on the opportunity to gain access and read from the vast amount of information available on the web, (b) ensure access to updated and varied information, (c) develop discipline in the use of their own time, and take the necessary risks to explore, evaluate and make their own decisions on what

to read now and what to postpone for later (Pino-Silva, 2006, p. 94)

Not so much but some research on online extensive reading has been found in the literature. In Pino-Silva's study (2006) a questionnaire including ten open ended questions on the potential benefits and downsides of Web-ER were given to 18 participants. Some of the comments made by the students were as the following:

1. Extensive reading through the Internet helps to gain access to hundreds of newer and interesting articles magazine articles.
2. I can practice reading after the course is over. It only depends on my interest.
3. It is easier, faster and more practical than reading from a book.
4. The Internet activity is a great help. I 'd like to do it again.
5. I turn in my work anytime I want and the teachers get it right away.
6. One has to read faster to find the main idea, write it and send it.
7. I have more frequent access to the teacher.
8. Extensive reading through the Internet helped me with my vocabulary.
9. One learns to focus on the main idea only.
10. I had my doubts but I began to like the method. I did lots of readings.

In his article Arnold (2009) reports the findings of a qualitative evaluation of an online extensive reading program designed for advanced learners. He says that it differs from traditional extensive reading programs in two aspects. Firstly, students read online materials, and there was no teacher pre-selection to ensure that learners were reading at the $i+1$ level. Also, the modified online reading program was beneficial for the students because there are no additional costs; it is easy to access; materials include large variety of topics; it takes the advantage of the popularity of the Internet, models pleasure reading and build electronic literacy in L2. Data from reflections and questionnaires indicated that learners experienced a variety of affective and linguistic benefits. Some learners

wanted to read more difficult texts to challenge themselves, and so it was indicative of learners' growing motivation and self-confidence. Besides, the participants developed into skilled second language readers, making conscious decisions about reading strategy and dictionary use.

In his study Chou (2014) investigated Taiwanese undergraduate students' e-book reading attitudes and explored factors that might play a role in explaining students' e-book reading attitude. The results showed that the students demonstrated a positive e-book reading attitude.

What's more, Huang (2013) investigated 67 first-year university students' perceptions of an e-book reading program. During a year students read at least one online e-book weekly from the reading list provided by the researcher. Findings obtained from questionnaires and interviews demonstrated that students had positive opinions on the program's strategy tools and its learning effects. They believed that e-books were useful for reading, and they thought e-books were more available, portable, and eco-friendly than print-based texts. Besides, they said that they increased their motivation. However, students had some difficulties with e-book reading in terms of eyestrain and dealing with lengthy texts.

Sun (2003) in his article reports on the design and implementation of a reading program, Extensive Reading Online (ERO). The program offers an online reading platform for specific needs of EFL learners in Taiwan. Concordancer help, stage-by-stage reading strategy training, and text annotation functions were included in the program. It was integrated into a college level reading class. The results showed that students had a positive attitude toward the reading system.

Similarly, Lin (2010) investigated the effects of using e-books with multimedia support in an ERP on EFL learners' attitudes toward reading in English. 109 high school students from Taiwan attended to 10-week ERP of e-

books. They read four e-books every week. Findings obtained from a reading attitudes scale and the teacher's class notes of the students' reading behaviors and reactions as well as their spontaneous oral or written feedback showed that the e-books had positive effects on the students' attitudinal changes in all dimensions of reading attitudes. The results also showed that the features of the e-books, especially oral reading, highlighting, animations and music/sound effects, were considered important to change their attitudes.

Another study on online extensive reading was carried out by Huang and Liou (2007). For the study sixteen articles were selected from the computer corpus of a local Chinese-English magazine and used to construct an online English extensive reading program lasted for twelve weeks. It was designed to facilitate vocabulary learning in two ways: by providing comprehensible texts sequenced according to word difficulty levels and by ensuring repetition of target words. The exploratory assessment with pretest-posttest comparison indicated measurable vocabulary learning occurred for the 38 participants. Similarly, learners had positive perception of the online reading environment. The online extensive reading syllabus showed that designing such a reading program is technically feasible and pedagogically beneficial and provides vocabulary gains and learner satisfaction (Huang & Liou, 2007). However, some learners reported that they were not used to long texts. Therefore, they either lost patience or their eyes easily get tired because of reading on the screen.

In addition to the studies above, Chen et al., (2013) investigated the effects of extensive reading of e-books on tertiary level EFL students' English reading attitude, reading comprehension and vocabulary. Eighty-nine participants took place in the study (46 students in the experimental group and the other 43 students in the control group). In addition to a traditional curriculum for both groups, a ten-week e-book extensive reading program was conducted for the experimental group. The students were encouraged to read the materials

freely from three e-book library collections categorized on the basis of level of difficulty. However, the control group did not engage in any extensive reading program. A questionnaire and a test were employed to collect the data. The findings of the study demonstrated that the experimental group exhibited significantly better reading attitude, reading comprehension and vocabulary than the control group.

As can be seen in the previous research in the field of extensive reading and the use of technology, especially computers and the Internet has confirmed the benefits of extensive reading and technology use in vocabulary enhancement. The studies mentioned above involve different techniques or procedures to elicit data on the effect of OER programs based on graded readers and the effects of the Internet on vocabulary development. However, during the review of literature, no studies found have matched exactly with this study on the use of an online reading program based on blogs and its effect on the perceptions of the participants on CALL, online extensive reading and vocabulary development.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This study investigated opinions of EFL students at Gazi University TOMER towards CALL, OER and vocabulary learning through OER and their incidental vocabulary development via an OERP.

The students' thoughts on CALL before and after the OER program were investigated by pre and post surveys. Also, a vocabulary test was applied twice (before and after the OER program) to see if the OERP helped the students improve their vocabulary knowledge incidentally.

In this methodology section, the methods and procedures followed during the data collection are presented. The first section introduces the setting in which the study was conducted and the participants. Then, the second one sets the procedure of the study. Finally, the data collection instruments and data analysis are discussed.

3.1 Setting and Participants

3.1.1 Setting

This study took place at Gazi University TOMER in Ankara, Turkey. TOMER is a language institute of Gazi University which provides general Turkish, English, other language courses and exam preparation (IELTS, TOEFL, YDS etc.) courses.

English language learners begin their courses by taking a placement test

prepared by Pearson Longman. Based on their test results, they are grouped as elementary, pre-intermediate, intermediate, upper-intermediate and advanced. A class generally includes 10 or 15 students. For general English courses, the students attend eight hours of English lessons each week that are not divided into skills. A coursebook including four skills and sub-skills namely, listening, speaking, reading and writing as well as grammar and vocabulary exercises is used by the teachers. There is not an extra reading or writing pack, but the teachers give extra grammar exercises when it is necessary. In TOMER, a term lasts for nearly three and a half months (100 hours). In summer, there is an intensive general English program lasting for 6 weeks (100 hours).

Table 6 TOMER Evaluation Criteria

Portfolios	30%
Teacher's evaluation	10%
Exit Exam	60%
Passing grade	60

At the end of each term, students have an exit exam at their level of English, which counts for 60% of their overall grade. In addition, students are required to keep portfolios. (They affect (30%) their completion of the level). Besides, the teachers' evaluation affects the students' success (10%). If they are successful and have a passing grade (60) at the end of the term, they have a certificate and are able to continue their language learning at a higher level.

3.1.2 Participants

The study presented here was conducted in three phases. Firstly, a pilot study was conducted before the research study with 10 students (20% of the total number of the participants in the study). All participants were university

students who were attending general English courses at Gazi University TOMER, and their ages ranged between 18 and 25. Four male and six female students took part in the pilot study. Five of them were juniors, two students were sophomores, one of them was junior, and one of them was at his/her fifth year at university. There was also a master's student.

The pilot study participants were from different departments. Four of them were from the Department of Economy. There were also students from the Departments of Philosophy (one), Turkish Language and Literature (one), Labor Economics (two), Elementary Mathematics Teacher Education (one) and Labor Education (one).

Table 7 Main Study Participants' Ages, Genders and Years at University

Number	50
Gender	28 Females and 22 Males
Ages	From 18 to 26
Years at University	13 Freshmen 13 Juniors 11 Seniors 8 Sophomores 3 Students at 5 th year 2 MA students

In the main research study, the participants were 50 Turkish EFL learners (25 students in 2012-2013 summer school term and other 25 students in 2013-2014 Fall term). They were taking general English courses at Gazi University TOMER. The ages of participants ranged between 18 and 26. Forty four percent of the participants ($f=22$) were males and 56% of them ($f=28$) were females. In the group of participants there were 13 freshmen, 13 juniors, 11 seniors and eight sophomores. Three students were at their fifth year at university, and two students were master's students.

Table 8 Departments of the Participants

	N	Percentage
Economics	8	16,0
Elementary Classroom Teaching	6	12,0
Business Administration	4	8,0
Gastronomy	3	6,0
International Relations	3	6,0
Medicine	3	6,0
Tourism Administration	3	6,0
Turkish Language and Literature	3	6,0
Electrical and Electronic Engineering	2	4,0
Travelling Administration and Tourism Guidance	2	4,0
Mechanical Engineering	2	4,0
Philosophy	2	4,0
Public Relations	2	4,0
Biology	1	2,0
Archeology	1	2,0
Architecture	1	2,0
Art Teaching	1	2,0
Public Finance	1	2,0
Social Sciences Teaching	1	2,0
Turkish Folklore	1	2,0

As it can clearly be seen in Table 8, the participants were from various departments. Although convenience sampling was used while the group of the participants was being made up, the variety in the departments of the learners was an advantage for the researcher in terms of getting information from students having different language learning backgrounds, learning styles and areas of study.

3.2 Procedures

The study was conducted in three academic terms (including the pilot study). The pilot study took place in 2012-2013 Spring term. The research study was conducted in 2012-2013 Summer School term (intensive English program) and in 2013-2014 Fall term. At the beginning of each semester, the learners were informed about the purpose of the investigation, and their permission was obtained, allowing the researcher to use the data gathered during the study. The participants were assured that their written products and posts on the blog pages would be kept confidential and would only be used for academic purposes. Moreover, to ensure the learners' anonymity, their names were hidden in the screenshots and appendices.

In the course of the research study, the researcher followed several steps. First of all, Google groups were created to make it easier to contact with students during the study easily. To do this, the participants were asked to have "Google" e-mail accounts. It would be easier for them to comment on the books on the blogs with "Google" e-mail addresses as well. Then, a pre-survey questionnaire was designed for the participants to have their personal data, their experience in CALL and their thoughts on CALL, OER and vocabulary learning through OER.

Next, in the pilot study, the researcher chose twenty graded readers, and a list of the books including the main topics of the books was given to the students participating in the pilot study. The researcher wanted the students to choose four books attracting their attention. After voting the books, the most popular four books were chosen. Afterwards, an OER program including these four graded readers was designed. Four blogs were prepared for the books.

Also, a vocabulary test, which included eighty vocabulary items taken from the books was prepared and given to the students before the readings. The

vocabulary items in the test were frequent ones (appearing at least six times). The participants took part in this program for six weeks. During readings they prepared book reports including summaries of the books and their comments about them. After the OERP, they had the post-survey questionnaire that aimed at learning the participants' opinions of CALL, OER and vocabulary learning through OER after the OERP. Finally, the same vocabulary test was applied to see if there is a significant difference between the first and the second vocabulary test results.

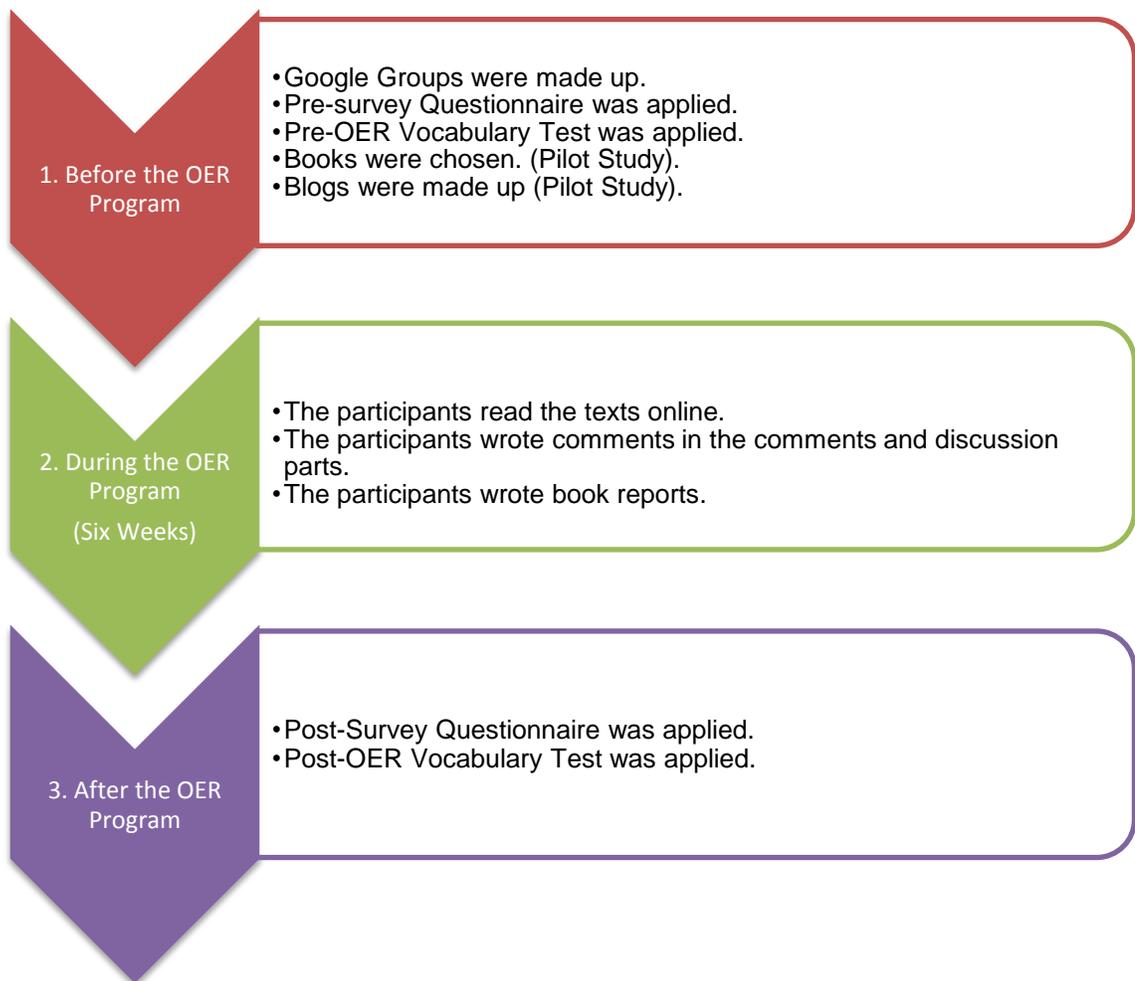


Figure 1 Process of the Research Study

The procedure above was followed during three terms, namely 2012-2013 Spring Term, 2012-2013 Summer School Term and 2013-2014 Fall Term. Pre-OER survey was prepared before the pilot study. Some corrections were made according to the feedback given by the students in the pilot study. After obtaining the results of the pre-OER survey, the post-OER survey was prepared, and it was given to the participants at the end of the pilot study. Similar to the pre-OER survey, the researcher made necessary changes while applying it based on the feedback obtained from the participants.

Also, as it was mentioned before, the books were chosen at the beginning of the pilot study. According to the choices of the students, four blogs were prepared.

The same procedures (the same books, blogs, surveys and so on) were followed during the two terms in which the main study took place. In the first term (2012-2013 Summer School Term), 25 students participated in the study and in the next term (2013-2014 Fall Term) other 25 students took place in the research study. The researcher controlled all the activities done during the three terms.

3.2.1 The Books

At the beginning of the study, 20 graded readers were chosen by the researcher. According to Day and Bamford (2002) “for extensive reading to be possible and to have the desired results, texts must be well within the learners’ reading competence in the foreign language” (para. 5). Also, according to their principles for ER, a variety of reading material on a wide range of topics must be available; learners should be able to choose what they want to read; they should read as much as possible; the purpose of reading should be usually related to pleasure, information and general understanding; students must be discouraged

from using dictionaries (Day and Bamford, 2002). While the books were being chosen, these principles, the students' ages, and areas of interest were taken into consideration as selection criteria. The books were taken from a website called <http://english-e-books.net/>. They were checked for spelling, and the researcher modified the books by simplifying some difficult vocabulary items to make them easier to understand for the participants. Then, a list including the names, main topics and genres of the books was prepared by the researcher. In the list, there were generally simplified literary works of famous writers. Some of them had movie versions. Day and Bamford (2002) say:

A variety of reading material on a wide range of topics must be available. The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. Books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious (para. 8).

Hence, different kinds of books were included in the list to give an opportunity to the students to find the most appropriate and attractive ones for them.

The books in the list were either too short or long. The researcher avoided too short ones because as Wodinsky and Nation say (1988, p. 160) "the longer the readers the more favorable repetitions". Thus, long readers give the opportunity to the learners for repeating new words constantly. However, too long ones were avoided because the students might be discouraged and get bored while reading them. It was not possible for the participants to read all the books in the list in a school term. It was necessary to decrease the number of the books to four due to the fact that all the students had to be evaluated in terms of their vocabulary gains using the same vocabulary test, so they needed

to read the same books in six weeks. Therefore, the students participating in the pilot study voted the books and four most popular books were chosen. Voting was used because it is crucial for the participants to choose what they want to read.

The principle of freedom of choice means that learners can select texts as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to be too difficult, or that turns out not to be of interest (Day and Bamford, 2002, para. 10).

These chosen simplified books were “the Canterville Ghost and Other Stories” by Oscar Wilde (due to time limitation the participants could just read the Canterville Ghost), “Forrest Gump” by John Escott, “Notting Hill” by Richard Curtis and “A Tale of Two Cities” by Charles Dickens. Because the books were graded readers, they included appropriate vocabulary items for pre-intermediate level students. Furthermore, necessary words for pre-intermediate level students were repeated in the books for several times. According to Wodinsky and Nation (1988):

Graded readers would need to provide enough repetition of all or most of the words at a particular level to firmly establish them in the learners’ memory and to enrich their meaning (p. 155).

The chosen readers were appropriate for this aim. The most frequent words (at least six times) were selected from the books to see if the participants would be able to learn them incidentally by attending the ER program. The vocabulary items were included in the vocabulary test.

3.2.2 The Blogs

Use of blogs in English language teaching has been very common recently. English language teachers may use them for different purposes and in different ways. Campbell (2003) divides blogs into three categories as the tutor blog, the learner blog and the class blog. In this study, the tutor blogs were used. The tutor blog is run by the tutor for the learners. By using the tutor blog, because the tutor selects the readings, the learners can practice reading at their level. They can be directed to the links for background information about the readings or further reading, and so learners can explore some other English websites. By this way, they are able to see the authentic language. Also, the learners can be encouraged to comment on the entries. They could make comments, and they can see other comments made by other readers as well. Furthermore, they can look up the new vocabulary items they come across while reading texts provided by the links to other sites, watch videos, and attend discussions and so on. Because the tutor guides all activities included in blogs, the learners' benefits in terms of language learning can be maximized.

Thinking the aforementioned contributions of blogs, after determining which books would be read, the blogs were prepared for each book by using google blogger (<https://www.blogger.com>) by the researcher because it is free, simple to set up, and convenient to use. The names of the blogs were <http://maideteacher.blogspot.com.tr>, <http://maideteacher1.blogspot.com.tr>, <http://maideteacher2.blogspot.com.tr>, <http://maideteacher3.blogspot.com.tr>. These blogs were aimed to be as attractive as for the students to make them be willing to take part in the OERP. Therefore, fonts, background colors, images, templates widths and other features were chosen carefully.

As can be seen in Figure 2 below, the names of the chapters of the books took part on the left side, and they were easy to follow. They were given

numbers, and the first chapter was at the top, and the last one was at the bottom.



Figure 2 A General View of a Blog Page

These four blogs included not only chapters of the books, but also links to other websites which include information about the significant points in the books, background information about the writer and the place, discussion parts, songs and videos.

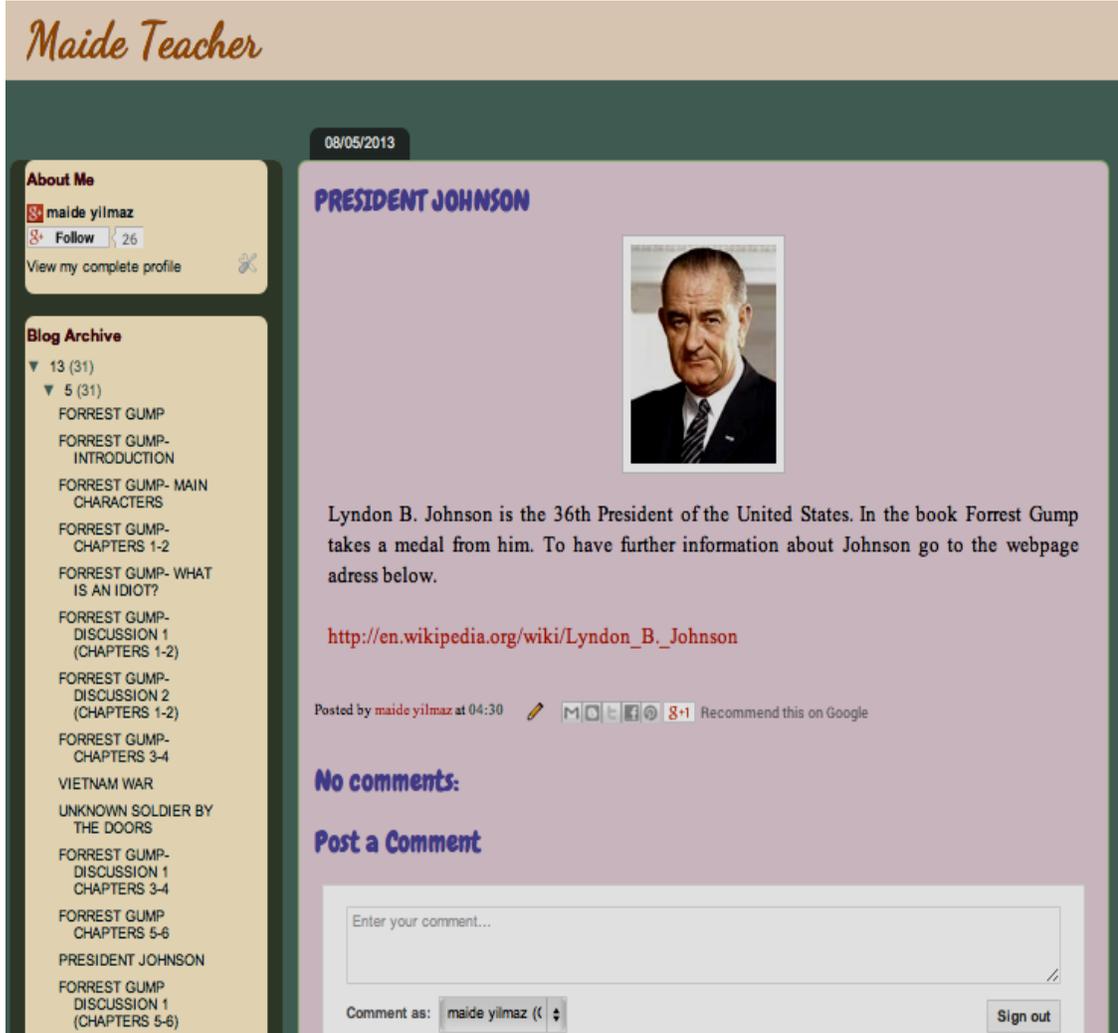


Figure 3 Links to Other Resources Given in the Blogs

The links were added to the pages (Figure 3) because it was thought that by this way the students would be able to learn autonomously and learn more vocabulary items reading authentic texts on the Internet. Also, they would have extra information about the book and get motivated to read more. For example, "A Tale of Two Cities" gives some information about French Revolution, and the blog about the book included a link to a website giving information about the period (<http://www.history.com/topics/french-revolution>). Furthermore, a video about the French Revolution was added to the page.

MAISE TEACHER

Blog Archive

- ▼ 2013 (32)
- ▼ May (32)
- ATALE OF TWO CITIES BY CHARLES DICKENS
- ATALE OF TWO CITIES - CHARACTERS
- THE FRENCH REVOLUTION
- ATALE OF TWO CITIES CHAPTERS 1-2
- ATALE OF TWO CITIES CHAPTERS 1-2 DISCUSSION 1
- ATALE OF TWO CITIES CHAPTERS 1-2 DISCUSSION 2
- ATALE OF TWO CITIES CHAPTER 3
- ATALE OF TWO CITIES CHAPTERS 3 DISCUSSION 1
- ATALE OF TWO CITIES CHAPTER 4
- ATALE OF TWO CITIES CHAPTERS 4 DISCUSSION 1
- ATALE OF TWO CITIES CHAPTER 5
- ATALE OF TWO CITIES CHAPTERS 5 DISCUSSION 1
- ATALE OF TWO CITIES CHAPTER 6

Wednesday, 22 May 2013

THE FRENCH REVOLUTION



The French Revolution was a time in French history between 1789 and 1799. During these years, the government and ideas about how France should be ruled changed many times. Generally, ordinary people wanted more power and more rights.

The most famous event that began the Revolution was the Storming of the Bastille on 14 July, 1789. This led to the end of the monarchy and the start of the Reign of Terror in which thousands of people including the king of France Louis XVI, were killed because they did not agree with the Revolution. Many thousands more were killed in the Revolutionary Wars between France and countries that did not like the changes in France.

The Revolution ended when Napoleon Bonaparte took power in November 1799 and began his dictatorship.
http://simple.wikipedia.org/wiki/French_Revolution

For more information about the French Revolution go to the link below
<http://www.history.com/topics/french-revolution>

Figure 4 Extra Information about the Readings

Besides, all the books, which were chosen by the participants, have film versions or summary videos. These videos were included in the blog pages. The students were warned about that they should watch the videos after they read the chapters to check their reading comprehension. Even if they had watched the videos before the readings, it would not have caused a problem for the reliability of the study because in this study it was aimed at finding out if the students would gain new vocabulary incidentally with the help of the OERP, not checking their improvement in reading comprehension. Also, film versions would provide authentic language input and help them hear most of the vocabulary items in the books.

After each chapter, there was a “comments” part. In this part, students could share their opinions about the chapter they read. Also, there were

separate discussion parts. In these parts, there were questions for the readers. The students wrote their answers to the questions. The students would be able to write their comments on the entries or answers for the questions by using their google e-mail accounts or anonymously. By this way, they would be able to share their opinions with other students. They would have a real audience for their writing. Writing their comments on blogs would increase the sense of community in the class (Kavaliauskiene, Anusiene & Mazeikiene, 2006). Also, silent and shy students would have a voice by writing their comments. Besides, comments made by the students were useful for the study. They helped the researcher have an idea about the participants' thoughts about the books, and if they read it or not.



Figure 5 Participants' Comments on Blogs

As it was said before, while the blogs were being prepared, the researcher gave much importance to choose materials arousing the participants'

interest and appealing to them. Because of this reason, enjoyable features were added to the blogs as much as possible. The blogs involved some songs from the film versions of the books and their lyrics. For example, in the blog for “Notting Hill” three soundtracks were shared. One of them was “She” by Elvis Castello. It was aimed that the participants would enjoy taking part in the program. By this way they would not evaluate the OERP as a regular reading activity or homework and would not get rid of being a part of it. As a result, they could benefit from it and learn the meanings of unknown vocabulary items in the books incidentally.

3.3 Data Collection Instruments

In this research study both qualitative and quantitative research methods were used. To collect data, two questionnaires and a vocabulary test were prepared.

The first questionnaire obtained demographic data of the students. Also, it searched for student opinions of computer assisted language learning, online extensive reading and vocabulary learning through online extensive reading. The second survey was prepared to learn about the participants’ views on the online extensive reading program. It also aimed at learning the students’ thoughts about computer assisted language learning after the online extensive reading program and see if their thoughts changed. The vocabulary test included the vocabulary items from the books, and they were the frequently used. It was applied at the beginning and at the end of the program to see the students’ incidental vocabulary improvement, if there was any. The following sections focus on the data collection instruments.

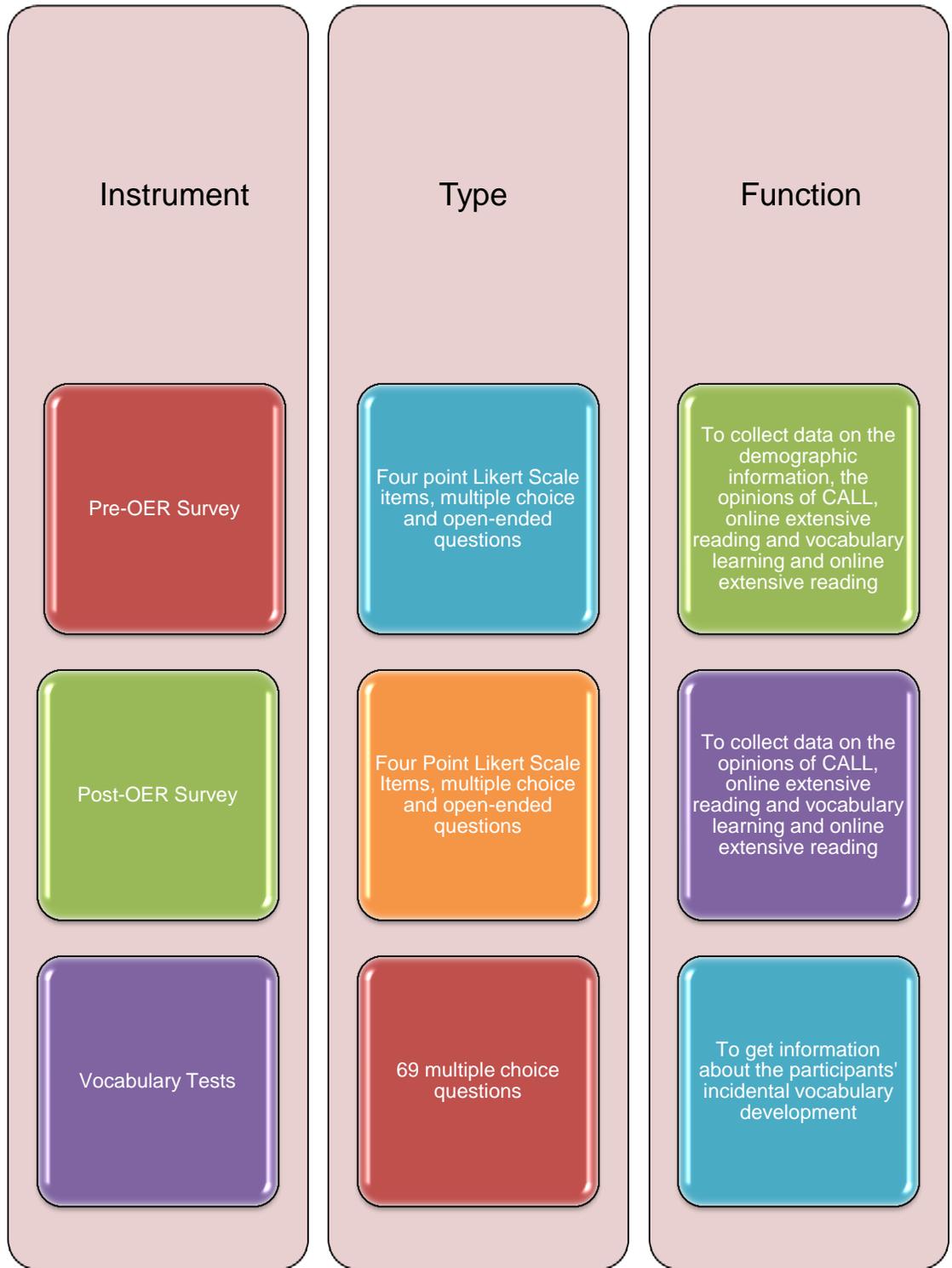


Figure 6 Data Collection Instruments

3.3.1. Questionnaires

Because “the essence of *scientific research* is trying to find answers to questions in a systematic manner, ...the *questionnaire* has become one of the most popular research instruments applied in the social sciences” (Dörnyei, 2002). In this research study two questionnaires (pre-survey and post-survey) were applied to get necessary information from the participants for the study.

3.3.1.1. Pre-OER Survey Questionnaire

The pre-survey questionnaire was composed of three sections. In the first one, 15 background questions took place. In this part, the students were asked about their ages, gender, what year they were at in university, how long they had been learning English, whether they had their own computer or not, and their departments. Furthermore, there were some items asking about their experience in CALL, using blogs and the Internet for English and online discussions. The second section was divided into three parts. It consisted 35 Likert type items which were rated from 1 to 4. (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). In the first part, there were 15 items about CALL, ten items about online extensive reading and ten items about vocabulary learning through online extensive reading. In the third section, the participants' perceptions of the use of CALL, OER and vocabulary learning through OER in English classes were sought. There were three multiple-choice items and four open-ended items that aimed at collecting qualitative data in the third section of the questionnaire. In this part the researcher's aim was to obtain qualitative data in addition to the quantitative ones and strengthen the validity of the data through cross verification from the two sources.

While the items were being prepared, expert opinion was sought. The questionnaire was given to colleagues, and also the advisor checked it for its content and face validity. Then it was given to the students in the pilot group. The questionnaire was prepared in English firstly. Because the students found the items in English very difficult to understand, they were translated into Turkish, and the questionnaire was applied to the students again in Turkish. The term “CALL” was unfamiliar to them, so an explanation was made about the meaning of CALL.

The piloting process was observed. The students answered the questionnaire questions in the classroom, thus when they got confused about an item or did not understand anything, they asked about it, and the researcher helped them when they encountered any problems. Their questions were noted down, and their constructive feedback was taken into consideration. When a problematic item was noticed, it was excluded from the questionnaire, or it was corrected. Some concepts and terms were modified so that they were clear to the participants.

The final version of the questionnaire contained 15 background and 30 Likert scale items. Three open-ended and four multiple-choice questions in the third section were not changed.

Table 9 Reliability Analysis for the Pre-OER Survey Questionnaire

	Number of Items	Cronbach's Alfa
Computer Assisted Language Learning	14	0,910
Online Extensive Reading	10	0,848
Vocabulary Learning and Online Extensive Reading	6	0,628

With the help of a statistics expert opinion, factor and reliability analysis were conducted. According to the factor analysis for the pre-survey

questionnaire, none of the factors was over 0,300, and all items had content validity.

3.3.1.2. Post-OER Survey Questionnaire

The second questionnaire (post-survey questionnaire) was prepared in Turkish, too. It consisted of 47 Likert type items, which were rated from 1 to 4. (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

The Likert scale items were divided into three sections. The first section had 11 items about CALL, 17 items about OER and 6 items about vocabulary learning through OER.

In section II, there was a chart. The students were asked to evaluate themselves about their improvement in different language skills after the OERP. In the next part, there were seven open-ended and three multiple-choice items asking about student thoughts on the OERP program, CALL and the blogs.

After piloting the study, some problematic items were eliminated. The final version of the survey included 34 Likert Scale items. The second and third sections were not changed.

The factor analysis showed that all items in the questionnaire were valid because none of them were under 0,300. That is, the questionnaire had content validity.

Reliability analysis showed that the post-survey was reliable.

Table 10 Reliability Analysis for the Post-OER Survey Questionnaire

	Number of the items	Cronbach's Alfa
Computer Assisted Language Learning	11	0,906
Online Extensive Reading	17	0,920
Vocabulary Learning and Online Extensive Reading	6	0,784

3.3.2 Vocabulary Test

A multiple-choice vocabulary test with four choices for per item was designed for the participants. The test was prepared similar to the one designed by Day and Hiramatsu (1992). The most frequent words in the tests were chosen randomly from the books in the blogs. While choosing them, frequency of the words was taken into consideration because L1 and L2 incidental learning studies have found that the number of times an unknown word is met in context increased acquisition of words incidentally (Saragi et all. 1978; Wodinsky and Nation 1988; Horst et al. 1998, Rott, 1999) although there were differences in the thoughts about the number of encounters facilitating learning. Saragi et all. (1978) suggest that learners need to see unknown words ten or more times in a reader for significant gains to occur. Horst et all. (1998) found that large learning gains occur for words which were repeated eight or more times. Waring and Takaki (2003) found that learners would need to meet target words at least eight times. Besides, Rott (1999) found that six encounters are enough for considerable lexical gains to occur. The chosen words were not matched with any word lists. Because they were taken from pre-intermediate level graded readers, they were supposed to be appropriate for the students' level of English.

In the vocabulary test, the words that were used in the books at least six times were asked. Initially, there were 80 questions in the test. However, during the piloting, some words were excluded because it was noticed that the coursebook included explicit teaching exercises for the words or they were found to be too easy or too difficult for the students. After the elimination of some vocabulary items, 69 questions left. There were three distractors and the forth choice was "I do not know" for each question. The students chose that option if they had no idea about the meaning of the word.

The test was used both before and after readings to see if the participants

learnt the meanings of the words incidentally. The tests were done during class hours, and the students were not allowed to use dictionaries.

Table 11 Reliability Analysis for the Vocabulary Test

	Number of the items	Cronbach's Alfa
Vocabulary Test	69	0,794

A statistical expert conducted the reliability analyses, and according to the analysis of the items in the test the findings demonstrated that the vocabulary test was reliable.

3.3.3 Book Reports

After each book the students wrote book reports. In these book reports they wrote the words they learnt from the books, a summary of the book and their comments about the book. The reports were generally written in the classroom. However, because some low achievers could not finish reading the books on time, they were allowed to submit their reports later by e-mail. The aim of writing book reports was to schedule readings, and the students would use the words they learnt from the books. In addition, by this way it would be easy to see who read the books and who did not. The researcher made an overall evaluation on the reports and gave feedback to the students. The book report form and a sample book report were added into the appendices (appendix A and B).

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Introduction

The data gathered from pre-OER and post-OER surveys and vocabulary tests were analyzed using both quantitative and qualitative methods.

In the pre-OER questionnaire, background questions in part I, Likert Scale items in part B and multiple choice questions in part III were analyzed through descriptive statistics (frequency analysis) using SPSS 20. Open-ended questions in part III were analyzed through 'Constant Comparison Method'. "In constant comparison method, the researcher compares the new data with existing data and categories, so that the categories achieve a perfect fit with the data" (Cohen, Manion & Morrison, 2007). After all the responses of the students to the open-ended questions were read, the data obtained from them were coded. While coding the data, open and axial coding was used. In open coding the researcher explores the data and identifies units of analysis to code. S/he codes up the data, creates new codes and categories and subcategories when it is necessary, and integrates codes until the coding is complete. As for axial coding, it makes links between categories and codes and integrates codes around the axes of central categories (Cohen et al., 2007). As a result of open coding and axial coding, the data were listed and grouped under similar categories. While analyzing the qualitative data, MAXQDA (a qualitative data analysis software) was used.

Similarly, to analyze the data gathered from part one Likert scale items, part two and part three multiple choice questions in the post-OER survey, the

researcher used descriptive statistics (frequency analysis) through SPSS 20. Also, open-ended questions were analyzed like the ones in the pre-OER survey.

As for the vocabulary tests, the researcher evaluated the students' answers as correct and incorrect. The correct ones were added and results of the pre-OER and post-OER were compared in terms of student success.

This chapter presents the data analysis and results of the pre-survey questionnaire, post-survey questionnaire and the vocabulary tests before and after the OERP that were answered by 50 respondents.

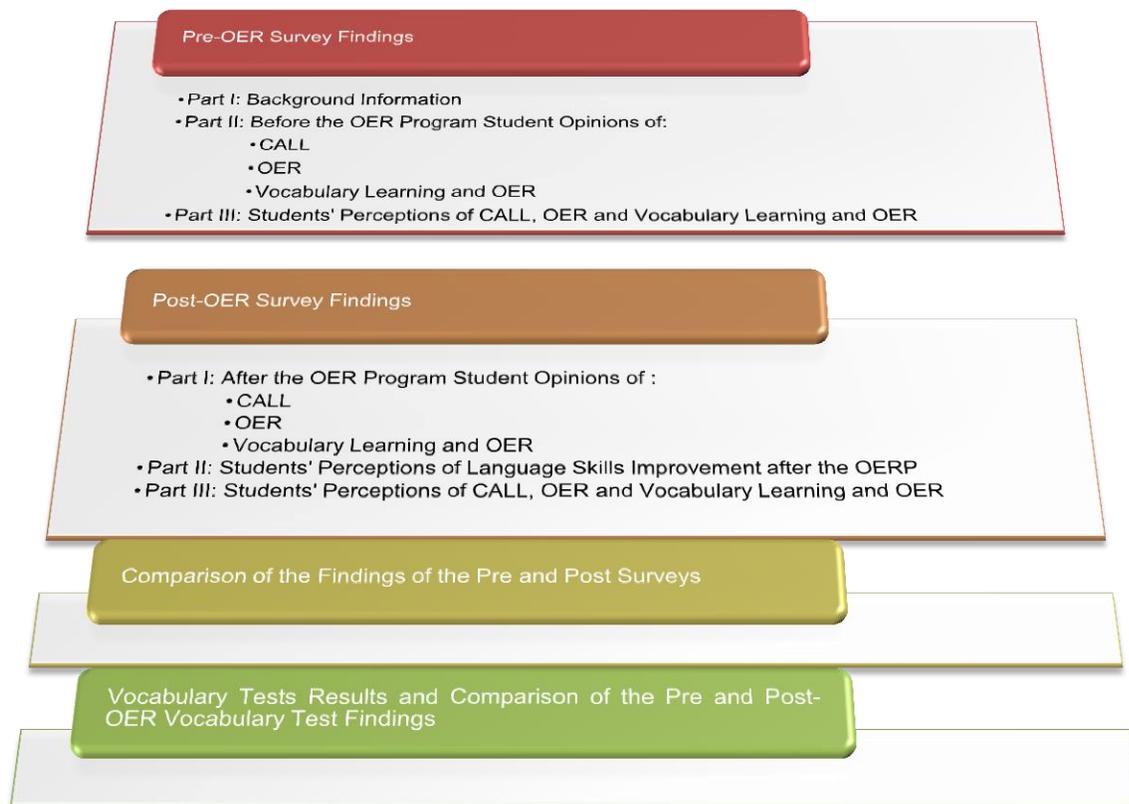


Figure 7 Data Analysis

4.1 Findings of the Pre-OER Survey Data Analysis

In this part, the findings of the pre-OERP survey questionnaire are given. Firstly, the participants' demographic data is shown. Then, before the OERP the students' opinions of CALL, online extensive reading and vocabulary learning and online extensive reading were explained according to the results of the questionnaire. After the presentation of the findings of the first and the second parts of the questionnaire, the findings of the third part including the qualitative data and multiple-choice items are given.

4.1.1. Findings of the Pre-OER Survey Data on Background Information

In the first part of the questionnaire, the participants were asked about their ages, genders, level of English, what year they were at in university, their departments, how long they had been learning English, their CALL experience, their competency in computer use, if they had their own computers or not, where they could connect to the internet, if they used the internet for learning English and if yes, which websites they used, if they used blogs in their daily lives or for learning English, how much time they spent on blogs in a week, whether they participated in online discussions and if they had participated, which online discussion websites they preferred using.

Twenty-six percent ($f=13$) of the participants were at their first year at university while 16% ($f=8$) of them were at their second year. The percentage of the students who were at their third year at university was 26% ($f=13$). Twenty-two percent ($f=11$) of them were at their fourth year and 6% ($f=3$) of the participants were at their fifth year there. Only 4% ($f=2$) were having MA at university, and they were at their first year at university.

The participants were also answered the question "how long have you

been learning English?” in this part. According to the results, it was seen that 18% ($f=9$) of the participants had been learning English for less than one year. Twenty-two percent ($f=11$) of them answered the question as “1-3 years”. Only 8% ($f=4$) said that they had been learning it for 4-6 years. Most of the participants (40%) answered the question as “7-9 years”. The percentage of the students who said they had been learning the language for more than 10 years was 12% ($f=6$)

As for the participants’ CALL experience, 18% ($f=9$) of them stated that they used CALL in their English classes whereas 82% ($f=41$) said that they had not used CALL in English language learning before.

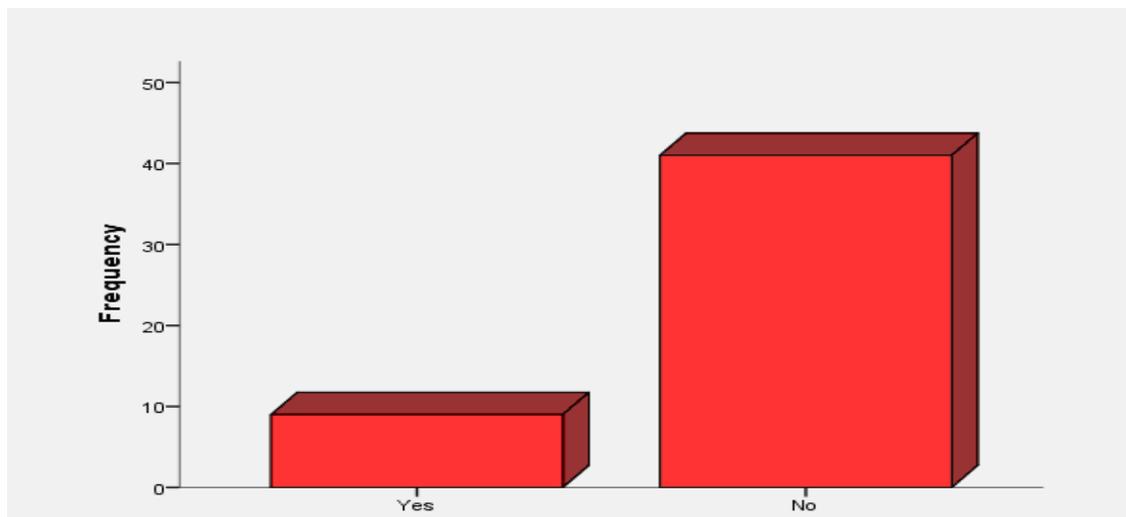


Figure 8 Experience in CALL

The participants were asked how they described themselves as computer users. Ten percent ($f=5$) of them described themselves as “very good” computer users. Twenty-eight percent ($f=14$) of them said that they were good at using computers. Forty-eight percent ($f=24$) described themselves as “fair” in terms of computer use, and 14% ($f=7$) uttered that they were bad at using computers.

Thus, most of the students stated that they could use computers and only 14% of the participants said they were not very good at using computers.

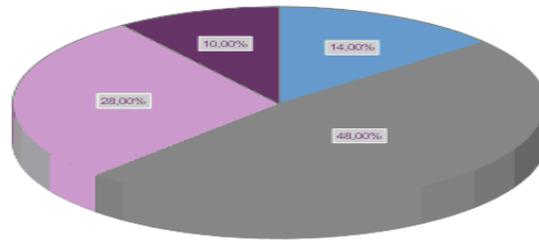


Figure 9 Computer Skills

While 96% ($f=48$) of the students stated that they had their own computers, only 4% ($f=2$) of them said they did not have their own computers.

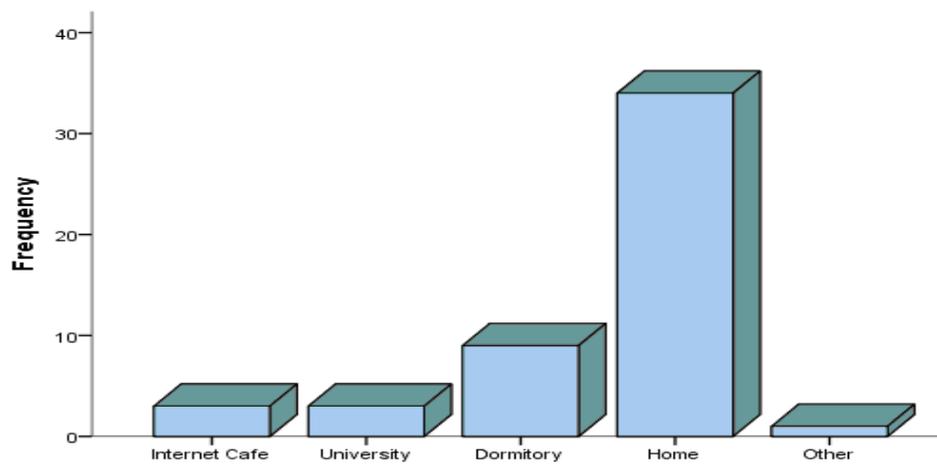


Figure 10 Internet Access

In the questionnaire, the participants were asked about where they accessed the Internet. Six percent ($f=3$) expressed that they had go to Internet cafes for Internet connection, and 6% ($f=3$) said that they could access the Internet at school. The percentage of the students who said they had access to the Internet at dormitory was 18 ($f=9$). Most of them (68%) declared that they connected to the Internet at home. Only one of the participants (2%) chose “other” option, and s/he did not explain where s/he had her/his Internet connection.

When the participants were asked the question “How many hours do you spend on the Internet to learn English?”, 42% ($f=21$) stated that they never used the Internet to learn English. The percentage of the participants answering this question as “less than an hour” was 24 ($f=12$). Twenty percent ($f=10$) declared that they used the Internet to learn English for 1-3 hours in a week while 6% ($f=3$) answered this question as “3-5 hours”. Only 8% ($f=4$) expressed that they went online with the purpose of learning English for more than 5 hours.

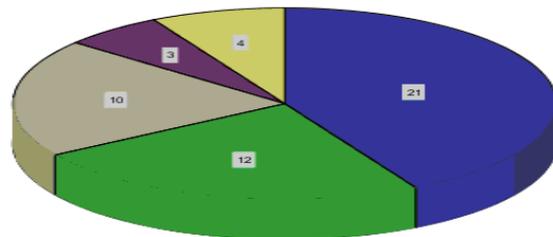


Figure 11 Hours Spent on the Internet

The participants were also asked which websites they used to learn English. The names of the websites given by the students were as the following:

- <http://www.bbc.co.uk/worldservice/learningenglish/> (10%)
- <http://dil.yok.gov.tr/> (8%)
- <http://www.busuu.com/tr/> (6%)
- <http://bedavaingilizcedersler.com/> (6%)
- <http://livemocha.com/?lang=tr> (4%)
- <http://www.englishtown.com.tr/> (4%)
- <http://translate.google.com.tr/> (2%)
- <http://www.interpals.net/> (2%)
- <http://www.yabancidiziizle1.com/> (2%)
- <http://www.englisch-hilfen.de/en/> (2%)

Six students (6%) did not answer this question although they uttered that they used the Internet with the purpose of learning English.

The results showed that a few of the participants (12%) use blogs in their daily lives. The percentage of the ones who do not use blogs in their daily lives was 88 ($f=44$). In addition, the participants who stated that they used blogs gave the names of the following blogs as their favorites:

- <http://www.blogger.com> (4%)
- <https://www.tumblr.com/> (4%)
- <http://tr.wordpress.org/> (2%)
- Blogs about art and culture (2%)

Two percent ($f=1$) of the participants using blogs said that s/he spent 6-7 hours on blogs in a week. One of students (2%) stated that s/he used blogs for 2-3

hours and another one (2%) declared s/he spent time on blogs for 45 minutes in a week. Furthermore, only one of the learners expressed that s/he used blogs in order to learn English, and s/he spent less than an hour with the aim of learning English. The name of the blog website that was used by him or her was <http://ingilizceogreniyorumdetersleri.blogspot.com.tr/>.

As for online discussions, 10% ($f=5$) of the students stated that they took part in online discussions while 90% ($f=45$) said they did not participate in online discussions. According to the results, “Twitter” (6%) and “Facebook” (4%) were the online discussion platforms they engaged in discussions.

4.1.2 Findings of the Pre-OER Survey Data on Student Perceptions of CALL, OER, Vocabulary Learning and OER

In the Pre-OER survey questionnaire, the participants declared their perceptions of CALL, OER and Vocabulary Learning through OER. By dividing the questionnaire into three different parts, it was aimed to have detailed information about the participants’ opinions about not only CALL in general but also CALL, OER and vocabulary learning due to the fact that the researcher prepared the OERP with the purpose of motivating students and teach vocabulary incidentally. By having the results of the pre-OER survey, the researcher would obtain information about the participants’ readiness, willingness or reluctance for the program.

4.1.2.1 Students’ Perceptions of CALL

The findings about the students’ perceptions of CALL were based on 14 questionnaire items. The items covered some significant points related to

language learning such as learner autonomy, traditional learning versus CALL, learner motivation, strengths and drawbacks of CALL.

The first and the eleventh items aimed at making the students compare traditional learning and CALL. Even though most of the students had not experienced CALL yet, they had positive opinions of CALL, and they thought CALL might be as effective as traditional learning (82%).

Table 12 Participants' Perceptions of CALL

I. COMPUTER ASSISTED LANGUAGE LEARNING	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. CALL may be as effective as traditional language learning.	16	32	25	50	9	18	0	0
2. I would like to learn English with CALL.	15	30	30	60	4	8	1	2
3. I think CALL may provide a more relaxed and stress free atmosphere.	11	22	23	46	15	30	1	2
4. I think CALL may be effective for increasing our motivation.	13	26	28	56	8	16	1	2
5. I think CALL may make me feel alone.	1	2	16	32	19	38	14	28
6. I think CALL can be useful because it makes language learning more flexible.	11	22	30	60	8	16	1	2
7. I do not feel confident while I am using technology for learning English.	1	2	8	16	25	50	16	32
8. I think CALL can make me a more active student in my language learning process.	15	30	26	52	8	16	1	2
9. I think CALL may decrease my motivation in learning English.	3	6	9	18	23	46	15	30
10. The internet provides invaluable resources to improve my English.	16	32	28	56	6	12	0	0
11. I think traditional learning methods are enough to learn new words.	1	2	10	20	24	48	15	30
12. I think CALL may provide lots of opportunities to practice my English.	23	46	22	44	5	10	0	0
13. I am good at learning English with technology.	4	8	26	52	19	38	1	2
14. I think CALL can make me an independent learner.	9	18	27	54	12	24	2	4

However, 18% of the participants did not agree with the majority and said that CALL could not be so effective as traditional learning. In addition, 78% of them did not agree with item 11 “I think traditional learning methods are enough to learn new words” while 22% favored traditional learning methods for vocabulary learning. There were two items (four and nine) about learner motivation in this part of the questionnaire. The results showed that 82% of the learners stated CALL might be effective for increasing their motivation. Only 18% answered the item negatively. The result was not so different for the other item (item nine); seventy-six percent did not think that CALL might decrease their motivation in learning English.

The items (eight and fourteen) about learner autonomy were also included in the questionnaire. Eighty-two percent of the participants thought that CALL could make them more active in their language learning process. Furthermore, 72% believed that CALL could make them independent learners.

Items three, six, ten and twelve were about the strengths of CALL. The third item saying, “I think CALL may provide a more relaxed and stress free atmosphere” was answered positively by most of the participants (68%). The percentage of the learners thinking that CALL could be useful because it might make language learning more flexible was 82%. Besides, 88% agreed that the Internet provided invaluable resources to improve their English and 90% thought that CALL might provide them lots of opportunities to practice English.

The second item “I would like to learn English with CALL” took place in the questionnaire so that the researcher could see how eager the learners to be involved in CALL activities. Ninety percent of them said that they would like to learn English with CALL. Also, 60% declared that they were good at learning English with technology (item 13). Most of the participants (66%) did not agree with the item five and disagreed that CALL might make them feel alone. In

addition, 82% of them opposed the item (seven) saying that they did not feel confident while they were using technology for learning English.

4.1.2.2. Student Perceptions of Online Extensive Reading

Ten items were placed in the second part of the questionnaire. In this part, the participants were asked about their opinions of OER. None of the students had participated in such an activity before. Hence, they answered the items according to their expectations or prejudices for OER.

The results revealed that 68% of the participants thought computer-based reading activities might be enjoyable whereas 32% thought vice versa (item one).

Table 13 Participants' Perceptions of OER

II. ONLINE EXTENSIVE READING	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Computer-based reading activities may be enjoyable.	10	20	24	48	14	28	2	4
2. I do not like doing reading activities on the Internet.	6	12	16	32	22	44	6	12
3. I think reading activities using CALL can be difficult.	3	6	18	36	24	48	5	10
4. I do not like reading on the computer screen.	16	32	12	24	19	38	3	6
5. I think reading online can strengthen my reading.	3	6	27	54	17	34	3	6
6. I prefer reading paper-based materials instead of computer-based ones.	24	48	14	28	7	14	5	10
7. Online readings may help me read authentic language.	4	8	31	62	13	26	2	4
8. In my English classes I want to read online texts in English.	8	16	27	54	14	28	1	2
9. When I want to read something online in English, I get print-outs.	16	32	19	38	12	24	3	6
10. Online reading may provide lots of reading materials that I may be interested in.	12	24	29	58	6	12	3	6

According to the second item, 44% of the students did not like doing reading activities on the Internet. Forty-two percent of them agreed item three saying that reading activities using CALL could be difficult. However, 58% of the learners disagreed with the item. The percentage of the students who did not like reading on the computer screen was 56 (item 4). In addition, 76% preferred reading paper-based materials instead of computer based ones (item 6). Furthermore, according to the findings related to item nine, most of the participants (70%) said when they wanted to read something online in English, they got print-outs. As a result of these findings, it can be concluded that most of the participants were reluctant to read on the screen before they experienced the OER program.

Nevertheless, 60% stated that they thought reading on the Internet could strengthen their reading (item 5). Also, 70% believed online readings might help them read authentic language (item seven). What's more, 70% of them declared they wanted to read online texts in English (item 8) and 82% considered that online reading might provide lots of reading materials that they might be interested in (item 10).

4.1.2.3 Vocabulary Learning and Online Extensive Reading

The third part of the pre-OER survey questionnaire consisted of six items about student perceptions of vocabulary learning and OER. The results can be seen on Table 14 below.

The results demonstrated that the participants believed online extensive reading activities could improve their vocabulary. Ninety-four percent of the students agreed with the item one saying "I think CALL can improve my vocabulary". Furthermore, 96% believed that online extensive reading would help them remember the meanings of the words (item 5). Because the blogs

including OER activities had many visuals aiming at helping students to get motivated and learn new vocabulary, the second item was prepared to see what the participants thought about the effectiveness of visuals in learning English vocabulary.

Table 14 Participants' Perceptions of Vocabulary and OER

III. Vocabulary Learning and Online Extensive Reading	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
1. I think CALL can improve my vocabulary.	21	42	26	52	2	4	1	2
2. Visuals may be helpful for learning English vocabulary.	29	58	20	40	1	2	0	0
3. I think CALL cannot help me learn the meanings of new words.	0	0	3	6	31	62	16	32
4. Whenever I cannot understand a word I check its meaning with online resources.	2	4	23	46	21	42	4	8
5. I believe that online extensive reading will help me remembering the meanings of the words.	19	38	29	58	2	4	0	0
6. I can understand the meaning of a word by looking at the context (the sentence or the text in which the word is used.).	5	10	35	70	9	18	1	2

As anticipated by the researcher, almost all the students (98%) said that visuals might help them learn new vocabulary items. The percentage of the students who thought that CALL would not help them learn the meanings of new words was really low (6%). However, it was notable for the researcher that a half of the participants disagreed with the item four and stated that they did not check the meanings of the unknown words with online resources. Also, 80% of them agreed that they could understand the meaning of a word by looking at the context.

4.1.3 Student Perceptions of CALL, OER and Vocabulary Learning and OER

The third part of the pre-OER questionnaire contained four open-ended (questions one, two, three and seven) and three multiple-choice questions (questions four, five and six). In this part, students were asked about their perceptions of CALL, online extensive reading and vocabulary learning and online extensive reading.

4.1.3.1 Open-ended Questions

There were three open-ended questions in the questionnaire. They were asked to learn about the participants' opinions on CALL and to see if they were willing to participate in the OER program, or whether they thought they could benefit from the program. The questions were as the following:

1. Do you need computer assistance in learning English?
2. Would you like your teacher to do computer assisted reading activities in English classes?
3. Do you think that CALL will help you learn new English words?

There was also a part for additional student comments. In this part the students were expected to write their opinions of learning vocabulary through online reading texts, blogs, videos or/and Internet sources. Because the participants wrote their comments in Turkish, they were translated into English later.

The first question asked if they thought that they needed computer assistance in learning English. Eighty-eight percent of the students ($f=44$) said

“yes” and 12% of them ($f=6$) said “no” as an answer. The participants were expected to write their comments for their answers. However, 6% of them did not write their comments, and they just answered the question as “yes” or “no”.

It can be seen in the table below that nine students said computers provide rich sources for language learning. Especially, they emphasized the benefits of visuals on the Internet on their language learning. One of the participants wrote:

“I use my computer everyday for two or three hours. I download videos, films, pictures, cartoons using the Internet. They all help me improve my English” (Participant 33).

Table 15 Participants' Reasons for Their Needs in Computer Assistance in Learning English

	Frequency (<i>f</i>)
Having rich sources for language learning	9
Skills improvement	9
Facilitating vocabulary learning	6
Time management	4
Need in technology for language learning	3
Practicality for use	3
Rich language learning activities	2
Opportunity for self-evaluation	2
Permanent learning	1
Accessibility	1
Interactivity	1
Fun	1

Also, nine students stated that, their language skills improved thanks to computers. While four students said that computers were good for improving their listening skills, three students thought they were useful for their pronunciation. One of them thought that it was good for reading and said:

On the internet there are lots of materials to read. I can find many newspapers, magazines, e-books and so on. Thus, I can improve my reading (Participant 12).

Also, there was a student saying that they needed computers because of the fact that they were beneficial for improving their writing.

Six students said that they needed computer assistance for learning new vocabulary items. For example, one participant wrote:

I like listening to music. When I want to listen to a song, I use the Internet. Also, I find the lyrics using the Internet. While listening to the song, I memorize the lyrics and by this way I learn lots of new English words. (Participant 47)

Four students declared using computers for language learning might save their time. They could easily reach a lot of sources very quickly. Besides, when they were asked if they needed computers in learning English, they associated computers with technology, and three of them uttered that using technology was inevitable in any areas of life today. Thus, it had to be used in language learning, too. Furthermore, computer assistance was regarded as significant by some of the participants due to the practicality of computers. Providing rich language learning activities, helping students evaluate themselves, making learning permanent, accessibility and being fun were the other reasons for the participants' need in computers in language learning

However, some students did not think that they needed computer assistance in language learning. Table 17 shows the participants' reasons for not being willing to use computers in language learning.

Two participants preferred paper-based materials and said:

I use my computer to chat with my friends or watch films or videos. In short, I use it for fun. I do not think that it is a good idea to use it to learn English. I prefer using paper-based materials such as coursebooks or novels for language learning. (Participant 28)

Table 16 Participants' Opinions of Their Need in Computer Assistance

	Frequency (<i>f</i>)
Preference in paper-based materials	2
Preference in traditional methods	2
Not being good at using computers	1
Not trusting computers	1

As can be seen in the table, while two students preferred traditional language learning methods to computer-based ones, one student said that s/he was not good at computers, so he did not want computers to be used in language learning. In addition, another student declared that s/he did not trust in computers. For this reason, s/he does not need computers as s/he was learning English. The second question in the third part of the survey asked if the students would like their teacher to do computer-based reading activities in their English classes. Ninety percent of the students ($f=45$) said “yes” and 10% of them ($f=5$) said “no” as an answer for the question. Forty percent of the students did not write any comments for their answers to the question. The table below shows the findings obtained from the participants’ answers.

Table 17 Participants' Reasons for Their Desire for Reading Activities through CALL

	Frequency (<i>f</i>)
Improving language skills	10
Usefulness	7
Providing visuals	4
Motivation for reading	3
Permanent learning	3
Practical reading	2
Need in technology for language learning	2

According to the findings, ten students wrote that computer assisted reading activities might be helpful for improving their skills in English. Especially they thought that these kinds of activities might help them develop their vocabulary knowledge. One of them said:

Because we see lots of words while we are reading online, we can learn many words. Also, when we are reading, we can use online dictionaries to learn the meanings of unknown words. (Participant 19)

Seven participants said that they thought they could benefit from computer assisted reading activities, but they did not give reasons for their opinions. Four students said that they would like their teacher to use computer assisted reading activities because they can reach lots of visuals by this way. One of the students' comments was as the following:

I think having my English lessons with the help of videos and all kinds of other visuals provided by computers affects me positively in my language learning process" (Participant 5).

Some of the participants wrote that using computer assisted reading activities might increase their motivation. A student wrote the following:

I like computers, but I do not like learning English. Maybe, I can get motivated in something I do not like (learning English) with the help of something I like (Participant 29).

Besides, three participants stated computer assisted reading activities might help learning be permanent. Also, two students said computer assisted reading activities were so practical. Two students declared technology provided great

benefits for people, and people needed it in every aspect of their lives. Language learners needed it as well and had to benefit from it.

There were also some negative comments on computer-assisted reading. One of the participants said that s/he could not read on the computer screen, so it was not a good idea to use computer assisted reading activities in English classes. Another student wrote that they did not need computers to read. They could read paper-based materials and benefit from reading. In addition, there was a student saying that s/he was not qualified enough to use computers for reading.

Table 18 Participants' Opinions of Using CALL for Vocabulary Learning

	Frequency (<i>f</i>)
Permanent learning	14
Learning more words	3
Fun	3
Improving pronunciation	3
Fast learning	2
Using different ways of learning	2

Question three asked if the students thought computer assisted learning would help them learn new English words. Ninety percent of them believed that CALL would help them learn new English words while 10% ($f=5$) disagreed with them. 21 students did not write any comments for their answers. Most of the students who wrote comments on their answers said that they believed CALL would help them learn new English words because computers might make learning permanent. The most common ($f=14$) comment about learning with the help of computers was that they provided visuals, especially videos and by this way the students could easily remember the things they learnt through computers. One of the participants said:

“Computers provide lots of visual materials for learning English. For example, I watch videos, films or TV serials with subtitles, or I can read newspapers or e-books online. I see and hear lots of new words while doing these activities. So, I do not forget them while I easily forget the ones I try to memorize them” (Participant 29).

Three students stated that using computers they could learn more words when compared to traditional vocabulary learning methods. Also, three students thought it might be fun to learn new words using computers.

“I spend most of my time using my computer. I play games. I sometimes spent time on the Internet. Because I spent so much time in front of my computer, I can learn new words during this time without getting bored. I think it may be enjoyable to learn new words by this way” (Participant 43).

Besides, three of the participants thought they could improve their pronunciation of the new words by using computers. Furthermore, two students said they could learn new words fast with the help of computers, and there were two students who believed it was good to try different learning methods.

A few (4%) students did not think that CALL would help them learn new words and made negative comments. One of them said that they preferred paper-based materials. Another student stated that s/he learned words when s/he used them. Therefore, he did not think that computers could help him learn new words.

In the last section of the third part of the pre-OER questionnaire, the students were asked about their opinions of learning vocabulary through online reading texts, blogs, videos or/and Internet sources. Sixty-four percent of the participants did not write any comments. It was not surprising for the researcher

because of the students' inexperience in CALL. Also, 6% of them said that they had not tried CALL before, but they would like to try learning with CALL.

Table 19 Additional Comments on CALL

	Frequency (<i>f</i>)
Need in Teacher Guidance	4
Facilitating learning different meanings of words	3
Permanent vocabulary learning	3
Practicality	3
Help in improvement in pronunciation	2
Fun	2
Facilitating contextual vocabulary learning	1
Fast learning	1
Student-centeredness	1

According to the findings obtained from the results, four students emphasized they believed that online texts, blogs, videos and/or Internet sources could help vocabulary learning. However, using only computers in language learning would not be so helpful in vocabulary learning. They always needed teacher guidance. One of them said:

I believe that these kinds of activities help vocabulary learning, but they are not enough. I always need teacher help in learning. I do not think that computers can replace my teacher. (Participant 3)

Three students stated that using CALL would help them learn different meanings of words because they would see them in different places such as online texts, blogs and other Internet sources. Besides three of them said online reading texts, blogs, videos or/and Internet sources would make the vocabulary learning permanent. One of the participants said:

When I study on vocabulary through a course book, I just read it and try to memorize the meaning. But, the Internet provides so many resources for vocabulary learning. I can read online texts. While I am reading, I see the words I have not seen before. Then, I use an online dictionary. I can listen to the pronunciation of the words. Thus, instead of memorizing, I learn the meaning and the pronunciation of the unknown word, and I do not forget it. (Participant 2)

Two participants said that using CALL was practical. They could reach lots of resources easily. There were two students saying that videos would improve their pronunciation. Besides, two students stated that they would have fun while learning new vocabulary through the sources provided by computers, and vocabulary learning would become more enjoyable. One of the participants thought s/he could learn the meanings of unknown words from the context if she read online texts. Another student declared that CALL would make vocabulary learning fast. Also, there was a student saying that CALL provided student-centered learning. They could learn on their own and could be more active in their language learning process with the help of computers and the resources provided by them.

In summary, as presented above, most of the comments about using CALL in English classes for reading activities and vocabulary learning were positive. Mostly, the students emphasized that CALL would be helpful for their language skills improvement. Also, they stated that CALL would make learning permanent. CALL activities were mostly thought as fun. Practicality was another feature of CALL emphasized by the students. Only a few students did not want to participate in CALL activities and did not believe the benefits of them. One of the reasons for that was about reading on the computer screen. They preferred paper-based materials. Besides, there were some students saying that they did

not want to take part in CALL activities because they did not need them. They thought traditional ways of learning were better when compared to CALL.

4.1.3.2 Multiple Choice Questions

In the third part of the pre-OER survey, there were three multiple-choice questions. They asked the participants' opinions of the frequency of the use of CALL for online readings and vocabulary learning by the teacher and the students in English classes, and the percentage of the use of CALL in English classes.

Firstly, the students were asked how often CALL should be used for online text readings in English classes by the teacher and by the students. The results are shown in the table below.

Table 20 Frequency of the Use of CALL for Online Readings

4. In your opinion, how often should CALL be used for online text readings in English classes?								
	Never		Rarely		Sometimes		Often	
	(f)	%	(f)	%	(f)	%	(f)	%
By the teacher	0	0	6	12	28	56	16	32
By the students	0	0	6	12	24	48	20	40

As can be seen in the table, 32% of the participants thought that the teacher should often use CALL for online readings. 56% said it sometimes had to be used while 12% stated it should rarely be used in English classes for online readings. Nobody chose “never” option for the question.

As for the use of CALL for reading online texts in English classes by the students, 40% said it often had to be used. Whereas 48% stated it should sometimes be used, 12% believed it should rarely be used. Similar to the first question, nobody selected “never” option.

Question five asked about the frequency of the use of CALL for vocabulary learning in English classes by the teacher and by the students. 56% said that the teacher should often use it while 26% stated it should sometimes be used. The percentage of the participants saying it should rarely be used was 18. Nobody answered as “never” to the question. 58% believed the students to learn new vocabulary should often use it. 32% said the students should sometimes use it and 10% stated it should be rarely used. “Never” was not chosen by any of the learners.

Table 21 Frequency of the Use of CALL for Vocabulary Learning

5. In your opinion, how often should CALL be used for vocabulary learning in English classes?								
	Never		Rarely		Sometimes		Often	
	(f)	%	(f)	%	(f)	%	(f)	%
By the teacher	0	0	9	18	13	26	28	56
By the students	0	0	5	10	16	32	29	58

The sixth question asked the participants’ opinions of the percentage of the use of CALL in English lessons. 54% of the learners said that the percentage should be more than 30%. 36% chose 20-30% and 8% of them thought the percentage should be between ten and twenty percent. Only one of the learners (2%) said the percentage of the use of CALL in English classes should be less than ten percent.

4.2 Findings of the Post-OER Survey Data Analysis

The post-OER survey questionnaire consisted of three sections. The first section was composed of three parts. In the first part, there were 11 items about CALL. The second part included 17 items about OER and six items about

vocabulary learning and OER took part in the last part. The second section aimed at learning the students' opinions about their improvement in different language skills after the program.

The third section included seven open-ended questions. The participants answered the questions one, two, three, four and five as “yes” or “no” and then they explained their reasons for the answers and add their comments. In the tenth question, they were asked about their advice or additional comments for the online extensive reading program. For the sixth, seventh and eighth questions, they chose the best option showing their opinions.

In this part, the findings of the post-OER survey data analysis are presented. Firstly, the findings about the perceptions of the students about CALL, online extensive reading and online extensive reading and vocabulary learning are explained according to the findings. Then, student opinions about their improvement in various language skills are demonstrated. After that, the findings about the third section are presented.

4.2.1 Findings of Post-OER Survey Data on Student Perceptions of CALL, OER, Vocabulary Learning and OER

Similar to the pre-OER survey questionnaire, the participants stated their perceptions of CALL, OER and vocabulary learning and OER after they experienced the OER program. The findings about the first section are presented in the following three parts.

4.2.1.1 Student Perceptions of CALL after the OERP

The participants answered 11 items in this part. All items were about CALL, and the answers showed their perceptions of CALL after the OER program.

The first item asked whether the participants thought CALL was as effective as traditional learning, and the answers indicated that most of them (76%) believed CALL was as fruitful as traditional learning.

After the application of the OER program, the participants' perceptions were generally positive about it. It was noteworthy that 98% of the students said they wanted CALL to be used in English language teaching (item 2). Besides, 72% stated that CALL provided a relaxed and stress free atmosphere (item 3). Another important point was revealed by the findings obtained from item five. 96% of the participants found CALL helpful for improving their English. Moreover, according to item ten, the learners (94%) considered that participating in the OERP provided them many opportunities to practice English.

The fourth and the eighth items were about learner motivation. The findings revealed that 76% of the learners thought CALL was effective for increasing their motivation. As for item eight, 86% did not think that CALL decreased their motivation in learning English.

The seventh item was about learner autonomy. 70% of the participants thought that CALL made them more active students in their language learning process.

Whereas 56% of the participants uttered that they did not have technical problems while reading online, 44% said they had technical difficulties in online readings (item 6).

Table 22 Student Perceptions of CALL after the OER Program

I. COMPUTER ASSISTED LANGUAGE LEARNING	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
1. CALL is as effective as traditional learning.	19	38	19	38	12	24	0	0
2. I want CALL to be used in English language teaching.	19	38	30	60	1	2	0	0
3. I think CALL provides a relaxed and stress free atmosphere.	12	24	24	48	14	28	0	0
4. I think CALL is effective for increasing my motivation.	12	24	26	52	10	20	2	2
5. In think CALL was helpful for improving my English.	13	26	35	70	2	4	0	0
6. I had some technical problems while reading online.	2	4	20	40	20	40	8	16
7. I think CALL made me a more active student in my language learning process.	11	22	24	48	15	30	0	0
8. I think CALL decreased my motivation while learning English.	1	2	6	12	31	62	12	24
9. I do not want to participate in CALL activities.	1	2	3	6	26	52	20	40
10. Participating in Online Extensive Reading Program provided me many opportunities to practise my English.	19	38	28	56	3	6	0	0
11. I think it is not necessary to use computer assistance in teaching English.	3	6	1	2	24	48	22	44

It was also significant for the researcher that 92% of the learners declared they wanted to participate in CALL activities (item 9) and disagreed with item 11 and thought that it was necessary to use computer assistance in teaching English.

4.2.1.2. Student Perceptions of Online Extensive Reading

The second part of the first section contained 17 items about online extensive reading. The students answered the items according to their perceptions of it after the OERP.

The findings demonstrated that doing computer based reading activities was enjoyable for 74% of the participants (item one). Besides, 74% of them thought that online reading program provided them a relaxed and stress free reading environment (item two).

While 32% of the learners found computer assisted reading activities difficult, 68% thought vice versa (item three). Eighty-six percent believed online reading program improved their ability in comprehension (item 4) and only 26% stated that online reading hampered their ability in comprehension (item 13). The percentage of the participants (92%) who believed that online extensive reading improved their reading in English was worthy of note (item 5).

Sixty-eight percent stated they had the opportunity to read authentic language while they were reading online (item 6). Furthermore, the findings about item seven showed that 80% of the students wanted to participate in online reading activities again. Also, 72% thought the online reading program increased their reading speed (item 8).

However, the findings acquired through some items showed that some of the participants were reluctant to read on computer screen. Sixty-two percent of them said that they did not like reading on computer screen (item nine). Besides, 54% preferred reading paper-based materials (item 16).

As for student motivation, 76% uttered online reading increased their reading motivation (item ten). Also, 68% opposed item 17 and did not think that reading on the screen decreased their motivation.

Table 23 Student Perceptions of Online Extensive Reading

I. ONLINE EXTENSIVE READING	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
1. Doing Computer Based reading activities was enjoyable.	9	18	28	56	12	24	1	2
2. Online reading program provided me a relaxed and stress free reading environment.	8	16	29	58	12	24	1	2
3. I found computer assisted reading activities difficult.	3	6	13	26	32	64	2	4
4. I believe that online reading program improved my ability in comprehension.	10	20	33	66	6	12	1	2
5. Online extensive reading improved my reading in English.	14	28	32	64	4	8	0	0
6. While I was reading online I had the opportunity to read authentic language.	6	12	28	56	15	30	1	2
7. I want to involve in online reading activities again.	9	24	28	56	11	22	2	4
8. I think online reading program increased my reading speed.	11	22	25	50	12	24	2	4
9. I did not like reading from computer screen.	15	30	16	32	18	36	1	2
10. Online reading increased my reading motivation.	12	24	26	52	10	20	2	4
11. Online reading provides flexibility in use of time.	13	26	19	38	17	34	1	2
12. I did not like doing reading activities online.	6	12	11	22	26	52	7	14
13. Online reading hampered my ability in comprehension.	5	10	8	16	28	56	9	18
14. I do not think that online reading helped me in language learning.	1	2	5	10	25	50	19	37
15. I think online reading is boring.	4	8	10	20	23	46	13	26
16. I prefer reading paper-based materials.	16	32	21	42	11	22	2	4
17. I think reading on the screen decreased my motivation.	3	6	13	26	22	44	12	24

The percentage of the students saying that online reading provided flexibility in use of time was 64 (item 11). While 66% of the participants liked doing reading activities online (item 12), 34% did not like these activities. Only 12% of the learners stated online reading did not help them in language learning (item 14). Moreover, 72% of them considered that online reading was not boring (item 15).

4. 2.1.3. Vocabulary Learning and Online Extensive Reading

There were six items in this part. The students answered them according to their perceptions of vocabulary learning and online extensive reading.

As it can clearly be seen in the table below, 92% of the participants thought that the online reading program helped them learn many new words (item one). What's more, 56% stated the online reading program improved their ability to extract the meanings of unknown words from the context (item two). Besides, 84% considered that the online readings helped them about how to use the new words (item 4) and 92% declared they could use the words they learn from the readings while writing and speaking in English (item 6).

Table 24 Student Perceptions of Vocabulary Learning and Online Extensive Reading

III. VOCABULARY LEARNING AND ONLINE EXTENSIVE READING	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
1. The online reading program helped me learn many new words.	19	38	27	54	4	8	0	0
2. I think the online reading program improved my ability to extract the meanings of unknown words from the context.	12	24	31	32	6	12	1	2
3. I do not think that the online reading program contributed to my vocabulary learning.	6	12	9	18	23	46	12	24
4. I think online readings helped me about how to use the new words.	11	22	31	62	8	16	0	0
5. Book reports I wrote after the readings helped me to learn the new words permanently by giving me the opportunity to use them.	10	20	34	68	6	12	0	0
6. I think I can use the words I learnt from the readings while writing and speaking.	16	32	30	60	4	8	0	0

According to item three, 70% of the learners said the online reading program contributed to their vocabulary learning. Also, 88% stated book reports they wrote after the readings helped them to learn the new words permanently by giving them the opportunity to use them (item 5).

4.2.2 Findings of Post-OER Survey Data on Student Perceptions of Language Skills Improvement after the OER Program

The participants were also asked about their opinions of their improvement in various language skills after the OER program. They were given five choices, and the students chose the best option according to their perceptions. The table below shows the results.

Table 25 Student Perceptions of Language Skills Improvement after the OER Program

	0%-20%		21%-40%		41%-60%		61%-80%		81%-100%	
	F	%	F	%	F	%	F	%	F	%
Listening	13	26	10	20	11	22	15	30	1	2
Speaking	14	28	16	32	13	26	7	14	0	0
Pronunciation	12	24	13	26	8	16	13	26	4	8
Reading	3	6	9	18	10	20	20	40	8	16
Writing	2	4	12	24	17	34	14	28	5	10
Grammar	3	6	8	16	9	18	20	40	10	20
Vocabulary	1	2	6	12	10	20	16	32	17	34
Culture	5	10	17	34	8	16	12	24	8	16

Most of the students (30%) thought that their listening skill improved between 61% and 80%. As for speaking, 32% of the students thought their improvement was between 21% and 40%. While 13 students said that the OER program helped them improve their pronunciation between 21% and 40%, another 13 students uttered that it was useful for pronunciation between 61% and 80%. Forty percent of the learners chose 61%-80% option as an indicator of their improvement in reading after the OER program. For writing, 34% said that they improved between 41% and 60%. The percentage of the students saying that they became better at grammar for 61%-80% was 40%. Thirty-four percent

of them stated that their improvement in vocabulary was between 81% and 100%. Finally, as for culture, 34% of the participants chose 21%-40% option.

As it can be seen in the table above, the students believed that they improved their vocabulary mostly (34%). The second skill that the OER program helped the students improve was grammar according to the participants' answers (20%). The third and the fourth ones the students believed that they developed were reading and culture. Eight percent of the students stated that the program improved their pronunciation between 81% and 100%. Ten percent of the participants said that the program was useful mostly for their writing. While only 2% of the students found the program really useful for listening, nobody thought that s/he benefited from the program in terms of speaking between 81%-100%.

4.3. Students Perceptions of CALL and the OER Program

In this part of the survey, the students were asked seven open-ended questions and three multiple-choice questions. All questions aimed at learning about the participants' opinions of CALL and the OER Program.

4.3.1 Open-ended Questions

The following open-ended questions were asked to the participants:

1. Do you think that OER was helpful for you in terms of learning English? If your answer is "yes" in which respects was it useful for you? If your answer is "no", please explain your reasons for it.
2. Would you like your teacher to do computer assisted reading activities again? Please explain why you said "yes" or "no" with examples.

3. Which book did you like the most or the least? Why?
4. Do you think that the OER program helped you learn new words? Please explain why you said “yes” or “no” with examples.
5. Do you believe that videos and visuals in blogs increased your reading motivation? Please explain why you said “yes” or “no” with examples.
6. Do you believe that comments and discussion parts in blogs were helpful for you? Please explain why you said “yes” or “no” with examples.
10. What are your suggestions to make online reading programs more effective and/or what may the additional features of these kinds of programs be in your opinion?

First of all, the students answered the questions above as “yes” or “no”. Then, they wrote their comments on their answers. Their answers as “yes” or “no” were calculated by using descriptive statistics, SPSS 20. Their comments were analyzed with the help of MAQDA program. Their comments was in Turkish, so they were translated into English.

Most of the students (88%) thought OER was helpful for them in terms of English language learning. Only 12% did not think that they benefited from the program.

As Table 26 shows, most of the students ($f=22$) believed that OER helped them improve their vocabulary. One of them said:

Online readings helped me learn new words and how and where to use these words. A word may have lots of meanings. Because I learnt the words in stories, I do not think that I will forget them (Participant 26).

Table 26 Benefits of the OERP

	Frequency (<i>f</i>)
Facilitating vocabulary learning	22
Reading fast	8
Improvement in reading comprehension	7
Improvement in grammar	6
Fun	5
Permanent learning	4
Reading motivation	4
Improvement in pronunciation	2
Variety in learning	2
Providing visuals	2
Improvement in listening comprehension	1
Subconscious Learning	1
Improvement in translation skills	1
Benefitting from technology	1
Using Time Wisely	1

There were six students saying that their grammar knowledge improved thanks to the online reading program. One of them stated:

The grammar structures in the books were parallel to the ones in our lessons. Therefore, I had the opportunity to see and repeat the rules about them and strengthen my grammar (Participant 7).

Five students said that online reading program was fun. One of them said:

I spend lots of time online in general. I read the stories online, and I both had fun and learnt lots of new words. Reading online books was much more enjoyable than reading a paper-based book (Participant, 42).

Some participants ($f=4$) believed because of the online reading program, they learnt lots of things such as grammar structures and new words permanently. In addition, they said that the OERP increased their reading motivation ($f=4$). There were two students saying that the program was helpful for their pronunciation because of the videos, songs and other additional resources provided. The number of the students who stated they benefited from the program because they liked the variety in learning and teaching methods was two. Also, two students said visuals helped them in terms of English language learning.

One of the students said the program improved his/her listening comprehension. Another one said that because s/he saw the sentences and words very often, s/he learned some of them subconsciously. When s/he needed them to use in writing or speaking, s/he remembers the rules or the words easily, without any efforts (participant 6). There was a student saying that the program improved his/her translation skills. Another student stated it was necessary to use technology in the classroom. Finally, a participant declared that the program was useful because it helped him/her use time wisely and benefit from the technology at utmost level.

However, six students preferred paper-based materials, and a student said computers distracted his/her attention.

As for the second question, the students were asked if they would like their teacher to do computer assisted reading activities again. Eighty-six percent of the participant wanted their teacher to do computer-assisted reading activities again while 14% said vice versa.

When the findings taken into consideration, it is clear that most of the students would like to do computer-based reading activities because they thought that they were helpful for gaining new vocabulary items ($f=11$) and reading skills ($f=9$). Four students said that computer assisted reading activities

provided them the opportunity for practicing English language. One of the participants said:

If students do not practice the things s/he has learnt during his/her classes, s/he can forget them easily. Thanks to online reading activities, students can practice what s/he has learnt recently outside the classroom and do not forget them (Participant 21).

While two students emphasized that the program was fun, the other two students stated the importance of the use of technology in language classes. There were two students saying that the program helped them improve their writing because of the book reports and comments parts in the blogs.

Table 27 Participants' Opinions on the Use of Computer-assisted Reading Activities

	Frequency (<i>f</i>)
Gaining new vocabulary items	11
Improvement in reading	9
Practice opportunities	4
Fun learning	2
Benefitting from technology	2
Improvement in writing	2
Improvement in listening comprehension	1
Motivation for language learning	1
Improvement in pronunciation	1
Providing rich resources	1

A student said that the program improved his/her listening comprehension. Therefore, s/he wanted to use online readings again. There was a student stating the program increased his/her motivation for language learning. Furthermore, another one said it was good for his/her pronunciation. Finally, a student said that the program provided them rich resources for language learning, so s/he wanted to participate in these kinds of activities

again. Nevertheless, eight students complained about the time pressure during the readings and wanted to have more time while doing these kinds of activities. Five students wanted to read paper-based materials, and a participant said that using online reading activities distracts his/her attention. Nine students did not write any comments on their answers.

In the third question the students were asked which book they liked the most. According to the results, the participants liked “Forrest Gump” the most. The one that was liked the least was “A Tale of Two Cities”. The table below shows the findings.

Table 28 The Book Mostly Liked

Which book did you like the most?		
	Frequency (f)	Percent (%)
Forrest Gump	24	48
The Canterville Ghost	11	22
Notting Hill	10	20
A Tale of Two Cities	5	10

As presented in the table, “Forrest Gump” was the favorite one among the books (48%). The second one was “The Canterville Ghost” (22%). The third one was “Notting Hill” (20%) and the book which was liked the least was “A Tale of Two Cities” (10%).

The students were also wrote comments on their choices of books. About the most favorite one they mostly said that the story and the theme of “Forrest Gump” were impressive. The protagonist of the story affected them deeply. “Forrest Gump, the main character of the book affected me very intensively. There are people like him in real life” one of the students said (participant 23). Another student said that the language in the book was easy to understand. Therefore, s/he could easily understand the theme, characters and the events in

the book (participant 16). Also, another student said the book gave him/her positive energy (participant 27).

For “the Canterville Ghost”, the participants mostly said that the story and the language was easy to understand and fluent. According to three participants, it was a good idea to start online readings with this story. Also, the most frequently used word to describe the story was “lovable”.

Most of the participants who chose “Notting Hill” as the best one wrote that it was a funny and an enjoyable book. They liked the characters. One of the students said s/he had fun while reading it, and even s/he burst into laughter (participant 8). However, because it was a love story, some students did not like it.

“A Tale of Two Cities” was mostly thought as a long and boring story. Some students said that there were too many characters, and it made it difficult to understand the story. However, there were some students who liked it a lot. One of them said:

It was a long story, but there were lots of new words and they were frequently repeated in the book. I learnt the meanings of many of them just by reading the story. Also, it was an interesting book including lots of historical information (Participant 28).

The fourth question asked the participants’ opinions of the online reading program’s help in vocabulary learning. Ninety percent of the learners believed that the program improved their vocabulary learning while 6% of them did not think that it helped them in terms of vocabulary development. 14 students did not write any comments on their answers.

Eighteen students said that the OERP helped them learn the meanings of lots of words. One of the participants said:

The word “ambitious” was a word that I had often heard. But I had not been able to learn its meaning. Besides, the words “proud” and “noble” were some of the words I had not been able to learn although I had looked up dictionaries for these words many times. Thanks to this program, I had the opportunity to learn lots of words like the ones I mentioned. In this program, I learnt by not only reading but also watching videos, listening to songs, writing comments and looking at the links about the events in the stories (Participant 21).

Furthermore, some students ($f=9$) emphasized the importance of frequency of the vocabulary items in their vocabulary improvement. A participant stated that it was difficult for him/her to understand the meanings of the unknown words without looking up a dictionary. However, because s/he saw the unknown words very often in different contexts, in time s/he started to guess the meanings and understood what he/she read (participant 50).

Another point that was emphasized by the students ($f=4$) was that they learnt vocabulary in context. Also, they ($f=4$) said that they learnt the new words permanently by seeing them again and again and trying to extract their meanings from the context.

Table 29 Participants' Opinions of OER Program and Vocabulary Learning

	Frequency (f)
Learning the meanings of lots of words	18
Seeing the words frequently	9
Learning vocabulary in context	4
Permanent Learning	3
Supporting learning with videos	3
Supporting learning with comments	2
Learning variable vocabulary items	2
Supporting learning with songs	1

There were some students saying that videos ($f=3$) and comments ($f=2$) supported vocabulary learning. A participant said that both writing and reading comments helped him/her gain new vocabulary items (participant 45). What's more, two students stated that they read different kinds of books and because of that they learnt many different kinds of words. Another student said that songs about the books helped him/her learn new words and how to pronounce them.

There were a few students who did not think that the program was really useful. One of them stated that reading was always a good way of improving vocabulary knowledge. Therefore, gaining new words was not because of the program, but because of reading (participant 10). In addition, one of them said s/he did not like reading on the screen and benefit from the program (participant 47) and another one found the activities boring and said that s/he did not want to read. Therefore, s/he did not learn lots of words (participant 49).

The next question was about videos and other visuals used in the blogs. The researcher asked if the students thought that these videos and other visuals increased their motivation for reading. While 88% said that they helped them get motivated for reading, 12% did not think that videos and visuals aided them in getting motivated. 16 students did not make any comments.

Table 30 Participants' Opinions of Videos, Visuals and Reading Motivation

	Frequency (<i>f</i>)
Improvement on reading comprehension	15
Motivation for reading	13
Fun learning	9
Permanent Vocabulary Learning	3

As the table shows above, most of the comments were related to reading comprehension. The students said that videos and other visuals motivated them for reading and helped them comprehend what they read. A participant said:

During readings sometimes I got lost although I read some parts twice or three times. When I watched the videos, I checked if I understood what I read correctly or not. Also, I did not forget what I read with the help of videos and pictures about the readings (Participant 30).

In addition one of the students stated that she always tried to visualize what s/he reads in Turkish to keep the things she read in mind. It was the same for what s/he read in English. Videos helped her visualize the characters and the events in the books (participant 47).

There were 13 comments on the effects of videos and other visuals on reading motivation. One of the participants said:

Before I read a chapter, I glanced at it, and when I saw a video in the chapter, I tried to read as fast as I could to watch the video. Videos increased my motivation (Participant 26).

Another participant said that with the help of videos and other visuals s/he could understand the emotions in the books (participant nine).

According to nine comments, videos or other visuals attracted the students' attention, and they made reading more enjoyable. One of them said that s/he did not like reading generally and could not read for a long time. Videos helped him/her give a break while reading and have fun (participant 13).

Besides, three comments were made on the contribution of the videos and other visuals on permanent vocabulary learning. In the comments, the students said they heard the words they learnt in the videos. Reading the new words, extracting their meanings from the context and watching videos in which they were used made their vocabulary learning permanent. Only one of the students said that the videos and other visuals did not increase his/her motivation because they were not appealing.

The sixth question asked the students' opinions of whether comments and discussion parts in blogs were useful for the students or not. While 82% of the students found them useful, 12% did not think that they were helpful for them. Sixteen students did not write any comments on their answers.

According to 12 comments, comments and discussion parts in blogs contributed to the students' reading comprehension. One of the participants said that they understood some points in the books s/he missed while reading by reading the comments (participant 13). Similarly, another student said s/he checked his/her understanding by reading the comments.

Seven comments were made on writing improvement thanks to comments and discussions. One of the participants said his/her self-confidence in writing developed because of writing comments and reading his/her friends' comments (participant seven). Another one claimed that s/he could make sentences correctly after making some comments and reading other comments (participant ten). There was a student saying that by writing comments s/he reinforced what s/he learnt from the readings (participant 14).

Table 31 Participants' Opinions of Comments and Discussion Parts in Blogs

	Frequency (<i>f</i>)
Improvement in reading comprehension	12
Improvement in writing	7
Facilitating exchange of Ideas	6
Improvement in vocabulary	5
Motivation for learning	3

In six comments it was said that writing comments was good because of exchanging ideas. One student said that they shared opinions with each other and benefited from different point of views (participant 17). Five students said writing and reading comments were beneficial for learning new vocabulary. In addition, three comments were about the effect of the comments and discussion

parts on student motivation. All the comments were positive and supported that comments and discussions increased the participants' motivation.

There were some criticism about comments and discussion parts. In three comments, it was said that in discussion parts there had to be more challenging and discussible questions. Other three students said that discussions were not realistic because sometimes the students copied other students' comments, or they made comments just to make comments. There were two participants saying that the teacher always had to participate in discussions, too.

The last open-ended question was the tenth question, and it asked about additional comments and advice on how to make online reading programs more effective.

Table 32 Participants' Additional Comments

	Frequency (<i>f</i>)
Reading shorter texts	11
Reading paper-based texts	4
Choosing more appealing texts	3
Adding games	2
Conducting in class discussions	2
Giving more time for reading	2
Organizing competitions	1
Including fewer unknown words	1
Including more songs	1
Including more visuals	1
Choosing other online discussion platforms	1
Giving prizes	1
Adding shorter videos	1
Teacher Participation	1
Constructing a vocabulary portal	1

The most common comment was on the length of the texts. The students wanted to read shorter texts instead of long ones. One of the participants offered

to read shorter texts instead of long books having lots of chapters (participant 17). Four students preferred reading paper-based materials, and three students wanted to read more appealing texts. Two students offered to give place to some vocabulary games to increase vocabulary learning. Other additional comments were on making discussions in classroom, having more time for reading activities, organizing competitions related to readings, including fewer unknown words in texts for the students, including more songs and visuals, using some other discussion platforms, giving prizes for the most successful students, using shorter videos and some vocabulary portals. Also, a participant said that the teacher had to participate in the activities more actively.

All in all, the findings demonstrated that most of the participants were pleased with taking part in the OER program. They thought they benefited from the program in terms of vocabulary, reading, writing and even pronunciation. Also, they mostly believed that the program including videos, other visuals, songs, links related to the texts improved their motivation in reading, and it was fun to be involved in it. However, some students complained about the time pressure during readings, and the length of the texts. Some of them did not find the texts appealing and wanted to read more interesting ones. Besides, although some of them thought the program was really helpful, they preferred paper-based materials.

4.3.2 Multiple Choice Questions

In the second section of the post-OER survey, the participants were asked three multiple-choice questions (questions seven, eight and nine). In these questions they chose the best option reflecting their opinions on the frequency of the use of computer-assisted learning for reading online texts and vocabulary learning in their English lessons by the teacher and by the students.

In addition, they were asked about the percentage of the use of computer-assisted learning in their English classes according to their opinions.

The seventh question asked the students' opinions on the frequency of the use of computer-assisted learning for reading online texts by the teacher and the students.

As the table below demonstrates, many students (48%) thought that the teacher should often use CALL in English lessons. Nobody said that it should never be used. However, the percentage of the learners who said it should always be used was 24%. According to the majority opinion (52%) CALL should often be used by the students in English classes. Sixteen percent said it should always be used while 6% stated it should rarely be used by the students.

Table 33 Participants' Opinions on the Frequency of the Use of CALL in Reading Online Texts

7. How often should CALL be used for online text readings in English classes?											
	Never		Rarely		Sometimes		Often		Always		
	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%	
By the teacher	0	0	0	0	14	28	24	48	12	24	
By the students	0	0	0	6	13	26	26	52	8	16	

The eighth question asked the students' opinions on the frequency of the use of computer-assisted learning for vocabulary learning. More than half of the students (52%) said the teacher should often use it. Nobody chose "never" or "rarely" options. "Always" was selected by 32% of the learners as an answer. Likewise, most of the students (52%) stated that CALL should often be used for vocabulary learning. The percentage of the students saying that the students should sometimes use it was 16%. Furthermore, 30% of the students said CALL should always be used for vocabulary learning by the students in English classes.

The last but not the least, the students answered the question “what do you think about the percentage of the use of CALL in your English classes?” 28% stated CALL should be used 80%-100%. Forty percent said that the percentage should be between 60 and 79 percent.

Table 34 Participants' Opinions on the Frequency of the Use of CALL for Vocabulary Learning

8. How often should CALL be used for vocabulary learning in English classes?										
	Never		Rarely		Sometimes		Often		Always	
	(f)	%	(f)	%	(f)	%	(f)	%	(f)	%
By the teacher	0	0	0	0	8	16	26	52	16	32
By the students	0	0	1	2	8	16	26	52	15	30

Nine students (18%) thought it should be between 40 and 59 percent. Twelve percent believed the percentage of the use of CALL should be between 20 and 39 percent. Only one student (2%) chose 0-19% option.

4.4. Comparison of the Pre-OER and Post-OER Survey Findings on Students Perceptions of CALL, OER and Vocabulary Learning and OER

In pre and post-OER survey questionnaires, there were some items asking about student perceptions of CALL, online extensive reading and vocabulary learning and online extensive reading. In this part, similar items of pre-OER and post-OER questionnaires are compared to see the differences in the findings.

4.4.1 Findings of Pre and Post-OER Surveys Data on Student Perceptions of CALL

As it can be seen in the table below, there were seven similar items in the two questionnaires. The first item in both of the questionnaires was about CALL and traditional learning. When the findings are taken into consideration, it is seen that while 82% of the students thought that CALL was as effective as traditional learning in the pre-OER survey, the percentage of the participants thought in the same way was 76% in the post-OER survey. In both of the questionnaires there was an item about the students' willingness about learning English with CALL.

Table 35 Similar Items on Students Perceptions of CALL

Pre-OER Survey	Post-OER Survey
1. CALL may be as effective as traditional language learning.	1. CALL is as effective as traditional learning.
2. I would like to learn English with CALL.	2. I want CALL to be used in English language teaching.
3. I think CALL may provide a relaxed and stress free atmosphere.	3. I think CALL provides a relaxed and stress free atmosphere.
4. I think CALL may be effective for increasing our motivation.	4. I think CALL is effective for increasing my motivation.
8. I think CALL can make me a more active student in my language learning process.	7. I think CALL made me a more active student in my language learning process.
9. I think CALL may decrease my motivation in learning English.	8. I think CALL decreased my motivation while learning English.
12. I think CALL may provide lots of opportunities to practice my English.	10. Participating in OER Program provided many opportunities to practice English.

According to the findings of the pre-OER questionnaire, the percentage of the learners willing to learn English with CALL was 90%. This percentage went up in the second questionnaire, and 98% of the learners wanted CALL to be used in English language teaching after the OERP.

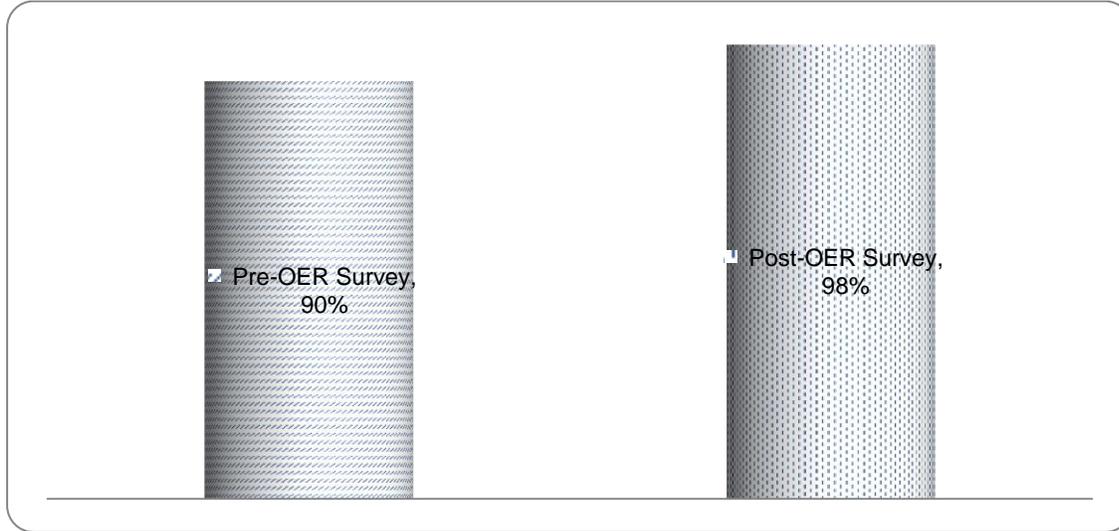


Figure 12 Use of CALL in English Classes

In both of the questionnaires, the students thought that CALL provides a relaxed and stress free atmosphere. While the percentage of the students agreeing with the item was 68 in the first survey, it increased slightly in the second one and reached to 72%. As for student motivation, 82% of the learners said that CALL was effective for increasing their motivation in the pre-OER survey. There was a slight decrease in the percentage (76%) for the item in the post-OER survey. Also, while the percentage of the students saying that CALL may decrease their motivation in learning English was 24% in the pre-OER survey, in the post-OER survey the percentage fell to 14%.

The students stated that CALL could make them a more active student in their language learning process in the pre-OER questionnaire (82%). Similarly, in the post-OER questionnaire most of them said CALL made them a more active student in their language learning process (70%).

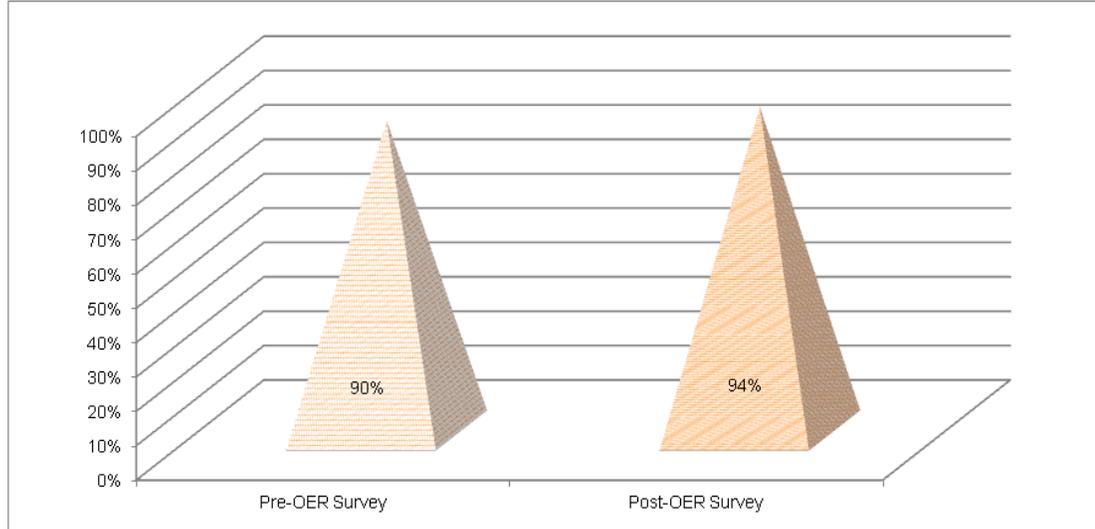


Figure 13 OER and Practice of English

As can be seen in Figure 13 above, the percentage of the students who said, “I think CALL provides lots of opportunities to practice my English” was 90 in the pre-OER survey. However, the percentage increased to 94% in the post-OER survey, and most of the students said participating in OER Program provided them many opportunities to practise their English.

4.4.2 Findings of Pre and Post-OER Surveys Data on Student Perceptions of Online Extensive Reading

Another part included similar items in both of the surveys was the one asking the students their perceptions of online extensive reading.

Table 36 Similar Items on Student Perceptions of Online Extensive Reading

Pre-OER Survey	Post-OER Survey
1. Computer-based reading activities may be enjoyable.	1. Doing Computer Based reading activities was enjoyable.
2. I do not like doing reading activities on the Internet.	12. I did not like doing reading activities online.
3. I think reading activities using CALL can be difficult.	3. I found computer assisted reading activities difficult.
4. I do not like reading on the computer screen.	9. I did not like reading from computer screen.
5. I think reading online can strengthen my reading.	5. Online extensive reading improved my reading in English.
6. I prefer reading paper-based materials instead of computer-based ones.	16. I prefer reading paper-based materials.
7. Online readings may help me read authentic language.	6. While I was reading online I had the opportunity to read authentic language.
8. In my English classes I want to read online texts in English.	7. I want to involve in online reading activities again.

In the pre-OER survey, most of the learners (68%) said that computer-based reading activities were enjoyable. In the post-OER survey the percentage of the learners stating that doing computer-based reading activities was enjoyable was 74%. Therefore, it can be concluded from the findings that the students enjoyed the OER activities.

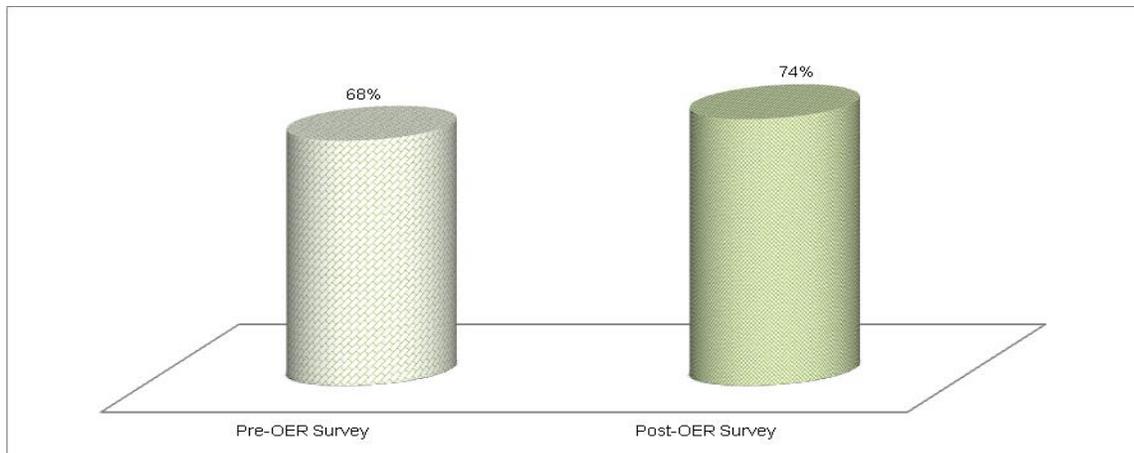


Figure 14 Computer-based Reading Activities were Enjoyable.

In the pre-OER survey, 44% of the participants said that they did not like doing reading activities online. Nevertheless, the percentage of the students who did not like doing reading activities online decreased to 34% in the post-OER survey. Also, 76% of the learners stated they preferred reading paper-based materials instead of computer based ones in the pre-OER survey whereas 54% of them uttered that they preferred reading paper-based materials in the post-OER questionnaire. Although there was a drop in the percentage of the students who did not like reading on the screen, most of the students preferred reading paper-based materials.

Forty-two percent of the students thought reading activities using CALL could be difficult according to the findings of the pre-OER survey. However, in the post-OER survey, the percentage changed and the percentage of the learners who found computer assisted reading activities difficult went down to 32%. Thus, it was clear that 10% of the students changed their mind about the difficulty of doing reading activities using CALL.

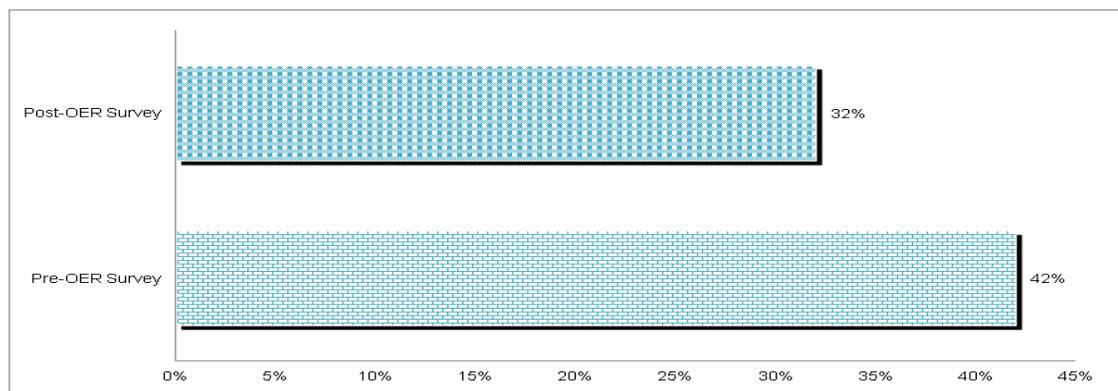


Figure 15 Difficulties in CALL Reading Activities

More than half of the students (56%) declared that they did not like reading on the computer screen in the pre-OER survey. When one looks at the findings of

the item nine in the post-OER survey, s/he sees that the percentage of the students who thought in the same way climbed to 62%.

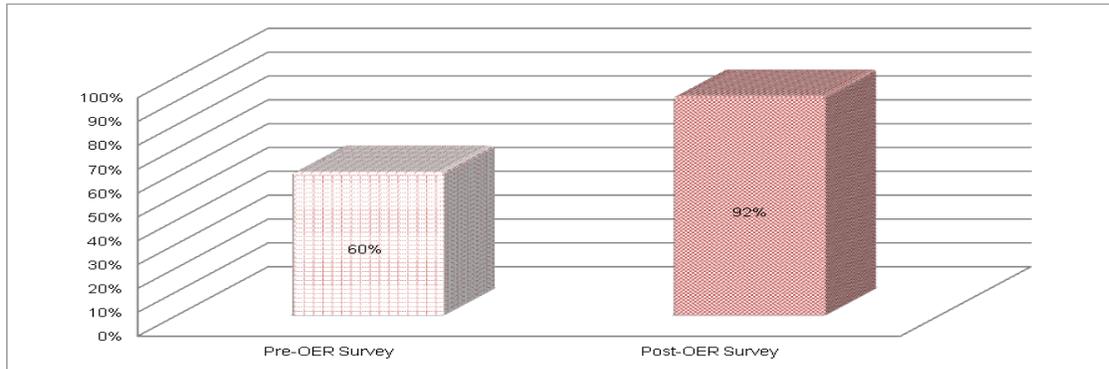


Figure 16 OER and Improvement in Reading

The fifth item in the pre-OER survey questionnaire was “I think reading online can strengthen my reading”. Sixty percent of the learners agreed with the item according to the findings. Likewise, the fifth item in the post-OER survey was ‘online extensive reading improved my reading in English’. The percentage of the students agreeing with the item was 92%.

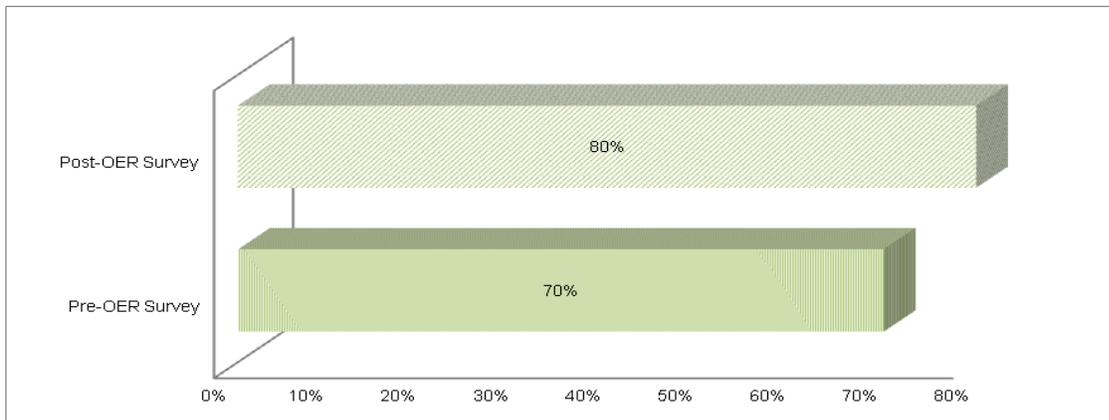


Figure 17 Student Desire to Read Online Texts

Seventy percent of the participants stated that online readings helped them read authentic language in the pre-OER questionnaire. The percentage of the students who thought while they were reading online, they had the opportunity to read authentic language rose from 68% to 70% in the post-OER questionnaire.

Before the application of the OER program, 70% of the participants said that they wanted to read online texts in English. After the use of the program, the percentage of the students who wanted to involve in online reading activities again was 80%. As a result, it can be concluded that the students thought they benefited from the program and wanted to participate in such activities again.

4.4.3 Findings of Pre and Post-OER Surveys Data on Student Perceptions of Vocabulary Learning and OER

In the questionnaires there were also items about vocabulary learning and online extensive reading. There were two common items and they can be seen on the table below.

Table 37 Findings on Student Perceptions of Vocabulary Learning and Online Extensive Reading

Pre-OER Survey	Post-OER Survey
1. I think CALL can improve my vocabulary.	1. The online reading program helped me learn many new words.
6. I can understand the meaning of a word by looking at the context.	2. I think the online reading program improved my ability to extract the meanings of unknown words from the context.

Before the students experienced the OER program, they had positive opinions about CALL and thought that CALL could improve their vocabulary (94%). In the same way, most of the participants (92%) agreed the item “the

online reading program helped me learn many new words” in the post-OER survey.

The second common item was about extracting the meaning of an unknown word from the context. In the pre-OER survey most of the participants (80%) said that I could understand the meaning of a word by looking at the context. However, the percentage of the students who believed that the online reading program improved their ability to extract the meanings of unknown words from the context was 56% after the OERP.

4.5. Findings of Pre-OER and Post-OER Vocabulary Tests

As presented in the methodology section, a vocabulary test was applied to the participants twice. Firstly, it was given to the participants before the OERP, and then it was given after the program. By conducting the same test twice, it was aimed to see the difference in the scores between the tests in terms of student success in learning the meanings of the vocabulary items frequently used in the reading texts. The test included 69 vocabulary items. While evaluating the student success, only the correct choices were taken into consideration. That is, all correct answers were added, and the total was the score of the test.

Table 38 Differences Between the Results for the Pre and Post Vocabulary Tests

		N	Mean	Standard Deviation	t	p
Vocabulary	Pre-OER Test	50	18,68	9,370	-11,804	0,000**
	Post-OER Test	50	37,78	14,221		

After having the scores of the pre and post tests, the results were compared with each other to find the differences if there were any. While doing

statistical analysis a statistics expert's opinion was sought. The findings are shown in the table below.

The mean score of the pre-OER vocabulary test was 18,68, and the mean score of the post-OER vocabulary test was 37,78'dir. The results of the paired sample t-test showed that there was difference between the scores of pre-OER vocabulary test and post-OER vocabulary test ($t: -11,804$, $p < 0,05$). According to this, the mean score of the pre-OER vocabulary test was significantly lower than the mean score of the post-OER vocabulary test.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.0 Introduction

This chapter presents the summary of the study, the discussion of the findings related to the relevant literature, conclusions drawn from those findings, implications and suggestions for practice and future research and limitations of the study.

5.1 Summary of the Study

This study aimed at finding the participants' perceptions of CALL, OER and vocabulary and OER before and after the OERP by conducting pre and post survey questionnaires. Also, the findings of the two questionnaires in terms of related items were compared to see whether there were any differences between the questionnaires before and after the application of the OERP. Besides, in the study the effect of the OERP on the participants' incidental vocabulary development was investigated.

The study took place at TOMER that is a language institute of Gazi University which provides general Turkish, English, other language courses and exam preparation (IELTS, TOEFL, YDS etc.) courses. It was conducted in three phases. Firstly, a pilot study was conducted before the research study with 10 students (20% of the total number of the participants in the study) attending general English courses at Gazi University TOMER between the ages 18 and 25. In the main research study, 50 Turkish EFL learners took place. The ages of participants ranged between 18 and 26. Forty-four percent of the participants

($f=22$) were males and 56% of them ($f=28$) were females. In the group of participants there were 13 freshmen, 13 juniors, 11 seniors, eight sophomores. Three students were at their fifth year at university, and two students were master's students, and they were from various departments.

The study was conducted in three academic terms: 2012-2013 Spring term (pilot study), 2012-2013 Summer School term (intensive English program) and in 2013-2014 Fall term.

In the course of the research study, several stages were followed. The first step was creating Google groups to make it easier to contact with students during the study easily. Then, a pre-survey questionnaire was conducted to have participants' personal data, experience in CALL and their thoughts on CALL, online extensive reading and vocabulary through online extensive reading.

Next, four graded readers were chosen (in the pilot study a list of 20 books including the themes of the books was given to the students. They chose four books attracting their attention). Afterwards, an OER program based on blogs including these four graded readers was designed.

Also, a vocabulary test, which included 69 vocabulary items taken from the books was prepared and given to the students before the readings (Firstly, there were 80 items, but after the pilot study, the number of the items was reduced to 69 because of some problematic items). The vocabulary items in the test were the ones which appeared at least six times in the books chosen. The participants took part in this program for six weeks. During readings they prepared book reports including summaries of the books and their comments about them. After the ER Program, they had the post-survey questionnaire that aimed at learning the participants' opinions of CALL, online extensive reading and vocabulary and online extensive reading. Finally, the same vocabulary test

was applied to see if there is a significant difference between pre-OERP and the post-OERP vocabulary test results.

5.2. Discussion of the Results

In the study two research questions were asked. The first question was about Gazi University TÖMER pre-intermediate level EFL students' perceptions of CALL, online extensive reading and vocabulary and online extensive reading before and after the OERP. The second question asked to what extent Gazi University TÖMER pre-intermediate level EFL students improved their vocabulary incidentally with the help of the online extensive reading program. In this part of the study the discussion of the findings related to these research questions and the relevant literature is presented.

5.2.1 The Students' Perceptions of CALL, Online Extensive Reading and Vocabulary and Online Extensive Reading before and after the OERP

The first research question investigated the students' perceptions of CALL, online extensive reading and vocabulary and online extensive reading before and after the OERP.

First of all, it was necessary for the researcher to learn about the participants' background information to see their readiness and willingness to participate in the OERP. Most of them had been learning English for seven-nine years and had not used CALL in their English classes before. Also, their computer competency was a significant factor for the application of the OERP, and the findings showed that most of them stated themselves as good or fair computer users. Furthermore, most of them had their own computers and declared that they could access the Internet. That is, they would be able to take part in the study using their own computers and accessing the Internet easily.

They did not use blogs in their daily lives very often, and they did not use blogs to learn English. Also, they did not participate in online discussions on the Internet.

To sum up, the questions about the participants' background information revealed some important points as the following:

Most of the participants

1. had been learning English for a long time, but they did not have much experience in using CALL in English classes.
2. had confidence in using computers, had their own computers and access to the Internet.
3. did not often use online discussion platforms and blogs neither in their daily lives nor to learn English.

According to the results it was clear that the participants could take part in the OERP without any difficulties, and the environment they would take part in for language learning would be a new one to them.

The findings related to the perceptions of the students on CALL, OER and vocabulary learning and OER before the OERP program demonstrated some important points in relation to the study. When the findings are taken into consideration, it can be said that the participants were mostly willing to use CALL, and they were hopeful about the gains they would have after they took part in the study. The findings about their perceptions of CALL before the OERP can be summarized as the following:

1. CALL can be as effective as traditional learning.
2. CALL may increase their motivation for learning.
3. CALL can make them more active in their language learning.
4. CALL may provide a more relaxed and stress free atmosphere.

5. CALL may make language learning more flexible and enjoyable.
6. CALL may provide them lots of opportunities to practice English and have feedback.
7. The Internet may provide invaluable resources to improve their English language skills.
8. Using computers for language learning might save their time

None of the students had participated in an online extensive reading program before. However, the findings showed that they were mostly optimistic about the OERP and believed its effectiveness and usefulness for language learning. The summary of the participants' thoughts can be seen below.

1. Computer-based reading activities may be enjoyable.
2. Reading on the Internet may strengthen reading.
3. Online readings may help read authentic language.
4. Online reading may provide lots of interesting reading materials.
5. Computer-assisted reading activities may improve motivation for reading.
6. Computer-assisted reading activities may help learning be permanent.
7. Teachers should sometimes use CALL for online readings.

Although they had positive opinions on CALL and, as the findings showed, they wanted to be involved in OER activities, they had some doubts about online extensive reading and some of them stated that:

1. they do not like reading on the computer screen.
2. they prefer reading paper-based materials instead of computer based ones.

3. when they want to read something online in English, they get printouts.

As for vocabulary learning and OER, similar to their perceptions of CALL and OER, the participants' perceptions of vocabulary learning and online extensive reading were generally positive. They expected the OERP would improve their vocabulary. Most of them believed:

1. online extensive reading may help them remember the meanings of the words.
2. seeing the new vocabulary items in the context may help them understand their meanings.
3. CALL may help them learn new words fast and permanently.
4. CALL may help them learn more words when compared to traditional vocabulary learning methods.
5. it may be fun to learn new words using computers.
6. online texts, blogs, visuals, videos and/or Internet sources may help vocabulary learning.
7. teachers should sometimes use CALL for vocabulary teaching.

After the OER program the participants' perceptions of CALL were similar to the ones before the OER program and even there was an increase in their positive perceptions. They wanted CALL to be used in English language teaching. Their perceptions can be summarized as the following:

1. CALL was as effective as traditional learning.
2. CALL provided a relaxed and stress free atmosphere.
3. CALL was helpful for improving their English.

4. Participating in the OER program provided them many opportunities to practice English.
5. CALL was effective for increasing their motivation.
6. CALL made them more active students in their language learning process.
7. The Internet provided invaluable resources to improve their English and provided them lots of opportunities to practice English.
8. They were good at learning English with technology and they did not have many technical problems while reading online.
9. CALL should often be used in English classes.

The students gave their opinions on OER, and mostly they were pleased to take part in online reading activities. In addition, they wanted to participate in online reading activities again. General comments are presented below.

1. Computer based reading activities was enjoyable.
2. Online reading program provided them a relaxed and stress free reading environment.
3. Online extensive reading improved their reading comprehension and speed in English.
4. They had the opportunity to read authentic language while they were reading online.
5. Online reading (videos and other visuals) increased their motivation for reading.
6. OER helped them improve their grammar and pronunciation as well thanks to the videos, songs and other additional resources provided.
7. Comments and discussion parts were useful for reading comprehension, writing and use of vocabulary.

The findings indicated that most of the students thought they benefited from the program in terms of vocabulary development. The comments on vocabulary learning and OER were given below.

1. The online reading program helped them learn many new words.
2. The online reading program improved their ability to extract the meanings of unknown words from the context.
3. The online readings helped them about how to use the new words.
4. Book reports they wrote after the readings helped them to learn the new words permanently by giving them the opportunity to use them.
5. They would like to be involved in OER activities again.
6. OERP improved their motivation for learning vocabulary.

Both before and after the OERP, the students thought that CALL provided a relaxed and stress free atmosphere. Most of the learners believed that CALL was effective for increasing their motivation although there was a slight decrease in the number of the students believing OER helped them get motivated for learning.

The students believed that CALL might make them more active students in their language learning process, and their belief in that increased after the OER program. Also, the students thought CALL provided lots of opportunities to practice English before and after the OERP, and even there was an increase in that thought after the OERP.

The participants thought that computer-based reading activities were enjoyable after the OERP similar to their thoughts before the OERP. There was a decrease in the number of the participants who said that they did not like doing reading activities online after the OERP. Also, the number of the students stating that they preferred reading paper-based materials instead of computer based ones before the OER fell after the OERP. However, although there was a drop

in the percentage of the students who did not like reading on the screen, most of the students preferred reading paper-based materials even after the OERP.

Whereas the participants thought reading activities using CALL could be difficult before the OERP, some of them changed their minds and thought that reading activities were not difficult. After the OERP. It was important for the study that the number of the students who wanted to read online texts before the application of the OER program went up after the application of the program.

Before the students experienced the OER program, they had positive opinions about CALL and thought that CALL could improve their vocabulary. In the same way, most of the participants said their vocabulary improved thanks to the OERP after they experienced it. Also, they believed that the online reading program improved their ability to extract the meanings of unknown words from the context.

In the pilot study a list of books was given to the students, and they chose the four books from the list. The list was prepared taking the students' ages, needs and areas of interest into consideration. The results demonstrated that "Forrest Gump" was the most popular book of all. As the students mentioned in their comments, they liked the theme of the book and the protagonist of the story. Also, the students found the language in the book easy to understand. For "the Canterville Ghost", the participants mostly said that the language was easy to understand and fluent. It seems that it was a good idea to start online readings with this story. "Notting Hill" was a funny and an enjoyable book according to the students, and they liked the characters although a few of them did not like it because it is a love story. "A Tale of Two Cities" was thought as a long and boring story. Lots of characters in the book caused some confusion for the students and made it difficult to understand the story.

The books in the blogs were sequenced from the easiest to the most difficult one as in the study done by Huang and Liou (2007). The participants'

comments on the post-OERP questionnaire showed that it was a motivational factor for them to read because the books provided comprehensible input for the students as Krashen thought as a precondition for acquisition. Also, as in Huang and Liou's study the participants complained about the length of the books and declared that they had some eye problems about reading on the screen. It may be the reason for the decrease in their positive perceptions about the effect of OERP on their motivation because the students offered to read shorter texts and reading on the screen were regarded as a negative side of the program.

Thinking that blogs were used as e-books in this study, the results were compatible with Chou's study (2014) that investigated students' e-book reading attitudes and found that the students demonstrated a positive e-book reading attitude. Similarly, Lin (2010) investigated the effects of using e-books with multimedia support in an extensive reading program on EFL learners' attitudes toward reading in English. Findings obtained from a reading attitudes scale, the teacher's class notes of the students' reading behaviors and reactions as well as their spontaneous oral or written feedback showed that the e-books had positive effects on the students' attitudinal changes in all dimensions of reading attitudes. The results also showed that the features of the e-books like music/sound effects were considered important to change their attitudes. There are some other studies (e.g. Chou, 2014, Huang, 2013) in line with this study proving that e-books improved motivation for reading.

In their studies Beauvois (1994), Bradley and Lomicka (2000), Lin, Chan, Hsiao (2011) found that CALL affected student attitudes towards reading in a positive way. As for online extensive reading, Sun (2003) in his study designed and implemented an online extensive reading program which offered an online reading platform for specific needs of EFL learners in Taiwan, and the results of the study showed that students had a positive attitude toward the reading system. In addition, in their research studies Arnold (2009), Pino-Silva (2006),

Lin (2010) and Chen et al. (2013) found positive effects of an online extensive reading program on student attitudes. According to the findings obtained from the pre-OERP and post-OERP questionnaires it can be said that this study is in alignment with all these studies mentioned above because students' perceptions of OERP were mostly positive after the application of the program, and they wanted to take part in these kinds of programs again.

After the application of the program, some students complained about the time pressure during the readings and wanted to have more time while doing these kinds of activities. Also, there were a few students who did not think that the program was really useful. One of them stated reading was always a good way of improving vocabulary knowledge. Therefore, gaining new words was not because of the program, but because of reading. In addition, some students found the activities boring and did not want to read. Some others thought that in discussion parts there had to be more challenging and discussible questions. There were some participants saying that the teacher always had to participate in discussions. The length was caused some problems, too. The students wanted to read shorter texts instead of long ones. Some students wanted to read more appealing texts, and some others offered to give place to some vocabulary games to increase vocabulary learning, organizing competitions related to readings, including fewer unknown words in the texts for the students, including more songs and visuals, using some other discussion platforms, giving prizes for the most successful students, using shorter videos and some vocabulary portals.

5.2.2 The Effect of the Online Extensive Reading Program on the Participants' Incidental Vocabulary Development

A vocabulary test was applied to the participants before and after the OERP. The test included 69 vocabulary items. Test items were chosen from the four books, and they were frequent and salient words. During the OERP the participants were exposed to the items. After the application of the program the same vocabulary test was conducted to see if the students could learn the meanings of the words incidentally and subconsciously because any vocabulary exercises or explicit instruction took place during readings. With the comparison of the scores the participants obtained from the application of the test before and after the OERP, the difference between the tests in terms of student success in learning the meanings of the vocabulary items frequently used in the reading texts incidentally was evaluated. The results demonstrated that there was significant difference between the scores of pre-OER vocabulary test and post-OER vocabulary test.

The results of the study were compatible with the study of Day et al. (1991) that is similar to this study except for online application provides empirical evidence for the claim that foreign language learners can get L2 vocabulary incidentally through pleasure reading as it was called by the researchers.

Also, the study obtained similar results with the studies of Knight (1994) who investigated if intermediate-level FL students could learn a significant amount of new vocabulary through reading, and found that intermediate-level FL students reading short texts can indeed learn new vocabulary while reading, Nagy et al. (1985) who attempted to determine if students acquire measurable knowledge about unfamiliar words while reading natural text and found small but statistically reliable gains in word knowledge from context and proved that incidental learning from context supported vocabulary growth. The studies done

by Pitts et al. (1989), Cho & Krashen (1994) Horst (2005) had similar results with this study in terms of vocabulary reading through extensive reading. Moreover, the findings obtained from Horst's study (2005) are similar to the findings of this study because of the fact that he found word knowledge gains thanks to the ER program he prepared for vocabulary development. Horst says that growth rates were higher than those found in earlier studies, and the participants had learnt more than half of the unfamiliar words in the ER materials (graded readers) they selected.

Furthermore, this study had parallel findings with some studies in which CALL applications have been used to see their effect on reading and vocabulary learning such as Rollinghoff (1993), Esit (2011), Hu & Deng (2007), Fehr et al. (2012), Reinking and Rickman (1990) and showed that CALL application have a good effect on vocabulary learning. Tozcu and Coady (2004) investigated the effect of vocabulary learning using CALL on vocabulary knowledge by applying Tutorial CALL to the students to make them learn highly frequent vocabulary, and the students showed significantly greater gains. Thus, this study can be regarded as another contribution to the literature proving the effectiveness of CALL on vocabulary development.

Furthermore, the results demonstrated that blogs encouraged the participants to read extensively. Similar to the study conducted by as Miceli et al. (2010) the participants thought blogs as a valuable opportunity for vocabulary development. Also as Rahmany et al. (2013) found in their study, blogs contributed to vocabulary enhancement. Thinking that blogs were used as e-books to motivate students to read and enhance their vocabulary in this study, the results were compatible with Chou's study (2014) that investigated students' e-book reading attitudes and found that the students demonstrated a positive e-book reading attitude. Besides, this study is in line with the study of Huang and Liou (2007) who prepared an online extensive reading program including sixteen

articles from the computer corpus of a local Chinese-English magazine and lasting for twelve weeks. He provided comprehensible texts sequenced according to word difficulty levels and ensured repetition of target words. The results showed noticeable vocabulary gains for the students and provided positive evidence for utilizing the online extensive reading syllabus to enhance learners' word acquisition through reading.

In addition to the studies above, this study obtained similar results with the experimental study conducted by Chen et al. (2013) in terms of vocabulary gains through extensive reading of e-books. The findings of the study demonstrated that the experimental group exhibited significantly better vocabulary than the control group.

Although no studies could be found exactly the same with the current study in the review of literature, the studies above had compatible results with this study on the use of an online extensive reading program based on blogs.

5.3 Conclusions

This study aimed at finding the participants' perceptions of an online extensive reading program that was based on blogs including four books before and after the application of the program and to what extent the program helped the participants develop their vocabulary with the help of the program. To get data about the students' perceptions, two questionnaires (pre-OERP and post-OERP) were conducted. Besides, to see if the OERP helped the students develop their vocabulary, a vocabulary test was applied before and after the OERP.

The findings showed that before the students used the OERP their perceptions were positive on CALL, online extensive reading and learning vocabulary through online extensive reading although most of them had not

experienced CALL and online extensive reading before. They thought CALL and online extensive reading could be as effective as traditional learning, increase their motivation for learning, make them more active in their language learning, provide a more relaxed and stress free atmosphere, lots of opportunities to practice English and have feedback, improve their reading and vocabulary and make language learning more flexible, interesting and enjoyable.

After the application of the OERP, the findings demonstrated that the students' perceptions were similar to their perceptions before the OERP and even there was a change in their perceptions in a positive way. Most of the students enjoyed the program and wanted to participate in such programs again. Also, they believed it contributed to their reading motivation and vocabulary learning greatly. It was as effective as traditional learning, provided a relaxed and stress free and enjoyable atmosphere and opportunities for practicing English, improved their vocabulary and ability to extract the meanings of unknown words from the context, grammar, pronunciation, reading comprehension and speed, increased their motivation for learning and made them more active students in their language learning process.

As for the effect of the OERP program on the participants' vocabulary development, the results of the vocabulary test conducted before and after the OERP showed that there was significant difference between the scores of the two applications of the test, and the students gained a notable number of words incidentally.

All in all, the study proved that the online extensive reading program caused the participants have more positive perceptions of the use of CALL and especially online extensive reading. Besides, it helped them gain a considerable amount of vocabulary incidentally in a six-week period.

5.4 The Pedagogical Implications and Suggestions for Future Research

When thinking about the results of the study and the related research on use of online extensive reading via blogs and incidental vocabulary development, the following implications were drawn for incorporating for English language teaching and learning.

There is lots of research proving the positive effect of reading on incidental vocabulary development. However, only a few of them are based on CALL activities. When thinking this is the era of digital learners and computer technology, instead of always using traditional methods, CALL can be integrated into the teaching of vocabulary. As the study showed, most of students welcome innovative methods in the classroom and would like to experience them. The study was done in a language institute and can be applied in other language institutions which aim at meeting the needs of the students who are looking for different learning experiences.

In the current study blogs were used as the sources of online extensive reading. They were enriched with audio-visual materials appropriate for the students' needs and areas of interest and discussion parts to motivate the readers for reading and make them benefit from the program at utmost level. However, wikis, online newspapers or other sources for reading can be used for future research. Interactive games or other motivating tools can be added, too. Instead of using long texts, short stories which are interesting and appealing for the participants and including five or six chapters may be used because similar to the findings of and Liou's study (2007), this study showed that some students might get bored due to long readings and give up reading. In addition, thinking that some students had problems about reading on the computer screen, they should be warned about eye problems and recommended about not spending too much time in front of the computer screen. They should read the materials

giving breaks and reading everyday regularly instead of trying to read all the material in a short time. Another option may be reading paper-based materials and doing activities based on readings using online resources.

The current study was a case study and lasted for six weeks. It was not possible to conduct an experimental study because of the small number of the students and because of the need to follow a fixed curriculum. Nevertheless, an experimental study can be conducted having a treatment and a control group and applying the OERP to the treatment group. Then, the two groups can be compared to each other to see the effect of the OERP on incidental vocabulary development.

5.5 Limitations

The results of this study are based on a sampled population of students (50 students) at Gazi University TOMER only. The number of the participants may be too limited for general assumptions. It may not be applicable well for other populations with different native languages, educational or cultural backgrounds. It reflects the unique results of a specific group's perceptions towards the CALL, OER, and vocabulary development through OER in a specific context.

Moreover, because of the time pressure, the study was conducted in six weeks. If the students had had more time to read, there would have been much more gains in terms of vocabulary improvement at the end of the program. The students who had midterm or final exams could not focus on the program. If there had been more time, the reading program would have been more flexible and beneficial for the students.

Besides, the students were evaluated according to their success in the vocabulary test (an achievement test prepared by the teacher) before and after

the OERP. A delayed post-test two or three weeks after the application of the OERP should have provided more information about the students' vocabulary gains (whether they learnt the meanings of the words receptively and permanently or not). Also, in the test the students just selected the meanings of the words from the choices. They did not get involved in speaking or writing activities that might show that they learnt the words productively. The results of the study can only be seen as a proof of limited gains of vocabulary in terms of word meanings. Vocabulary gains from the readings were limited to certain words. The retention was not checked over time.

REFERENCES

- Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. *Language Learning & Technology*, 5 (1), 202-232.
- Amir, Z., Ismail, K. & Hussin, S. (2011). Blogs in Language Learning: Maximizing Students' Collaborative Writing. *Procedia Social and Behavioral Sciences* 18, 537–543.
- Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals*, 42(2), 340-366.
- Barson, J., & Debski, R. (1996). Calling back CALL: Technology in the service of foreign language learning based on creativity, contingency, and goal-oriented activity. In M. Warschauer (Ed.), *Telecollaboration in foreign language learning* (pp. 49-68). Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. Essex, England: Pearson Education Limited.
- Beauvois, M. H. (1994). E-talk: Attitudes and motivation in computer- assisted classroom discussion. *Computers and the Humanities*, 28, 177-190.
- Bell, T. (1998). 'Extensive reading: why? And how?'. *The Internet TESL Journal* 4 (12) <http://www.iteslj.org/Articles/Bell-Reading.html>. Originally accessed 31 May 2014.
- Blachowicz, C. L. Z., Fisher, P. J. L., & Ogle, D. (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly*, 4, 524–539

- Bradley, T., & Lomicka, L. (2000). A case study of learner interaction in technology- enhanced language learning environment. *Journal of Educational Computing Research*, 22(3), 347-368.
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Comparing incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language*. 20 (2), 136-163
- Campbell, A. P. (2003). Weblogs for use with ESL classes. *The Internet TESL Journal*, 9(2)
- Carrell, P. L. & J. G. Carson. (1997). `Extensive and intensive reading in an EAP setting,'*EnglishforSpecificPurposes*16/1: 47±60.
- Chapelle, C. (1997). CALL in the year 2000: Still in search of research paradigms?, *Language Learning & Technology* 1, (1) 19-43.
- Chapelle, C., (2001). *Computer Applications in Second Language Acquisition*. Cambridge University Press, Cambridge.
- Chapelle, C.A. & Jamieson, J., (2008). *Tips for Teaching with CALL: Practical Approaches to Computer-assisted Language Learning*. Pearson Longman, White Plains, NY.
- Chapelle, C. (2010). The spread of computer assisted language learning. *Language Teaching*, 43(1), 66– 74.
- Chen, C. N., Chen, S. C., Chen, S. H. E., & Wey, S. C. (2013). The effects of extensive reading via e-books on tertiary level efl students' reading attitude, reading comprehension and vocabulary. *TOJET: The Turkish Online Journal of Educational Technology*, 12(2), 303-312.

- Chiu, Y-H. (2013). Computer-assisted second language vocabulary instruction: A meta-analysis, *British J. of Educational Technology*, 44, 52-56.
- Cho, K-S., & Krashen, S. (1994). Acquisition of vocabulary from Sweet Valley Kids Series: Adult ESL acquisition. *Journal of Reading*, 37, 662–667.
- Chou, I-C. (2014) Investigating EFL Students' E-book Reading Attitudes in First and Second Language, *US-China Foreign Language*, 12 (1), 64-74.
- Chun, D. & Plass, J. L. (1996) Effects of Multimedia Annotations on Vocabulary Acquisition. *The Modern Language Journal*, 80, 183-198.
- Cohen, L., Manion, L. & Morrison, K. (2000) Research methods in education (5th edn), London, Routledge.
- Constantinescu, I. A. (2007). Using technology to assist in vocabulary acquisition and reading comprehension. *The Internet TESL Journal*, 13 (2).
- Davis, C. (1995). 'Extensive reading: an expensive extravagance?' *English Language Teaching Journal* 49 (4), 329-336.
- Day, R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(2), 541-551.
- Day, R & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
- Dina, A. T. & Ciornei, S. I. (2013) The Advantages and Disadvantages of Computer Assisted Language Learning and Teaching for Foreign Languages, *Procedia - Social and Behavioral Sciences* 76, 248-252

- Donaldson, R., & Kotter, M. (1999). Language learning in cyberspace: Teleporting the classroom into the target culture. *CALICO Journal*, 16(4), 530-557.
- Ellis, R., 2005. Principles of instructed language learning. *System* 33, 209–224.
- Erben, T., & Sarieva, I. (2008). *CALLing all foreign language teachers: Computer-assisted language learning in the classroom*, NY: Eye on Education.
- Erben, T., Ban, R., Jin, L., Summers, R., & Eisenhower, K. (2008). Using Technology for Foreign Language Instruction: Creative Innovations, Research, and Applications, in Erben, T., & Sarieva, I. (eds). *CALLing all foreign language teachers: Computer-assisted language learning in the classroom*, NY: Eye on Education.
- Esit, O, (2011). Your verbal zone: An intelligent computer-assisted language learning program in support of Turkish learners. *Computer Assisted Language Learning*, 24(3), 211-232.
- Fehr, C. N., Davison, M. L., Graves, M. F., Sales, G. C., Seipel, B. & Sekhran-Sharma, S. (2012) The effects of individualized, online vocabulary instruction on picture vocabulary scores: an efficacy study, *Computer Assisted Language Learning*, 25 (1), 87–102.
- Gairns, R., & Redman, S. (1986). *Working with words*. Cambridge: Cambridge University Press.
- Green, A., & Youngs, B. E. (2001). Using the web in elementary French and German courses: Quantitative and qualitative study results. *CALICO Journal*, 19 (1), 89-123.

- Hill, D. (2008). Graded readers in English. *ELT Journal*, 62 (2), 184-204.
- Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, 61(3), 355–382.
- Horst, M., Cobb, T., & Meara, P. (1998) Beyond a Clockwork Orange: acquiring second language vocabulary through reading. *Reading in a Foreign Language* 11(2): 207-223.
- Hu, H.-P., & Deng, L.-J. (2007). Vocabulary acquisition in multimedia environment. *US-China Foreign Language*, 5(8), 55-59.
- Huang, H.-T., & Liou, H.-C. (2007). Vocabulary learning in an automated graded reading program. *Language Learning & Technology*, 11(3), 64–82.
- Huang, H. (2013). E-reading and e-discussion: EFL learners' perceptions of an e-book reading program. *Computer Assisted Language Learning*, 26(3), 258-29
- Izquierdo, B., & Reyes, L. (2009). Effectiveness of blogging to practice reading at a Freshman EFL program. *Reading Matrix: An International Online Journal*, 9, 100–117.
- Jenkins, J.R., Stein, M.L., & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, 21, 767–87
- Jones, M., & Alony, I. (2008). Blogs—The new source of data analysis. *Journal of Issues in Informing Science and Information Technology*, 5, 433–446.

- Kang, S.-H., & Dennis J. R. (1995). The effects of computer-enhanced vocabulary on achievement of ESL grade school children. *Computers in the Schools, 11*(3), 25-35.
- Kavaliauskien, G., Anusien, L. & Mažeikien, V. (2006). Application of Blogging for Learner Development. *Journal of Language and Learning, 4*(2), 133-143.
- Knight, S. (1994). Dictionary: The tool of last resort in foreign language reading? A new perspective. *The Modern Language Journal, 78*, 285 – 299.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Prentice-Hall.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal, 73*, 440–464.
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Portsmouth, NH: Heinemann.
- Lai, C. & Zhao, Y. (2005). Introduction to part five: The essence of language education and technology integration in language education. In Zhao, Y. (ed). *Research in Technology and Second Language Education: Developments and Directions*. Greenwich, CT: Information Age Publishing.
- Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics, 22*, 1-26.

- Lee, H. N., & Mallinder, M. (2011). Role of extensive reading in EFL vocabulary development: review and recommendation. *The English Teacher* Vol. XL: 145-163.
- Levy, M. (1997). *Computer assisted language learning*. Oxford: Clarendon Press.
- Levy, M. (2009). Technologies in use for second language learning. *Modern Language Journal*, 93(1), 769–782.
- Lin, C. C., Chan, H. J. & Hsiao, H. S. (2011). EFL students' perceptions of learning vocabulary in a computer-supported collaborative environment. *The Turkish Online Journal of Educational Technology*, 10, 91–99.
- Lin, C.C. (2010). "E-book flood" for changing EFL learners' reading attitudes. *US-China Education Review*, 7 (11), 36-43.
- Liu, M., Z. Moore, L. Graham & S. Lee (2002). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990– 2000. *Journal of Research on Technology in Education*, 34 (3), 250–274.
- Ma, Q., & Kelly, P. (2006). Computer-assisted vocabulary learning: Design and evaluation. *Computer Assisted Language Learning*, 19(1), 15–46.
- Miceli, T., Murray, S., & Kennedy, C. (2010). Using an L2 blog to enhance learners' participation and sense of community. *Computer Assisted Language Learning*, 23, 321–341.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

- Nagy, W.E., Herman, P.A., & Anderson, R.C. (1985). Learning words from context. *Reading Research Quarterly*, 20, 233-253.
- Padmavathi, G. (2013). English Teaching and Learning in the Digital Age, *International Journal of Modern Engineering Research (IJMER)*, 3 (1), 116-118.
- Pan, L., (2009). Sub-skills Approach and Extensive Approach to Reading in TEFL, *Journal of Cambridge Studies*, 4 (3), 112-120.
- Paribakht, T. S., & Wesche, M. (1999). Reading and “incidental” L2 vocabulary acquisition: An introspective study of lexical inferencing. *Studies in Second Language Acquisition*, 21, 195–224.
- Pino-Silva, J. (2006). Extensive reading through the Internet: Is it worth the while? *The Reading Matrix*, 6(1), 85-96.
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18(1), 1–28.
- Pitts, M., White, H., & Krashen, S. (1989). Acquiring second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquirers. *Reading in a Foreign Language*, 5, 271–275.
- Rahmany, R., Sadeghi, B. & Faramarzi, S. (2013) The Effect of Blogging on Vocabulary Enhancement and Structural Accuracy in an EFL Context *Theory and Practice in Language Studies*, 3(7), 1288-1298
- Read, J. (2004). Research in teaching vocabulary. *Annual Review of Applied Linguistics*, 24, 146–161.

- Reinking, D., & Rickman, S. S. (1990). The effects of computer-mediated texts on the vocabulary learning and comprehension of intermediate-grade readers. *Journal of Reading Behavior*, 22, 395–411.
- Renandya, W. A. & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it? In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 295–302). Cambridge: Cambridge University Press.
- Rollinghoff, A. (1993). Implementing word learning strategies into an interactive learning environment, *CALICO Journal*, 11(2): 21–44.
- Rott, S. (1999). The effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition through reading. *Studies in Second Language Acquisition*, 21(1), 589–619.
- Salaberry, M.R. (2001). The use of technology for second language learning and teaching: A retrospective. *The Modern Language Journal*, 85(i), 39-56.
- Saragi, T., Nation, I. S.P. & Meister, G. F. (1978). Vocabulary learning and reading. *System*, 6, 72-78.
- Serieva I. & Zoran, A. (2008) Guiding Principles: Second Language Acquisition, Instructional Technology, and the Constructivist Framework in Erben, T., & Sarieva, L. (eds). *CALLing all foreign language teachers: Computer-assisted language learning in the classroom*, NY: Eye on Education.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Stahl, S. A. & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Erlbaum.

- Stockwell, G. (2007). A review of technology choice for teaching language skills in the CALL literature. *ReCALL Journal*, 19(2), 105–120.
- Sullivan, N., & Pratt, E. (1996). A comparative study of two ESL writing environments: A computer-assisted classroom and a traditional oral classroom. *System*, 24, 1-14.
- Sun, Y. C. (2003). Extensive reading online: an overview and evaluation. *Journal of Computer Assisted Learning*. 19, 438-446.
- Swanborn, M.S.L. & Gloppe, K. (1999) Incidental word learning while reading: a meta-analysis. *Review of Educational Research* 69(3): 261-285.
- Thorne, S. L., & Reinhardt, J. (2008). "Bridging activities," new media literacies and advanced foreign language proficiency. *CALICO Journal*, 25, 558–572.
- Tozcu, A. & J. Coady. (2004) Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed. *Computer Assisted Language Learning*, 17(5), pp. 473-495.
- Uzunboyulu, H., Bicen, H., & Cavus, N. (2011). The efficient virtual learning environment: A case study of web 2.0 tools and windows live spaces. *Computers in Education*, 56(3), 720–726.
- Wang, S. & Va`squez, C. (2012) Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412–430.
- Waring, R. & Takaki, M. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a Foreign Language*, 15, 130-163.

Warschauer, M. & Healey, D. (1998). Computers and language learning: an overview. *Language Teaching* 31, 57–71.

Warschauer, M., & Kern, R.(eds.) (2000). *Network-based language teaching: Concepts and practice*. Cambridge, England: Cambridge University Press.

Warschauer, M., & Meskill, C., (2000). *Technology and second language teaching and learning*. In: Rosenthal, J. (Ed.), *Handbook of Undergraduate Second Language Education*. Lawrence Erlbaum, Mahwah, NJ.

Warschauer, M. (2006) *Laptops and literacy: Learning in the wireless classroom*, Teachers College Press, New York.

Williams, J. B. & Jacobs, J. (2004). Exploring the use of blogs as learning spaces in the higher education sector. *Australasian Journal of Educational Technology*, 20(2), 232-247.

Wodinsky, M. & Nation, P. (1988). Learning from graded readers. *Reading in a Foreign Language*, 5(1), 155-161.

Zhao, Y. (2003). Recent developments in technology and language learning: A literature review and meta-analysis. *CALICO Journal*, 21(1), 7–27.

Zimmerman, C. B. (2014). Teaching and Learning Vocabulary for Second Language Learners. In M. Celce-Murcia & D. M. Brinton, M. A. Snow, (Eds.), *teaching English as a Second or Foreign Language* (288-302). Boston: Heinle Cengage.

Zorko, V. (2007). A rationale for introducing a wiki and a blog in a blended-learning context. *CALL-EJ Online*, 8(2)

APPENDICES

APPENDIX A: THE BOOK REPORT FORM

YOUR NAME AND SURNAME:

CLASS:

NAME OF THE BOOK: THE CANTERVILLE GHOST

A. According to you, which words are important in the book? Write them into the box.

B. Write a short summary of the book (85-100 words)

C. Write your comments about the book. (Did you like it or not? Why? etc.)

APPENDIX C: PRE-OER QUESTIONNAIRE

BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİ VE KAPSAMLI OKUMA İLE KELİME ÖĞRENİMİ ANKETİ

Sevgili Öğrenci,

Bu çalışmanın amacı, uygulanacak olan kapsamlı çevrimiçi okuma programı öncesinde sizlerin bilgisayar destekli İngilizce öğrenimi, çevrimiçi okuma ve çevrimiçi okumanın kelime öğrenimi üzerine olabilecek etkileri ile ilgili görüşleri hakkında bilgi edinmektir. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacaktır, bu yüzden çalışmanın amacına ulaşabilmesi için **lütfen samimiyetle cevap veriniz ve hiçbir ifadeyi cevapsız bırakmayınız.**

Yardımlarınız için teşekkür ederim.

Maide Yılmaz

Orta Doğu Teknik Üniversitesi

İngiliz Dili Öğretimi

BÖLÜM 1

A. Bu bölüm sizinle ilgili bilgi edinmek amacıyla hazırlanmıştır. Lütfen her soruya uygun şekilde cevap veriniz.

1. Yaş:	
2. Cinsiyet:	<input type="checkbox"/> E <input type="checkbox"/> B
3. Seviye:	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2
4. Üniversitede Kaçınca Yılıdır?	
5. Bölüm:	
6. Ne kadar süredir İngilizce öğreniyorsunuz?	<input type="checkbox"/> bir yıldan az <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10 yıldan fazla
7. İngilizce derslerinizde hiç bilgisayar destekli dil öğrenimini kullandınız mı? Cevabınız evet ise lütfen açıklayınız.	<input type="checkbox"/> Evet <input type="checkbox"/> Hayır _____ _____ _____
8. Kendinizi nasıl bir bilgisayar kullanıcısı olarak tanımlarsınız?	<input type="checkbox"/> Kotu <input type="checkbox"/> Orta <input type="checkbox"/> İyi <input type="checkbox"/> Çok iyi
9. Kendi bilgisayarınız var mı?	<input type="checkbox"/> Evet <input type="checkbox"/> Hayır
10. İnternete nereden erişim sağlıyorsunuz?	<input type="checkbox"/> İnternet Kafe <input type="checkbox"/> Okul <input type="checkbox"/> Yurt <input type="checkbox"/> Ev <input type="checkbox"/> Diğer _____

11. İngilizce öğrenmek için haftada kaç saatinizi internette harcıyorsunuz?	<input type="checkbox"/> Hiç <input type="checkbox"/> Bir saatten az <input type="checkbox"/> 1-3 saat <input type="checkbox"/> 3-5 saat <input type="checkbox"/> 5 saatten fazla
12. İngilizce öğrenmek için hangi web sitelerini kullanıyorsunuz? Lütfen sitelerin isimlerini yazınız. (Eğer İngilizce öğrenmek için bir web sitesi kullanmıyorsanız kutucuğu işaretleyiniz.)	<hr/> <hr/> <hr/> <hr/> <input type="checkbox"/> İngilizce öğrenmek için bir web sitesi kullanmıyorum.
13. Günlük yaşantınızda blog kullanıyor musunuz? Eğer cevabınız evet ise hangilerini kullanıyorsunuz? Eğer cevabınız evet ise haftada kaç saat blog kullanıyorsunuz?	<input type="checkbox"/> Evet <input type="checkbox"/> Hayır <hr/> <hr/> <hr/> <hr/>
14. İngilizce öğrenmek için blog kullanıyor musunuz? Eğer cevabınız evet ise hangilerini kullanıyorsunuz? Eğer cevabınız evet ise haftada kaç saatinizi İngilizce öğrenmek için blog kullanarak geçiriyorsunuz?	<hr/> <hr/> <hr/> <hr/> <input type="checkbox"/> Bir saatten az <input type="checkbox"/> 1-3 saat <input type="checkbox"/> 4-6 saat <input type="checkbox"/> 7-9 saat <input type="checkbox"/> 10 veya 10 saatten fazla
15. Online tartışmalara katılıyor musunuz? Eğer cevabınız evet ise hangi web sitelerindeki tartışmalara katılıyorsunuz?	<input type="checkbox"/> Evet <hr/> <input type="checkbox"/> Hayır

BÖLÜM 2

B. Bu bölüm sizlerin bilgisayar destekli dil öğrenimi ile ilgili fikirlerinizi edinmek amacıyla hazırlanmıştır. Lütfen aşağıdaki ifadeleri okuyunuz ve sizin görüşünüzü en çok yansıtan seçeneği seçiniz. Seçeneği seçmek için size uygun olan sayıyı işaretleyiniz.

- (4) Kesinlikle Katılıyorum
(3) Katılıyorum
(2) Katılmıyorum
(1) Kesinlikle Katılmıyorum

I. BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİYLE ÖĞRENME	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Bilgisayar destekli dil öğrenimi geleneksel dil öğrenimi kadar etkili olabilir.	4	3	2	1
2. Bilgisayar destekli dil öğrenimiyle İngilizce öğrenmek istiyorum. .	4	3	2	1
3. Bence bilgisayar destekli dil öğrenimi daha rahat ve stressiz bir ortam sağlayabilir.	4	3	2	1
4. Bence bilgisayar destekli dil öğrenimi motivasyonumuzu artırmada etkili olabilir.	4	3	2	1
5.Bence bilgisayar destekli dil öğrenimi bana kendimi yalnız hissettirebilir.	4	3	2	1
6. Bence bilgisayar destekli dil öğrenimi dil öğrenimini daha esnek hale getirdiği için faydalı olabilir.	4	3	2	1
7. İngilizce öğrenmek için teknoloji kullanmak konusunda kendime güvenmiyorum.	4	3	2	1
8. Bence bilgisayar destekli öğrenim beni dil öğrenme sürecimde daha aktif bir öğrenci haline getirebilir.	4	3	2	1
9. Bence bilgisayar destekli öğrenim İngilizce öğrenirken benim motivasyonumu düşürebilir.	4	3	2	1
10. İnternet İngilizcemi geliştirebilmem için bana çok değerli kaynaklar sunar.	4	3	2	1
11. Bence geleneksel öğrenme metotları yeni kelime öğrenimi için yeterlidir.	4	3	2	1
12. Bence bilgisayar destekli öğrenme İngilizce pratik yapabilmem için bana pek çok fırsat sunabilir.	4	3	2	1
13. Teknolojiyle İngilizce öğrenmek konusunda iyiyimdir.	4	3	2	1
14. Bence bilgisayar destekli öğrenim beni bağımsız bir öğrenci yapabilir.	4	3	2	1

II. ÇEVİRİMİÇİ KAPSAMLI OKUMA	Kesinlikle Katlıyorum	Katlıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Bilgisayara dayalı okuma aktiviteleri eğlenceli olabilir.	4	3	2	1
2. Okuma aktivitelerini çevrimiçi yapmaktan hoşlanmıyorum.	4	3	2	1
3. Bence bilgisayar destekli okuma aktiviteleri zor olabilir.	4	3	2	1
4. Bilgisayar ekranından okumaktan hoşlanmıyorum.	4	3	2	1
5. Bence çevrimiçi okuma yapmak benim okumamı kuvvetlendirebilir.	4	3	2	1
6. Bilgisayarın sağladığı materyaller yerine kâğıt materyaller okumayı tercih ederim.	4	3	2	1
7. Online okuma yapmak gerçek dili okumama yardımcı olabilir.	4	3	2	1
8. İngilizce derslerimde çevrimiçi İngilizce metinler okumak istiyorum.	4	3	2	1
9. Çevrimiçi İngilizce bir şey okumak istediğimde çıktı alırım.	4	3	2	1
10. Çevrimiçi okuma ilgimi çekebilecek pek çok okuma materyali sağlayabilir.	4	3	2	1

III. KELİME ÖĞRENİMİ VE ÇEVİRİMİÇİ KAPSAMLI OKUMA	Kesinlikle Katlıyorum	Katlıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Bence bilgisayar destekli dil öğrenimi kelime dağarcığımı geliştirebilir.	4	3	2	1
2. Görseller İngilizce kelime öğrenmek için faydalıdır.	4	3	2	1
3. Bence bilgisayar destekli dil öğrenimi bana kelimelerin anlamlarını öğrenmekte yardımcı olamaz.	4	3	2	1
4. Ne zaman bir kelimeyi anlamasam anlamına online kaynaklardan bakarım.	4	3	2	1
5. Kapsamlı okumanın kelimelerin anlamlarını hatırlamakta bana yardımcı olacağına inanıyorum.	4	3	2	1
6. Bir kelimenin anlamını bağlama (kelimenin içinde bulunduğu metin veya cümle) bakarak anlayabilirim.	4	3	2	1

BÖLÜM 3

C. Bu bölüm sizlerin bilgisayar destekli dil öğrenimi ile ilgili fikirlerinizi edinmek amacıyla hazırlanmıştır. Lütfen aşağıdaki ifadeleri okuyunuz ve sizin görüşünüzü en çok yansıtan seçeneği seciniz. 1-3 sorular için konuyla ilgili düşüncelerinizi kısaca 'lütfen açıklayınız' bölümüne yazınız.

1. İngilizce öğrenirken bilgisayar desteğine ihtiyaç duyduğunuzu düşünüyor musunuz?

Evet Hayır

Lütfen açıklayınız:

2. Öğretmeninizin İngilizce derslerinde bilgisayar destekli okuma aktiviteleri yapmasını ister misiniz?

Evet Hayır

Lütfen açıklayınız:

3. Sizce bilgisayar destekli öğrenim İngilizce kelime öğrenmenize daha çok yardımcı olacaktır mı?

Evet Hayır

Lütfen açıklayınız:

4. Sizce bilgisayar destekli öğrenim İngilizce derslerinizde çevrimiçi metin okumaları için ne sıklıkta kullanılmalıdır?

Öğretmen tarafından: Hiç Nadiren Bazen Sık sık

Öğrenciler tarafından: Hiç Nadiren Bazen Sık sık

5. Sizce bilgisayar destekli dil öğrenimi İngilizce derslerinizde kelime öğrenimi için ne sıklıkta kullanılmalıdır?

Öğretmen tarafından: Hiç Nadiren Bazen Sık sık

Öğrenciler tarafından: Hiç Nadiren Bazen Sık sık

6. İngilizce derslerinizde bilgisayar destekli öğrenimin kullanılma yüzdesinin ne olması gerektiğini düşünüyorsunuz?

%0-10

%10-20

%20-30

%30'dan fazla

7. Online okuma metinleri ve bloglar, videolar ve/veya Internet kaynakları gibi teknolojik araç gereç yardımıyla kelime öğrenimi ile ilgili ek yorumlar

APPENDIX D: POST-OER QUESTIONNAIRE

BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİ VE ÇEVİRİMİÇİ KAPSAMLI OKUMA İLE KELİME ÖĞRENİMİ ANKETİ

Sevgili Öğrenci,

Bu çalışmanın amacı, uygulanan kapsamlı çevrimiçi okuma programı sonrasında sizlerin bilgisayar destekli İngilizce öğrenimi, çevrimiçi okuma ve çevrimiçi okumanın kelime öğrenimi üzerine etkileri ile ilgili görüşleri hakkında bilgi edinmektir. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacaktır, bu yüzden çalışmanın amacına ulaşabilmesi için lütfen samimiyetle cevap veriniz ve hiçbir ifadeyi cevapsız bırakmayınız.

Yardımlarınız için teşekkür ederim.

Maide Yılmaz

Orta Doğu Teknik Üniversitesi

İngiliz Dili Öğretimi

BÖLÜM 1

A. Bu bölüm kapsamlı okuma programını kullandıktan sonra sizlerin bilgisayar destekli dil öğrenimi hakkındaki düşüncelerinizi öğrenmek amacıyla hazırlanmıştır. Lütfen aşağıdaki ifadeleri okuyunuz ve sizin görüşünüzü en çok yansıtan seçeneği seçiniz. Seçeneği seçmek için size uygun olan sayıyı işaretleyiniz.

- (4) Kesinlikle Katılıyorum
(3) Katılıyorum
(2) Katılmıyorum
(1) Kesinlikle Katılmıyorum

I. BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİYLE ÖĞRENME	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Bilgisayar destekli dil öğrenimi geleneksel dil öğrenimi kadar etkilidir.	4	3	2	1
2. Bilgisayar destekli dil öğreniminin İngilizce öğretilirken kullanılmasını istiyorum.	4	3	2	1
3. Bence bilgisayar destekli dil öğrenimi daha rahat ve stressiz bir öğrenme ortamı sağlar.	4	3	2	1
4. Bence bilgisayar destekli dil öğrenimi motivasyonumu artırmada etkilidir.	4	3	2	1
5. Bence bilgisayar destekli dil öğrenimi dil öğrenimini daha rahat hale getirdiği için faydalıdır.	4	3	2	1
6. İnternette okuma yaparken teknik sıkıntılar yaşadım.	4	3	2	1
7. Bence bilgisayar destekli öğrenim benim dil öğrenme sürecinde daha aktif olmama sağladı.	4	3	2	1
8. Bence bilgisayar destekli öğrenim İngilizce öğrenirken benim motivasyonumu düşürdü.	4	3	2	1
9. Bilgisayar destekli öğrenim aktivitelerinde bir daha yer almak istemiyorum.	4	3	2	1
10. Çevrimiçi kapsamlı okuma programına katılmak bana İngilizce pratik yapabilmem için pek çok imkân sundu.	4	3	2	1
11. İngilizce öğretiminde bilgisayar desteğinin kullanılmasını gereksiz buluyorum.	4	3	2	1

II. ÇEVİRİMİÇİ KAPSAMLI OKUMA	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Bilgisayara dayalı okuma aktivitelerini yapmak eğlenceliydi.	4	3	2	1
2. Çevrimiçi okuma programı bana rahat ve stressiz bir okuma ortamı sağladı.	4	3	2	1
3. Bilgisayar destekli okuma aktiviteleri bana zor geldi.	4	3	2	1
4. Çevrimiçi okuma programının okuduğum İngilizce bir metni anlama yeteneğimi geliştirdiğine inanıyorum.	4	3	2	1
5. Çevrimiçi olarak kapsamlı okuma yapmak benim İngilizce okumamı geliştirdi.	4	3	2	1
6. Çevrimiçi okuma yaparken gerçek dili okuma fırsatı buldum.	4	3	2	1
7. Bundan sonra da çevrimiçi metin okuma aktivitelerine katılmak isterim.	4	3	2	1
8. Çevrimiçi okuma programının okuma hızımı artırdığına inanıyorum.	4	3	2	1
9. Bilgisayar ekranından okumaktan hoşlanmadım.	4	3	2	1
10. Çevrimiçi okuma yapmak benim okuma motivasyonumu artırdı.	4	3	2	1
11. Çevrimiçi okuma yapmak zaman kullanım açısından esneklik sağlar.	4	3	2	1
12. Okuma aktivitelerini çevrimiçi yapmaktan hoşlanmadım.	4	3	2	1
13. Çevrimiçi okuma yapmanın okuduğumu anlamamı zorlaştırdığına inanıyorum.	4	3	2	1
14. Çevrimiçi okumaların bana dil öğrenimim açısından bir fayda sağladığımı düşünmüyorum.	4	3	2	1
15. Çevrimiçi okuma yapmanın sıkıcı olduğunu düşünüyorum.	4	3	2	1
16. Kitaptan veya kâğıt üzerinde okuma yapmayı tercih ederim.	4	3	2	1
17. Bilgisayarda okuma yapmanın benim motivasyonumu düşürdüğü inancındayım.	4	3	2	1

III. KELİME ÖĞRENİMİ VE ÇEVİRİMİÇİ KAPSAMLI OKUMA	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1. Online okuma programı daha önceden bilmediğim pek çok kelimenin anlamını öğrenmemi sağladı.	4	3	2	1
2. Online okuma programının anlamını bilmediğim kelimelerin anlamlarını metinden çıkarma becerimi geliştirdiğine inanıyorum.	4	3	2	1
3. Online okuma programının kelime öğrenmeye katkı sağladığını düşünmüyorum.	4	3	2	1
4. Online okumanın önceden bildiğim kelimeleri nasıl kullanacağım konusunda bana yardımcı olduğunu düşünüyorum.	4	3	2	1
5. Okumalardan sonra yazdığım raporlar bana yeni öğrendiğim kelimeleri kullanma fırsatı vererek onları kalıcı şekilde öğrenmemi sağladı.	4	3	2	1
6. Online okumalar sırasında öğrendiğim kelimeleri yazarken veya konuşurken kullanabileceğimi düşünüyorum.	4	3	2	1

BÖLÜM 2

B. Okuma programından sonra İngilizce öğrenimi ile ilgili aşağıdaki becerilerinizin sizce yüzde kaç ilerlediğini belirtiniz. Sizce uygun olan kutucuğa çarpı (X) işareti koyunuz.

İngilizce	0%-20%	21%-40%	41%-60%	61%-80%	81%-100%
Dinleme					
Konuşma					
Telaffuz					
Okuma					
Yazma					
Dil Bilgisi					
Kelime					
Kültür					

BÖLÜM 3

C. Bu bölüm sizlerin çevrimiçi okuma programı sonrasında bilgisayar destekli dil öğrenimi ile ilgili fikirlerinizi edinmek amacıyla hazırlanmıştır. Lütfen aşağıdaki ifadeleri okuyunuz ve sizin görüşünüzü en çok yansıtan seçeneği seçiniz. Lütfen cevaplarınızı örneklerle açıklayınız.

1. Sizce çevrimiçi okuma programı sizin için İngilizce öğrenimi açısından faydalı oldu mu? Eğer cevabınız "evet" ise hangi açılardan size faydalı olduğunu düşünüyorsunuz? Cevabınız "hayır" ise lütfen sebeplerini açıklayınız.

Evet Hayır

2. Bundan sonra da öğretmeninizin İngilizce derslerinde bilgisayar destekli okuma aktiviteleri yapmasını ister misiniz? Lütfen neden "evet" veya neden "hayır" dediğinizi örneklerle açıklayınız.

Evet Hayır

3. Sizce çevrimiçi okuma programı kelime öğrenmenize yardımcı oldu mu? Lütfen neden "evet" veya neden "hayır" dediğinizi örneklerle açıklayınız.

Evet Hayır

4. Bloglardaki videoların ve görsellerin okuma motivasyonunuzu artırdığına inanıyor musunuz? Lütfen neden "evet" veya neden "hayır" dediğinizi örneklerle açıklayınız.

Evet Hayır

5. Bloglardaki yorum ve tartışma bölümlerinin size faydalı olduğuna inanıyor musunuz? Lütfen neden “evet” veya neden “hayır” dediğinizi örneklerle açıklayınız.

Evet Hayır

6. Sizce bilgisayar destekli öğrenim İngilizce derslerinizde çevrimiçi metin okumaları için ne sıklıkta kullanılmalıdır?

Öğretmen tarafından: Hiç Nadiren Bazen Sık sık Her Zaman

Öğrenciler tarafından: Hiç Nadiren Bazen Sık sık Her Zaman

7. Sizce bilgisayar destekli dil öğrenimi İngilizce derslerinizde kelime öğrenimi için ne sıklıkta kullanılmalıdır?

Öğretmen tarafından: Hiç Nadiren Bazen Sık sık Her Zaman

Öğrenciler tarafından: Hiç Nadiren Bazen Sık sık Her Zaman

8. İngilizce derslerinizde bilgisayar destekli öğrenimin kullanılma yüzdesinin ne olması gerektiğini düşünüyorsunuz?

%0-19 %20-39 %40-59 %60-79 %80-100

9. Çevrimiçi okuma programlarını daha etkili hale getirmek için tavsiyeleriniz ve/veya eklemek istediğiniz özellikler nelerdir?

APPENDIX E: WORDS IN THE BOOKS

(In the order they appear in the vocabulary test)

Words in the Books	Frequency of the words
1. Stain	44
2. Remove	11
3. Chain	11
4. Frighten	31
5. Housekeeper	6
6. Horrible	6
7. Shout	50
8. Armour	8
9. Servant	12
10. Murder	9
11. Whisper	22
12. Noble	6
13. Trial	14
14. Coach	37
15. Promise	11
16. Knit	12
17. Emigrant	9
18. Citizen	20
19. Guillotine	14
20. Accuse	9
21. Spy	17
22. Revolution	10
23. Tremble	7
24. Revenge	6
25. Escape	8
26. Condemn	6
27. Innocent	6
28. Cruel	8
29. Village	23
30. Alone	13
31. Pick up	7
32. Beside	6
33. Pleased	16
34. Cheek	6
35. Lodger	6

Words in the Books	Frequency of the words
36. Upstairs	19
37. Sigh	16
38. Seem	34
39. Inside	19
40. Nervously	9
41. Stare	15
42. Silence	11
43. Hesitantly	7
44. Wheelchair	6
45. Softly	15
46. Blow	10
47. Scream	13
48. Jungle	12
49. Shoot	14
50. Enemy	25
51. Throw	30
52. Harmonica	14
53. Ape	9
54. Tournament	7
55. Towards	27
56. Hide	12
57. Hit	9
58. Run away	8
59. Get out	15
60. Wrestle	6
61. Lay	15
62. Bit	15
63. Pale	13
64. Go on	12
65. Suffer	6
66. Medal	9
67. Twin	17
68. Idiot	21
69. Suddenly	32

APPENDIX F: VOCABULARY TEST

VOCABULARY TEST

Name and Surname:

A. Chose the meaning of the word from the options. If you do not remember the meaning of the word please choose "I do not know" option.

1. Stain

- a. a dirty mark
- b. taste
- c. drink
- d. I do not know

2. Remove

- a. stay in the same place or in the same condition
- b. go to a different place
- c. take something or someone away from somewhere
- d. I do not know

3. Chain

- a. a chemical element that is expensive and yellow
- b. a kind of bicycle that can be used with a riding license
- c. rings made of metal that are connected together
- d. I do not know

4. Frighten

- a. make someone feel fear
- b. cook food in hot oil and fat
- c. (of water) turned into ice
- d. I do not know

5. Housekeeper

- a. a person who protects a person, place, or thing
- b. a person who organizes another person's house
- c. a person who takes care of animals
- d. I do not know

6. Horrible

- a. ugly
- b. amazing
- c. very shocking
- d. I do not know

7. Shout

- a. speak with a very loud voice
- b. kill a person by using a gun
- c. cry loudly because of strong emotions
- d. I do not know

8. Armour

- a. strong dress that protects something, especially the body
- b. a part of the upper body that fixed to the shoulder
- c. a large group of armed ships that fight wars at sea
- d. I do not know

9. Servant

- a. a man whose job is to bring the food to customers at their tables in a restaurant
- b. a person who works in another person's house, doing jobs such as cooking and cleaning, especially in the past.
- c. someone whose job is only to clean houses, offices, public places, etc.
- d. I do not know

10. Murder

- a. the crime of killing a person
- b. someone who kills another person
- c. something that destroys something
- d. I do not know

11. Whisper

- a. speak very quietly
- b. have a conversation with someone
- c. speak to someone
- d. I do not know

12. Noble

- a. rich
- b. honest and fair
- c. being in a high social class in a society especially by birth
- d. I do not know

13. Trial

- a. the process of judging someone
- b. a place where legal cases happen
- c. a room where a law court meets
- d. I do not know

14. Coach

- a. a kind of lorry
- b. an old vehicle pulled by horses
- c. a cycle with two wheels
- d. I do not know

15. Promise

- a. make or get something or someone ready for something
- b. feel sad that a person or thing is not present
- c. tell someone that you will certainly do something
- d. I do not know

16. Knit

- a. the middle part of the leg
- b. make clothes by using two long needles
- c. a rectangular piece of material
- d. I do not know

17. Emigrant

- a. a person who is travelling in a vehicle
- b. a person who leaves a country permanently and go to live in another one
- c. someone who lives on an island
- d. I do not know

18. Citizen

- a. a person who travels a lot
- b. someone who is a member of a particular country
- c. a person who lives in a flat
- d. I do not know

19. Guillotine

- a. a feeling of worry that you have because you have done something wrong
- b. a device invented in France and used for killing criminals by cutting off their heads
- c. a building where criminals are forced to live as a punishment
- d. I do not know

20. Accuse

- a. stop being angry
- b. offer something to someone
- c. say that someone has done something wrong
- d. I do not know

21. Spy

- a. a small insect with two wings
- b. the area above the earth
- c. a person who secretly collects and reports information about the activities of another country or organization
- d. I do not know

22. Revolution

- a. the group of people who officially control a country
- b. a change in the way a country is governed, usually to a different political system
- c. the way in which living things change
- d. I do not know

23. Tremble

- a. shake slowly, usually because you are cold, frightened, or very emotional
- b. look like or be like someone or something
- c. get rid of something
- d. I do not know

24. Revenge

- a. return to a previous condition
- b. something that you do to hurt or punish someone because they have hurt you
- c. arrive at a place, especially after spending a long time or a lot of effort travelling
- d. I do not know

25. Escape

- a. get free from something, or to avoid something
- b. judge the quality, importance, amount, or value of something
- c. feel pleased and excited about something that is going to happen
- d. I do not know

26. Condemn

- a. criticize something or someone strongly
- b. join or be joined with something else
- c. understand how good someone or something is and to value them
- d. I do not know

27. Innocent

- a. silly or showing little intelligence
- b. not guilty of a particular crime
- c. annoying, or causing a problem
- d. I do not know

28. Cruel

- a. not useful
- b. extremely unkind and unpleasant
- c. not willing to help
- d. I do not know

29. Village

- a. a place where people live and work, containing many houses, shops, places of work, places of entertainment, etc.
- b. a group of houses and other buildings in a town
- c. a small place in the countryside
- d. I do not know

30. Alone

- a. without other people
- b. characteristics making that a person different from other people
- c. belonging to or done by a particular person or thing
- d. I do not know

31. Pick up

- a. lift someone or something using your hands
- b. get knowledge or skill in a new subject or activity
- c. start to understand that you must change
- d. I do not know

32. Beside

- a. a flat outer surface of an object
- b. at the back
- c. next to
- d. I do not know

33. Pleased

- a. kind
- b. happy or satisfied
- c. polite
- d. I do not know

34. Cheek

- a. the soft part of your face that is below your eye and between your mouth and ear
- b. a baby bird, especially a young chicken
- c. costing little money or less than is usual or expected
- d. I do not know

35. Lodger

- a. stupid and not able to understand
- b. someone who pays for a place to sleep in someone else's house
- c. someone who has a house
- d. I do not know

36. Upstairs

- a. one of the steps in a set of steps
- b. towards or on the highest floor or floors of a building
- c. on a lower floor of a building
- d. I do not know

37. Sigh

- a. the activity of visiting interesting places
- b. know what is around you by using your eyes
- c. breathe out slowly and noisily, expressing tiredness, sadness, pleasure, etc.
- d. I do not know

38. Seem

- a. direct your eyes in order to see
- b. give the effect of being
- c. try to find or get something
- d. I do not know

39. Inside

- a. in or into a room, building etc.
- b. an edge or border of something
- c. a part of something
- d. I do not know

40. Nervously

- a. feeling or showing that you are worried and anxious
- b. having a strong feeling against someone who has behaved badly
- c. feeling very angry
- d. I do not know

41. Stare

- a. become very famous in a short time
- b. try to find something or someone
- c. look for a long time with the eyes wide open when surprised, frightened, etc.
- d. I do not know

42. Silence

- a. a period without any sound; complete quiet
- b. without knowledge
- c. the situation of being unable to speak
- d. I do not know

43. Hesitantly

- a. friendly to guests and visitors
- b. nervously or without being certain
- c. with the ability to wait
- d. I do not know

44. Wheelchair

- a. a chair on wheels that people who cannot walk use for moving around
- b. a long, soft seat with a back and usually arms
- c. a comfortable chair with sides that support your arms
- d. I do not know

45. Softly

- a. calmly
- b. gently
- c. comfortably
- d. I do not know

46. Blow

- a. destroy something or kill someone with a bomb
- b. talk carelessly or too much
- c. make it difficult to breathe
- d. I do not know

47. Scream

- a. say something loudly
- b. speak as loud as possible, usually when you are in noisy situations
- c. make a long, low sound of pain
- d. I do not know

48. Jungle

- a. any combination of different things
- b. a tropical forest
- c. an area of ground used for growing food
- d. I do not know

49. Shoot

- a. upset someone by doing or saying something
- b. fire a bullet or an arrow, or to hit, injure
- c. move backwards and forwards or up and down in quick, short movements
- d. I do not know

50. Enemy

- a. the power and ability to be active
- b. a person who hates or opposes another person and tries to harm them
- c. armed fighting between two groups
- d. I do not know

51. Throw

- a. attempt to do something
- b. send something through the air with force by a quick movement of the arm
- c. bring something or someone from one place to another
- d. I do not know

52. Harmonica

- a. all the weapons and military equipment that a country owns
- b. a situation in which people are peaceful and agree with each other
- c. a small and rectangular musical instrument
- d. I do not know

53. Ape

- a. an animal like a large monkey that has no tail and uses its arms to move through trees
- b. an alcoholic drink made from grain
- c. something that people and animals eat, or plants absorb, to keep them alive
- d. I do not know

54. Tournament

- a. an activity such as tennis
- b. a visit to a place or area
- c. a competition in which a series of games is played
- d. I do not know

55. Towards

- a. across
- b. behind
- c. in the direction of
- d. I do not know

56. Hide

- a. keep as a secret
- b. go back
- c. stop doing something
- d. I do not know

57. Hit

- a. push
- b. touch something with force
- c. have something in common
- d. I do not know

58. Run away

- a. leave a person or something quickly
- b. finish all of something
- c. continue for a long time
- d. I do not know

59. Get out

- a. leave somewhere
- b. buy something
- c. take something to somewhere
- d. I do not know

60. Wrestle

- a. fight with someone (as a sport) and try to throw them to the ground
- b. stop doing a particular activity
- c. put something on something else so that its weight is supported
- d. I do not know

61. Lay

- a. not to tell the truth
- b. put something in especially a flat or horizontal position
- c. see someone after a long time
- d. I do not know

62. Bit

- a. a kind of insect that has wings
- b. a small amount of something
- c. an injury where an insect has bitten you
- d. I do not know

63. Pale

- a. being healthy
- b. the situation of having less color than usual
- c. something or someone that is very energetic
- d. I do not know

64. Go on

- a. continue
- b. go somewhere very quickly
- c. be somewhere on time
- d. I do not know

65. Suffer

- a. have physical or mental pain
- b. have dinner
- c. taste a hot liquid food
- d. I do not know

66. Medal

- a. a person who wears many kinds of clothes and does this as his/her job
- b. a copy of something
- c. a reward for winning a competition
- d. I do not know

67. Twin

- a. either of two children born at the same time
- b. a tall building which has lots of floors
- c. two things that are not similar to each other
- d. I do not know

68. Idiot

- a. someone behaving in a stupid way because of a mental problem
- b. a large model of a human
- c. perfect, or the best possible
- d. I do not know

69. Suddenly

- a. slowly
- b. heavily
- c. quickly
- d. I do not know

APPENDIX G: TURKISH SUMMARY

Bilgi ve iletişim teknolojilerinde son yıllarda büyük bir ilerleme gerçekleşmiş ve bu gelişmeler dil öğrenim ve öğretim tekniklerini de etkilemiştir. Bilgisayar teknolojileri sayesinde çok çeşitli ve faydalı dil öğretim materyalleri kullanılmaya başlanmıştır.

1990'lardan itibaren hızla gelişen bilgisayar destekli dil öğrenimi, bilgisayar uygulamalarının dil öğretiminde kullanılmasıdır. Bilgisayar destekli dil öğrenimi, dil öğrenimi ve öğretimine büyük katkılar sağlamış; dil öğrenimi ve öğretiminde hem öğrencinin hem de öğretmenin rollerini değişmesine yol açmıştır. Geçmişteki gibi öğretmen artık tek bilgi kaynağı, geleneksel yöntemlerle dil öğretmekten bir rehber değil; yenilikleri takip eden, sürekli kendini geliştiren ve günümüz dil öğrencisinin ihtiyaçlarını karşılayabilecek teknik donanıma sahip bir yardımcıdır.

Bugünün öğrencisi ise geçmiştekinden farklı olarak, teknolojinin getirdiği yeniliklerle büyümekte ve geleneksel dil öğrenme yöntemlerinden ziyade, tüm dünya ile etkileşimde bulunabilmesine, hedef dili kullanarak bu dilin kullanıldığı ülkelerdeki insanlar ile zaman ve mekan sınırlaması olmadan iletişim kurabilmesine ve kendi dil öğrenim sürecinde aktif olabilmesine olanak sağlayabilecek yöntem ve tekniklere gereksinim duymaktadır.

Dil öğreniminin vazgeçilmez unsurlarından bir tanesi kelime öğrenimidir. Kelime öğretirken bir öğretmenin hangi kelimeleri nasıl öğreteceğini, bu kelimelere öğrencinin gerçekten ihtiyaç duyup duymadığını, kaç tane kelime öğretmesi gerektiğini bilmesi gerekmektedir. Ayrıca öğrencilerin kelime öğrenebilmeleri için öğretilmesi hedeflenen kelimelerle sık sık karşılaşması ve tekrar yapması gerekmektedir. Yapılan pek çok çalışma göstermiştir ki okumak rastlantısal kelime öğrenimini büyük ölçüde desteklemektedir. Yani öğrenciler okuma yolu ile asıl amaçları kelime öğrenmek olmadan kelime

öğrenebilmektedirler. Özellikle kapsamlı okuma aktiviteleri öğrencilerin kelime dağarcıklarının gelişmesinde önemli bir role sahiptir. Burada önemli olan, okuma materyallerinin ki genellikle bunlar basitleştirilmiş hikaye ve romanlardır, öğrencilerin dil seviyesine, okuma becerilerine uygun olmaları ve öğrencilerin okumaya motive olmalarını veya motivasyonlarını kaybetmemelerini sağlamalarıdır. Bunun için de öğrencilere farklı konularda olabildiğince çok seçenek sunulmalıdır. Bu tür okumalarda okumanın temel amacı okunanların tamamen anlaşılması değil, okumaktan zevk alınması ve okunanlar hakkında genel olarak bilgi sahibi olunmasıdır.

Günümüzde elektronik kitaplar daha ulaşılabilir ve ucuz olmaları ve dil öğrenimi için görsel ve işitsel pek çok materyal sağlamaları sebebiyle kapsamlı okuma materyali olarak sık sık kullanılmaktadırlar. Ayrıca, bloglar da kapsamlı okumaya olanak sağlayabilecek bilgisayar destekli dil öğreniminin sunduğu teknolojik araçlardır. Bloglar öğrenciler arasında etkileşimi sağlamaları ve öğrencilerin dil öğrenme motivasyonlarını artırmaları açısından çok faydalıdır. Bloglar öğrenciler veya öğretmenler tarafından hazırlanabilirler. Öğretmenler tarafından hazırlanan bloglarda öğrencilerin ihtiyaçlarına uygun, ilgi çekici görsel ve işitsel materyaller kullanılabilir; tartışma bölümleri ile öğrenme sürecine öğrencilerin katılımı sağlanabilir; öğrencilerin bloglara eklenen başka bağlantılarla pek çok ekstra dil öğrenme materyaline kolaylıkla ulaşması sağlanabilir. Bu şekilde öğrenciler daha bağımsız ve kendi dil öğreniminin sorumluluğunu alabilen öğrenciler haline gelebilirler.

Daha önce belirtildiği gibi, bilgisayar destekli dil öğrenimi öğrenciler ve öğretmenler açısından pek çok fırsat sunmaktadır. Ayrıca, kelime öğreniminin dil öğreniminde çok önemli bir yere sahip olduğu ve rastlantısal kelime öğrenimi için kapsamlı okumanın büyük katkıları sağladığı pek çok araştırma neticesinde ortaya çıkmıştır. Bilgisayar destekli dil öğreniminin getirdiği faydalar ve kelime öğreniminin önemi düşünüldüğünde, bilgisayar destekli dil öğrenimi ile kapsamlı

okuma yoluyla rastlantısal kelime öğrenimini, içinde kapsamlı okuma materyalleri bulunan bloglara dayanan bir kapsamlı okuma programı çerçevesinde birleştirmek, yenilikçi öğretim yöntemleri arayışında olan günümüz öğretmenleri için iyi bir seçenek olarak değerlendirilebilir.

Literatüre bakıldığında bilgisayar destekli dil öğrenimi konusunda yapılan pek çok araştırmanın öğrencilerin bilgisayar destekli dil öğrenimi hakkındaki düşüncelerine dayandığı görülmektedir. Bazı çalışmalar ise belli bilgisayar uygulamaları üzerinedir. Bu çalışmaların pek çoğu göstermiştir ki bilgisayar destekli öğrenim öğrenciler arası etkileşime olanak sağlamakta ve öğrencilerin öğrenme motivasyonunu artırmaktadır.

Ayrıca literatürde rastlantısal kelime öğrenimi üzerine yapılmış pek çok araştırmaya rastlansa da, bilgisayar destekli dil öğrenimi ile rastlantısal kelime öğrenimi üzerine yapılan çalışmalar sayıca sınırlıdır. Az sayıda çalışma çevrimiçi kapsamlı okuma ve kelime öğrenimi üzerinde durmaktadır. Bununla birlikte literatür taraması sırasında bu çalışma ile birebir eşleşen herhangi bir çalışmaya rastlanmamıştır. Bu alanda daha fazla çalışma yapılmasına gereksinim duyulduğu düşünülmektedir.

Bu çalışma çevrimiçi kapsamlı okuma yoluyla rastlantısal kelime öğretimi hedeflenmiştir. Çalışma yapılırken, bu konudaki literatüre katkıda bulunulması; çalışmadan edinilen bulgular ışığında benzer koşullara sahip olan öğretmenlerin bu çalışmadan yararlanması amaçlanmıştır. Bu çalışmanın güçlü yanlarından biri bir araştırmacı ve uygulamacı olarak bir öğretmenin bilgisayar destekli dil öğrenimi ile öğrenme hakkındaki bakış açısını yansıtıyor olmasıdır. Ayrıca, çalışmada, dil öğretiminde öğrencilere verilen görevlerin otantik olmasının getirdiği yararlar düşünülerek, öğrencilere otantik görevler ve aktiviteler düzenlenmeye çalışılmıştır.

Çalışmada öğrencilerin bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla dil öğrenme ile ilgili düşüncelerini

öğrenmek ve uygulanan çevrimiçi kapsamlı okuma programının öğrencilerin kelime öğrenmelerine ne derece katkıda bulunduğunu tespit etmek için iki araştırma sorusu sorulmuştur. Sorular aşağıdaki gibidir:

1. Gazi Üniversitesi, TÖMER İngilizceyi yabancı dil olarak öğrenen orta altı seviyedeki öğrencilerin çevrimiçi kapsamlı okuma programı öncesi ve sonrasında bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma, çevrimiçi kapsamlı okuma yoluyla kelime öğrenme hakkındaki düşünceleri nelerdir?

2. Gazi Üniversitesi, TÖMER'deki İngilizceyi yabancı dil olarak öğrenen orta altı seviyedeki öğrenciler çevrimiçi okuma programı yardımı ile ne dereceye kadar kelime bilgilerini rastlantısal olarak geliştirebilirler?

Çalışma araştırma sorularından anlaşıldığı üzere Gazi Üniversitesinin dil kurumu olan ve Türkçe, İngilizce ve diğer bazı dillerde eğitim veren ve bazı sınavlara (TOEFL, YDS, IELTS vb.) hazırlık kursları sunan TÖMER'de üç aşamada gerçekleştirilmiştir. İlk önce asıl araştırma öncesinde bir pilot çalışma (2012-2013 Bahar Dönemi) yapılmıştır. Bu çalışmada on öğrenci yer almıştır. Daha sonra ise 50 öğrencinin katıldığı ana çalışma iki akademik dönemde gerçekleştirilmiştir (2012-2013 Yaz Dönemi (25 öğrenci) ve 2013-2014 Sonbahar Dönemi (25 öğrenci). Çalışmaya katılan öğrencilerin yaşları 18 ile 26 arasındadır ve öğrenciler farklı anabilim dallarında öğrenim görmektedirler.

Çalışmanın ilk aşamasında öğrencilerle iletişimi sağlayabilmek amacıyla Google e-mail grupları kurulmuştur. Bu grupların kuruluş amacı öğrenciler ile araştırmacı arasında iletişimin sağlanması olmuştur. Daha sonra ön anket hazırlanmıştır (pilot uygulama esnasında öğrencilere ön anket uygulanmış ve problemleri maddeler ve sorular düzeltilmiş veya yeniden hazırlanmıştır. Daha sonra anket tekrar uygulanmıştır. Ayrıca anketin ilk versiyonu İngilizce olarak hazırlanmıştır. Ancak öğrenciler seviyeleri nedeniyle soru ve maddelerin dili seviyelerine uygun hazırlanmış olsa da onları anlamakta güçlük çektikleri için, anket Türkçeye çevrilmiş ve Türkçe olarak uygulanmıştır.). Ön anket üç

bölümden oluşmaktadır. İlk bölümde öğrencilere genel bilgilerini, İngilizce öğrenimi, bilgisayar destekli dil öğrenimi, blog kullanımı ve çevrimiçi tartışmalara katılım deneyimlerini soran 15 soru bulunmaktadır. İkinci bölümde ise 30 Likert tipi madde bulunmaktadır. Bu sorularla öğrencilerin bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla kelime öğrenimi hakkındaki düşüncelerinin öğrenilmesi amaçlanmıştır. Son bölümde ise 3 açık uçlu, dört tane ise çoktan seçmeli soru yer almaktadır. Üçüncü bölümün sonunda öğrencilere bilgisayar destekli öğrenim, çevrimiçi kapsamlı okuma ve kelime öğrenimi ile ilgili ek yorumları sorulmuştur.

Pilot uygulama esnasında öğrencilere içinde 20 kitap ismi ve kitapların kısaca konuları olan bir liste verilmiştir. Öğrenciler ilgilerini çeken dört kitabı bu listeden seçmişlerdir. Sonrasında da bu dört kitabı içeren, görsel ve işitsel materyallerle (resimler, videolar, şarkılar, şarkı sözleri vb.) zenginleştirilmiş, öğrencilerin kitapların bölümleri ile ilgili yorum yapabilecekleri ve diğer okuyucuların yorumlarını görebilecekleri tartışma bölümleri de içeren dört blog hazırlanmıştır. Bu bloglarda öğrencilerin başka bilgi kaynaklarına ulaşmalarını sağlamak amacıyla ek bağlantılar verilmiştir. Hazırlanan çevrimiçi kapsamlı okuma programı bu bloglara dayanmaktadır.

Ön anket uygulandıktan ve bloglar oluşturulduktan sonra, kitaplarda geçen 69 kelimeyi içeren bir kelime testi hazırlanmıştır. Kitapların öğrencilerin seviyesinde, yani orta altı seviyede olduğu düşünülerek bu 69 kelimenin belirlenmesinde herhangi bir kelime listesinden yararlanılmamıştır. Ancak bu kelimeler, kelime öğreniminde kelimenin tekrar edilmesinin önemi düşünülerek kitaplarda sıkça geçen (en az altı kez) kelimeler arasından seçilmiştir. Testte bu kelimelerin anlamları sorulmuş; her kelime için dört şık verilmiştir. İlk üç şıkta kelime tanımlamaları verilmiş; dördüncü şıkta ise “bilmiyorum” seçeneği yer almıştır. Bu test okumalar öncesinde öğrencilere uygulanmıştır.

Okuma programı altı hafta sürmüştür. Okumalar sırasında öğrenciler, kitapların özetleri ve kitaplar hakkındaki yorumlar için kitap raporları yazmışlardır. Her kitap sonrasında bu raporlar toplanmış ve öğrencilere geri dönüt verilmiştir. Ayrıca öğrenciler bu süre boyunca bloglardaki tartışmalara katılmışlar ve hem kendi yorumlarını diğer öğrencilerle paylaşma hem de diğer öğrencilerin yorumlarını okuma fırsatı bulmuşlardır.

Program sonrasında ise öğrencilere son anket verilmiştir. Son anket de Türkçe olarak hazırlanmış ve üç bölümden oluşmuştur. İlk bölümde 34 Likert tipi madde yer almış ve bu bölümde öğrencilere çevrimiçi kapsamlı okuma programı sonrasında bilgisayar destekli öğrenim, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla kelime öğrenimi hakkındaki düşünceleri sorulmuştur. İkinci bölümde öğrencilerin programın farklı dil becerilerinin gelişmesinde kendilerine ne kadar faydalı olduğu konusundaki düşünceleri sorulmuştur. Anketin üçüncü bölümünde ise yedi açık uçlu ve üç çoktan seçmeli soru yer almıştır. İlk anketteki gibi son soru öğrencilerden program hakkında ek yorumlar istemiştir.

Son anket de uygulandıktan sonra, ön anket ve son anketteki benzer madde ve soruların bulguları birbirleriyle karşılaştırılmış ve kapsamlı çevrimiçi okuma programının öğrencilerin bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla rastlantısal kelime öğrenimi hakkındaki düşünceleri üzerinde nasıl bir etkisi olduğu saptanmaya çalışılmıştır. En son olarak da, öğrencilere okumalar öncesinde hazırlanan kelime testi tekrar uygulanmış ve öğrencilerin kelime testinden program öncesinde aldıkları puanlarla program sonrasında aldıkları puanlar karşılaştırılmıştır. Bu şekilde programın öğrencilerin kelime anlamlarını öğrenmelerine katkıda bulunup bulunmadığı belirlenmeye çalışılmıştır.

İlk anket ve son anketteki Likert tipi maddelerin sonuçlarının değerlendirilmesinde SPSS 20 programı kullanılmış, açık uçlu soruların

değerlendirilmesinde ise MAXQDA isimli bir analiz programından yararlanılmıştır.

Daha önce belirtildiği gibi program öncesi uygulanan ankette öğrenciler hakkında genel bilgiler sorulmuştur. Ayrıca sorulan sorularla öğrencilerin dil öğrenimi, dil öğreniminde bilgisayar destekli dil öğreniminin ve blogların kullanımı konularındaki deneyimleri sorularak çevrim içi kapsamlı okuma programını kullanma konusundaki hazırbulunuşlukları ve bu programı kullanmaya ne kadar istekli oldukları belirlenmeye çalışılmıştır. Bunlara ilaveten, öğrencilerin bilgisayar sahibi olup olmadıkları, internete nasıl erişim sağladıkları gibi sorular da sorularak programı kullanıp kullanmayacakları da belirlenmeye çalışılmıştır. Elde edilen bulgular göstermiştir ki öğrencilerin çoğu uzun zamandır İngilizce eğitimi almaktadır ancak genel olarak bilgisayar destekli dil öğrenimi veya blog kullanımı konusunda fazla deneyim sahibi değildirler. Ayrıca, öğrencilerin pek çoğu kendini iyi veya orta seviyede bir bilgisayar kullanıcısı olarak nitelemiştir. Dahası, çoğunluk kendi bilgisayarına ve internet bağlantısına sahiptir. Bu bulgular neticesinde öğrencilerin çevrimiçi kapsamlı okuma programına katılmalarında herhangi bir engel olmadığı kanısına varılmıştır.

Bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla dil öğrenimi konusunda Likert tipi maddelerin bulunduğu anketin ikinci bölümünden edinilen sonuçlar da öğrencilerin bilgisayar destekli dil öğrenimi ile dil öğrenme konusunda olumlu düşündüklerini ve çevrimiçi kapsamlı okuma programının kendilerine faydalı olacağına inandıklarını göstermiştir. Öğrenciler bilgisayar destekli dil öğreniminin geleneksel dil öğrenme metotları kadar etkili olabileceğine, onların öğrenme motivasyonlarını artıracığına, onları dil öğrenme sürecinde daha aktif hale getireceğine, onlara daha rahat ve stressiz bir öğrenme ortamı sunacağına, dil öğrenimini daha esnek ve eğlenceli hale getireceğine ve onlara İngilizce pratik yapabilecek ve geri dönüt alabilecekleri pek çok imkan sağlayabileceğine

inanmışlardır. Ayrıca internetin İngilizcedeki dil becerilerini geliştirebilmek için onlara çok değerli kaynaklar sunabileceğini ve dil öğrenimi için bilgisayar kullanmanın öğrenmeye harcayacakları zamandan tasarruf etmelerine yardımcı olacağını düşünmüşlerdir.

Öğrenciler daha önce hiç bir çevrimiçi kapsamlı okuma programında yer almamış olmalarına rağmen, hazırlanan çevrimiçi kapsamlı okuma programı hakkında çok olumlu görüşler sunmuşlardır. Öğrenciler bilgisayar temelli okuma aktivitelerinin eğlenceli olabileceğini, internetten okuma yapmanın okumalarını güçlendirebileceğini, çevrimiçi okumaların gerçek dili okumalarına yardımcı olabileceğini ve pek çok ilginç okuma materyali sağlayabileceğini, okuma motivasyonlarını artırabileceğini, kalıcı öğrenme sağlayabileceğini ve öğretmenlerin bazen çevrimiçi okuma programları için bilgisayar destekli dil öğrenme aktivitelerini kullanmaları gerektiğini söylemişlerdir. Bu olumlu görüşlerin yanı sıra öğrencilerden bazıları bilgisayar ekranından okuma yapmak istememiş ve kağıt üzerinde okuma yapmayı tercih ettiklerini ifade etmişlerdir.

Çevrimiçi kapsamlı okuma yoluyla kelime öğrenimi konusunda da öğrenciler genelde olumlu görüşler sunmuşlar ve çevrimiçi kapsamlı okuma programının kelime öğrenmeleri konusunda kendilerine yardımcı olacağına inanmışlardır. Pek çoğu yeni kelimeleri metin içerisinde görmenin kelimelerin anlamlarını hatırlamakta onlara yardımcı olacağını, okumaların kelimelerin anlamlarını hatırlamalarını sağlayacağını, bilgisayar destekli dil öğreniminin yeni kelimeleri hızlı ve kalıcı şekilde öğrenmelerine yardımcı olacağını, geleneksel kelime öğrenme yöntemleriyle karşılaştırıldığında bilgisayar destekli öğrenimin daha fazla kelime öğrenmelerini sağlayacağını, bilgisayar kullanarak kelime öğrenmenin eğlenceli olabileceğini, çevrimiçi metinlerin, blogların, görsellerin, video ve/veya internet kaynaklarının kelime öğrenimine yardımcı olacağını ve öğretmenlerin bazen kelime öğrenimi için bilgisayar destekli öğrenimi kullanmaları gerektiğini düşünmüşlerdir.

Çevrimiçi kapsamlı okuma programı sonrasında uygulanan İkinci anketin sonuçları birinci ankete benzer hatta daha olumlu sonuçlar vermiştir. Program sonrası bilgisayar destekli dil öğrenimi, çevrimiçi kapsamlı okuma ve çevrimiçi kapsamlı okuma yoluyla dil öğrenimi konusunda Likert tipi maddelerin bulunduğu anketin birinci bölümünden edinilen sonuçlar, öğrencilerin bilgisayar destekli dil öğrenimi ile dil öğrenme konusunda program sonrasında daha da olumlu düşündüklerini ve çevrimiçi kapsamlı okuma programının kendilerine faydalı olduğuna inandıklarını göstermiştir. Öğrenciler bilgisayar destekli dil öğreniminin geleneksel dil öğrenme metotları kadar etkili olduğuna, onların öğrenme motivasyonlarını artırmada etkili olduğuna, onları dil öğrenme sürecinde daha aktif hale getirdiğine, onlara daha rahat ve stressiz bir öğrenme ortamı sunduğuna, onlara İngilizce pratik yapabilecek ve geri dönüt alabilecekleri pek çok imkan sağladığına ve İngilizcelerini geliştirmelerinde onlara fayda sağladığına inanmışlardır. Ayrıca internetin İngilizcedeki dil becerilerini geliştirebilmek için onlara çok değerli kaynaklar sunduğunu düşünmüşlerdir. Bunlara ek olarak öğrenciler, teknolojiyi kullanarak dil öğrenme konusunda iyi olduklarını belirtmiş, çevrimiçi okuma yaparken teknik bir sıkıntı yaşamadıklarını ve bilgisayar destekli öğrenimin İngilizce derslerinde sık sık kullanılması gerektiğini söylemişlerdir.

Öğrenciler program sonrasında çevrimiçi kapsamlı okuma programı hakkında ilk anketteki bulgulara benzer şekilde çok olumlu görüşler sunmuşlardır. Öğrenciler bilgisayar temelli okuma aktivitelerinin eğlenceli olduğunu, internetten okuma yapmanın, okuduklarını anlama yeteneklerini ve okuma hızlarını artırdığını, onlara rahat ve stressiz bir okuma ortamı sağladığını, gerçek dili okumalarına yardımcı olduğunu, pek çok ilginç okuma materyali sağladığını, okuma motivasyonlarını artırdığını, videolar, şarkılar ve diğer kaynaklar sayesinde gramer ve telaffuzlarının gelişmesini sağladığını ve yorum

ve tartiřma blmlerinin okuduđunu anlama, yazma ve đrenilen kelimeleri kullanma aısından faydalı olduđunu dřnmřlerdir.

Program sonrasında evrimii kapsamlı okuma yoluyla kelime đrenimi konusunda da đrenciler genelde olumlu grřler sunmuřlar ve evrimii kapsamlı okuma programının kelime đrenmeleri konusunda kendilerine yardımcı olduđunu belirtmiřlerdir. Pek ođu evrimii okuma programının kendilerine pek ok kelime kazandırdıđına, bilmedikleri kelimelerin anlamlarını metinden ıkartma yeteneklerini artırdıđına, yeni kelimeleri nasıl kullanmaları gerektiđi konusunda onlara yardımcı olduđuna, okumalar sonrasında yazdıkları kitap raporlarının onlara yeni đrendikleri kelimeleri kullanma fırsatı vererek onları kalıcı řekilde đrenmelerine yardımcı olduđuna, kelime đrenme motivasyonlarını artırdıđına inanmıř ve tekrar evrimii okuma aktivitelerinde yer almak istediđini belirtmiřtir.

Evrimii kapsamlı okuma programının đrencilerin rastlantısal olarak kelime đrenmelerine ne kadar katkıda bulunduđu konusuna gelinirse, evrimii kapsamlı okuma programı ncesi ve sonrasında uygulanan kelime testinin sonuları arasında anlamlı bir fark olduđunun ortaya ıkmıř olduđu grlr. Dolayısıyla sonular gz nne alındıđında evrimii kapsamlı okuma programının đrencilerin rastlantısal olarak kelime đrenmelerine nemli derecede katkıda bulunduđu sonucuna varılmıřtır.

alıřma bir kez daha gstermiřtir ki bilgisayar destekli dil đrenimi đrencilerin dil đrenimlerine nemli katkılar sađlamaktadır. Pek ok đrenci bilgisayar destekli đrenim metotlarının getirdiđi yenilikleri hoř karřılamakta ve yeniliklere aık bir tavır sergilemektedir. Bu alıřma bir dil kurumunda gerekleřtirilmiřtir ve farklı đrenme tecrbeleri arayıřında olan đrencilerin ihtiyalarını karřılamayı amalayan diđer dil kurumlarında uygulandıđında da olumlu sonular ortaya ıkarabileceđi dřnmektedir.

Bu çalışmada çevrimiçi kapsamlı okuma aracı olarak bloglar kullanılmıştır. Bloglar okuyucuları motive etmek ve programdan en üst düzeyde faydalanmalarını sağlamak için öğrencilerin ihtiyaçlarına uygun görsel ve işitsel materyallerle zenginleştirilmiştir. Ancak bloglar yerine wikiler, çevrimiçi gazeteler veya diğer okuma kaynakları bundan sonraki çalışmalarda kullanılabilir. İnteraktif oyunlar veya diğer motive edici araçlar okuma materyallerine eklenebilir. Öğrencilerden bazıları blogların içinde yer alan kitapların uzunluğundan yakınmışlardır. Bu nedenle, bundan sonra yapılacak olan bir çalışmada uzun metinler yerine katılımcılar için ilginç ve dikkat çekici ve beş altı bölümden oluşan kısa hikayeler kullanılabilir. Ayrıca, bazı öğrencilerin bilgisayar ekranından okumakta zorlandıkları düşünülürse, kitaplar kağıt materyaller üzerinden okunabilir. Çevrimiçi olarak ise kitaplarla ilgili aktiviteler gerçekleştirilebilir. Bunlara ek olarak, bazı öğrenciler öğretmenin de tartışmalara katılması gerektiğini düşünmüşlerdir. Bu nedenle öğretmenin program sürecinde programa aktif olarak katılması da öğrenciler için olumlu sonuçlar doğurabilir.

Çalışma ile ilgili bazı eksiklikler vardır. Öncelikle bu çalışma belli sayıda öğrencinin katılımı ile belli bir yerde yapılmıştır. Dolayısı ile çalışmanın sonuçlarından genellemelere varılması uygun değildir. Çalışma başka anaadilleri konuşan ve farklı kültür ve eğitim geçmişine sahip olan öğrencilerde aynı sonuçları vermeyebilir.

Ayrıca, çalışma esnasında zaman kısıtlaması çalışma için bazı negatif sonuçlar doğurmuştur. Eğer çalışma daha uzun bir zamanda yapılabilse ve öğrencilerin okumalar için daha fazla zamanı olabilseydi, program sonunda öğrenciler kelime öğrenimi bağlamında çok daha fazla ilerleme kaydedebilirlerdi. Öğrenciler programın uygulanması esnasında aynı zamanda kendi bölümlerinde de sınavlara girmekteydiler. Bu yüzden bazı dönemlerde programı takip etmekte zorlanmışlardır. Daha esnek bir okuma programı, öğrencilerin daha başarılı sonuçlara ulaşmasına katkıda bulunacaktır.

Bunlarla beraber, öğrencilerin kelime öğrenmekteki başarıları sadece çevrimiçi kapsamlı okuma programı öncesi ve sonrasında uygulanan bir kelime testi ile ölçülmüştür. Programın sona ermesinden bir veya iki hafta sonra uygulanacak başka bir test öğrencilerin kelime kazanımları ile ilgili (kelimelerin ne kadarını hatırlıyorlar vb.) daha net bilgiler verecektir. Ayrıca, hazırlanan testte öğrenciler sadece kelimenin anlamını şıklar arasından seçip işaretlemişlerdir. Herhangi bir yazma veya konuşma aktivitesinde bulunmamışlardır. Sonuçlar sadece öğrencilerin kelime anlamlarını hatırlamak konusundaki başarılarını göstermekte, onların bu kelimeleri yazarken veya konuşurken kullanıp kullanamayacakları ile ilgili bilgi vermemektedir. Buna ilaveten, kelime öğrenimi sınırlı sayıdaki kelimedede geçerli olmuştur ve kelimelerin kalıcı şekilde öğrenilip öğrenilmediği araştırılmamıştır.

APPENDIX H: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : YILMAZ
Adı : Maide
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : ENGLISH AS A FOREIGN LANGUAGE LEARNERS' PERCEPTIONS OF CALL AND INCIDENTAL VOCABULARY DEVELOPMENT VIA AN ONLINE EXTENSIVE READING PROGRAM

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: