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RESEARCH ARTICLES

Dear Reader,

We are delighted to welcome you to the latest issue of our ELT Research Journal, which contains five excellent research papers. We hope this journal will contribute to research in ELT, and we invite you to submit your studies. Our vision is to create a high-quality publication relevant to the ELT world's academic researchers, graduate students, scholars, and teachers. The current issue presents research articles addressing a number of issues in the field of English Language Teaching. The first article by Muhammed Emin Yüksel, Reşit Köse and Çağrı Doğan aims to evaluate the effectiveness of the English File series as a coursebook material for university preparatory school students in an EFL context. The second paper by Ebru Noyan, Ulaş Koçak and Hüseyin Güleç is a review study focusing on the recent emerging research trends and issues in mobile-assisted language learning (MALL) in second/foreign language education for the period of 2016-2020. The third study by Duygu Alaçam Dehneliler and Neslihan Özkan investigates the effects of blogging on Turkish EFL learners' writing performances and perceptions. The fourth paper by Selim Pınar is a principled review study on computer-based pronunciation instruction research. The fifth article by Deniz Alkan Aydın investigates the extent of the educational impact the sudden shift to emergency remote teaching due to the earthquakes in the cities of Kahramanmaras and Hatay had on university-level EFL learners' self-efficacy and motivation. We would like to thank once more all the researchers who have contributed to the current issue of the journal with their invaluable academic works. We would also like to thank all editors, co-editors and reviewers of the ELT-RJ for their voluntary contribution to the journal by managing the review process.

Best Regards,

Prof. Dr. Dinçay KÖKSAL

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Associate Editor

An EFL Coursebook Evaluation through the Lens of Preparatory School Instructors

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Abstract

This study aimed to evaluate the effectiveness of the English File series as a coursebook material for university preparatory school students in an EFL context. The study gathered data through a triangulation of data collection procedures, comprising questionnaires and interviews with preparatory school instructors. Results revealed that the series was highly suitable for university students with the purpose of general English proficiency. The study also proposed some areas of improvement, such as the integration of contemporary topics, the delivery of grammar points and vocabulary exercises in more meaningful contexts, and the inclusion of extra reading and writing materials to meet the academic needs of preparatory school students. While the series made a significant effort to promote intercultural competence and became highly successful in doing so, the instructors reported a few cultural biases and stereotypes that might necessitate revision. All in all, the study provides comprehensive insights for stakeholders in higher education interested in enhancing the effectiveness and functionality of the coursebook material in practice.

Keywords: Coursebook evaluation; Preparatory school students; Instructor opinions; General English proficiency, EFL students

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Introduction

The constructivist paradigm has highlighted the importance of recognizing that each student possesses their own unique cognitive, linguistic, and social/affective strengths, making it necessary to consider individual differences and needs while selecting or designing teaching materials (Brooks & Brooks, 2001). One way to potentially enhance foreign language learning outcomes is by shaping the learning environment in a manner that appears to meet students' needs. It could be argued that coursebooks may play a significant role in creating this environment and ultimately impacting these outcomes to a considerable degree. Therefore, deciding on a certain coursebook that aligns with the requirements of students and language teaching programs is of critical importance since the impact of such decisions have the potential to greatly influence student engagement and motivation levels, thus ultimately determining their overall performance in acquiring a foreign language (Tsiplakides, 2011).

Several scholars have expressed various views in connection with the use of coursebooks. Hutchinson and Torres (1994) acknowledged that using a suitable coursebook is essential for effective teaching and learning. Such materials are additionally considered by many to be a core of any ELT program and provide significant benefits to both teachers and students, playing a decisive role in shaping the nature of both teaching and learning (Cunningsworth, 1995; Hutchinson & Torres, 1994; Sheldon, 1988; Mukundan, 2012). In addition, Haycroft (1998) argues that students require coursebooks psychologically, as they may use them to monitor their growth and accomplishments. This is further supported by Razmjoo's (2007) findings, where learners who utilized coursebooks often felt more confident and accomplished when acquiring a new language. Therefore, it would not be wrong to draw the conclusion that selecting the right coursebook is essential for supporting teachers and students in the foreign language learning process.

The use of coursebooks in teaching English has proven to be beneficial for the stakeholders involved. Not only do they act as guides for teachers to plan their classes, but they also provide learners with a sense of direction and help them stay on track towards meeting learning objectives (Richards, 2001; Tomlinson, 2011). Ahmadi and Ahour (2012) also support the opinion that coursebooks are primary sources that make it easy to transfer knowledge and information to learners in a systematic and straightforward manner. What is more, as Tomlinson (2010) specified, these benefits are not limited to standardizing instruction, reducing preparation time for teachers, and facilitating lesson planning by administrators. In

fact, they also play a crucial role in preparing learners for examinations while offering adaptive instructions that cater to all students at a specific language level across different locations. In the light of the scholarly literature, it goes without saying that, in the presence of a well-prepared coursebook, it is likely to advance the quality of foreign language learning through structured content material and target-driven exercises.

As the headliner of the current study, the English File coursebook series is popularly utilized in teaching English at higher education institutions all across Turkey and has actually been used by the School of Foreign Languages at a state university in the Southeastern part of the country for more than four years. The researchers themselves have contacted several schools of foreign languages across the region and found out that the majority of them are actively using the English File Series. The present study aims to explore the perceptions of English language instructors towards the series, highlight the books' strengths and weaknesses, and offer recommendations to stakeholders to enhance the books' effectiveness in practice. Given that the coursebooks as language teaching materials have an important position in the EFL context, conducting an in-depth analysis of this particular material series will not only develop a profound understanding of its regional impact on English language teaching but also pave the way for enhancing pedagogical practices throughout the region.

Literature Review

While the introduction section marked coursebook use in EFL context as a factor to be reckoned with, the literature review section revolves around the research that investigates the place and prominence of coursebook evaluation. In the EFL coursebook market, there is a myriad of materials published by different publishing houses, each with their own unique appeal. This abundance can make it difficult for instructors to select just one that stands out amongst the rest. Therefore, evaluating these coursebooks prior to making a decision has become a necessary step in the process (Alemi & Sadehvandi, 2012). Sheldon (1988) asserts that coursebook evaluation provides stakeholders with the opportunity to select the most appropriate tool based on students' interests, abilities, and needs. Furthermore, by analyzing a coursebook's strengths and weaknesses, teachers can become familiar with its potential advantages and limitations.

A coursebook should be evaluated from various perspectives to determine its suitability for a particular group of students (Yapıcı, 2019). These criteria should embrace its design and layout, as well as the skills, exercises, and language style associated with its content. One of

the ways that could potentially be effective in evaluating a coursebook is to gather feedback from instructors who have used it with students (Zohrabi, 2011). This approach may provide valuable insights as, even if a coursebook seems good on paper, there is still a possibility that it may not entirely meet all requirements and expectations such as student needs or institutional goals.

According to Sheldon (1988), it is difficult to apply a uniform set of criteria to all teaching and learning settings without significant modifications. However, according to scholars in the field such as Brown (1997), and Cunningsworth (1995), Sheldon (1988), Williams (1983), it is widely accepted that checklists for evaluating coursebooks must consider particular aspects with regard to the layout, organization, and content. Additionally, it is agreed upon that evaluating a coursebook should include important criteria exploring subject matter methodology, objectives, and approaches.

Nevertheless, prominent coursebook analysts in the field of ELT, such as Williams (1983), Sheldon (1988), Brown (1997), and Cunningsworth (1995), agree that evaluation checklists should incorporate specific criteria regarding the physical characteristics of coursebooks, such as layout, organization, and content. They also concur that the evaluation process should encompass essential criteria assessing the coursebook's methodology, objectives, and approaches.

The prominent scholars in this field (Cunningsworth 1995; Ellis; 1997; Tomlinson 1998) commonly employ three categories of evaluation: pre-use, in-use, and post-use evaluations. Pre-use evaluation occurs before the implementation of a coursebook to anticipate any potential issues that may arise during its use. Meanwhile, in-use evaluation aims to identify strengths and weaknesses in real-time to enable teachers to adjust their teaching methods accordingly. Lastly, post-use evaluations provide an opportunity for retrospective reflection on the overall value of the material used over time by assessing a variety of properties.

Whilst evaluating coursebooks, it is essential to consider specific language functions, grammar structures, language learning skills, the relevance of linguistic components to the related socio-cultural context, and the norms around cultural and gender representation (Nunan, 1991). Evaluations should additionally focus on whether the language components, themes, and activities are appropriate for the students' backgrounds, needs, interests, and personalities, as well as those of the teacher and institution (Harmer, 2007; McDonough & Shaw, 1998).

The following three research questions were formulated to guide the coursebook evaluation study:

1. To what extent is the English File series suitable as a coursebook material for university preparatory school students in an EFL context?
2. What are the strengths and weaknesses of the series in terms of promoting general English proficiency for these students?
3. What are the opinions of preparatory school instructors regarding the content, pedagogical goals, and methodological approaches of the series?

Methodology

Research Design and Instruments

This study utilized a 'convergent-parallel mixed-method approach' to gather comprehensive and detailed data on the coursebook being used (Creswell, 2014). That is, the mixed-methods post-use evaluation study drew insights through quantitative and qualitative data. Both questionnaires and interviews were given equal attention to ensure that the results could be compared, and an overall evaluation could be reached. By using "Methodological Triangulation" (Denzin, 1970), the study aimed to increase its validity and gain a comprehensive apprehension of the coursebook. The quantitative data was gathered using a questionnaire adapted from Litz (2005) with permission from the author. This checklist is considered one of the most cited and accepted tools for coursebook evaluation and assesses a coursebook under seven criteria: practical considerations, layout and design, activities, skills, language type, subject and content, and overall consensus. These criteria will also constitute the order and basis of the sub-sections in the discussion section.

Semi-structured interviews were conducted to gather participants' opinions on topics that may not have been fully addressed in the questionnaire or that required further explanation. The interview protocol consisted of 9 pre-determined questions that focused on the same sections as the questionnaire, but follow-up questions were reflected depending on the course of the interview. The questions were designed by the researchers and pilot tested on several instructors to minimize any uncertainty about them.

Participants

A total of 47 English language instructors from the School of Foreign Languages at a state university in the southeastern region of Turkey participated in the survey to evaluate the coursebook they had been using for four years. The participants embodied 36 female and 11 male instructors with teaching experience ranging from 6 to 28 years. Over half of the participants used English File elementary, pre-intermediate, intermediate, and upper-intermediate books to teach English, with most of them repeatedly using the first three levels in their modules. Additionally, more than half of the participants used all the books mentioned. To gain in-depth data about the subject matter, semi-structured interviews were conducted with 12 volunteer participants. The duration of the interviews ranged from 10 to 30 minutes, depending on the length of the conversation.

Data Collection and Analysis

Data collection for this study was initiated after obtaining the ethical approval from the University's Social and Humanities Ethics Committee on 09.01.2023 with the reference number 283105. All participants volunteered to take part in the study and were assured that their views would remain anonymous. The quantitative data collection was conducted via Google Forms online questionnaire. The data were then inserted into Excel to calculate frequencies and percentages for each item. This is followed by the tabulation of the findings.

The interviews were audio recorded with the participants' knowledge, and the recordings were transcribed and printed out for analysis by the three researchers to ensure Investigator Triangulation (Denzin, 1970). The researchers individually considered the research questions and scrutinized the transcriptions inductively, which is followed by code formation and discussions to reach a consensus on the probable codes. Only the relevant and agreed statements were developed into codes for analysis.

Findings and Discussion

The parts in the questionnaire were presented as sub-headings to categorize and analyze the data collected from both instruments. Every sub-heading presents a table in which the quantitative data are illustrated with interpretations. The qualitative data are subsequently presented with related literature to clarify or elaborate on specific points.

Practical Considerations

When assessing the coursebook, it's crucial to take into account its external presentation, durability, accessibility, and cost (Litz, 2005). As Table 1 shows, the majority of the participants were of the opinion that the series was easily accessible to students at a reasonable price. More than half of the instructors also found the series to be a recent publication. It was repeatedly mentioned during the interviews that the books' cost was not extortionate, especially when compared to other books available in the market. As a matter of fact, its comparatively reasonable price was said to be one of the many reasons why this coursebook was selected. However, the evaluation conducted by Rahimi (2015) on the English File series revealed that teachers in a private language institution marked comparatively lower scores for the price of the series. One plausible explanation could be that while in one institution there were concerted efforts to provide students with good quality coursebooks available at the most reasonable price, this may not have been a priority or area of focus in the other study. This outcome serves as a reminder that contextual factors should be considered when analyzing coursebooks.

Table 1. *Practical Considerations*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
1. The price of the textbook is reasonable.	5	10.64%	26	55.32%	7	14.89%	8	17.02%	1	2.13%
2. The textbook is easily accessible.	8	17.02%	35	74.47%	3	6.38%	1	2.13%	0	0.00%
3. The textbook is a recent publication.	7	14.89%	22	46.81%	9	19.15%	9	19.15%	0	0.00%
4. A teacher's guide, workbook, and audio-tapes accompany the textbook.	27	57.45%	20	42.55%	0	0.00%	0	0.00%	0	0.00%
5. The author's views on language and methodology are comparable to mine.	9	19.15%	26	55.32%	9	19.15%	2	4.26%	1	2.13%

Table 1 also designates that every instructor confirmed that the coursebooks were provided with supplementary materials such as a teacher's guide, workbook, and audio tapes. Littlejohn (2011) emphasizes the role of complimentary materials that accompany course books as follows:

Publishers now need to offer so much extra material, much of it free of charge, if they are to keep ahead of the competition. Whilst this plethora of material can have its advantages, one thing for sure is that it now presents a very different picture for classroom time. (p. 180)

Both the quantitative and qualitative data indicated positive perceptions towards the teacher's manual and the materials accompanying the series. The manual encompassed warm-up questions, supplemental activities, and cultural information to share with students, which offered comprehensive guidance, particularly to novice teachers. This finding was also echoed in Rahimi's (2015) study. However, it's worth noting that experienced teachers only relied on the manual during their initial encounter with the books and later disregarded it. One practical solution proposed by instructors is to merge the teacher's manual and the actual coursebook into one book, which would be more convenient for teachers. This solution could be beneficial, especially considering the inconvenience of carrying a thick manual book around.

As extracted from the motto 'English File gets you talking' and the promises on the cover of the coursebooks, the series claims to provide students with stimulating content and enhance their confidence to use the language in real-life situations. It also claims to encompass a balanced range of grammar structures, essential vocabulary, effective pronunciation techniques and fosters development of crucial communication skills in each unit. Notably, the quantitative data indicated that instructors hold views compatible with this methodology proposed by the authors of the series. The following sections will provide further insights into how the series achieves their promised methodology.

Layout and Design

The arrangement and sequence of the sections, the coherence between them, and the presence of visuals and illustrations are all factors that can directly impact the quality of teaching, learning, and motivation (Cunningsworth, 1995). The English File's layout and design were well-received by the majority of participants since it offered a clear, sequenced overview of what to do. Both the quantitative and qualitative data revealed that the coursebook was designed effectively and appropriately to facilitate content delivery and guide language learning. This can be evident in Table 2 below and observed in the following excerpt of a participant:

Even if you don't look at the teacher's manual, if you have a little knowledge of the instructions there, and if you have made some progress in your teaching experience, I think it is a book that flows very easily. (P8)

On the student side of the coin, this is further supported by the findings of Rahimi (2015), as the students could also gain a thorough understanding of language functions, structures and vocabulary items. With regard to their feedback, they perceived the organization of content in the English File series as logical, easy to follow and well-structured.

Table 2. *Layout and Design*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
6. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	8	17.02%	26	55.32%	6	12.77%	7	14.89%	0	0.00%
7. The layout and design is appropriate and clear.	9	19.15%	31	65.96%	5	10.64%	2	4.26%	0	0.00%
8. The textbook is organised effectively.	8	17.02%	27	57.45%	8	17.02%	4	8.51%	0	0.00%
9. An adequate vocabulary list or glossary is included.	6	12.77%	28	59.57%	5	10.64%	7	14.89%	1	2.13%
10. Adequate review sections and exercises are included.	9	19.15%	29	61.70%	1	2.13%	8	17.02%	0	0.00%
11. An adequate set of evaluation quizzes or testing suggestions is included.	5	10.64%	23	48.94%	10	21.28%	8	17.02%	1	2.13%
12. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.	11	23.40%	32	68.09%	4	8.51%	0	0.00%	0	0.00%
13. The materials objectives are apparent to both the teacher and student.	8	17.02%	34	72.34%	4	8.51%	1	2.13%	0	0.00%

Although the questionnaire did not elicit instructors' opinions on visuals, several participants specifically commented during the interviews on the attractiveness of the illustrations and the vibrant colors used in the books. The images were found to be relevant to the topics and integrated seamlessly into the series. Another participant referred to this point as follows: "I should say that I'm impressed with the visuals and the layout of the books. The visuals are catchy and attractive, and the layout is ideal, far from tiring the eyes." (P1) As a result, the books' layout was convenient for both students and instructors, as evidenced by the recurring data provided by the participants.

Activities

As Table 3 indicates, while not everyone agreed, more than half of the participants stated that the free and controlled exercises for fluent and accurate language production were evenly distributed throughout the series. There was also a general consensus that the activities were communicative in nature and primarily focused on promoting creative and independent responses in a meaningful context, as stated in the following excerpt:

> Our coursebook gives as many communicative activities as possible and those are mostly from the real context of native settings, so I think they are suitable for a language learner's communicative needs. I think they are well-designed and prepared accordingly. Their focus is on making the student produce as many sentences as possible. (P5)

Table 3. *Activities*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
14. The textbook provides a balance of activities (Ex. There is an equal distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	8	17.02%	22	46.81%	12	25.53%	5	10.64%	0	0.00%
15. The activities encourage sufficient communicative and meaningful practice.	12	25.53%	25	53.19%	8	17.02%	2	4.26%	0	0.00%
16. The activities incorporate individual, pair and group work.	13	27.66%	28	59.57%	4	8.51%	2	4.26%	0	0.00%
17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.	8	17.02%	25	53.19%	12	25.53%	1	2.13%	1	2.13%
18. The activities promote creative, original and independent responses.	6	12.77%	22	46.81%	14	29.79%	5	10.64%	0	0.00%
19. The tasks are effective for the internalisation of newly introduced language.	7	14.89%	27	57.45%	11	23.40%	2	4.26%	0	0.00%
20. The textbook's activities can be modified or supplemented easily.	5	10.64%	31	65.96%	11	23.40%	0	0.00%	0	0.00%

According to the quantitative data, the tasks were also found to be effective for internalising the input. The data from the interviews provided insights into how the series actually realizes this goal. As reported, the tasks primarily raised students' linguistic awareness and piqued their interest in the content with intriguing warm-up questions and visual prompts. The inductive approach to grammar teaching was reported to be one of the most efficient ways of delivering subject matter. Rather than explicitly introducing grammar at the start of units (which the books refer to as 'files'), grammar is implicitly embraced in the topics. The page

where explicit grammar is presented is usually followed by preliminary activities to assist students in discovering grammar structures on their own.

In addition to promoting a discovery learning approach, as both sets of data revealed, the flexibility of the materials allowed instructors to structure activities as individual, pair-work, group-work, and whole-class activities. The materials were reported to be flexibly adapted to meet the task-oriented requirements of students. This is further elaborated in the following excerpt:

> You know, it (the coursebook) is using a communicative approach. So, that's nice. I think that you can tweak them (the activities) around so it's quite flexible. From this point of view, you can choose on how to teach whichever skills you are teaching. (P7)

Each set of two units is followed by review pages that provide grammar structures, key vocabulary, a short reading text, and a series of street interviews. Those review pages received positive feedback and were deemed well-organized during the interviews. The quantitative data, on the other hand, displayed that almost half of them were unsure if the books provided adequate exercises or quizzes to monitor student development. Nevertheless, some participants utilized workbooks and extra materials to address this issue. One participant suggested during the interviews the idea of incorporating easy-to-conduct games on those pages to recycle newly learned content in a fun way, which could be considered as a way to enrich the scope of activities. Several others used additional grammar activities to consolidate newly learned structures.

At regular intervals between the 'files', there exists a section where students are exposed to practical English through the events of an English and American couple named Rob and Jenny. This section aims to teach everyday English using a functional approach. Much as the section was not specifically directed in the questionnaire, the qualitative data referred to those short episodes of videos in terms of their appropriateness for the young adults. As stated, particularly the subsequent episodes in the upper-level books included such topics as romantic relationships and friendship, which would attract that specific age group. It was also highlighted that there is an effort in the series to eliminate some prejudices or stereotypes that people have and come across in daily life. Although the instructors in the study of Dimici et al. (2018) interpreted the Rob and Jenny story as an example of cultural stereotyping highlighting American and British culture, one of the instructors in this study exemplified the case of

debunking a stereotype by mentioning a taxi driver in New York returning a lost mobile phone. The whole footage, however, does not go beyond the materials that are made apparently for teaching purposes and does not have the feature of being an authentic material, which was defined by another participant as 'almost authentic'.

Learner autonomy and self-access

Autonomous language learning can be hindered by rigidity in course materials, a phenomenon referred to as 'the stringencies of coursebooks,' by Lennon (2012, p.9), which can limit student creativity and autonomy. To mitigate this issue and allow for greater independence in the language learning process, additional materials may prove beneficial. The series provides an online self-access platform that enables students to practice newly learned content online. The questionnaire had no designated items for the use of self-access or digital tools related to the coursebooks. Although both sets of data elicited an overall positive feedback about the workbook and extra materials, only one participant specified during the interviews that the series was lacking in terms of integrating digital technologies into learning, apart from the self-access platform, which cannot go beyond an approach of computer-assisted learning. She suggested adding more digital components, such as blogs and forums, to enhance self-directed learning and enable interaction and communication with students from diverse geographical locations. This finding goes hand in hand with statements of Işık (2013) who asserts that coursebooks as traditional materials remain highly favored in English language teaching when combined with interactive materials.

Skills

As table 4 reflects below, although almost a quarter of the participants disagreed that the four skills were given equal importance, the quantitative data revealed a high number of positive feedback on the integration and natural flow of the skills in the 'files.' Various sub-skills were also found to be integrated in the series. The quantitative data on language learning skills provided some insights; however, it did not offer a comprehensive understanding of individual skills.

Table 4. *Skills*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
21. The materials include and focus on the skills that I/my students need to practice.	7	14.89%	31	65.96%	5	10.64%	4	8.51%	0	0.00%
22. The materials provide an appropriate balance of the four language skills.	6	12.77%	24	51.06%	7	14.89%	10	21.28%	0	0.00%
23. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.	5	10.64%	30	63.83%	9	19.15%	3	6.38%	0	0.00%
24. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).	19	40.43%	24	51.06%	4	8.51%	0	0.00%	0	0.00%
25. The practice of individual skills is integrated into the practice of other skills.	8	17.02	27	57.45	9	19.15	3	6.38	0	0.00%

Through the collection and examination of qualitative data, it was possible to gain greater depth regarding these particular areas of focus, which will be discussed under related skills below.

Speaking and Listening

The delivery of speaking and listening skills received favorable reactions during the interviews. The commentaries revolved around how prompts are used to encourage students to contribute and engage in the activities. Although most of the speaking prompts were well-received, some were found to be ineffective. This could be due to a variety of reasons, as stated by the participants. Initially, the topics might not capture the students' interest and motivation to participate. Alternatively, some students might be hesitant to speak about certain topics due to cultural taboos, traditions, or social restrictions. As the most recurring reason, it might be that some students struggle to express their opinions on certain topics, even in their native language.

The length, content, and diversity of accents in the listening tracks were also found appropriate for students' levels. One participant made the following remark:

> English File is famous for its pronunciation and communication activities, in my opinion. We know that our students need to be able to survive when they go abroad or when they meet foreigners, so in this sense, I think the coursebook meets their needs. It frequently gives examples and exercises of fillers and some informal / formal expressions to be used when one does not know what to say exactly. (P2)

The File's pronunciation activities aim to teach the phonological segments of English (vowels and consonants) and suprasegmental phonemes (stress, pitch, intonation) by utilizing the International Phonetic Alphabet (IPA), a standardized symbol system of phonetic notation. The instructors found the pronunciation activities to be highly beneficial and entertaining. One instructor even stated that they had never seen any other coursebook that places such a special emphasis on pronunciation and presents it better than the English File. Another instructor reported that this approach to teaching pronunciation is particularly useful for students who plan to study in the English Language Teaching (ELT) department, where Phonetics and Phonology is taught as a course:

> Another thing is the focus on pronunciation, which I love because maybe this is the only book I've seen in my life with plenty of focus on pronunciation. They (pronunciation activities) help to raise awareness. At least, they (students) can have a lot of ideas about different pronunciations. This is even good for the teachers because we might have some problems with pronunciation. The details can sometimes be very good for teachers as well. (P7)

As indicated in the excerpt, such activities not only teach students pronunciation, but also raise awareness for teachers and provide opportunities for them to improve themselves.

Reading

The instructors generally found the reading texts to be interesting and well-coordinated with the other skills activities, and they appreciated the questions that followed the texts, which were considered suitable for teaching general English. However, it was discovered that the reading texts fell short of the testing expectations of the institution. The exams at the institution assessed the reading skill in greater detail with more questions, whereas the questions in the books were more superficial and lacked depth. Additionally, the lack of additional reading worksheets provided with the books was mentioned as a drawback, even though extra communication, grammar, and vocabulary worksheets were available. Some participants expressed difficulty in finding reading texts at an appropriate level and had to rely on external resources to compensate. Nevertheless, it was noted by a participant that this situation could be interpreted as an inconsistency between the expectations of the institution and the coursebook, rather than a deficiency or flaw in the series itself:

When you think about our needs and our objectives as a school, they (reading texts) are inadequate. They are not enough but if you take it as a coursebook individually, maybe it's okay. It all depends on our objectives. As a prep school, for instance, what do we expect from a student at the end of a module? What level of reading comprehension do we expect from them? I think it all depends on this, but if I take the coursebook individually, it's okay. (P4)

Writing

The writing sections of the coursebook typically cover authentic situations that students may encounter in their daily lives, which is a feature that gained approval from several instructors during the interviews. However, the methodology of teaching writing was reported to be unsystematic and not fully integrated with other sections in certain 'files', if not all. A participant argued that the writing skill felt like an annex of the remaining skills, as if it was isolated from the whole.

Another issue mentioned was that the institution expects students to improve their academic writing skills in discrete types of essays. Only a few objectives of the curriculum and coursebook overlap in this matter, so it was reported during the interviews that additional materials were used to close this gap. For this reason, among the four main skills, writing was repeatedly referred to as insufficient. Several instructors remarked that the mismatch between the academic expectations of the institution and those of the coursebook in terms of writing was a problem: "Specifications for writing skill can be suitable for CEFR, but for our need, definitely not enough because we need to teach them organized paragraphs." (P12) As reiterated for the reading skill, this is not considered as a deficiency in the series but a mismatch between the expectations of a higher education institution and those of a coursebook series.

Language Type

Authentic materials are a valuable supplement to language content and provide a possible way to make subject matter easy to remember (Linder, 1999). Therefore, the decision to include such materials and the extent to which they are utilized in coursebooks can greatly impact the effectiveness of language instruction. As the majority of instructors pointed out in Table 5, the language materials in the series tend to be authentic and resemble real-life English. Based on the qualitative data, it is common to spot literary and graphical adaptations in the series from various sources. One instructor noted that plenty of authentic content was collected and tailored to students' needs, and integrated into the 'files'. According to him, it is not unusual

to find an extract from a British TV show or a real murder mystery turned into an all-inclusive reading, listening, and speaking activity. The examples given ranged from the tenacious struggles of a well-known singer whose guitar was broken by an airline company to the events that take place behind the camera of an important film by a famous director. One of the participants also affirmed that he looked up the sources from which these activities were taken and enjoyed using the original versions as additional materials to generate interest among students on occasion.

Table 5. *Language Type*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
26. The language used in the textbook is authentic - i.e. like real-life English.	12	25.53%	26	55.32%	7	14.89%	2	4.26%	0	0.00%
27. The language used is at the right level for my students' current English ability.	7	14.89%	35	74.47%	4	8.51%	1	2.13%	0	0.00%
28. The progression of grammar points and vocabulary items is appropriate.	5	10.64%	34	72.34%	5	10.64%	2	4.26%	1	0.00%
29. The grammar points are presented with brief and easy examples and explanations.	10	21.28%	32	68.09%	3	6.38%	2	4.26%	0	0.00%
30. The language functions exemplify English that I/my students will be likely to use.	8	17.02%	31	65.96%	6	12.77%	2	4.26%	0	0.00%
31. The language represents a diverse range of registers and accents.	5	10.64%	26	55.32%	9	19.15%	7	14.89%	0	0.00%

With reference to Table 5, it is evident that the language functions presented in the books are relevant and useful for their needs. Additionally, while not as highly favored, more than half of the participants noted that the books embodied a diversity of accents and registers. The majority of participants also had a positive view of the delivery of grammar and vocabulary points. The participants found the progression of grammar and vocabulary points in the coursebook to be suitable, as they were presented with clear examples and explanations. Nevertheless, the interviews elicited some discontent over the presentation of the grammar and vocabulary exercises.

It is substantial to note that completing controlled practice exercises does not necessarily indicate full mastery of the grammar concepts (Willis, 1996). Simply scoring well on rote learning activities may not indicate the ability to apply the grammar in different scenarios. The series attempts to address this by using an inductive approach, where students are required to identify patterns or rules from given examples that lead to a separate grammar page. Following these exercises, there are usually prompts that encourage students to apply

what they have learned. A commentary recommended including additional rewriting activities that would allow students to construct their own sentences instead of solely focusing on rote learning. One participant also emphasized the need for providing a realistic context, particularly for difficult grammar points:

> The activities leading into grammar are great. I love it. I love it because they make the students notice and then, you know, find the rules. I absolutely love it. But when you go to the controlled practice part, most of the sentences are out of context. … For more difficult grammar topics, you have just a sentence. Well, you can say that in so many different ways, they're out of real life context. (P6)

As mentioned by one of the instructors, the English File utilizes an unconventional approach by consolidating vocabulary and grammar content in separate colored pages located towards the end of the books. The page numbers are strategically placed throughout the books to guide users on when to refer to them. However, the interviews produced varying opinions on this delivery method. Some participants supported the opinion that the colored pages gave the impression of being less important than the main pages due to their placement at the back of the book. On the other hand, some instructors saw this approach as a way to constitute a dynamic classroom atmosphere and generate student interest. We can conclude that the effects of such practice on students will actually vary according to the classroom culture and it is difficult to make a definite judgment about the effectiveness of such delivery with current data.

As mentioned above, the inadequacy of grammar exercises prevented some students from internalizing newly learned structures. Some participants recognized that when linguistic structures are not entirely consolidated, students who progress to higher levels may end up with low grammar competence:

> I feel like that they (grammar exercises) are not challenging enough. When I think about our exams, the exams are difficult. But when the students do the exercises in the class, they don't have a lot of difficulty so it's difficult to understand which student is better than the other one by just looking at the results. So, maybe we need some extra grammar parts. (P9)

As can be understood from this excerpt, The grammar activities consisted of quick and easy grammar drills, which failed to display whether the students had actually learned the target structure or not.

Although the majority of the participants agreed in the interviews that an adequate vocabulary list with activities is included towards the end of the book, some participants referred to the importance of integrating them into the main pages. One of them mentioned the necessity of presenting target vocabulary as a pre-reading activity:

> As I said, the target vocabulary for reading texts can be determined and given before the reading activity as warm-up exercises. Otherwise, there will be no consensus in-between different instructors teaching to different classrooms on which words are important or should be taught. (P6)

The participant further specified that the institution has a large number of A1 level students who have a poor English background and start learning English from scratch. Therefore, providing a list of vocabulary before and after a reading text and increasing the number of vocabulary exercises to practice them would eventually assist students to consolidate the target vocabulary in a more systematic way.

Subject and Content

Litz (2005) remarked that one of the most prominent criteria when evaluating a book is to examine whether there are topics that might attract students' attention and interest. According to Table 6, the coursebook's content generally met the students' needs and was presented in a realistic context. The materials were mostly found to be diverse, engaging, and interesting, covering a range of challenging topics related to the objectives of each file. The commentaries in the interviews indicated that the topics were appropriate for young adults and were relatable to their daily lives, providing a glimpse of not only English-speaking countries but also various non-native settings:

> I think the English File is a satisfactory book in terms of topic and content because they are all relevant topics and they are topics from modern life so students, as far as I observe, are not getting bored in terms of its topic and content. The topics are interesting and up-to-date as much as possible, and the content goes well with nonnative school contexts such as ours. (P1)

Table 6. *Subject and Content*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
32. The subject and content of the textbook is relevant to my students' needs.	7	14.89%	27	57.45%	10	21.28%	3	6.38%	0	0.00%
33. The subject and content of the textbook is generally realistic.	10	21.28%	34	72.34%	3	6.38%	0	0.00%	0	0.00%
34. The subject and content of the textbook is interesting, challenging and motivating.	4	8.51%	26	55.32%	15	29.79%	3	6.38%	0	0.00%
35. There is sufficient variety in the subject and content of the textbook.	7	14.89%	27	57.45%	9	19.15%	4	8.51%	0	0.00%
36. The materials are not culturally biased and they do not portray any negative stereotypes.	9	19.15%	34	72.34%	4	8.51%	0	0.00%	0	0.00%

As noted, both quantitative and qualitative data maintained that the series was recently published and offered a good variety of topics. Nevertheless, the interviews revealed that some topics that are relevant to students' lives could be included. Specifically, three participants emphasized the need for more topics related to contemporary issues and interests such as technology, coding, and artificial intelligence, as listed below:

I find that some of the topics in the content are outdated. They should be engaging and they should make the students a little bit more motivated in the lessons. Some of them are childish. They may be interesting to me, seriously, but I don't see that the students are super enthusiastic. Our students would be more interested in technological issues. I don't know, a new means of transport, NASA. You know, like coding for example, things that are actual. … Electric cars, that's the most common you know. So, these are things and they are not new by the way. The electric car has been around for a few years now, so it should have been (included) before the 4th edition was released. (P11)

I think it's a little more lacking in the use of technology. The book will come in handy when technology-related topics are increased, current changes occur, and the book renews itself. (P12)

Especially in terms of scientific developments, technological developments in each new version, I expect the publishing house to include the new developments in the field of science and technology. Because we all know that our students are following technology sometimes better than the instructors. (P4)

An investigation of cultural components

As with the findings of Taş (2010), the participants of this study were also aware that culture and language are intertwined, and the coursebooks need to aim to integrate both target and different cultures into content. The last item of the part 'subject and content' examined the instructors' views on cultural bias and stereotypes. Results showed that the majority of respondents agreed on the culturally and linguistically diverse nature of content that was free of negative stereotypes. Taş (2010) also collected positive qualitative data on an earlier edition of the same series, where all of the participants agreed that the series included various aspects of the target culture that would foster cultural awareness. There were positive commentaries on the parts of the target culture in relation with student motivation:

> They are related to current issues and they're not political or religious (in a stereotypical way) or they are not about controversial issues. … For example, there was a chapter about the Queen's royal life, which is very popular because of the TV series. Other than that, people learn about them so they become interested in their life and the students know the royal family and their manners. (P4)

It is not surprising that British culture is dominantly reflected throughout the series when we consider the fact that it was prepared by an England-based publishing house (Dimici et al., 2018), but the series also constantly integrates and values various cultures, as indicated by many participants. They shared the idea that cultural elements were distributed in an acceptably balanced way, with people from distinct nationalities featured in the visuals. Additionally, the series did not try to impose British and American cultures unilaterally. Participants believed that intercultural competence is a vital skill for this student profile to acquire, and they found the series sufficient in this respect.

Interestingly enough, the activities comprising two different cities in Turkey were frequently mentioned in our qualitative data. Indeed, sparing two different pages to two of the middle-sized cities in Turkey seemed to yield positive reactions from the instructors. Similar intercultural examples were frequently observed throughout the series: "I think the books are quite good because sometimes they include some Turkish culture for the writing part. They include a paragraph about Kuşadası or Kayseri so the students are quite familiar with what's happening." (P6)

The general consensus from the qualitative data was that the series aims to be as inclusive of other cultures as possible. Dimici et al. (2018) conducted a comprehensive analysis

of multiculturalism in the English File series and reached similar positive conclusions as we did. When the series was evaluated by the researchers and participants in terms of multiculturalism, they discovered that dimensions such as gender roles and ethnicity/race were frequently included in both audio-visual materials and written texts.

Considering that the target audience of this book is composed of individuals who will major in their fields in English and potentially seek employment opportunities in international environments, the frequent integration of various accents and cultural values into the books was well received by several instructors. As reported by one of them, the series recognizes that people now live in a global village and has a texture that enriches and draws attention to a variety of subjects, rather than solely promoting British and American culture. The following excerpt exemplifies one of those positive views:

> I think they do depict culture from different parts of the world. The listening is varied, the accents are different, so that's quite good. And it doesn't just talk about England, but it talks about other countries in the world as well. (P3)

Although the coursebook aims to represent various cultures, some participants raised concerns about the perpetuation of stereotypes. A few negative extracts that may lead to cultural prejudices were noted by some participants. One teacher specified that using Africa as the sole example for charity work could reinforce negative stereotypes and overlook other countries in need. This could lead to African students feeling stigmatized in the classroom. Another participant echoed this sentiment and emphasized the magnitude of avoiding cultural biases and false representation of cultures in the materials. One of the participants commented on this matter as follows: " I suggest the writers or the editors be more aware of stereotypes. In their video story series, they should avoid presenting some ethnicities to be either prejudiced or oppositional." (P6) Even though such examples were hardly iterated during the interviews, it would be advisable to take the occasion to convey cultural components in a way that does not perpetuate stereotypes and promotes intercultural understanding and respect.

While Dimici et al. (2018) mostly expressed a favorable viewpoint toward the series, they also revealed some reservations regarding the books' representation of social diversity. In particular, they noted that dimensions related to disability, political orientation and social class appeared infrequently in the coursebooks. Furthermore, it was observed that sexual orientation remained completely unaddressed throughout all materials provided for this curriculum. We

suggest considering the study of Dimici et al. (2018) and that of Fakazlı & Bayram (2021) at hand to examine various cultural dimensions of the series in greater detail.

Overall Opinion

As Table 7 indicates, the majority of participants found the series to be suitable for the general English needs of their students and the language learning objectives of the institution. The qualitative data also indicated that the coursebook is well-suited for those who wish to attain a general English proficiency. Participants felt that it met their students' needs and the objectives of the language program. Likewise, the findings of Rahimi (2015) discovered that the teachers in a private language institution were content with the adequacy of the series in teaching general English as they recognized its significance in meeting their students' requirements.

Table 7. *Overall Opinion*

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
37. The textbook is appropriate for the language-learning aims of my institution.	9	19.15%	24	51.06%	10	21.28%	4	8.51%	0	0.00%
38. The textbook is suitable for the language-learning needs of my students.	12	25.53%	21	44.68%	12	25.53%	2	4.26%	0	0.00%
39. The textbook raises my (students') interest in further English language study.	7	14.89%	21	44.68%	13	27.66%	6	12.77%	0	0.00%
40. I would choose to study/teach this textbook again.	13	27.66%	22	46.81%	8	17.02%	3	6.38%	1	2.13%

Both sets of data showed that the series would increase students' interest in furthering their English language studies. However, several participants reiterated during the interviews that the series would not be sufficient, especially for reading and writing skills of students who would major in their fields through English-medium instruction (EMI). The interviews also included comments that the vocabulary content of the books might be inadequate for prospective EMI students. This may explain why almost a quarter of the participants of the questionnaire stood neutral in this matter.

It should be noted that the instructors' need to supplement with additional materials did not stem from any deficiency in the series but rather from the expectations of the institution regarding the students' prospective EMI studies. The instructors were well aware that it would be impossible to find a coursebook that would cover not only the students' general English

needs but also their field-specific English needs. This finding complies with Sheldon's (1998) statement that there would not be a perfect coursebook that would fit in all conditions and meet every requirement single-handedly. Integrating bits of field-specific and technical English lessons periodically could be a functional technique to alleviate the students' linguistic shocks in EMI programs, as suggested by one of the instructors.

Responses to the last item in the questionnaire reflected that the majority of the participants were willing to continue using the same coursebook in the following year(s) with a slightly updated edition. However, some of the comments in the interviews indicated a possible preference for a replacement. The motivation behind a possible change was usually to try out a new material or simply avoiding the weariness that arises from routine:

> Since I want to be renewed as a teacher, after a while, maybe we can switch to another book by the same publishing house, but I love this book. I have no negative thoughts about the books. As I said, the books can be updated in line with current changes in terms of topics. Since I feel that I need to change as a teacher, it is useful to change the books as well. (P8)

Some instructors, on the other hand, stated that using the same book year after year helped them gain a different perspective on the activities and feel more flexible and confident about the flow of the books. Such experience with the material was said to facilitate the readiness to make adaptations in the form of content delivery, if required.

Another prominent point that emerged from the commentaries was the significance of conducting a needs analysis before selecting a coursebook. The idea was that without thoroughly determining what students lack and what they require, it would be difficult for the coursebook alone to make up for the inadequacies in the ELT classrooms. Several participants mentioned some performance-expectation gap instances where students make very basic mistakes that they would make in lower levels when instructors expect them to master academic writing. As put forward by a participant, one effective way to benefit from the series to its full potential could be by conducting a comprehensive needs analysis for the students and adapting the material accordingly.

Conclusion

Although learning a foreign language requires more than just a coursebook, a good coursebook can provide a practical guide and systematic blueprint for content delivery in an

EFL context (Hutchinson and Torres, 1994). In this regard, the English File series has attracted considerable attention in higher education institutions, particularly among preparatory schools teaching English. Therefore, evaluating the feasibility and effectiveness of this book in a preparatory school setting was considered by the researchers of this study to be at the forefront of educational research in this particular context.

This study employed a triangulation of data collection procedures to elicit the opinions of instructors. The majority of the participants made largely positive comments about the content of the series and the pedagogical and methodological goals it aimed to achieve. The results suggest that the English File is suitable for university students studying in preparatory classes to attain general English proficiency. Results of this research revealed that the series covers topics that attract students' attention, employs current teaching techniques that prioritize communication and interaction, integrates the four main skills as much as possible, and utilizes illustrations and graphics to capture students' attention. In the light of the opinions of the lecturers working in a higher education institution who have been using this coursebook series actively for 4 years, it has been concluded that the series can be used in preparatory schools, provided that additional activities for writing skills and words specific to students' own fields are included at certain intervals.

Concerning the negative aspects, one recurring argument highlighted by the instructors was the lack of contemporary topics, particularly related to technology and digitalization. Many instructors emphasized the importance of incorporating current and relevant subjects to capture the students' interest. They also suggested integrating grammar points and vocabulary exercises in more meaningful contexts to encourage the students to apply what they learn in various situations. Additionally, they addressed the necessity to provide supplementary reading and writing materials along with the communication, grammar and vocabulary worksheets that are already given. Finally, while the books made a significant effort to promote intercultural competence and were mostly successful, some cultural biases and stereotypes that require revision were noted by the instructors.

The points that may require editing or modification were presented in line with the opinions of the lecturers based on their experiences. The motivation behind this study was to increase the effectiveness of the learning environments in which the English File series is used as coursebook material. It is thought that conducting further studies investigating the opinions of students and teachers in the immediate environment will make it easier to understand the

effectiveness and functionality of the series in the region. It would be advantageous for all stakeholders if the publishing house carefully considered the outcomes of the current case study and equivalent research. It is hoped that in future editions, the opinions and suggestions put forward by the lecturers who have directly experienced the books will be taken into consideration, and the necessary steps will be taken to make the books more functional.

This study, like many others, is not without its limitations. To begin with, not all schools that employ the English File coursebook can be included in the study's generalization. The study's sample is restricted to EFL instructors at a university in the southeastern part of Turkey during the 2022–2023 academic years. Secondly, only 47 EFL instructors were given the questionnaires, and 12 of them volunteered to participate in the interviews. The results may have been applied to a larger set of participants as well as instructors from other institutions

There are also some recommendations for additional investigation and study. The English File series can be rated and examined for a variety of factors, including psycholinguistics or pragmatics of language use. In addition, teacher-student opinions about this book series can be associated and the consistency of these opinions with each other can be cross-checked. Lastly, additional post-use-evaluation research could be done on a large scale with various samples for various coursebook series.

The Conflict of Interest Statement

In line with the statement of Committee on Publication Ethics (COPE), we hereby declare that we had no conflicting interests regarding any parties of this study.

Contributions of authors

Author A: Data collection, methodology, data analysis, bibliography

Author B: Literature Review, data analysis, bibliography

Author C: Literature Review, data analysis, bibliography

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The Research and Publication Ethics Statement

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A Review of Research on Mobile-Assisted Language Learning from 2016 to 2020

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Abstract

This principled review scrutinized recent emerging research trends and issues in mobile-assisted language learning (MALL) in second/foreign language education for the period of 2016-2020. To this end, twenty-five studies fitting the time frame, and review criteria and published in three flagship journals (CALL, ReCALL, and Language Learning and Technology) were examined in terms of research topics, research methodology, and research findings. Results indicate that the studies generally integrated various tools and applications resulting in positive learning outcomes and attitudes from the perspective of learners and mixed method studies also dominated the field in terms of the research designs concerned.

Keywords: Mobile learning; MALL; research trends; review results

Introduction

The advancements in technology have provided a wide range of affordances in education in general and in language education in particular. Mobile-Assisted Language Learning (MALL) has been one of the approaches that use mobile technologies to enhance and

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support language learning. As a successor of Computer-Assisted Language Learning (CALL), MALL is regarded as language learning in both real-world and virtual environments, and it is assisted by highly portable (handheld and wearable) devices as well as communication and social network technologies (Palalas, 2016, p. 5). Mobile phones, smartphones, smartwatches, tablet computers, electronic dictionaries, digital music players, personal digital assistants (PDAs), digital voice recorders, and e-readers have been the most utilized devices in mobile learning. Today, smartphones – thanks to their advanced features – have replaced almost all mentioned devices, and MALL is now closely associated with smartphone applications (Burston, 2014).

Although MALL has some common characteristics with its allied field, CALL, it also differs (Stockwell and Hubbard, 2013) in that it involves the use of personal, portable devices that enable new learning methods that emphasize the continuity or spontaneity of access and interaction in various usage contexts (Kukulska-Hulme and Shield, 2008). Without referring to language education, Pegrum (2016) denotes that mobile learning is intrinsically governed by the principle of mobility that may embrace the movability of the devices, the learners, and the learning experiences (see Traxler, 2009, for a discussion of the theoretical aspect of mobile learning). Mobile technologies allow learners to learn 'anytime and anywhere' (Geddes, 2004). More specifically, the learners are not limited to a specific place at a certain time directed by others (Kukulska-Hulme, 2013) by virtue of the functional affordances of those technologies and devices. Furthermore, the deployment of mobile-oriented learning bestows (a) flexibility in time and place of study and thus (b) continuity of learning out of the classroom, (c) accessibility and diversity of knowledge, (d) spontaneity and authenticity and creativity in learning content, (d) individuality in self-paced learning preferences (e) immediacy of feedback, and (f) social interactivity and collaboration in learning (Stockwell, 2016; Reinders & Pegrum, 2017; Kukulska-Hulme, 2020; Loewen et al., 2020)

Concerning MALL, Kukulska-Hulme et al. (2017) emphasize that mobile technologies are uniquely suited to be tailored to a person's abilities and needs in a range of environments to continually support language learning (p. 217). Being in tune with the aforementioned implications, Godwin-Jones (2018) summarizes the positive outcomes of mobile language learning for both students and teachers as follows:

"1. integrating into instruction multimodal language learning tasks involving the use of images, audio and video;

2. enabling collaborative classroom activities using mobile devices for group writing, listening or speaking;

3. enriching classroom activities with authentic language resources through apps and online sites;

4. leveraging individual preferences on mobile devices to personalize learning and develop learner autonomy;

5. enhancing students' digital literacy and other 21st-century skills needed for the workplace;

6. encouraging out-of-school and lifelong language learning" (p. 2)

Mobile technologies have changed and transformed traditional language learning and teaching practices. There is a growing body of review studies examining the trends and issues in MALL research literature. To exemplify, Burston (2015) provided a comprehensive review of MALL-related studies published from 1994 to 2012 in terms of their experimental design and learning outcomes. Duman, Orhon and Gedik (2015) examined characteristics and general research trends of the published MALL studies from the years 2000-2012. Their review indicated that teaching vocabulary through cell phones and PDAs was the most popular technology application over that period. Shadiev et al. (2017) reviewed the MALL literature in authentic environments in regard to trends in publications, research focus, the technology used, methodology, and current issues. Most of the studies in their review gave prominence to exploring learner perceptions towards MALL and focused on progressing language proficiency. Kukulska-Hulme and Viberg (2018) compiled studies that specifically exploit the potential of mobile technologies for collaborative language learning. More recently, Hwang and Fu (2018) also reviewed the MALL studies published for the period 2007–2016 and analyzed them from various perspectives, incorporating research methods, research issues, language and learner types, and learning outcomes. All aforementioned systematic reviews provided substantial insights into the research trends related to MALL in different time periods.

However, as has been noted, the latest year embodied in these reviews was 2016. Therefore, considering the rapidly changing nature of mobile technologies employed in language learning and teaching, the current review paper goes beyond the existing literature

and takes a step further to review the MALL-related studies in second/foreign language education for the period of 2016-2020.

To this end, the following research questions are posed:

1. What are the research topics pertaining to the implementation of MALL for the period of 2016-2020?

2. What methodologies are employed in MALL-related studies for the period of 2016-2020?

3. What are the common findings of MALL-related studies for the period of 2016-2020?.

Methodology

This study aims to review the MALL-related studies conducted in the field of second or foreign language teaching and learning between the years 2016 and 2020 in terms of research trends/topics, research methodology, and research findings. For this purpose, the main intention was primarily to search the journals that specifically focus on the integration of technology into foreign/second language education. Secondly, in order to narrow down the selection of articles, the journals that are placed in the Social Sciences Citation Index (SSCI) were embraced since they "adopt stringent criteria in reviewing articles" and "have higher impacts in the field" (Duman et al., 2015, p. 4). On account of these delimitation criteria, three flagship journals encompassed the scope of the current analysis: Computer Assisted Language Learning (CALL), Language Learning & Technology (LLT), and ReCALL. Thirdly, all volumes and issues of the concerned online journals, from 2016 to 2020, were examined one by one by entering the following search terms: 'MALL', 'mobile', 'mobile-assisted', 'mobile learning', 'mobile apps', 'mobile technologies'. These terms were chosen because they are often presented as the keywords in MALL-related studies. Finally, a list of 41 articles matching the search terms was compiled.

Since the focus of this review is on second/foreign language learning and teaching practices, conceptual analysis of research reviews, meta-analysis studies, theoretical formation or discussion/opinion papers were also eliminated from the first list. Subsequent to filtering based on the above-mentioned criteria, a total of 25 articles were selected and reviewed. The

following table provides information with reference to the journals under scrutiny and the number of reviewed articles (25 in total) for each journal.

Table

Journal	Start Date	Publication Frequency	Indexed	Impact Factor	The Number of Reviewed MALL Articles (2016-2020)
CALL	1990	8 issues per year	SSCI	2.642	14
Language Learning & Technology	1997	Triannually	SSCI	2.473	5
ReCALL	1989	Triannually	SSCI	1.842	6

The reviewed articles were organized into three dimensions that examine (a) research trend/topic, (b) methodology, and (c) general findings. These categories provided an organizational framework to grasp the recent research tendency in MALL-mediated second/foreign language education.

Results

Focal Points of Research Conducted in Mobile-Assisted Language Learning

Upon reviewing twenty-five articles meeting the criteria that were specified at the beginning, it was decided to classify these studies into four categories in terms of their topics to answer the first research question. Accordingly, the first category encapsulates studies focusing on the integration of mobile tools into second/foreign language learning. The second one refers to the research concerning the efficacy of mobile-mediated applications in L2 learning. The third one presents the number of studies in relation to four language skills and vocabulary, grammar and pronunciation. The last category, on the other hand, comprises the studies in which views, perceptions or attitudes toward mobile-assisted language learning were the focal points.

Studies focusing on the use of mobile tools in L2 learning

Ten of the twenty-five studies reviewed were found to reveal the effects of integrating mobile tools into the L2 learning process. Some of these studies investigated the effectiveness of using mobile device features in L2 learning. For example, Liu (2016) examined the effects of mobile English vocabulary learning based on concept-mapping strategy, through Short Message Service (SMS) and Multimedia Messaging Service (MMS) facilities of mobile phones, on EFL learners' vocabulary performance and retention. Moghari and Marandi (2017)

analyzed the influence of using text messages via short message service (SMS) of mobile phones on elementary-level EFL learners' grammar knowledge. The researchers additionally interviewed several stakeholders, embracing students, parents, a teacher and the school principal, to find out their beliefs about using text messages for grammar learning. Similarly, Li and Cummins (2019) measured the impact of text messaging through cell phones to enhance English language learners' academic vocabulary acquisition. Finally, with the aim of revealing the advantages of using iPads to promote language learning outcomes, Eubanks, Yeh and Tseng (2018) investigated whether an iPad integrated (iPad recording, iPad camera and the Book Creator App) writing workshop had an influence on the language writing ability and attitudes towards writing.

On the other hand, some others compared the implementation of certain language learning activities on mobile devices with their implementation on computers or with traditional methods. In this context, Hwang et al. (2016) looked into the feasibility of mobile game-based activities in enhancing learners' performance in EFL listening and speaking skills when compared with traditional activities. They also investigated learners' perceptions of engaging in game-based learning activities supported by a mobile system. Also, Ko (2017) made a comparison between 167 Korean university learners' perspectives on using personal computers (PCs) and smartphones as language learning devices after completing online reading passages for a semester on a PC or a smartphone. Another comparison of computer and mobile phone use in language learning was conducted by Andujar and Salaberri-Ramiro (2019). The researchers evaluated factors such as students' perceptions, engagement, timing, perceived value of the interaction, participation, speakership roles or average message length in a computer-mediated (Facebook) and mobile-mediated (WhatsApp) chat-based communication platform so as to apprehend their potential to promote overall language development. In addition, one of the reviewed studies was seen to compare the effects of mobile-supported Task-Based Language Teaching (TBLT) with scaffolds and traditional paper-based TBLT without scaffolds on vocabulary, grammar, conversation comprehension and self-perceived use of oral communication strategies (Fang, et al., 2020).

Finally, of the ten studies in this category, one of them was seen to have specifically aimed to explore learners' views towards employing their smartphones in learning English as a foreign language (Şad, et al., 2020). Likewise, Lai and Zheng (2018) conducted research to

understand language learners' self-directed experiences in connection with the use of mobile devices outside of the classroom.

Studies on the use of mobile-mediated Apps in L2 learning

Results of the review put forward that most of the studies (n=15) investigated the effectiveness of certain applications used in mobile devices on learners' L2 performance or views, perceptions or attitudes towards the implementation of these applications. Upon reviewing these studies, it was discovered that all of them but three (Duolingo, WhatsApp, and WeChat were used twice) focused on the use of a distinct mobile-mediated application in second-language learning. Below, table 1 presents the findings regarding the focal points of research in this category.

Table 1. *Research concerning the use of mobile applications in L2 learning*

Author, Year	Mobile Application (Independent Variable)	L2 skills or Views, Perceptions, Attitudes (Dependent Variable)
1. Castaneda & Cho, 2016	*Conjugation Nation* (a game-like mobile App)	L2 vocabulary (conjugating verbs), Learners' attitudes
2. Yen, Chen & Huang, 2016	*Phone Words* A mobile game-based learning App)	L2 vocabulary performance
3. Chen, Carger & Smith, 2017	*Penultimate* (A narrative writing App through tablet PC)	L2 writing performance, Learners' attitudes
4. Sun, Lin, You, Shen, Qi, & Luo, 2017	*Papa* (A mobile social networking site)	L2 speaking (accuracy and fluency), L2 pronunciation, Learners' attitudes
5. Xu & Peng, 2017	*WeChat* (Mobile-assisted oral feedback)	L2 speaking ability, Learners' perceptions towards mobile-assisted oral feedback
6. Grimshaw & Cardoso, 2018	*SpaceTeam ESL* (A mobile gaming app requiring fluent oral speech)	L2 speaking fluency, Anxiety and willingness to communicate in L2
7. Rachels & Rockinson-Szapkiw, 2018	*Duolingo* (A mobile gamification App)	L2 vocabulary and grammar achievement, Learners' academic self-efficacy
8. Cheng & Chen, 2019	*Happy 2* (A mobile-assisted English learning system involving interactive games)	L2 vocabulary knowledge, Motivation towards learning English, Learners' English anxiety and perceived usefulness

9. Chen, Chen, & Yang, 2019	*EVLAPP-SRLM* (A English vocabulary learning app with a self-regulated learning mechanism)	L2 vocabulary knowledge, Learners' self-regulated learning abilities, Motivation
10. Jia & Hew, 2019	*WeChat*, (Dictation activity)	L2 listening skills, Learners' perceptions
11. Loewen, et al., 2019	*Duolingo* (A gamification App used for L2 learning)	Overall L2 achievement Learners' perceptions
12. Zhonggen, Ying, Zhichun & Wentao, 2019	*College English IV* (A mobile language learning platform)	English overall performance Learners' satisfaction Learners' cognitive loads
13. Andujar, 2020	*WhatsApp* (A mobile instant messaging App -used as a dynamic assessment tool in this study)	L2 grammar and vocabulary gain
14. Fouz-González, 2020	*English File Pronunciation App*	L2 pronunciation skills (production and perception of sounds
15. Seibert Hanson & Brown, 2020	*Anki* (A mobile-assisted spaced-repetition flashcard application)	L2 grammar and vocabulary knowledge

As seen in Table 1, the results revealed that a variety of applications used in mobile devices have attracted researchers' attention recently. It can be clearly observed that all of these studies questioned the influence of certain mobile-mediated Apps such as Conjugation Nation, Anki, Phone Words, Penultimate or Papa on L2 skills. In the same vein, besides concerning L2 development, several researchers tended to practise mobile Apps to examine learners' or other stakeholders' views, attitudes or perceptions towards their implementation in the language learning process (Castaneda & Cho, 2016; Chen, Carger & Smith, 2017; Jia & Hew, 2019 and the others presented in the table). Additionally, anxiety (Grimshaw & Cardoso, 2018; Cheng & Chen, 2019) and willingness to communicate in L2 (Grimshaw & Cardoso, 2018), motivation towards L2 learning (Cheng & Chen, 2019; Chen, Chen, & Yang, 2019), self-

regulated learning abilities (Chen, Chen, & Yang, 2019), learners' academic self-efficacy (Rachels & Rockinson-Szapkiw, 2018), learners' satisfaction and cognitive loads (Zhonggen, et al., 2019) were among the focal points in some of the studies implemented with a mobile-mediated App.

On the other hand, a few mobile applications were seen to have attracted interest more than once. Two of the reviewed studies investigated the effects of Duolingo, a mobile gamification App, to reveal its impacts on L2 vocabulary, grammar or overall achievement and learners' attitudes toward its implementation (Loewen, et al., 2019). Besides concerning its potential to increase L2 performance, it was also aimed to understand whether it is beneficial to promote learners' self-efficacy in foreign language learning (Rachels & Rockinson-Szapkiw, 2018). Another App that was encountered twice is WeChat, used as a dictation tool to improve L2 listening skills (Jia & Hew, 2019) and an oral feedback tool to develop L2 speaking ability (Xu & Peng, 2017) through mediation of a mobile device. The researchers also analyzed learners' perceptions and attitudes toward using this App in language learning. Finally, WhatsApp was seen to be preferred for the second time in the relevant literature, being used as a dynamic assessment tool for L2 grammar and vocabulary improvement (Andujar, 2020).

Studies focusing on four language skills or grammar, vocabulary and pronunciation through mobile-assisted language learning

The focal points of the 25 studies reviewed have already been specified and explained under two separate headings so far. This section, discrete from the others, will present information on how many of the reviewed studies were related to four language skills (reading, writing, listening, speaking) or three language components (vocabulary, grammar, pronunciation). In parallel with this purpose, the number of existing studies focused on L2 skills and components was designated in the figure below, providing each separately.
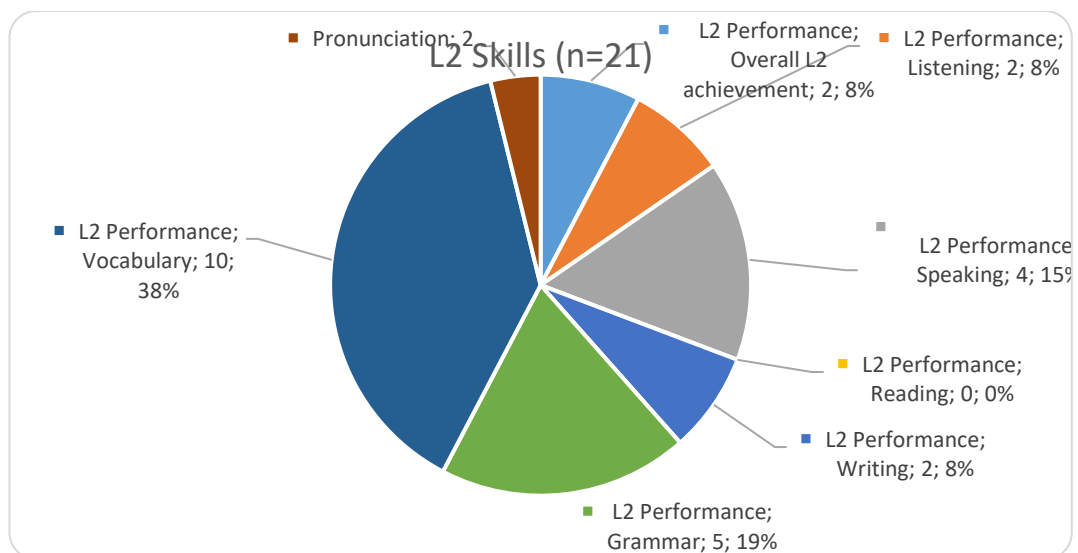
Figure 1. *MALL studies in relation to four language skills or vocabulary, grammar and pronunciation*

As seen in Figure 1, 21 of the articles were found to have related mobile-assisted language learning with the development of overall L2 knowledge or separate L2 skills and components. Among these studies, vocabulary (n=10) was seen to be the most investigated language component (Castaneda & Cho, 2016; Yen, Chen & Huang, 2016; Liu, 2016; Rachels & Rockinson-Szapkiw, 2018; Cheng & Chen, 2019; Chen, Chen, & Yang, 2019; Li & Cummins, 2019; Andujar, 2020; Fang, et al., 2020; Seibert Hanson & Brown, 2020). Grammar was the focal point of five studies, taking the second place in the most researched L2 components (Moghari & Marandi, 2017; Rachels & Rockinson-Szapkiw, 2018; Andujar, 2020; Fang, et al., 2020; Seibert Hanson & Brown, 2020). Speaking was investigated in four studies (Hwang, et al., 2016; Sun, et al., 2017; Xu & Peng, 2017; Grimshaw & Cardoso, 2018), while listening (Hwang, et al., 2016; Jia & Hew, 2019), pronunciation (Sun, et al., 2017; Fouz-González, 2020) and writing (Chen, Carger & Smith, 2017; Eubanks, Yeh & Tseng, 2018) were seen to have been examined in just two of the reviewed studies. In addition, analyses demonstrated that two studies focused on the improvement of general L2 performance through mobile assistance in L2 learning (Loewen, et al., 2019; Zhonggen, et al., 2019). However, no study was found to concern the association between mobile-assisted language learning and L2 reading skills.

Studies on views, perceptions or attitudes toward mobile-assisted language learning

With respect to the final concern of the first research question, the number of reviewed studies conducted to investigate views, attitudes or perceptions toward the use of

mobile devices or mobile-mediated applications in language learning can be clearly explored in the figure below.
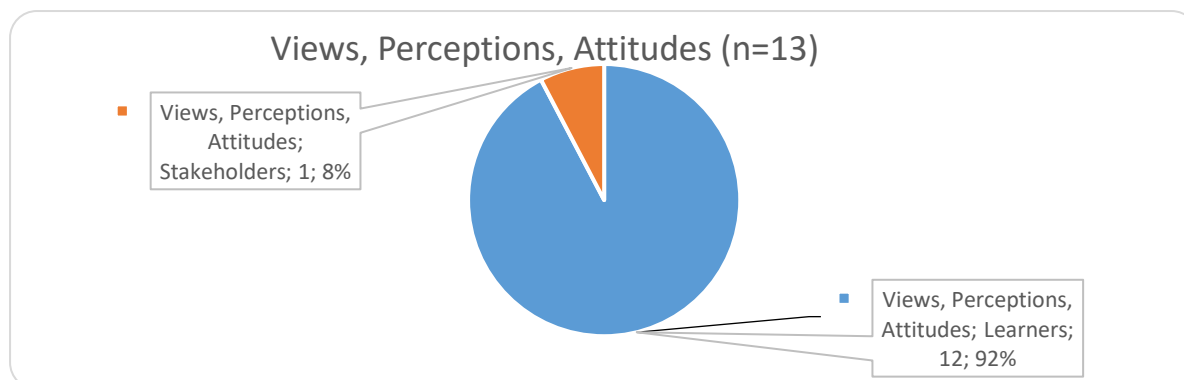
Figure 2. *Studies focusing on views, perceptions and attitudes toward mobile-assisted language learning*

As Figure 2 shows, a total of 13 studies were encountered with the purpose of investigating views, attitudes or perceptions regarding mobile-assisted language learning. Of these studies, 12 were concluded to have specifically focused on learners (Castaneda & Cho, 2016; Hwang, et al., 2016; Chen, Carger & Smith, 2017; Ko, 2017; Sun, et al., 2017; Xu & Peng, 2017; Eubanks, Yeh & Tseng, 2018; Lai & Zheng, 2018; Andujar & Salaberri-Ramiro, 2019; Jia & Hew, 2019; Loewen, et al., 2019; Şad, et al., 2020). On the other hand, one study carried out by Moghari and Marandi (2017) enlarged the scope of participants and investigated stakeholders' (students, parents, the teacher and the school principal) beliefs regarding the use of cell phone text messages to enhance L2 grammar skills.

Research Methodologies in the MALL Studies

In order to respond to the second research question, twenty-five studies selected for this review were examined in terms of their general tendencies toward research design and data collection tools. It was found that the majority of the studies were conducted in mixed method design, followed by quantitative and qualitative designs, respectively. Results pertaining to these variables are presented in the figure below.

	Quantitative	Qualitative	Mixed
■ Research Design	9	1	15
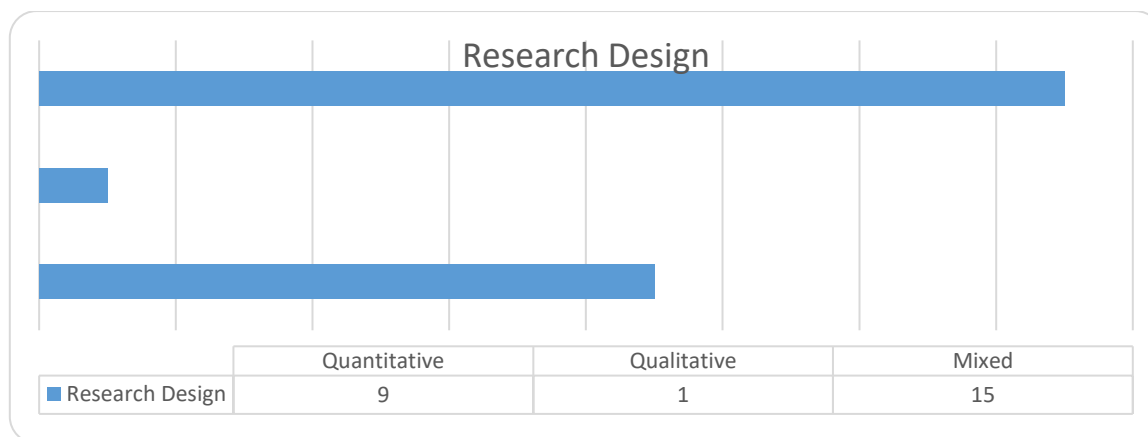
Figure 3. *S Research designs of the reviewed MALL studies*

According to figure 3, mixed method (n=15) and quantitative (n=9) studies are dominant in the MALL research. As clearly seen, only one study was found to have been conducted in pure qualitative design.

In terms of data collection techniques used in the studies, the analyses have yielded that scales (satisfaction, anxiety, motivation, engagement, cognitive load, academic self-efficacy, strategy, etc.), interviews (semi-structured, focused-group), survey questionnaires involving open-ended and close-ended questions, pre-post language tests and observation (field notes) were commonly used data collection instruments. Additionally, screenshots, audio recordings, log files gathered by the Apps, inventory of teacher prompts, home visits, students' journals or text messages were among the preferred data collection tools in the reviewed studies.

Findings of the MALL Research

The vast majority of the reviewed studies were conducted at universities (n=17); other settings can be listed in order of frequency as follows: elementary schools (n=6), and high schools (n=2), 25 in total. Based on the findings, the focal points of the studies could be listed as below: the effect of mobile-assisted language learning on language skills (reading, listening, speaking, writing) and on language components (phonetics, pronunciation, grammar, vocabulary); learners' perceptions and attitudes towards mobile-assisted learning, mobile applications and devices.

Studies investigating the relationship between MALL and four language skills

When the studies were examined in general, it was noticed that one of the most studied points was the effect of mobile learning on language skills (speaking, n=7; writing, n=4;

listening, n=4; and, reading, n=3). Some of the studies focused on only one skill individually, while some worked on more than one skill. If the findings of the articles on speaking skills are examined, it can be easily remarked that mobile applications and devices have positive effects on the development of this skill. Hwang et al. (2016), in their study examining the effect of mobile games on speaking skills, reported that game-based learning activities significantly improve students' speaking skills if driven by a mobile system and foster students to practice speaking English as a foreign language more frequently. Findings also suggest that learners participate more in speaking practices, they use their mobile devices to engage in extensive speaking activities or to speak to foreigners in English on social media and this has led them to practice speaking EFL in an authentic context (Andujar& Salaberri-Ramiro, 2019; Şad et al., 2020; Castaneda& Cho, 2016; Xu& Peng ,2017; Rachels& Rockinson-Szapkiw, 2018; Sun et al., 2017; Seibert Hanson& Brown, 2020; Jia, & Hew, 2019; Chen, Chen & Yang , 2019; Hwang et al., 2016; Eubanks, Yeh& Tseng, 2018; Lai& Zheng, 2018; Loewen et al., 2019; Yen, Chen& Huang, 2016; Andujar, 2020; Moghari& Marandi, 2017; Fang et al., 2020).

Speaking was not the sole skill focused on in the articles reviewed; the effects of mobile-assisted learning on writing skills were also investigated. Most of the studies were conducted to examine the effects of mobile devices or applications being used on writing skills. Eubanks, Yeh & Tseng (2018) integrated a writing workshop into the regular curriculum where a story map, recording technology (iPad recording app), an iPad camera, and the Book Creator App were employed for three weeks. The purpose of the study was to investigate whether a technology-integrated twenty-first-century writing workshop had an influence on the ability and attitude toward writing in Chinese. The results suggested that the writing workshop improved students' writing ability as well as their interest in it. Chen, Carger & Smith (2017) implemented an instrumental case study approach to explore the learning effects of scaffolding young English language learners' narrative writing skills through the use of tablet computers (iPads) and a digital handwriting app (Penultimate). The findings reflected that using technological devices and apps enhanced the learners' narrative writing abilities and their learning motivation. They also demonstrated an improvement in organization, language production and mechanics of writing.

Similar results were obtained in studies revolving around listening skills. In Jia & Hew's (2019) experimental study, WeChat, which is a widely used instant messaging application in China, was integrated into dictation practice as a supplement to an in-class

listening course to investigate its outcomes on listening proficiency. One experimental (EG) and one control group (CG) were formed out of two randomly selected classes at the lower intermediate level. Members of the EG were asked to participate in a WeChat group of 8–10 students to complete daily dictation, while the CG did the practice individually. The participants were expected to respond to a pre-test and a post-test at the beginning and after the process; the results showed that the EG's improvement in listening was significantly greater than that of the CG. Other benefits reported in the article comprised increased confidence and greater initiative in English listening. Participants in EG were found to spend more time on listening, develop good daily practice habits, and gain confidence in listening. Similarly, Eubanks, Yeh & Tseng (2018) concluded that use of mobile devices and apps improved learners' listening skills.

Looking at the focal points of the articles examined, it is understood that the least studied skill among the four is reading; none of them has taken it to the center of investigation, however, reading and MALL relationship is established in studies examining the contribution of mobile devices to language development and in studies conducted to determine the purpose for which these devices are used in language learning. For instance, in the findings of the study examining the effect of technology integration into writing skills Eubanks, Yeh & Tseng (2018) state that this application also evolves students' reading skills too. Or, Şad et al. (2020) in their study to determine for what purpose participants use mobile devices related with language learning reported that participants were found to hardly use their smartphones to engage in rather extensive reading.

Studies investigating the relationship between MALL and language components

Vocabulary learning plays an important role in foreign language learning and has an important role in all skills as inadequate vocabulary knowledge hinders communication in all forms. For some, vocabulary learning is one of the foremost needs for foreign language learners and researchers are interested in how much mobile devices and applications can help to meet this need. Yen, Chen & Huang (2016) assessed the effects of a novel mobile English vocabulary learning app (PHONE Words) designed with game-related functions and without game-related functions on learners' perceptions and learning performance. The study revealed that the experimental group that used the game-related learning app outperformed learners using the non-game-related app in terms of vocabulary acquisition and vocabulary retention. The results proposed that the game-related functions were conducive to vocabulary learning. They

concluded that strong correlations existed between vocabulary learning performance and several gamified functions. Fang et al. (2020) also followed a similar procedure using a mobile-supported task-based language teaching (TBLT) app with an experimental group and compared their vocabulary test performance with the control group and presented that this group outperformed the traditional TBLT group on the vocabulary test. The findings also revealed that the app used in the study appeared to provide supportive learning conditions for students to achieve pronounced gains in vocabulary (54%) and receptive knowledge to comprehend newly learned vocabulary. There are two more studies reviewed the results of which are consistent with these two studies mentioned above (Li& Cummins, 2019; Liu, 2016).

Mobile devices and apps were also spotted as effective in the teaching of grammar and pronunciation. Moghari & Marandi (2017) inspected the impact of using cell phones, specifically text messages as supplementary tools, on Iranian elementary-level EFL learners' grammar learning. Language learners participating in this study believed that receiving grammar points via their cell phones helped them better learn English grammar. The participants who practiced grammar through text messages significantly outperformed and they tried to answer as quickly and correctly as possible. The other studies which used mobile apps as teaching tools also reported linear findings (Xu& Peng, 2017; Fang et al., 2020). Grimshaw & Cardoso (2018) claim that pronunciation anxiety impedes willingness to communicate and to minimize the impact of this limitation is to motivate students to speak intelligibly and fluently, preferably beyond the constraints of the language classroom. They investigated the pedagogical use of Spaceteam ESL, a mobile game that requires intelligible and fluent computer-mediated oral exchanges among players and revealed that learners who played Spaceteam ESL outperformed the control group and the participants expressed that the game reduced feelings of anxiety, allowing them to practice their pronunciation with peers. In other words, the game was perceived as a means to lower anxiety and encouraged pronunciation practice. The effectiveness of WeChat feedback and the use of Papa, a China-based social networking site in enhancing pronunciation was also cited. (Xu& Peng, 2017; Sun et al., 2017).

Studies investigating the relationship between MALL and views, perceptions and attitudes

While discussing the effectiveness of a teaching method, technique or technology, the attitudes, views and perceptions of the parties have always been within the research topics of scientific studies. Considering that mobile-assisted foreign language learning is a relatively

new subject and that mobile applications are frequently used to support language skills and/or components recently, we may find it reasonable to investigate the interests and attitudes of parties towards them. 10 of the 25 studies investigated the motivation changes of the participants after the related implementation, while only one of these studies (Jia & Hew, 2019) reported the loss of motivation caused by the complexity of the application; in all other studies, the motivation of the participants increased in a positive way(Zhonggen et al., 2019; Sun et al., 2017; Seibert Hanson& Brown, 2020; Chen, Chen & Yang, 2019; Hwang et al., 2016; Eubanks, Yeh & Tseng, 2018; Yen, Chen & Huang, 2016; Moghari & Marandi, 2017; Chen, Carger& Smith, 2017).

Learners' attitudes were also investigated in a number of articles and the great majority of which revealed positive attitudes toward mobile apps or devices. Zhonggen et al. (2019), employing a university-developed platform, aimed to identify whether that platform helped learners reduce their cognitive load in EFL classes and whether it yielded learner satisfaction. Two third of the participants expressed their beliefs that the mobile learning platform reduces their brain burden, and 69% of interviewees reported that they were satisfied with the mobile learning platform. Similarly, Xu & Peng (2017) revealed learners' positive attitudes toward the use of WeChat and mobile-assisted feedback; in Hwang et al. (2016), most students had positive perceptions toward learning activities that are supported by a mobile system; Li & Cummins (2019) reported the results to reinforce active engagement and positive perceptions of the intervention; and lastly, Eubanks, Yeh & Tseng (2018) indicated that the students enjoyed the writing workshop, which the researchers ran, with the integration of iPads and apps. The students demonstrated positive/motivated attitudes and reactions to learning.

In contrast to these positive findings, Jia & Hew (2019) explored that one-fifth of the participants reported that the WeChat dictation program is inefficient and inadequate in supervision and it is too demanding and has lack of variety. Thus, they lost their patience and motivation because dictation texts were too long.

Conclusion

In this review article, 25 studies investigating issues in mobile-assisted language learning (MALL) in second/foreign language education and published in three leading journals in the field for the period of 2016-2020 were reviewed. Some momentous findings were obtained as the results of this review. Firstly, these studies mainly focused on the effects of MALL on language skills. Secondly, the majority of the studies were conducted in mixed

method design (n=15), followed by quantitative (n=9), and qualitative (n=1) designs, respectively. Thirdly, unlike many other review articles, the Western (n=11) and Eastern context (n=14) distribution of the studies was found to be very close to each other. Finally, the use of MALL in ESL/EFL environments is beneficial for the development of the ESL/EFL learners' language skills and language components; and, the learners generally have positive perceptions and attitudes toward learning a foreign language through using mobile-assisted apps and devices.

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The Effects of the Use of Blogs on the Writing Performances and Perceptions of Turkish Learners

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Abstract

The research aimed to research the effects of blogging on Turkish EFL learners' writing performances and perceptions. The study embraced 20 Turkish EFL learners from Gazi University's School of Foreign Languages. The research was separated into three parts: (1) the effects of blog use on learners ' writing performances, (2) the effects of blog use on learners' perception, and (3) the association of learners' perception of blog usage with their writing performances. Data were obtained by utilizing six blog writing assignments including 12 drafts in total writing, (2) interviews made at the outset and finalization of the term, and (3) a five-point Likert scale questionnaire. There are 24 items in total. The information was obtained both qualitatively and quantitatively. The research lasted 14 weeks. Findings revealed that blog-incorporated writing classes improved learners' writing abilities. The learners had a favourable opinion of using blogs in writing instruction. There was no substantial relationship between overall perception scores and student writing performance. However, the general perception of the learners was related to the student's motivation to utilize blogs. The writing process and writing performances had a substantial relationship. While the blog writing technique was in progress, the student's writing skills improved simultaneously. Furthermore, there was a significant association between the writing process and motivation, indicating that the student's motivation increased due to using the blog.

Keywords: blog writing; teacher feedback; peer feedback; ICT; EFL learners

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Introduction

Writing is an arduous skill to master when compared with other basic skills (speaking, listening, reading) (Bal,2021; Pandey,2020;Prihatmi, 2017) Hedge (2008) reported that writing is an ongoing procedure comprising various activities: defining objectives, developing ideas, arranging material, establishing a relevant language, producing a draft, reading and revising it, and rewriting and editing. According to several studies (Ariyanti & Listyani, 2017; Bolsunovskaya & Rymanova, 2020; Budjalemba & Listyani, 2020), one of the difficulties in writing is that it takes a long time to write. Thus, learners may become reluctant to write because of the lengthy period to produce new content. The lengthy procedure appears far more adverse, and the classroom environment might be intimidating to learners during writing sessions.

Consequently, scholars have proposed numerous approaches in recent years to eliminate this challenging environment (Ariyanti & Listyani, 2017). Over the last decade, scholars have discovered that learners have a good attitude toward ICT in writing. Weblogs have benefited writing by offering an educational place for learners both within and outside the learning environment (Putri, Inderawati & Jaya, 2022). Wikis, blogs, social networks, blogs (video blogs), and podcasts have received much attention in written communication. Such tools allow users to exchange their opinions, thoughts, experiences, and points of view with other cyber citizens, and blogging allows learners to use their time flexibly by taking the hard and long process they allocate for the writing process outside of class. Web tools allow learners to employ this long writing period outside class (Kang, Bonk, & Kim, 2011).

The Use of Blogs in EFL Writing

In today's technologically advanced period, there have been several breakthroughs and improvements in Information and Communication Technology (ICT). Thus, an educational system without benefitting from information and communication technologies is simply unthinkable in the modern world. (Inderawati, Petrus & Jaya, 2019; Kumar, 2020). Over the last decade, scholars discovered that learners have a good attitude toward ICT integration in writing. Weblog, considered to enhance writing by offering an educational setting for learners both within and outside the classroom, is one novelty that assists learners in finding opportunities for utilizing writing in the contemporary era (Putri et al., 2022). By means of these technological integrations, the aspect and the facet of writing in an EFL setting have altered. Weblogs and other web 2.0 tools have taken the role of the conventional lecture

approach of teaching writing in the current period. ICT usage as a teaching tool for transferring knowledge to learners has become a teacher prerequisite. Integrating authentic ICT tools into instruction can enhance learners' writing performances (Inderawati, et al., 2019). According to a study conducted in the Chinese EFL writing setting, learners' enthusiasm and involvement in L2 writing classes in various learning environments serve a critical role in learners' writing performances (Yu, Zhou, Zheng, Zhang, Cao & Li, 2019). Due to a lack of practice in authentic circumstances, EFL learners need help to write in the target language in a regular classroom. Social constructivism reflects that learners learn by engaging with other learners in contexts; they construct knowledge by discovering, engaging, comprehending, and experiencing social situations. Thus, teachers are expected to constitute technologically instructional and social settings to elaborate learners' learning from all angles. In this concept, a weblog can be utilized as one of the instructional tools to get learners to construct knowledge by socializing in English language teaching (Fu, Lin, Hwan & Zhang, 2019).

Previous Studies Focusing on the Integration of Blogs into EFL Writing

Siddique, Rizwan, and Khan (2023) implemented a study to measure the usefulness of blogging in increasing writing abilities in EFL learners in secondary school. The learners' blog writings were evaluated concerning text organization and content. An experimental design was adopted to assess the effects of blogging and pen-and-paper instruments on the participants. Sixty-eight learners were randomly assigned to a blogging or pen-and-paper group. Throughout the eight-week intervention period, learners in both groups composed 24 texts following the program of the research. The results of this study revealed that the impact of blogging was noteworthy in terms of text organization and content. Technology, the internet, peer review, and peer feedback encouraged the learners to write with eagerness; they also preferred a novel approach to learning over conventional methods of executing and mastering writing. Perumal (2022) investigates blogs' contributions to improving learners' writing performances. The findings designated learners' English writing abilities improved after socializing and collaborating on weblogs. Participants felt that weblogs are beneficial and crucial tools for improving learners' writing abilities and had positive views toward employing weblogs in the classroom. Bal (2021) conducted a study to evaluate the perspectives and preferences of 28 EFL learners after the participants had created their writing content within weblogs for eight weeks. The researcher practiced WordPress blogs to enhance writing instruction. The learners were expected to develop an essay and post it on their blog page once a week. Semi-structured

interviews were administered with ten learners selected randomly to determine their perceptions regarding blogs and choices for writing lessons at the final stage of the intervention. In contrast to earlier studies on blog writing in EFL classes, these findings demonstrated the learners' promising perceptions about their self-confidence, digital literacy, and writing habits. It was concluded that the participants favored weblog writing instead of conventional paper-based tasks. Sütçü (2020) aimed to evaluate the effects of a blog on academic writing and examine undergraduate English language learners' perceptions of weblog writing. The findings revealed that learners who utilized weblog in their academic work had much higher scores of achievements, showing that weblog enhances their ability to write. In addition to these results, learners displayed a favorable perspective toward operating blogs in their writing, implying that learners with a positive view toward blogging are prone to be more effective writers. Previously addressed studies indicated that blog integration into EFL writing instruction increased the learners ' writing performances in connection with text design and context creation and their self-confidence toward writing. It can add some up-to-date component into conventional writing sessions and be preferred instead of pen and paper writing; hence, it enhances motivation and positive perception regarding writing. Unlike the findings of current studies, blog writing may not be defined as a highly effective tool for writing instruction in the EFL context. Chen, Cheng, and Lin (2020) compared the linguistic performance and perceptions of two groups of learners in a blog-integrated writing class as a foreign language (EFL) undergraduate writing course in Taiwan. The fluency levels of the two groups were compared. Language performance, accuracy, and lexical complexity are substantial factors. They were also compared based on their opinions of the course of study regarding the instructor's teaching style, the course's facilitative influence on their learning to write, their interests/preferences, and the course's effect on their writing confidence. The findings indicated that there were not any major differences in linguistic ability between the two courses. However, intra-group studies demonstrated that each group improved writing accuracy and fluency. While most learners had favorable views concerning their field of study, there were no significant distinctions in opinion between the two groups. With regard to the experimental class's perceptions of blogging to write, the learners found the blog-integrated class enjoyable. Even blogging has little impact on the learners ' writing performances. All the studies above favored blog integration instead of a conventional writing environment in the EFL setting. Thus, the problem identified for this research is that in-class writing lessons are becoming less popular. It might become outdated with the incorporation of Web 2.0 tools into teaching. Traditional writing teaching has numerous drawbacks. The main issue with in-class writing

training is that it occupies a long time (Hyland, 2008). This study aims to examine the impacts of blogging on the writing abilities and perspectives of Turkish EFL learners. The research questions of the present study are as follows:

1. Does the use of blogs improve EFL students' writing performances?

 2. What are the perceptions of students towards blogs through writing tools?

    a. Do students' perceptions of blog application affect their writing performances?

Methodology

This study sought to discover the use of blog in foreign language writing context; especially it attempted to shed light on the impact of the use of blog, in other words, the effects of web-based writing (e-writing) on EFL learners' writing performances and learners' perceptions of the use of blog in writing instruction. To investigate the effects of the use of blog on students' writing performances, the first three and the last three blog assignments written by the participants were compared. The researcher also conducted semi-structured interviews to analyze the students' perceptions on blog as a writing tool. Moreover, a five-point Likert scale was also employed to examine and gain a better understanding related to the perception of the learners towards blog implementation.

Research Design

A mixed method design and a survey method were executed to gather data to explore learners ' perspectives on blog utilization. In addition, considering the classroom context, the teacher researcher did action research, which has been widely used in the research methods (Murcia, 2001; Nunan & Bailey, 2009). Richards and Lockhart (1996) identify action research in L2 education as 'teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning and to bring about change in classroom practice' (cited in Krastel & Lacorte, 2000, p. 43). Initially, the teacher researcher should identify obstacles in the class. Second, the researcher must organize and act. The researcher monitors the action phase subsequent to implementing the action plan. Finally, the process includes a reflection part. The study findings are presented in the reflection section, and the research method is examined to determine whether it is effective. This cycle continues until the problem is resolved in the learning environment (Krastel & Lacorte, 2000, p. 43). The current study's challenge in the classroom was the learners ' negative attitudes toward writing. The teacher-researcher discovered that learners were unwilling to write and did not complete

their writing tasks because they found the in-class and out-of-class writing procedures could have been more interesting and effective. The teacher-researcher implemented an action research technique to change this negative perspective.

Participants

The study encompassed 20 learners from Gazi University's School of Foreign Languages. Because of the curriculum and administrative constraints of the school, a convenience sampling method was utilized, which 'involves selecting the nearest persons to serve as respondents' (Cohen & Manion, 1994, p. 88). The learners were informed of the study's goal and scope for ethical reasons, and their real names would not be utilized. Except for two of the 22 registered learners, they all chose to take part in the study after the procedure was explained comprehensively.

Data Collection Tools

Data were obtained through a blog writing technique, a questionnaire, and a semi-structured student interview. At the outset of the study, the first portfolio writing was exercised in the classroom to give a model paragraph for the starter learners. The goal and scope of the study, as well as the blog method, were then described to the participants. Taking an account, updating profile, finding classmates, sharing photographs and videos, publishing writing assignments on blog, and commenting on others' blogs were all covered in detail with reflected slides on the board. Following the presentation, two volunteers signed up for an account in front of the classroom to serve as a model. The teacher-researcher set seven portfolio writing projects, each with a first and second draft. When the participants submitted their initial draft, the researcher provided structured feedback on each draft time. Following that, the participants published their second, final versions, which were rated by the researcher using the rubric. The first three and last three blog assignments created by learners were examined to explore the impact of blog use on learners ' writing achievements. The investigator conducted semi-structured interviews with learners to examine their perspectives on blogs as a writing medium. A five-point Likert scale was also utilized to analyze the respondents' opinions towards blog integration into writing as a post perception survey. The questionnaire embodies 24 items derived from Cunningham (2000) and Chuo (2004) in Kızıl's research (2007). The items were organized into five categories: '(1) blog influence on writing performance, (2) feedback and

revision impacts, (3) interest and motivation, (4) autonomous learning, and (5) technology use'. The information was obtained both qualitatively and quantitatively.

Data Collection Procedure

The information was gathered through a blog writing technique, a questionnaire, and a semi-structured student interview. At the outset of the research, the first portfolio writing was used in the classroom to provide a model paragraph for the learners. The goal and scope of the study, as well as the blog method, were then described to the participants. Following the presentation of a model blog session, the teacher-researcher set seven portfolio writing tasks, each of which includes first and second drafts. When the participants' first drafts were published, the researcher provided feedback on each draft at a predetermined time. Then the participants published final versions, which were rated by the researcher using the rubric. The research took 14 weeks. A perception questionnaire, participant writing scores, and before and post-interviews were resorted to collect qualitative and quantitative data.

Data Analysis

In the present research, data collection instruments were used to collect both qualitative and quantitative data. The Statistical Package for Social Sciences (SPSS) was used to examine the data. The data-gathering instruments were writing assignments, pre- and post-interviews, and post-questionnaires administered to the respondents. The data needed to respond to the first research question, "Does blogging improve learners ' writing performances?" were gathered using writing assignments to see whether there was a significant discrepancy between the student's first three and last three blog entries. The statistics were gathered using the learners ' writing scores. The 'Paired Sample t-test' was used to determine whether there was a variation between the respondents' first three writing scores and their last three writing scores. To investigate whether the level of learners ' opinions of blog use for writing lessons could positively correlate with the level of learners ' improved writing performance, a questionnaire was administered to address the research question "What are the perceptions of learners towards blogs as a writing tool?" and "Does learners ' perceptions of blog application affect their writing performances?" As a result, the Pearson product-moment correlation was used. The questionnaire and writing assignments were administered to collect consistent data. The Pearson correlation measures the strength of correlations between continuous variables. According to Lena and Margaret (2010), "the Pearson correlation coefficient is a widely used measure of linear dependence between two random variables of the same length" (p. 679). To

address the second research question, "What are learners ' perceptions of blogs as a writing tool?" content analysis was performed. Data for content analysis were acquired through pre- and post-interviews.

Results

The section of the manuscript is organized into three parts, each corresponding to one research question. The results of the data analysis are given and discussed in the order of the questions.

Results of Writing Performances

The research question "Does the use of blog improve learners' writing performances?" was addressed to determine the impact of blogging on the writing performances of the participants. The variation in the writing scores of the learners is illustrated in Table 1.

Table 1. The comparison of First 3 & Last 3 Writing Assignments

TEST	N	Mean	SS	T-test		
				T	S.D.	Sig
Pre-Test	20	82.6	1.537	-5.865	20	0.000
Post-Test	20	87.8	1.212			

A paired-sample t-test was employed to measure if the participants performed better writing tasks in their last three drafts. The outcome of a paired-sample t-analysis identified a significant difference between learners ' first three and last three drafts ($p < 0.05$). Table 1 indicated that the intervention led to a meaningful, significant ($p < 0.05$) difference between pre- and post-drafts. (T=-5.865, sig=0.000). The writing performances of the learners improved during the blog procedure. As seen in Table 1, the participants improved their writing scores from a pre-test mean of 82.6 to a post-writing mean of 87.8. According to the findings of this comparison, the blogging technique can help learners improve their writing abilities. Incorporating blogs into writing education positively impacted the learners ' writing performances.

Results of the Participants' Perceptions of Blog Writing

The learners ' opinions of blog use were assessed using a post-perception questionnaire and pre- and post-interviews. The following sections describe the outcomes of these two instruments in more detail.

Post-Perception Questionnaire

To determine the answer to the second research question, "What are learners ' perceptions of blogs as a writing tool?", a post perception scale was conducted. The essential data was analyzed using descriptive statistics. Furthermore, the findings were classified into five groups. : '(1) blog influence on writing performance, (2) feedback and revision impacts, (3) interest and motivation, (4) autonomous learning, and (5) technology use'. Table 2 displays the averages, frequency percentages, and standard deviations of learners ' perceptions of blog usage.

Table 2. Impact of blog on overall writing performance

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		SD	$\bar{X}$
	F	%	F	%	F	%	F	%	F	%		
Promoted writing performance	-	-	-	-	3	15	13	65	4	20	0.605	4.05
Negatively influenced writing performance	11	55	8	40	1	5	-	-	-	-	0.582	1.45
Resulted in writing attentively	-	-	1	5	-	-	11	55	8	40	0.619	4.37

As specified in Table 2, 85% of the respondents stated that blogging improved their writing abilities. They had no positive or negative attitudes toward blogging. To elicit natural responses from participants, they were questioned if blogging negatively influenced their writing performance. According to the findings, 55% of the respondents strongly disagreed that blogging had a detrimental impact on their writing abilities. Furthermore, 40% of them disagreed with the negative impact of blogs. 95 % students reported that blogging resulted in writing attentively. As a result, most learners reported that blog writing enhanced their writing abilities (X=4.05). Besides contributing to the student's overall writing performances, the writing components (content, vocabulary, language use, and organization) were examined to determine the most influenced aspects.

Table 3. Impact of blog on the components of writing

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		SD	$\overline{X}$
	F	%	F	%	F	%	F	%	F	%		
Content	-	-	1	5	-	-	5	25	14	70	0.754	4.60
Vocabulary	-	-	1	5	2	10	10	50	7	35	0.813	4.15
Language	-	-	1	5	-	-	15	75	4	20	0.641	4.10
Organization	-	-	1	5	-	-	8	40	11	55	0.759	4.45

As noticed in Table 3, 95% of learners reported focusing more on the content when they published their writings on a blog. These learners reported that the blog positively affected the writing components. The content part had the highest mean (X = 4.6). The second element that was given greater emphasis while writing on the blog was organization (X = 4.45). Furthermore, 55 % denoted that blogging helped them enhance their vocabulary and linguistic skills.

The learners were asked to share their thoughts on the impact of feedback and revision on their writing abilities. Table 4 displays the averages, frequency, and standard deviation of learners ' perceptions of blog usage after feedback and revision.

Table 4. Impact of blog on feedback and revision

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		SD	$\bar{X}$
	F	%	F	%	F	%	F	%	F	%		
Reviewing peers' writing &giving feedback promote writing	-	-	-	-	5	25	8	40	7	35	0.788	4.10
Revision and editing peer writing	-	-	1	5	1	5	7	35	11	55	0.821	4.40
Blog use makes revision of the peers' writing easier	-	-	-	-	1	5	6	30	13	65	0.598	4.60
Seeing the feedback to peers via blog is advantageous	-	-	-	-	3	15	7	35	10	50	0.745	4.35
Receiving feedback from peers is advantageous	-	-	2	10	3	15	6	30	9	45	1.021	4.10

According to the table, 75% of the learners said that examining their classmates' assignments and providing feedback via blog enhanced their writing performances (x= 4.10). However, 25% of the learners said nothing about it. 90% of learners remarked that blogging allowed them to easily review and edit their writing tasks (x= 4.40). 95% of the respondents reported that they easily reviewed their peers' writings via blog (x= 4.60). One of the learners appeared unconcerned about the situation. While 85% of participants reported that feedback from their peers via blog benefited their writing achievements (x= 4.35), 15% of those respondents had yet to learn what it was. Blogs were considered ineffective for receiving peer input by 10% of participants. 15% of the pupils were unaware that they might receive feedback from their peers. Obtaining feedback from classmates was beneficial to 75% of the learners (x= 4.10). Table 5 indicates how the blogging procedure affected learners ' interactions with peers

and teachers. Furthermore, self-selected materials and a reflection on the learning procedure were incorporated.

Table 5. The impact of blog on interaction and self-reflection

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		SD	$\overline{X}$
	F	%	F	%	F	%	F	%	F	%		
Interaction with peers	1	5	1	5	6	30	8	40	4	20	1.040	3.65
Interaction with teachers	-	-	3	15	4	20	8	40	5	25	1.020	3.75
Self selected course materials	-	-	-	-	3	15	8	40	9	45	0.733	4.30
Reflection on learning process	-	-	-	-	3	15	11	55	6	30	0.671	4.15

10% of learners expressed dissatisfaction with receiving lots of feedback from their classmates. 30% of learners were indifferent to blog interactions with peers. 60% of participants reported having much interaction using a blog (x= 3.65). As a result, blogging may improve peer interaction. While 15% of the participants disagreed that they had plenty of interaction with teachers, 65% of the learners said that they experienced plenty of communication with the instructor via blog (x= 3.75). 85% of participants preferred blog integration as a self- selected course material and 85 % of participants appreciated the impact of blog on self–reflection on their learning process.

Correlation of Writing Performances and Perceptions

To investigate the research question "How do learners ' perceptions of blog applications affect their writing performances?", the level of the participants' perception scores derived from blog perception Likert scale including subtitles such as motivation, independent learning and writing process was analyzed concerning the learners ' advanced writing performance to see if they were associated. To determine whether there was a relevant association between

learners ' perceptions and their writing performances, the Pearson Correlation test was used to evaluate the data.

Table 5. Pearson correlation of perceptions and writing performances

		Writing Performance	Motivation	Independent Learning	Writing Process	Overall Perception	WP Pre-Test	WP Post-Test
Writing Performance	Correlation	1.000						
	p	-						
	N	20						
Motivation	Correlation	0.443	1.000					
	P	0.051	-					
	N	20	20					
Independent Learning		0.346	0.519	1.000				
	p	0.135	0.019	-				
	N	20	20	20				
Writing Process	Correlation	0.924	0.477	0.397	1.000			
	p	0.000	0.034	0.083	-			
	N	20	20	20	20			
Overall Perception	Correlation	0.278	0.573	-0.051	0.195	1.000		
	p	0.235	0.008	0.830	0.411	-		
	N	20	20	20	20	20		
WP Pre-Test	Correlation	0.300	0.012	-0.048	0.257	0.302	1.000	
	p	0.199	0.961	0.842	0.275	0.196	-	
	N	20	20	20	20	20	20	
WP Post-Test	Correlation	0.267	0.177	0.016	0.216	0.359	0.821	1.000
	p	0.255	0.455	0.946	0.360	0.121	0.000	-
	N	20	20	20	20	20	20	20

As could be distinguished in the table, there was no significant relationship between overall perception evaluations and student writing performances because the p-value was greater than 0.005. This circumstance explains why the participants' positive evaluations of the blog application did not affect the learners ' improved writing performances in the post-test (last three blog entries). However, learners ' overall perceptions were related to their motivation to use the blog. The writing process and performance had a significant connection (p 0.005). While the blog writing technique was in progress, the student's writing abilities improved at the same time. There was a significant association between the writing process and motivation.

The Results of the Interview

Six themes were identified as a result of the pre- and post-interview questions. They appear in the following order: 1) Pedagogical Aspect, 2) Feedback Aspect (teacher, student, and immediate feedback), 3) Peer Evaluation and Real Audience Awareness Aspect, 4) Technology Aspect (technology literacy, experiences with technology, technology utility), 5) Affective Aspect (pleasure perspective, resistance/demanding perspective), and 6) Web-based versus Paper-based Aspect.

Pedagogical Aspect

This aspect incorporates the learners ' views of the blog as an educational tool. Based on the comments supplied by the participants via the pre- and post-interviews, the pedagogical element showed the participants' negative and positive viewpoints. At the beginning of the blog treatment, just 10 participants regarded blogging as a useful and educational medium. However, at the end of the procedure, 17 learners specified blogging was useful, while three said it was pointless. In the pre- and post-interviews, both favorable and negative evaluations of blog integration were stated as understood from the quotations below.

At the beginning of the intervention, one student stated that "We need to improve our writing skills. Blogging may be a challenging experience; however, I hope it will be useful. It can improve our language learning process" (S1). He affirmed at the end of the procedure: "It's instructional. You can get cues from others' writing about the thing you write. That is the reason I call it instructional. In addition to this, we can learn the correct form of some difficult vocabulary items. Consequently, it is very useful and nice" (S1).

Feedback Aspect

This aspect is divided into two subcategories: teacher feedback and immediate feedback. For each category, the participants' statements are given below, respectively.

Teachers' Feedback

Throughout the blog writing procedure, teachers gave feedback. For the first and second drafts, each student was provided feedback. Most learners enjoyed the teacher feedback and indicated that it helped them enhance their writing accomplishments, broaden their vocabulary knowledge, and learn novel patterns. At the outset of the blog treatment, one interviewee expressed that *"When I write the portfolio on blog, the things that I have learnt and the feedback that you (teacher) provide are more consistent. Thus, blog is more beneficial" (S7).* At the end of the blogging process, one of the students said that *"Blogging affected me in a positive way. I used to make lots of mistakes while writing on a paper. Even if I used the correct structures in terms of meaning, I used to write the spelling of the words incorrectly. It is very easy to write "waiter", but instead of this, I used to write "wait". However, we can see these*

mistakes on blogger immediately and easily. We can correct the mistakes easily with your clear feedback" (S1).

-"I think that I improved my writing when I received feedback from you and evaluate my texts. I also expanded my vocabulary knowledge while reading my friends' blog posts" (S11).

- "When you provide feedback below the assignments, I can easily understand and learn something by my mistakes. I like your feedbacks. With the help of my mistake, I can clearly notice my mistake" (S18).

Immediate Feedback

The nature of blogs allows for immediate feedback (Zhang, 2009). When the blog owner enters his/her publishing on the blog, everyone in his/her circle (including friends the holder adds or accepts) may read the owner's publishing, and the friend of the blog owner can immediately submit a response under the publishing. The learners described the blogging experience as 'instructive, constructive, beneficial, and valuable' due to the nature of the blog's instant feedback. The respondents noted that:

- "There is an immediate correction. When we make a mistake, we can immediately notice and correct it. As a result, blogger is more instructive than pen and paper instruction" (S1).

- "I can write long and complicated words more easily now. It was beneficial for me. I have learnt collocations as we always see and write" (S2).

- "I can see what my friends write, and I can correct my mistakes in a short time while checking their assignments. Our friends can comment on our writings which we give to the instructor. I find it useful in this respect" (S9).

Peer Evaluation and Real Audience Awareness Aspect

This component was derived from the most expressed phrases of the participants. Since their peers read their blog writings, 14 learners reported that they provided extra attention to their tasks. Most learners, encompassing those who declared blogs useless at the beginning and

end of the intervention, stated that they needed to revise their assignments several times before publishing them on their blog pages because their peers followed everything they posted on their blogs. This feature highlighted the significance of peer evaluation, which prompted learners to be conscious of what they published. Some of the respondents discuss about peer evaluation as below:

- *"I don't think my writing skill would improve this much with writing on paper. I see my friends writing on paper, they are bored, and they don't think it improves their writing. There is a thought: we only write and give. But we are in a psychological situation: as our friends can see what we write on paper, we pay much more attention to what we write on blog. And it appeals more to me"* (S7).

- *"We can follow our friends` blogs and get some ideas about our assignments. With the help of following our blogs, we have an opportunity to improve ourselves"* (S4).

- *"I think blog will improve our writing performance. Everybody can see our blogs, so we have to pay more attention to our blogs while sharing our assignments on blog. I can improve myself because I have tried not to make mistake"* (S8).

Technology Aspect

The technology aspect is primarily concerned with the incorporation of technology into educational settings. This element is separated into three areas based on participant answers: technology literacy, experiences with the use of technology, and its utility.

Technology Literacy

According to the International Technology Education Association (2007), educational technology is defined as employing "technology as a tool to enhance the teaching and learning process." Consequently, incorporating technology in education can be defined as a tool that is meant to facilitate learners ' learning processes. The blog application was used on the participants based on this notion. With reference to integration of blog in their writing sessions, they provided both positive and negative perceptions. Some participants expressed their negative perspectives towards blogging as below:

- "In fact, I am not really into technology. I like writing on paper, and I have found blog and surfing on the internet tiring" (S14).

- "I think blogging did not help so much to improve my computer skills." (S10)

However, a great number of respondents denoted that they improved their technology literacy with the help of blogging. Through their explanations below, many of them can be named as 'technology literate students' (Warschauer, 2006).

- "Paper-based assignments are out-of-date. It was difficult at the beginning, but it is easier now" (S4).

- "As I have had computer and internet access since I was a child, blogging is easy for me. I had some difficulty in publishing, but it is easy now" (S1).

- "It is easy. I have been using computer since I was a child. I can use it easily" (S19).

- "We are in technology era and we should be good at using computers. Using blog is better because it is we can share things faster with other people" (S9).

Experiences with the use of technology

Most of the learners displayed a strong interest in technology. Furthermore, all of the learners claimed to be members of social networking sites. Only two students explained that they found technology tiring, time-consuming. One of them remarked that:

- "I don't like technology. I am a kind of traditional one. I like paper and pencil style" (S14). Technology literate students expressed that:

- "I have chatted with foreign people via internet sites/chat rooms" (S1).

- "I have used class ware before" (S4).

- "I have prepared slide show at high school. Using technology in education assist us obtain information more quickly" (S9).

- "Writing with paper and pencil is out of fashion. Technology is the fact of our time. Also, my computer skills are getting better and better" (S5).

- "We used smart board at high school. While doing our research at high school, we surfed on the net a lot" (S6).

- "We are in an age of technology, so we need to keep up with technology" (S8). - "For our homework, we had to goggle on the net" (S11).

Utility of Technology

All participants praised the Web's quick access to information. The participants could get what they needed on the Web thanks to quick data transfer. The majority of the learners stated that using online dictionaries helped them create new structures without making spelling mistakes. Participants responded that using new words on their blog accounts made the *new vocabulary items more memorable.*

- "When I write new structures on my blog, they can be more memorable. For example, I have forced myself while remembering the spelling of new vocabulary items but on blog I can immediately check the spelling of new vocabularies. I don't spend time to look up my dictionaries to find vocabulary items. I just type the unknown vocabulary item and see/learn what it means. That's all" (S7).

- "We can quickly reach information that we need to do our homework. I can search for unknown vocabulary items on online dictionaries. I can find vocabulary items in a short time so I can easily check how it is spelled or what it means" (S6).

- "In terms of technological developments, blog will be useful both for our personal developments and writing performance. It seems more stylish among teens" (S8).

- "I am more careful while writing on blog. We can lose the paper, but it can't happen on blog. We can access it whenever we want" (S10).

Affective Aspect

Many learners mentioned they enjoyed blogging, yet several learners voiced unhappiness. The pleasure and resistance aspects were incorporated into the affective aspects.

Pleasure Perspective

Many respondents reported having fun because they could contribute photographs, videos, and audio while uploading their writings (Bromley, 2011; Chang, 2010). Participants can enrich their writings by using these resources.

- *"Blog is better, and we have more time because even if we cannot deliver our tasks to you, we can write on blog and send it to you. We can send our whenever we want. And we can upload pictures and share videos. It looks nice. Writing is colorful with videos and pictures. I like it"* (S2).

- *"Technology has improved so much recently. It is very practical to use the computer. Writing on paper is nice but writing on a blog is also good. I like blog more than I do paper. I like using computer"* (S5).

- *"As we are in a digital era, we don't use paper so much anymore. We generally write on internet. It was fun for me. I can also share pictures related to the topic I write about. Thanks to the blog, we can see mistakes of others. I can get information about what they write. Generally speaking, blog affected my writing skill in a positive way"* (S11).

- *"I think blogging is a kind of fun activity. Furthermore, it's totally virtual so it can easily attract lots of attention"* (S12).

Resistance/ Demanding Perspective

Many learners considered blogging exhausting, demanding, unproductive, and time-consuming at the study's outset. Following the treatment, many learners discovered blogging to be an effective teaching tool. Few participants, however, continued to express their negative viewpoints.

- *"Firstly, I write my homework on paper; then publish it on my blog so it's pretty much tiring but I hope it will be useful"* (S2).

- *"You can easily reach the information you need. On the other hand, this quick access can make people lazier"* (S14).

- *"I have tried harder while publishing on blog"* (S7).

- "In fact, it's useful; however, it takes time. When you focus on your writing, you can create great work; on the other hand, you can consume a lot of time" (S12).

- "No problem whether blog is used or not. I have no internet at home so it's difficult to publish my assignments. I have no time to read others' portfolios. I think we only learn how to spell vocabulary items, that's all" (S10).

At the beginning of the study, another respondent expressed; "No difference for me. I can write or publish. Maybe blog is better to be able to see others` sharing that's all but I have no time to read others' portfolios, so I think that blog is useless for me" (S18). After the procedure she explained that "The blog is useful for me. Because we can examine our friends' writings and see that they use different structures for the same sentences and that helps me learn new things" (S18).

Web-based versus Paper-based Aspect

After the blog application, 17 respondents expressed gratitude. However, 3 voiced dissatisfactions with the blog procedure. Respondents compared and contrasted web-based assignments with paper-based assignments in this regard. Below are both positive and negative viewpoints stated.

- "I think that blog is more serious than paper and pencil. Blog is something different. When I write my assignment on my blog, homework process seems more serious. I have found blogging process more serious" (S17).

- "The blog seems more formal to me. While writing on paper we are not that careful. We make more mistakes with words or sentences on paper. However, as the blog is more formal, I am more careful while writing on blog" (S6).

- "It is more useful compared to paper-based techniques. Blog seemed a bit more formal, and we consider it as a duty. When there is paper based homework, it seems to me that it is informal. You know that I did not do my homework especially writing in general but when it is on blog, I do it voluntarily" (S15).

Discussion and Conclusion

Results deduced from the research questions can theoretically draw some debates, conclusions, and attributes. Each result was reviewed and finalized respectively. The initial research question was to determine the impact of the blogging activity on learners ' writing abilities. According to the overall evaluation of the writing scores, the results of the first study question revealed a considerable enhancement in learners ' last three drafts. Responses to the second research question aimed to determine learners ' attitudes toward blog usage. According to the post-survey results, 85% of the learners expressed that using a blog enhanced their writing abilities. Noone claimed that blogging had a negative impact on learners ' writing abilities. However, 15% said they were indifferent about blog use. As a result, learners ' opinions of blog integration were enhanced positively. This study supports the findings of other studies (Bal, 2021; Cifci, 2009; Kızıl, 2007; Perumal, 2022; Siddique et al., 2023; Sun, 2010; Sütçü, 2020) studying the impact of blogs on learners ' writing achievements. Based on the findings, using a blog in Turkish EFL writing classrooms can helps learners enhance their writing abilities. The usage of blogs in writing sessions improved learners ' writing abilities. The learners questioned whether blog use had a negative impact on their writing abilities. According to the findings, 95% of the participants disagree with the notion that blog applications have a negative impact on learners ' writing abilities. As a result, almost all learners were opposed to the negative impact of blog use on their writing. Furthermore, genuine audience awareness increased their motivation and attention to their writing because 95% of the learners stated that they would write better if someone had access to their writing assignments on their blog. In association with writing components, the most significant element was content. The participants stated that the content of their writing was of the utmost significance to them. The organization evolved as the second most important aspect of writing. Following that, through a blog, their knowledge of vocabulary and language advanced. A large majority of learners stated that peer revising and providing criticism on their friends' posts improved their writing abilities. 90% of the respondents said it was easier to rewrite and edit their writing tasks on paper. Furthermore, virtually all learners said they could quickly review their colleagues' works using a weblog program. Fleta and Sabater (2010) discovered similar results in their study. The study's findings revealed that writing on a blog assisted learners in generating English more fluently. Fleta and Sabater emphasized that the blog was viewed as an efficient means for improving writing components among participants. The usage of blogs can improve student-student or student-teacher interaction as well as student autonomy. One

of the most significant discoveries was that many learners considered blogging an extremely engaging tool for their writing. In line with these findings, Pathan, Khatoon, Raheem, Mushtaq, Mohammad & Memon, (2021) investigated the effects of blog-mediated instructional methods and their implementations on undergraduate learners ' autonomy in the ESL context. The research results demonstrated that blog-mediated learning methodologies aided ESL learners in increasing their autonomy in an ESL setting. The research stated that there should be a blog-generated approach to learning and lessons in course design, instruction, and educational programs. These components are suitable for enrolling learners; they can observe their progress in an ESL setting. The research also suggests that there should be more options for learners to participate, such as establishing a learning setting that is student-focused and managing to construct group activities to promote the motivation and enthusiasm of learners in reading. Amir, Ismail & Hussin (2011) conducted a similar study and discovered that blogs promoted student autonomy while providing a new pathway for peer contact. They also noted that the blog encouraged individuals to improve their writing skills. Blogs were also more beneficial for learners in developing a strong sense of community in which learners could actively participate in their educational setting. Another interesting result from the study was that using a blog made the learners ' writing process more enjoyable. 90% of the respondents said they enjoyed publishing something on their blog. This conclusion was consistent with Amhag and Jakobsson's (2009) finding that participants in their study viewed blog use in asynchronous talks as a fun pastime. Furthermore, the current study spotted that learners were not tense when they published their drafts on a blog. Similarly, Ge (2011) discovered that learners appreciated reviewing and criticizing their peers' work, which increased their confidence in their learning since online peer feedback helps learners solve writing problems to improve their writing ability. Different forms of e-feedback have been utilized in foreign language writing courses for learners to finish their work and upload their writing online (Seiffedin & El- Sakka, 2017; Shintani, 2016)

To explore an answer to the second study question, "What are learners ' perceptions of blogs as a writing tool?" Pre and post-interviews were conducted. According to the responses of the learners, the majority of the participants considered the writing process challenging at first; nevertheless, 62% of the respondents stated that the writing procedure was easy by the end of the intervention. As a result of blogging, learners ' attitudes toward using blogs improved. The usage of a blog can make the writing process more relaxed. As the learners were writing posts on their blogs, the researcher questioned the most challenging element of writing,

and the responses pointed out that the most difficult component of writing was vocabulary. Finding appropriate vocabulary pieces while maintaining context compliance took much work for learners. Another result revealed that all the learners were technologically literate. All respondents said they used the Internet, visited numerous websites, and benefited from different digital tools. They were all registered users of distinct social media networks except one student. This result was consistent with the finding that only two learners felt that using a blog was difficult after receiving treatment..

When we analyzed the instructors' opinions about the effects of being non-native speakers on pronunciation, the instructors claimed that native-like pronunciation is important for them. However, since they do not regard being non-native as a hindrance to their pronunciation, the instructors are found to be confident. This finding is consistent with that of Yavuz and Keser (2019). The participants were found to believe that sounding like a native speaker is important for them, and they also believe that they can produce sounds as good as native speakers.

Implications of the Study

The current study illustrated the impact of blogs on EFL learners ' writing performances and perceptions. Although this research had a small sample size, the findings have crucial implications for teachers and course designers considering blog incorporation into EFL writing instruction. According to Kızıl (2007), "By incorporating blogs into the classroom, the teacher can extend the instruction beyond school walls, as blogs enable teachers and learners to be together at any time and place" (p. 133). That is, the blog platform liberates both learners and teachers from the confines of the classroom. Taking the complete study's findings into account, the results revealed that including some parts of web-based learning into the curriculum of foreign language instruction can be advantageous. EFL teachers with insufficient experience using Web 2.0 tools can profit from the blog as an initial Web tool to supplement their teaching practices and put new technology to use because blog application does not demand advanced computer knowledge, teachers can readily use and integrate the blog into their teaching.

Regarding authenticity, blogs have an open nature and genuine audiences, likely leading learners to write more carefully. The findings revealed that virtually all participants were aware of the real audiences. Thus, they mentioned that they would write more attentively and be more interested in completing the task if someone read their assignments on the blog.

As a result, blog integration should be implemented in learning environments where learners have no audiences other than the teacher to account for. Another aspect to consider is that keeping learners current heavily depends on the teacher's methodology. Teachers in innovative roles must keep up with new technologies that improve web-based teaching in education and allow teachers and learners to become more conscious of pedagogical innovations. In today's world, teachers must be technologically literate enough to incorporate technology into their classes so that teachers can be productively literate individuals with the help of web tool integrations.

Limitations

The present research has some scope constraints regarding content and data-gathering techniques. This study is a kind of small-scale study, the number of learners would be increased. In addition, more studies can be conducted in various areas to expand our awareness of web-based language learning and the literature on foreign language writing in web-based education. This research inspired only learners in the beginning and elementary levels; however, a comparative study can be conducted for learners at other levels. Although the learners were not requested to submit comments to their peers, they did so, and the study found that it worked successfully. If the respondents are advanced learners, peer feedback may be used as an assessment technique.

Acknowledgement

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A Principled-Review of Studies in Computer-Based Pronuncation Instruction from 2015 to 2020

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Abstract

This paper reviewed computer-based pronunciation instruction research with a total of 15 research conducted all around the world to identify any overriding trends that might be useful to the concept in the context of the studies. Three topics are available in studies published primarily between 2015 and 2020. Analysis of the research has designated that most of the studies are conducted employing ASR-based tools. There are some advantages and disadvantages of CAPT but mostly has advantages, and results of the studies showed that in every study there is a positive effect of utilizing CAPT-based tools; simplicity of use, the utility of pronunciation training due to feedback given and adequate understanding of difficulties with pronunciation were advantages of CAPT based pronunciation instruction while there are some disadvantages such as lack of knowledge of usage, the transcription skills and convenience of the software. Also, the feedback was another concerned topic whether the feedback given by software is sufficient or whether peer or teacher feedback is required.

Introduction

To communicate in a second language (L2), one needs to do more than simply memorize a new vocabulary list and a few grammar and syntax rules. The analysis reflected that competence in communicating in another language is related to the pronunciation standard

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of the speaker (Goh & Burns, 2012). Strong pronunciation is a key to efficient communication, comprehension and understanding, for both target language speakers and learners. In social and professional relationships, for career search and higher education success pronunciation plays a critical part (Yates, 2011). Because of how momentous pronunciation is, applied linguists and L2 experts are becoming increasingly interested in second language pronunciation (L2) (Isaacs & Trofimovich, 2016). Some scholars measure, affirm and stress the value of pronunciation and come up with the idea that no successful interaction occurs if the pronunciation of the non-native speaker slips under up to a point even though it has great grammar and vocabulary (Levis, 2018). Due to the auditory, emotional, psychomotor, and psychological components involved, pronunciation may be among the most challenging skills for learners to master in a foreign language (FL) (Levis, 2018). In view of the difficulty of FL, and although pronunciation plays a crucial role in oral communication (Brown, 1991), it is generally disregarded in FL courses as well as in research (Derwing & Munro, 2005). This, though, improved drastically in recent decades with several studies exploring numerous sides of FL pronunciation, their effect on perception, interpretation, accentedness and a wide variety of aspects including technology and WEB 2.0 tools.

The most consequential aspect of linguistic identity is thought to be pronunciation (Guiora, Beit-Hallahmi, Brannon, Dull, & Scovel, 1972). It is directly related to one's identity and the learner's and teacher's level of confidence in oneself. It affects not only the self-confidence of language teachers (Morley, 1998) but additionally their future work (Borg & Al-Busaidi). Furthermore, pronunciation plays a vital role in how communication is perceived by interlocutors (Lev-Ari & Keysar, 2010). It not only affects their ability to communicate effectively but has also been correlated with feelings of belonging (Gluszek, 2010), readiness for communication (Derwing, Munro, Foote, Waugh, & Fleming, 2014), phonetic improvement (Wang, Park, & Lee, 2006), and general language development (French, 2006). So far it has been identified empirically that the availability of specific phonetic instructions and guidance encourages various aspects of L2 pronunciation growth (Thomson & Derwing, 2015). However, the kind of guidance that will enable L2 students to produce new sounds most powerfully and productively remains to be addressed. More studies have identified effective techniques for teaching pronunciation both in and out of the school (Thomson & Derwing, 2015).

Current students are immersed in interactive media-sharing technology, which encourages a variety of learning styles, in contrast to students of previous generations (McBride, 2009). The development of Web 2.0 tools and a range of electronic instruments led to the emergence of hybrid or blended learning (Goertler, 2011). In terms of language learning, blended or hybrid learning often refers to a situation where instruction takes place in a traditional classroom setting and is commonly enhanced or accompanied by computer- based or web-based exercises (Ducate, Lomicka, & Lord, 2012), embracing both virtual and actual interactions between the students and the teacher. Technology can assist FL learners in improving their pronunciation in several ways (Fouz-González, 2015). Rather than just updating outdated methods and executing the same tasks without technology, it should be used to genuinely boost learning; hence, choose activities that truly maximize the digital capabilities used (Setter & Jenkins, 2005). Research indicate how effective such resources could be for a specific group of students at a certain time period (Jamieson, Chapelle & Preiss, 2005).

The use of Computer-Assisted Pronunciation Training (CAPT) in EFL instruction has been proven to help students pronounce words more accurately. The CAPT programs are designed to provide learners with individual and multiple interactive pronunciation habits.

Several studies demonstrated that CAPT systems are successful. Despite the effectiveness of various CAPT systems, some students may find it demanding to employ them (Neri, Mich, Gerosa, & Giuliani, 2008; Wang & Young, 2015), this can restrict their ability to achieve academically to pre-planned activities (McCrocklin, Humaidan, & Edalatishams, 2019; McCrocklin, 2016 Neri et al., 2008).

Automatic voice recognition (ASR), a system that analyzes voice captured by the microphone and formulates an output, sometimes a written transcript, is part of the CAPT system which enables students to practice freely on any subject and anytime (Levis & Suvorov, 2014). ASR has recently been encouraged to introduce voice-to-text skills in Computer Assisted Language Learning (CALL) (Kim, 2006; Strik, Truong, Wet & Cucchiarini, 2009). The researchers suggest two uses for ASR in the context of pronunciation education (Holland, 1999; Mostow and Aist, 1999), evaluating oral production in students and teaching pronunciation in a foreign language. Many research studies have been materialized in the second or foreign language at the segmental level for CAPT-based ASR (Kim, 2006; Mostow and Aist, 1999; Levis, 2007; Penning de Vries et al., 2014). The idea has been put forth that EFL students can improve their success with the language by repeatedly learning in-class skills

(Thornton & Houser, 2005). Yet, many EFL learners do not always have the chance to access face-to-face contact in the classroom (Chang, Yan, & Tseng, 2012), so using an ASR-based CAPT in this situation is frequently a good choice. The viability of this technology in language teaching has been the subject of numerous research conducted by ASR (Neri, Cucchiarini, & Strik, 2006). By providing formative and prompt input that activates their meta-cognitive language learning processes, ASR-based CAPT can assist EFL teachers as well (Chen, Zhang, & Liu, 2014). The latest studies covered computer-assisted pronunciation (CAPT) instruction and ASR-based pronunciation training programs. CAPT programs usually direct students through self-training with a wide variety of speech samples and provide opportunities for production practice, often with students repeating words or responding to unique stimuli (Neri, et al., 2008). Using CAPT software for individual speech activities has been made possible by technological advancement independent of an instructor's supervision. CAPT programs that utilize techniques such as ASR and voice recognition provide students feedback to enhance their pronunciation of foreign languages and raise their knowledge of speech errors (Tsai, 2019). There are also distinct uses of ASR technologies, such as offering voice user interfaces, taking acts based on voice commands or performing speech-to-text. Common examples of ASR encompass Siri on iPhones, Google Assistant on Android devices, and Rosetta Stone's voice recognition. In the past ten years, interest has also been sparked by mobile gadgets like smartphones, media players, and language-learning camcorders (Kennedy and Levy, 2008).

Students can learn autonomously in these systems at anytime and anywhere while they are used in the classroom as an attraction for teachers and parents, these research display that mobile devices may be useful for studying languages as well. CAPT programs can also reduce the instructor's educational burden and allow the language instructor to be a facilitator and not the only resource to improve speech production, particularly in large classes (Tsai, 2019). In addition, their multimedia ability can allow students to learn more authentically by placing learning according to their linguistic and cultural patterns (Joseph & Uther, 2009).

An increasing number of diverse Web 2.0 resources, such as e-learning platforms, blogs, podcasts, wikis, and social networking sites (SNSs), are being used in foreign language teaching and learning. SNSs found their place in virtually everyone's everyday routine over the past decade. Users use them to interact with friends, read the blog posts or comments of the people they follow, locate work, publish plans and images, and more (Java, Song, Finin, & Tseng, 2007). Researchers revolved around the educational and in particular, language learning

opportunities they offer because present learners use these resources wisely and because of their communication potential (Lamy & Zourou, 2013; Lomicka & Lord, 2016). SNSs expand the classroom's boundaries in terms of space and time. They promote contact with teachers and between students, both in and outside the classroom (Kassens-Noor, 2012). With the help of these resources, teachers and students can stay in touch after class has ended. For instance, if they have any questions or would like to share relevant details not discussed in the classroom. These networks provide a casual and not pressurized atmosphere, making learners These networks offer a pleasant, stress-free environment that helps learners (Promnitz-Hayashi, 2011) feel more at ease when speaking with classmates, teachers, or native speakers (Lin, Warschauer, & Blake, 2016). SNSs could increase social interaction in online or hybrid learning and provide students with a sense of immediacy that is lacking in other online learning platforms (Dunlap & Lowenthal, 2009). One of the main benefits of using SNSs for educational purposes is that students can access institutional learning platforms without going directly to them. As they constantly monitor the notifications of the people they follow, pupils will come into contact with the content given by teachers, creating opportunities for informal learning. The informality of SNSs is often appreciated by students, but others are afraid to discuss their personal life with their teachers and prefer to study apart from SNSs, where they reveal a lot of personal information (Harrison, 2013).

The current study is a principled review. It is based on research pronunciation instructions with various computer-mediated software. This survey focuses on 15 research papers, which were rigorously reviewed and published in the journals referred to between 2015 and 2020. The studies have been performed across a wide range of local and academic settings.

Method

Reviewing prior computer-assisted pronunciation instruction and evaluation studies in terms of research themes, research methodologies, instruments employed, and research findings is the primary goal of this work (see Table 1). In the second language or foreign language field in this context the leading journals in the English field were selected according to these criteria: The journals are indexed in the Social Sciences Citation Index (SSCI) or the Emerging Sciences Citation Index (ESCI) as well as in the scope of journals that research using technology in secondary and foreign language teaching. These five leading journals comprised in the scope of this review as a result of this categorization: CALICO Journal, Computer

Assisted Language Learning (CALL), British Journal of Educational Technology, Language Learning and Technology, and ReCALL (see Figure 1).

	Number of the studies
■ CALL	6
■ Language Learning & Technology	3
■ CALICO	3
■ ReCALL	2
■ British Journal of Educational Technology	1
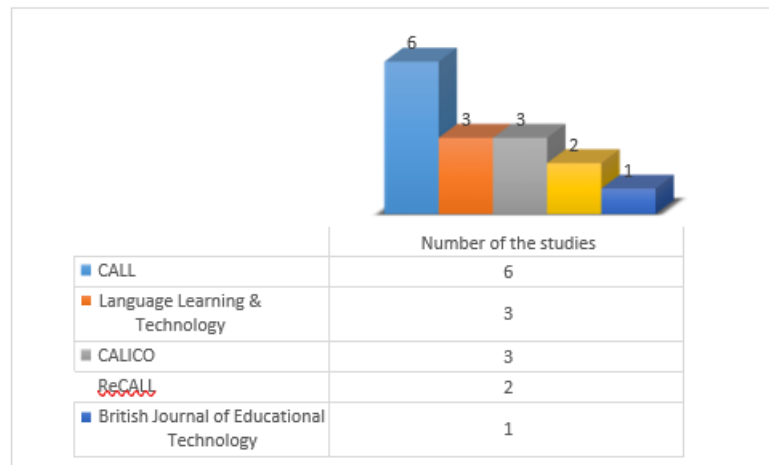
Figure 1. The number of the studies in each journal

Each of these issues was reviewed and the related studies were downloaded after the decisions were taken in the journals. Each article was then analyzed and the necessary data for each study was tabled. Three key sections of each article (abstracts, methods and results) were studied carefully during this process and other sections were also consulted if necessary.

The review contains 15 articles over the previous five years (2015-2020). In order to advance current research, older studies are also presented. The year 2018 has been left out of the following graph because there were no notable international studies published in that year.

	2014	2015	2016	2017	2019	2020
■ Number of the studies	1	3	3	2	3	3

Figure 2. Years of publication
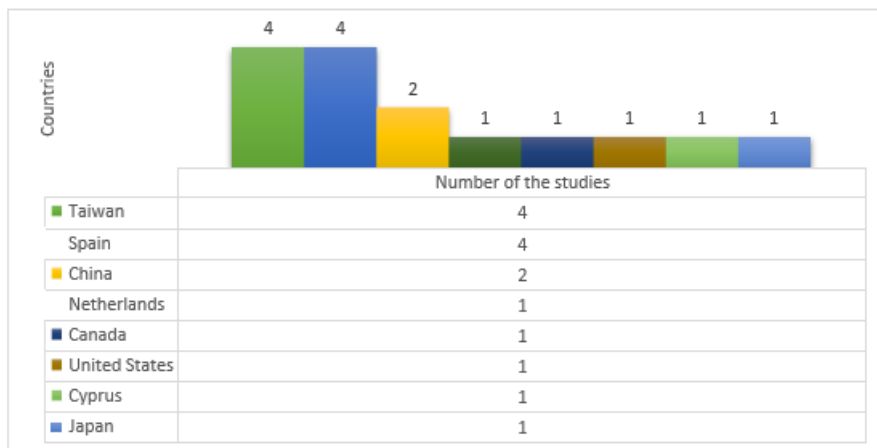
Figure 3. Context of the studies

Examining Figure 3, it can be concluded that the studies were mostly conducted in Taiwan and Spain between 2014 and 2020.

Table 1. *Topics and Context*

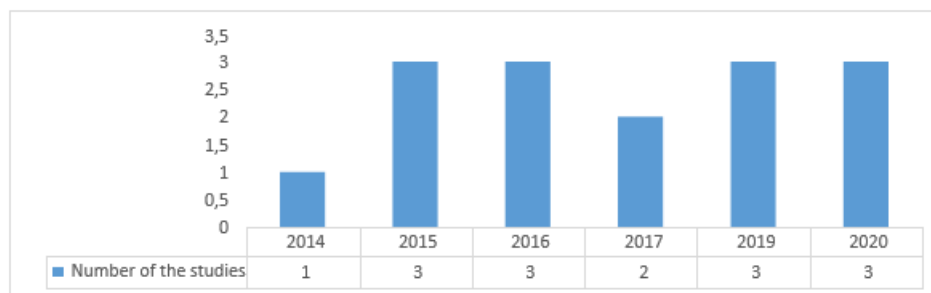| Source	Type of the Study	Focus	Context	Tools
Liwei Hsu (2015)	Quantitative	to investigate the connections between the components of perceptual learning strategies for EFL learners and adoption of technology.	341 EFL learners	ASR based app
Evers & Chen (2020)	Quasi- experimental	the effectiveness of adults using an automated speech recognition (ASR) system with peer feedback against individual practice.	64 adult learners	Speech notes
Cavus & İbrahim (2017)	Experimental	to determine whether using the created interactive mobile application may help English language learners increase their learning abilities such as vocabulary, pronunciation, listening, and comprehension without the help of an instructor.	37 young students	Near East University Childrens' Story Teller (NEU-CST)
Luo (2014)	Quasi- experimental	To investigate the effectiveness of a computer-assisted pronunciation training (CAPT) technique that incorporates oral reading and peer evaluation to improve pronunciation among Taiwanese English major students.	55 students	Goldwave (recording software) and Blackboard (Bb)
Doremalen, Boves, Colpaert, Cucchiarini & Strik (2016)	Mixed method, case study	to assess a version of an automatic speech recognition (ASR)-based approach for learning languages that gives feedback to Dutch language learners on a range of speech performance factors, such as pronunciation, morphology, and syntax.	Students and Teachers	DISCO project (ASR-based CALL system)

Gao & Hanna (2016)	Quasi- experimental	To look into how pronunciation performance of younger Chinese EFL students with lower-intermediate levels of proficiency is affected by instructional software and to examine the connections between learners' attitudes, motivation, and success.	60 Chinese-speaking students	New Oriental Pronunciatio n
McCrocklin (2019)	Qualitative study	to investigate student viewpoints, identify benefits and drawbacks of dictation software use, and come up with suggestions for the best ASR dictation tool.	16 advanced ESL participa nts	Windows Speech Recognition
Liakin, Cardoso & Liakina (2015)	Mixed method study	To use automatic voice recognition to look into how the L2 French vowel /y/ is learned in a mobile-assisted learning environment (ASR).	42 elementa ry French students	Nuance Dragon Dictation (Mobile ASR app)
Martin (2020)	Experimental study	to investigate how the pronunciation abilities of distant language learners change during their first semester of university language education with and without specific pronunciation training.	67 distance learners of German	innovative Cued Pronunciatio n Readings (iCPR)
Fouz- González (2019)	Experimental study	to investigate whether a podcast- based method might improve pronunciation of sounds that seem to have become fossilized among language learners.	47 native speakers of Spanish	Minute English podcast series by the BBC
Fouz-González (2017)	Quantitative study	To look into the possibility of using Twitter in conjunction with explicit instruction and technology to help EFL students pronounce the features that are frequently mispronounced. Owing to absence of type or specific instruction, insufficient exposure to the target language, challenging sound spelling, or a mix of these correspondences, relationship between learner interaction level and improved pronunciation, students' response to the approach taken, and use of social networking sites, among other factors (SNSs).	121 students enrolled in a Medicine ESP course	Twitter
Mompean & Fouz-González (2016)	Quantitative study	to see if Twitter might encourage online participation and can improve the pronunciation of a few phrases that EFL students frequently mispronounce.	16 natives Spanish EFL students	Twitter
Fouz- González (2020)	Experimental study	to investigate how the English File Pronunciation (EFP) software can aid learners of other languages in become better at pronouncing words.	52 EFL students of Spanish	English File Pronunciatio n app
Tsai (2019)	Qualitative study	to learn more about software users' perceptions of the mediated assistance system, how they find using it, how they feel about it, and most importantly, how peers can mediate students' pronunciation learning using MyET, a CAPT framework created in Taiwan.	60 junior college program students	MyET, a CAPT system designed in Taiwan

Kıbıshı, Hırabayashı & Nakagawa (2015)	Mixed method study	To estimate the pronunciation and intelligibility scores of presentations made in English by Japanese speakers using offline techniques for Japanese English learners, and to look into the relationship between two scores (pronunciation proficiency and intelligibility) rated by native English teachers and various measures used to estimate a score.	5 English teachers	online real- time score estimation system

Results

In the sense of content analysis, the key subjects addressed internationally were pronunciation instruction through ASR-based tools, pronunciation instruction through SNSs tools and pronunciation instruction through other CAPT software tools in foreign language teaching settings.
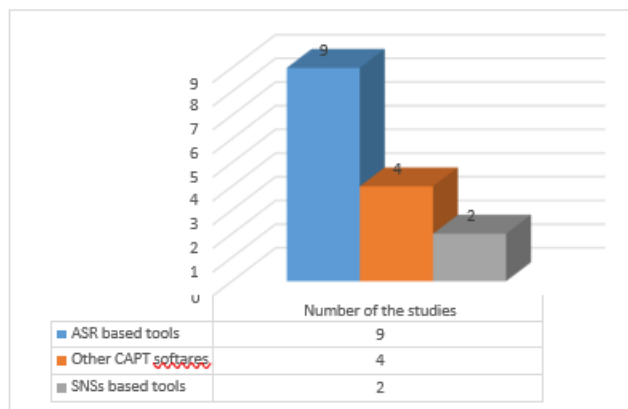
Figure 4. Topics of the studies

Pronunciation Instruction Through ASR-Based Tools

Any research on CALL's overall effectiveness is a valuable academic and practical contribution since it has become a prevalent tool in language teaching and learning that meets the needs of students who lack real-world experiences. A large number of studies have been classified in several contexts concerning teaching pronunciation with WEB 2.0 resources in this study 9 research out of 15 were related to teaching/instructing pronunciation through Automatic Speech Recognition (ASR) tools. ASR-based CAPT offers both speech- to-text and detailed input on enhanced pronunciation or additional practice. EFL students were recommended that they develop English by repeatedly practicing their learned skills in their classes (Thornton & Houser, 2005). However, many EFL students do not always have the possibility of in-class face-to-face contact (Chang, Yan, and Tseng, 2012). In this connection, the use of CAPT based on ASR is an alternative. In this review, New Oriental Pronunciation

(NOP), Windows Speech Recognition, Nuance Dragon Dictation (Mobile ASR app), MyET (a Taiwan-designed CAPT System), Online Real-time Score Examination System, Speech notes, Near East University Children's' Story Teller (NEU-CST) and DISCO (ASR-based CALL system) tools were used.

Gao and Hanna (2016) explored the efficacy of pronunciation teaching with instructional software (New Oriental Pronunciation) in the group of Chinese learners of English and the relationship between the attitudes of learners to pronunciation and pronunciation learning. Results revealed that the highest improvement in output was obtained by students receiving combined instruction (teacher and software instruction), who also demonstrated the greatest (positive) improvement in pronunciation. In line with these results, Tsai (2019) discussed how students feel about the computer's mediated assistance, difficulty and use attitudes, and how peers can help mediate students' pronunciation learning through MyET (a Taiwan-designed CAPT System) and discovered that technology mediation and human mediation can be complementary of each other and respectively have roles which cannot be replaced by each other. In support of this research, Evers and Chen (2020) focused on how adults' pronunciation performance varied with peer feedback and individual practice when using automatic speech recognition (ASR), speech notes, and discovered that using ASR with peer feedback was more satisfying. They also discovered that using ASR-based exercises with peer feedback is less adverse for students to use, and it is relatively simple to incorporate in a classroom.

Liakin, Cardoso and Liakina (2015) explored whether mobile device-based ASR pronunciation instructions will increase French /y/ development and perception within three groups of ASR group (they used ASR app in their mobile phones and no human interaction), non-ASR group (with a teacher providing feedback) and experimental group (teacher instructed but no feedback was given). The group that received training in an ASR-based environment had a significant improvement in /y/ output, according to the results. Similar to this, McCrocklin (2019) investigated student viewpoints, discussed the benefits and drawbacks of using digital dictation tools and came up with suggestions for the best ASR pronunciation program (Windows Speech Recognition) for pronunciation. Findings indicated that ASR's advantages included its simplicity, usefulness for pronunciation learning as a result of feedback provided, and adequate understanding of pronunciation issues.

However, there were also drawbacks, embodying frustrating levels of acknowledgment, particularly on the first try, doubts about the software's transcription abilities, and an overall lack of convenience. Using automatic speech recognition (ASR), Doremalen, Boves, Colpaert, Cucchiarini, and Strik (2016) evaluated a model of a language learning program that provides feedback to Dutch language learners on several elements of speech output (pronunciation and syntax). They deduced from these ratings that subject matter experts, educators, and students are generally positive about the framework, found it helpful, and intend to apply it if they have the opportunity. According to Cavus and Ibrahim's (2017) investigation into the potential of using an already-existing interactive mobile application to improve vocabulary, pronunciation, listening comprehension, and other learning abilities in English language learners, students who received instruction operating the ASR tool outperformed the control group, especially in the area of pronunciation.

Kıbışhı, Hırabayashì and Nakagawa (2015) studied the pronunciation of Japanese speakers in English and their intelligibility with an online learning evaluation system (online real-time score examination system) for English pronunciation developed by the researchers and the relationship between two scores and results suggested that learners' pronunciation skill and intelligibility were enhanced by practising the introduced online system.

Contrary to the results of these studies, Hsu (2015) explored the structural connections between the models of perceptual learning and acceptance of technology among EFL learners and found out that there were no significant diversities according to learner styles and perceived usefulness and also suggested that learners may be more volunteer in practicing pronunciation face to face.

Pronunciation Instruction Through SNSs Tools

SNSs expand the classroom's physical and temporal limits. They encourage contact both in class and out of class between students or between teachers and students. In this review, Twitter as a CAPT software was exercised.

In the Spanish context, Mompean and González (2016) explored whether Twitter is capable of promoting online participation and whether it has a positive impact on the pronunciation of several words that EFL students commonly mispronounce. Results indicated that the Twitter-based training had a positive influence on the pronunciation of the target terms by the students. Furthermore, Fouz-González (2017) explored Twitter's pronunciation

guidance possibilities and explored the Twitter-based approach potential to help English Foreign Language learners (EFL) develop their pronunciation of segmental features and he found that the training with Twitter facilitated substantial changes in the pronunciation of the target characteristics of the learners and continued to develop over time.

Pronunciation Instruction Through Other CAPT Software Tools

Besides ASR and SNSs tools, there were some other computer-assisted tools used in studies. Innovative Cued Pronunciation Readings (iCPR), EFP (English File Pronunciation), Podcast and Goldwave are the tools used in these studies.

Martin (2020) discussed how competencies in distance language learning develop with and without targeted pronunciation training while students were taking their first semester of university language courses using iCPR, which consists of perception and development exercises with perceptual units typically coming before the production units. The findings specify that learners who received focused pronunciation instruction using a computer-assisted pronunciation training method fared much better than those who did not. Additionally, Fouz-González (2019) investigated the potential of using podcasts to help non- native speakers of a language improve the pronunciation of linguistic features that are frequently fossilized in their native tongue. He obtained that the training provided by the podcast had a positive impact on the participants' interpretation and production of the target sounds. Similarly to this, Fouz-González (2020) investigated how the EFP (English File Pronunciation) application could assist EFL students in apprehending and developing a variety of segmental features that typically tend to be fossilized in their interlanguage and found that the EFP training app significantly improved how learners interpret and develop objective characteristics. In order to improve pronunciation for major English-language students, Luo (2014) tested a CAPT technology in a Taiwanese context, incorporating oral reading and peer-reviewing. She discovered that the integration of the CAPT technique was superior to just in-class teaching in terms of lowering the pronunciation issues of the students.

Conclusion

The current pandemic with coronavirus reflected how important emerging technologies, including networking, entertainment and education, are in many aspects of life. Currently, the technical possibilities of language learning, in general, are undeniable. Technology provides the learner with an infinite choice of what, where and how. Continuing

technical advancements are gradually increasing the reach of learning performance so learners can engage in meaningful dialogues or take part in real-world games that show their ability to make understandable speech rather than only recording single sentences or sounds.

This paper explores approaches to the analysis used in computer-assisted pronunciation training from 2015 to 2020. Analysis of the research has shown that, most of the studies conducted using ASR-based tools such as New Oriental Pronunciation (NOP), Windows Speech Recognition, Nuance Dragon Dictation (Mobile ASR app), MyET (a Taiwan-designed CAPT System), Online Real-time Score Examination System, Speech Notes and DISCO (ASR-based CALL system), secondly other CAPT based tools such as innovative Cued Pronunciation Readings (iCPR), EFP (English File Pronunciation), Podcast and Goldwave and Twitter as SNSs based CAPT tool. There are certain advantages and disadvantages listed in this review by CAPT. Examining studies, it is clear that computer- assisted pronunciation training primarily has benefits. Findings of the studies demonstrated that using CAPT-based tools had a positive impact on each study. The benefits of CAPT included ease of use, usefulness for learning pronunciation due to feedback provided, and a sufficient understanding of pronunciation issues. However, there are also a few minor drawbacks. Frustrating levels of acknowledgment, particularly in the first attempt, concerns about the transcription skills of the software, and lack of convenience were the disadvantages spotted in these studies.

Feedback is a concern too. The level of detail and accuracy of the input in the digital environment, whether segmental or suprasegmental, despite recent major improvements, remains a challenge. Some studies revealed that teacher and CAPT software feedback together or peer feedback supported by CAPT software have positive impacts on the learners. While some studies imply that the feedback provided by CAPT software alone has a favorable impact on pronunciation improvement, technology mediation and human mediation can support one another and each has functions that cannot be replaced by the other. Feedback must be accurate and reliable, whether automated or not and there remain limits in real-time, robust or easy to understand, despite ASR innovations. The partial associations between working memory and language performance were consistent with the weak influence of working memory on total language performance (Juffs & Harrington, 2011). As language performance is influenced by a variety of contextual and performative elements, the impacts of other performance variables such as strategy, context, and familiarity that may outweigh those of working memory should be incorporated into further research (McCutchen, 2000). There is evidence supporting the

positive effects of working memory on long-term language development (Kormos & Sáfár, 2008), so it would be beneficial to examine the effects of working memory on performance over an extended period of time or in conjunction with other production-related variables such as attitudes and strategies.

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A Rapid Switch from Conventional Classroom Teaching to ERT: A Study on University-level EFL Students' Self-efficacy and Motivational Levels in Turkiye amidst Devastating Earthquakes

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Abstract

When the devastating earthquakes took place in the cities of Kahramanmaras and Hatay on February 6, 2023, life in almost 11 cities in Turkiye came to a total halt. As a result, instruction in higher education and K-12 institutions was temporarily suspended. Eventually, the higher educational council (YÖK) decided to proceed with learning through the means of Emergency Remote Teaching (ERT) while K-12 schools continued with their instruction via face-to-face education. The motive behind transforming learning to the online realm by YÖK was to employ the university facilities and dormitories to accommodate the surviving victims of the catastrophes. Although the tragic event affected almost everyone throughout the country, it was found worth investigating the extent of the educational impact this sudden shift to ERT had on university-level EFL learners' self-efficacy and motivation. Thus, a mixed-methods study was conducted with 69 EFL learners of a small-sized university in the Mediterranean region of Turkiye via the Motivation to Learn Online Questionnaire (MLOQ) and an open-ended question set to identify emerging themes. The survey and the open-ended question assessed the influence the rapid shift of instruction had on the learning attributes of the students in the aspects of self-efficacy, motivation, learning beliefs, and physiological and mental states. Results indicated that while motivation was not significantly impacted by the scheme to ERT, self-perceptions, learning perspectives, and the mental conditions of the participants were negatively influenced by the speedy transformation.

Keywords: ERT; online learning; self-efficacy; motivation; EFL

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Introduction

Ever since the Covid-19 pandemic, educational institutions around the world have adopted the online learning method (OLL) as a means of providing continuation to their instruction. Online learning provides great advantages to institutions, educators, and learners as it encapsulates practical benefits such as (1) flexibility, (2) mobilization, (3) cost-efficiency, and (4) tailored instruction/learning (Al Rawashdeh et al., 2021). On the other hand, the swift resolution of adapting online learning practices during the crisis of Covid-19 also caused some confusion in the use of the terminology for such an implementation and led to a semantic satiation of the OLL concept. Hodges et al. (2020) shed light on the commotion by stating that the rapid transformation of instruction to the web was not a true application of the OLL scheme but rather the notion of Emergency Remote Teaching (ERT). The controversy highlighted the fact that the OLL methodology was a highly regarded means of education that could provide substantial benefits if all its prerequisites were met. Therefore, educators, institutions, and all other stakeholders need to be able to differentiate between online learning and the concept of ERT and consider that these two schemes have distinct qualities and setbacks (El-Sakran et al., 2022; Hodges et al., 2020).

As stated earlier, most governing bodies, such as educational institutions, ministries, or councils, have called for the adoption of ERT if or when there is a crisis. Moreover, when such moves take place and call for the reconfiguration of the educational environment, the learning implications that may occur should also be given careful attention. While there are potential benefits of delivering courses through the Internet (e.g., OLL or ERT), there are also substantial adversities that could arise. This is especially truer for ERT since the transition to online education is both abrupt and often forced upon students. As Hass et al. (2023) specify, the ERT approach could be flustering for the stakeholders and possess the following disadvantages: (1) being solely student-centered, (2) insufficient in social interaction, (3) being limited by the institution's capacity and (4) forming a sense of loneliness among users. Moreover, ERT could additionally have a diminishing impact on students' self-efficacy, motivation, and learning beliefs as some studies have illustrated that both online learning and ERT have had alarming implications on learners regarding issues such as anxiety, depression, loss of self-esteem, loss of motivation to learn and academic failure (Al Rawashdeh et al., 2021; El-Sakran et al., 2022). In light of the devastating earthquakes that struck Kahramanmaras and the surrounding cities in Turkiye on February 6, 2023, this study has found it to be of great importance to assess the self-efficacy, motivation, learning beliefs, and mental states of university-level EFL students

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as they were abruptly transitioned from traditional teaching to ERT. The study further holds the position that the empirical data attained from the investigation could provide insight for educators on the implications of such sudden shifts to the ERT regarding the students' self-perceptions.

Theoretical Background

Self-efficacy

Bandura (1997b) defines self-efficacy as an individual's perception of their ability to complete a given undertaking. In other words, it refers to a person's perspective on the challenges they face in life. Bandura (1997a) argues further that human mental positions, emotions, and approaches to situations are more related to their opinions than to actuality. Thus, self-efficacy is viewed as a dynamic state in human psychology, and numerous factors are directly related to it. According to Bandura (1997b), the following four major attributes have an impact on an individual's self-efficacy: (1) enactive mastery experience, (2) vicarious experiences, (3) verbal persuasion, and (4) physiological and affective states.

The enactive mastery experience attribute denotes a person's past successes or failings in specific life situations. As stated by Bandura (1997b), when people succeed and achieve their goals with any particular task, this has a profoundly positive impact on their self-efficacy. In contrast, if the outcome is unsuccessful, people lose confidence and develop scepticism regarding future commitments. The second element of self-efficacy is being exposed to vicarious experiences. Bandura (1997b) indicates that human behavior is influenced by the actions of others. If a specific task is modelled or completed by another person, this creates a perception of capability in the recipient's mind. The third component embraced in self-efficacy is verbal persuasion. Bandura (1997b) stresses that social support, such as parents recognizing their children's capabilities, has a direct positive effect on self-efficacy. The last element involved in the development of self-efficacy is people's interpretation of their physiological and affective states. As asserted by Bandura (1997b), humans interpret the responses of their bodies differently. When a person associates unfavorable conditions (e.g., anxiety, sweating, or distress) with failure, their performances become susceptible to disappointment.

Self-efficacy in Language Learning

When individuals are confronted with situations that test their personalities, mental states, or abilities, the term 'self' plays a crucial role. Numerous studies have been executed to determine what the 'self' is and how one can identify the 'self' within themselves. It is unsurprising that self-efficacy and motivation are interrelated, given that individuals with a high level of self-efficacy tend to have the essential desire to complete tasks. Dörnyei (2005; as cited in Yetkin & Ekin, 2018, p.377) proposed the L2 motivational self-system (L2MSS) to differentiate individual disparities in second language learning. The author categorized the L2MSS into three attributes: (1) the ideal L2 self (i.e., how the learner envisions themselves after acquiring the target language), (2) the ought-to L2 self (i.e., what the student feels they need to study to please their parents, boss, or other authoritative figures), and (3) the L2 learning experience (i.e., emotions experienced by students as a result of interactions with their instructors and classmates). As argued by Dörnyei, an individual's self-perception plays a significant role in their success with language acquisition. Moreover, self-efficacy could be perceived as a crucial agent in mediating intentions and accomplishments in order to constitute the connection between the ideal or ought-to-self and the actual self.

Motivation in Language Learning

Motivation unquestionably influences all aspects of a person's existence, and it plays a prominent role in language acquisition. Gardner (2010) believes that there are two motivational orientations associated with the acquisition of a second language. The first type of disposition the author describes is instrumental orientation. This entails personal interests such as career development or passing an exam. The second type of disposition is integrative orientation. This indicates a person's intent to adhere to the L2 community. In other words, it alludes to the extent to which the learner desires to engage in L2 speakers' cultural practices.

Dörnyei (2001) argues that there is more to it than the previously stated principles. While contemplating the two factors (i.e., instrumental and integrative), the author holds that motivation can be theorized into three levels. The initial layer is the language level, where the instrumental and integrative factors mentioned by Gardner (2010) play a role. The following step is the learner level. These are individual attributes involved in the process of learning (e.g., self-assuredness, ambition, and determination). Dörnyei concludes by mentioning the learning

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situation level. This pertains to the components of the learning environment (e.g., instructors, instructional methods, course outlines, and lesson materials).

The final motivational theory that will be considered in this investigation is that of Ryan and Deci (2000). The authors classify motivational factors into two categories: (1) intrinsic and (2) extrinsic. Intrinsic motivation pertains to the student's need for self-fulfilment. For instance, the learner may perform the task because they find it enjoyable. In contrast, extrinsic motivation is influenced by external factors. A good demonstration of extrinsic motivation is a student doing their homework to impress their parents. However, Ryan and Deci (2000) stress the fact that just because motivation is divided into two perspectives, this does not imply that it cannot encapsulate both elements. A worker who desires a promotion, for instance, could be both intrinsically and extrinsically motivated. Obtaining the promotion may offer them the gratification of working in the position (intrinsic) but receiving a higher salary as a result of the promotion may satisfy their financial goals (extrinsic).

Online Learning

Before moving into the concept of ERT, it is vital to start with the scheme of online learning. Hass et al. (2023) define online learning as educational encounters using various internet-connected gadgets (e.g., smartphones, computers, tablets) in synchronous or asynchronous settings. What is more, in recent years, OLL has become the preferred choice of delivery of instruction by distance learning institutions. Ferri et al. (2020) indicate the advantages of online learning as follows: (1) mobilization (i.e., one can study from anywhere at any time), (2) affordability (i.e., most OLL programs are offered for less tuition than on-campus majors), (3) time-saving (i.e., learners do not need to commute to school or any other location to receive instruction), (4) flexibility (i.e., programs can be tailored according to the needs of the learners; participants have a variety of learning options), and (5) cost-effectiveness (i.e., institutions can increase the class size and deliver instruction to a greater audience with less staffing).

Emergency Remote Teaching (ERT)

When the Covid-19 Pandemic emerged, the world was caught by surprise, and most sectors, including the education world, were not certain how to face this challenging incident. Luckily for the educational institutions, OLL and its already available platforms had been

established to continue instruction via distance learning. However, as argued by Hodges et al. (2020), the swift switch to web-based schooling induced challenges that confused and degraded the long-established field of online learning. In other words, Hodges et al. indicate that this move to the web during the Covid 19 crisis should not have been labelled as 'online learning' but rather a transformation to the concept of ERT. The authors concisely define the notion of ERT as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (Hodges et al., 2020, p.6).

It is notable to repeat the fact that the concept of online learning should not be used interchangeably with ERT. Online education and web-based instruction is a more sophisticated educational platform that requires meticulous planning, design, and concise goal determination (Bozkurt & Sharma, 2020). Figure 1 below highlights the essential differences between OLL and the concept of ERT.

Figure 1. *Differences between online learning and ERT*

(Hodges et al., 2020)

As Figure 1 above illustrates, there are critical distinctions between OLL and ERT that need to be considered and understood by all stakeholders. First, as denoted by Hodges et al. (2020), OLL is a long-established form of distance education, and its infrastructures, such as learning management systems (LMS), have been designed to focus solely on e-learning. On

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the other hand, the ERT scheme does not encompass one particular platform that is utilized, and instead, the users are flexible in employing any web-based means necessary for the continuation of instruction. Second, there has been much effort put into designing and creating e-learning material for OLL. Thus, the content of the scheme aims to fully instruct e-learning by considering all influential factors. However, in ERT, such a requirement does not exist. Educators may convert or adapt conventional materials for web-based instruction and use any third-party applications as a form of supplemental content. The third attribute that greatly distinguishes OLL from ERT is the availability of support services. For a vigorous online implementation to take place, access and availability of technical support, guidance, and counselling must exist. The mentioned attributes carry enormous value as they provide solutions to challenges and obstacles that emerge throughout online programs. The fourth crucial element that an OLL operation meticulously considers is interaction. When structuring online learning programs, various channels and opportunities from the standpoint of student-to-student and student-to-teacher collaboration are implemented and placed into the design and construction of the curriculum (Cho & Cho, 2017). Conversely, interaction has been known to be limited in ERT due to the fact that faculty and learners are unfamiliar with new forms of instruction and communication (Hodges et al., 2020). The last distinction and probably the most significant differentiation between OLL and ERT is related to learner profiling. As identified in the earlier sections, OLL is designed for students who have special characteristics like the ability to study independently, keep account of the learning and teaching, have the capacity to look for information, and have a rudimentary understanding of technology and the Internet. However, this does not prove to be true for ERT participants as the scheme leaves users with no choice but to take on such a learning endeavor due to government policy or other external factors. Thus, ERT student profiling could be indicated as a desperate learner who has to do whatever they can in order to adapt to the new instructional medium.

It is vital to remind readers that when governing bodies such as educational ministries or policymakers debate the move to web-based instruction through ERT, they need to contemplate not only the attributes mentioned in Figure 1 in regard to the differences between ERT from an ideal OLL environment but also the possible learning implications that this scheme may have on the learners. Agormedah et al. (2020) highlight some influential factors that could significantly impact the learning process in ERT as follows: (1) the digital divide (i.e., not all students have ready access to technological tools), (2) technological infrastructure

(i.e., not all institutions have reliable LMS configurations) and (3) access (i.e., not all users have the same opportunity for connectivity to online platforms). El-Sakran et al. (2022) add to the argument by indicating that factors such as the availability of instructional e-resources, proper teacher training, and online support systems are pivotal to an effective ERT experience.

Implications of ERT on Learners

Apart from the prerequisites of transferring instruction to ERT via online learning mentioned in the previous section, educational committees have got to take into account the implications that this notion may have on the students. As the advantages of online education (e.g., mobilization and flexibility) have already been indicated in this paper, it is essential to focus on the disadvantages of a rapid shift to the online realm. The setbacks of ERT could be considered the same as any OLL implementation, but the size of the impact is amplified due to its disorderly nature. According to Hass et al. (2023), the ERT experience could be highly challenging for some, and depending on the circumstances, it may come with the setbacks mentioned as follows: (1) being student-centered (i.e., online learning requires more self-learning skills and self-discipline from its participants), (2) lack of social interaction (i.e., there are restrictions on the interplay of the participants due to insufficient tech-skills), (3) institutional limitations (i.e., student outcomes are intertwined with the capacity of e-learning material offered by their schools) and (4) social isolation (i.e., the shortfall of physical, emotional and communicative practices may cause a feeling of loneliness). In addition to the preceding attributes of ERT, El-Sakran et al. (2022) touch upon its adverse effects on the learners' mental states. As expressed by the authors, ERT could also lead to a loss of self-confidence, depression, anxiety, and fear of failing.

Implications of ERT on Self-efficacy and Motivation

As reported in the previous sections, the rapid transformation of the learning environment of the students could result in unfavorable consequences in terms of both their academic performance and their mental states (El-Sakran et al., 2022; Hass et al., 2023). Since ERT presumes that the learner is efficient in self-learning, technology, and most importantly, has an interest in such a learning method, the involuntary move to a new realm of instruction (i.e., ERT) could leave diminishing imprints on the learners' perceptions toward their field of study, self-efficacy, and motivation to learn. If Bandura's (1997b) argument corresponding with the enactive mastery experience carries a crucial role in the self-efficacy of individuals,

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then a learner that faces the challenges and obstacles considered in ERT would be jeopardizing their likely hood to succeed in the academic tasks. Second, Bandura closely ties vicarious experiences to the notion of self-efficacy. Due to the physical limitations of web-based learning, educators may not be able to scaffold the learning process to the students as efficiently as they could in a physical environment. Hence, this puts a restraint on the progression of demonstrating and modelling knowledge. Nonetheless, this assumption does not underestimate the instructional capabilities of online learning but rather takes into consideration the fact that participants may not be adequately skilled to take full advantage of the web-based applications whilst moving to ERT. Thirdly, another significant element of Bandura's self-efficacy theory is tied to physiological and affective states. Relevant studies demonstrated that learners displayed distress and uneasiness when taking on the method of ERT, and in correlation to Bandura's disposition, depression, anxiety, and other unfavorable affective states are likely to affect the self-assurance of the participants during this process (El-Sakran et al., 2022).

When switching to ERT, institutions must also respect the ramifications this process may have on the learning motivation of the pupils. As remarked by Dörnyei (2001), the learner level (e.g., determination and ambition) and the situational level (e.g., learning environment and teaching methods) possess a significant influence on the eagerness of the students about their studies. Thus, if a functional, productive, and equal learning environment cannot be created in the realm of ERT, this would deescalate the desire and incitement to learn. What is more, the weakened motivation of the learners may directly undermine their ambition and determination to achieve their academic goals. Last, if ERT and its influence on motivation were to be observed from the perspective of intrinsic and extrinsic elements proposed by Ryan and Deci (2000), the incentives for academic learning could be imperilled. When students are unfamiliar with a new instructional domain, their negative emotions toward the scheme could lower their self-satisfaction. In addition, if their source of motivation is tied to an outer agent, such as getting educated to get closer to career objectives, ERT could stand as an obstacle to this endeavor.

Previous Studies

Some studies have investigated the elements of self-efficacy, motivation, and satisfaction with regard to online learning. These studies focused mostly on the self-efficacy or motivation level of learners in online educational programs rather than the impact of an involuntary switch of going from the conventional classroom to the online domain due to a

crisis. For instance, Xie et al. (2016) discovered that college students' views about their ability to accomplish online learning activities were linked to the emotional support they received from classmates and instructors within an interactive learning community. Likewise, according to Cho and Cho (2017), self-efficacy was highly correlated with keeping high levels of learner-to-content and learner-to-instructor interactions. Additionally, Simmering et al. (2009) revealed that computer self-efficacy was found to be favorably correlated with previous online learning experiences but not with motivation to learn in online classes. Furthermore, Elshareif and Mohamed (2021) indicate that while students were intrinsically driven to learn using e-teaching resources and e-assessments, they were also motivated primarily by receiving good grades. However, the same students did not spend a sufficient amount of time participating in asynchronous activities. The authors suggested that institutions invest time in creating plans for further involving students in interactive activities so they can understand the course ideas both intrinsically and extrinsically. On the other hand, Faize and Nawaz (2020) discovered an improvement in student satisfaction following modifications to their teaching methods during their initial ERT period, but they stressed that this improvement could also be attributable to the fact that the students and instructors were more accustomed to teaching and learning remotely by the end of the school year. Last, Abdulrahim and Mabrouk (2020) indicated that a strong ICT (information and communication technology) infrastructure contributed to the positive effects of digital learning on the students in Saudi Arabia. However, the authors did point out that the majority of participants were humanities majors, which puts forward the notion that the results may not apply to other fields.

Research Aim

According to YÖK's testimony, the motive behind moving instruction from the conventional classroom to ERT was to make the nationwide dormitories available as housing for the surviving victims of the devastating earthquakes that killed more than 50,000 people (AFAD, 2023). However, with much respect to YÖK's intentions of aiding the survivors, the implications of the higher education institutions' shift to the online platform on the university level EFL students' self-efficacy, motivation, and learning beliefs in the middle of the academic year deserve an investigation. Although there has been previous research that reviewed self-efficacy and motivation in connection with online education, reflection on the mentioned elements concerning the prompt transformation of going from conventional teaching to web-based learning (as with ERT) has not received a thorough examination in Turkiye. Therefore, this study aims to assess the self-perceptions of university-level EFL students regarding their

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self-efficacy, motivation, and learning beliefs when moving from the traditional classroom to ERT amidst the catastrophic earthquakes by testing the following four hypotheses:

Hypothesis 1: A forced transition from traditional learning to ERT has a negative impact on the participating learners' self-efficacy levels.

Hypothesis 2: A forced transition from traditional learning to ERT has a negative impact on the participating learners' motivation levels.

Hypothesis 3: A forced transition from traditional learning to ERT has a negative impact on participating students' attitudes about learning.

Hypothesis 4: Learners experience negative emotions (e.g., anxiety) when they are compelled to transition from conventional learning to ERT.

Methodology

Design

This study was conducted through descriptive and investigative mixed-methods research (MMR). Creswell and Plano Clark (2011, p. 4; as cited in Cohen et al., 2018) define MMR as a combination of quantitative and qualitative data collection and analysis techniques that provide a more in-depth apprehension of the topic of investigation. Moreover, the study adopted a concurrent model to MMR, where the data for the quantitative and qualitative analyses was collected through a single survey (Cohen et al., 2018). The Motivation to Learn Online Questionnaire (MLOQ) was adopted from Fowler (2018), and a small alteration was made to the questionnaire by removing one item that seemed to have no significance to the study. In addition, to lessen the interpretative errors of the statements, all the items in the survey were translated into Turkish with the assistance of a colleague for cross-checking and back-translation. Apart from the 72 items listed in the survey, an open-ended question was added to the Google Form to assess the participants' emotions regarding the transition to ERT for qualitative purposes. Before distributing the survey, it was piloted with three colleagues to ensure that were no faults or formatting errors with both the questionnaire and Google Forms.

Sampling and Population

The research adopted a purposive sampling method to target the audience for the research and a convenience sampling approach to recruit its participants. According to Gerrish and Lacey (2010), purposive sampling is a technique in which people from a predetermined group (i.e., possessing the appropriate characteristics for the study) are specifically sought for and sampled, whereas convenience sampling allows researchers to attract contributors in the most accessible way possible. Thus, the researcher acquired the learners for the study from five EFL classes of their current institution by emailing the Google Form to a total of 100 students studying in the English preparatory school of a small-sized private university located in Southern Turkiye

Ethics

As Cohen et al. (2018) highlight, respondents to questionnaires are not passive data producers for researchers; they are the subjects of inquiry, and therefore, it is the utmost responsibility of the researcher to protect their rights, confidentiality, and privacy. Hence, the study abided by the three main principles of the Belmont Report (i.e., respect for persons, beneficence, and justice) by distributing a consent form that was constructed and added to both the emails and the beginning of the Google Form. The consent form explained the purpose and aim of the study, the possible benefits from its outcome, the protection of privacy, and the voluntariness of the participant's contribution to the research (Anabo et al., 2019). Additionally, approval was attained from the university's head of the foreign languages department for the implementation and distribution of the questionnaire.

Data Collection

The MLOQ consisted of 72 statements (Part 1=36 items and Part 2= 36 items) and one open-ended question in Part 3 to assess the self-perceptions of learners' self-efficacy, motivation, and learning beliefs when moving from the traditional classroom to ERT. Each item assessed the student's thoughts with a five-point Likert Scale (1=completely disagree, 2=disagree, 3=not sure, 4= agree, and 5=completely agree). A set of 36 items were utilized for Part 1, which questioned the students' perspectives towards traditional classroom teaching, and an identical set was applied to Part 2, which targeted the learners' opinions towards ERT. Last, the third part of the online survey assessed the participants' emotions and opinions regarding ERT with an open-ended short-answer question in order to obtain qualitative data.

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As mentioned in the previous section, the MLOQ was restructured with 72 items (with one added open-ended question) to assess the following elements: (1) intrinsic motivation, (2) extrinsic motivation, (3) learning beliefs, (4) self-efficacy, (5) test anxiety (6), class context, and (7) social interaction. Table 1 below illustrates some examples of the statements from the survey.

Table 1. *Sample Items from MLOQ*

Attribute	Sample Item (#)
Intrinsic Motivation	25. I prefer material that arouses my curiosity, even if it's difficult to learn.
Extrinsic Motivation	35. I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.
Learning Beliefs	13. If I study in appropriate ways, then I'll be able to learn the material.
Self-Efficacy	28. I'm confident I can do an excellent job on assignments and tests.
Test Anxiety	33. When taking exams, I feel my heart beating fast.
Class Context	1. I enjoy classes.
Social Interaction	8. I feel like I can freely communicate with other students in classes.

(Adapted from Fowler, 2018)

Last, the MLOQ was distributed via Google Forms to 100 EFL learners studying in the English preparatory school of a small-sized private university in Southern Turkiye to assess the self-perceptions of their self-efficacy, motivation and learning beliefs when moving from the traditional classroom to ERT. There was a return from 78 learners, but only 69 of the responses to the questionnaire were considered valid for the project due to completion errors. The demographical information indicated that the respondents were mostly between the ages of 18 to 20 (81%), and more than half of them were females (51%). The majors of the students were (1) psychology (N=18), software engineering (N=27), and translation (N=24). Additionally, a vast majority of the participants were intermediate-level students (74 %).

Analysis

Grouping Variables

Primarily, the data collected from the survey was analyzed with descriptive statistics by using the SPSS statistical software. In order to perform the task, the items were grouped into categories in accordance with the adapted MLOQ, as shown in Table 2 below.

Table 2. *Grouped Variables and Labelling for Analysis*

Grouped Variable Names	Label	Item #
intrinsic motivation traditional classroom	IMTC	12,25,30
intrinsic motivation ERT	IMERT	48,61,6
extrinsic motivation traditional classroom	EMTC	17,20,22,31,35
extrinsic motivation ERT	EMERT	53,56,67,71
learning beliefs traditional classroom	LBTC	13,19,26,32
learning beliefs ERT	LBERT	49,55,62,68
self-efficacy traditional classroom	SETC	15,16,21,24,28,29,36
self-efficacy ERT	SEERT	51,52,57,60,64,65,72
test-anxiety traditional classroom	TATC	14,18,23,27,33
test anxiety ERT	TAERT	50,54,59,63,69
Class context traditional classroom	CCTC	1,2,3,5,10,11
Class context ERT	CCERT	37,39,40,41,46,47
Social interaction traditional classroom	SITC	2,6,7,8,9
Social interaction ERT	SIERT	38,42,43,44,45

In addition to the categorization of the variables, the Cronbach Alpha assessment was also applied to each set of items to evaluate the reliability of the scales. Table 3 below displays the Alpha results for items 1-36 (set 1), while Table 4 illustrates the reliability score of items 37-72 (set 2)..

Table 3. *Alpha Coefficient for Items 1-36 (set 1).*

Cronbach's Alpha	N
.873	36

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Table 4. *Alpha Coefficient for Items 37-72 (set 2).*

Cronbach's Alpha	N
.924	36

Last, the mean scores and standard deviations of each grouped variable were calculated (e.g., self-efficacy traditional classroom) and then compared with its ERT variables (e.g., self-efficacy ERT). In addition, each item of the group was also analyzed and compared with its counterpart (e.g., item 15 of SETC versus item 51 of SEERT). This procedure was performed to evaluate not only the group differences but also to discover which element embodied a greater significance when comparing the traditional classroom to ERT.

Coding

The responses to the statement 'Briefly explain your feelings and thoughts about the transition from the traditional classroom environment to online education' (translated to Turkish) in Part 3 of the survey were analyzed first through initial coding and then through second-level coding. According to Dörnyei (2007), the purpose of the initial coding is to get a general idea of the text by reading through the responses several times. While performing this step, the researcher highlighted relevant information to the concept of the study. In the second-level coding stage, the researcher identified closely related labels from initial coding and clustered them to form correlated themes to the study (Dörnyei, 2007). Next, a summative content analysis was executed on the identified themes. As stated by Krippendorff (2019), content analysis enables researchers to answer questions about why available texts exist, what they mean and to whom, how they link conditions that came before and those that came after, and, finally, if they help analysts select valid answers to questions about their contexts. Hence, similar and closely related terminologies gained from the answers to Part 3 were grouped into various subthemes and then recategorized into central themes.

Results

In this study, the MLOQ survey was conducted to evaluate the self-efficacy, motivation, learning beliefs, and mental states of university-level EFL students as they were abruptly transitioned from traditional teaching to ERT by substantiating the following hypotheses:

Hypothesis 1: A forced transition from traditional learning to ERT has a negative impact on the participating learners' self-efficacy levels.

Hypothesis 2: A forced transition from traditional learning to ERT has a negative impact on the participating learners' motivation levels.

Hypothesis 3: A forced transition from traditional learning to ERT has a negative impact on participating students' attitudes about learning.

Hypothesis 4: Learners experience negative emotions (e.g., anxiety) when they are compelled to transition from conventional learning to ERT.

The MLOQ survey consisted of 72 items (with an added open-ended question) that focused on perceptions of the learners with the following attributes: (1) intrinsic motivation, (2) extrinsic motivation, (3) learning beliefs, (4) self-efficacy, (5) test anxiety (6), class context, and (7) social interaction. The findings of the elements and their analyses are presented in the subsequent sections.

Motivation

As emphasized in the literature review, motivation in learning could be derived from personal motives or from an outer agent that directly or indirectly influences the individual's desire to learn (Ryan & Deci, 2000). The MLOQ survey conducted with the EFL students on the intrinsic elements of their motivation showed a slight decline when going from the traditional classroom (N=69, M=3.70, SD=.102) to the method of ERT (N=69, M=3.48, SD=.123). The mentioned means reflected attributes such as challenging material, inciting curiosity, and the desire to comprehend the knowledge in the lessons. When the variable group was examined based on each statement, items 30 and 66 expressed, "The most satisfying thing for me is trying to understand the content as thoroughly as possible." indicated the most deterioration in motivation when moving from conventional learning (N=69, M=4.17, SD=.907) to the ERT platform (N=69, M=3.88, SD=1.119). Last, the extrinsic attributes measured via MLOQ, such as the motive to receive good grades, challenging others in the classroom, and pleasing parents with class performance, did not significantly differ when switching platforms from the conventional classroom (N=69, M=3.73, SD=.789) to the online domain (N=69, M=3.66, SD=.920).

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Learning Beliefs

Apart from the incentives to learning, the students' perspectives toward their acquisition of knowledge were also measured with the MLOQ. Aspects such as studying habits, methods of learning, and the desire to learn were analyzed. As a result, an unfavorable drop was discovered in the outcomes from face-to-face learning (N=69, M=3.60, SD=.788) to ERT (N=69, M=3.28, SD=1.031). Going deeper, it was relevant that items 13 and 49 voicing "If I study in appropriate ways, then I'll be able to learn the material." represented the more influenced attribute when conveying transition from the physical classroom (N=69, M=4.04, SD=1.021) to the online teaching platforms (N=69, M=3.57, SD=1.356).

Self-Efficacy

The 72-statement MLOQ scheme looked into the fluctuation of the self-efficacy of the 69 learners when the transformation of instruction was shifted to web-based teachings. The grouped variable results exhibited a slight drop when the students became distant from the classical method of teaching (N=69, M=3.69, SD=.734) and moved to the online platform (N=69, M=3.50, SD=.999). The scales observed the self-perceptions of the students in their stance towards the following factors: (1) confidence in lesson achievements, (2) self-esteem in being able to learn from the content, (3) confidence in completing complex tasks, (4) being successful in exams and (5) mastering the skills taught in the lessons. Nonetheless, items 36 and 72 which asserted the statement "Considering the difficulty of the classes, the teachers, and my skills, I think I can do well." demonstrated a notable drop from traditional learning (N=69, M=4.13, SD=.821) to the ERT method (N=69, M=3.68, SD=1.243).

Test Anxiety

Concerning examination, the MLOQ observed the learners' opinions on performance, concentration, and physiological states. However, due to the regulations of YÖK regarding ERT amidst the earthquakes, assessments such as exams and quizzes were put to a halt until further notice. Therefore, the learners did not go through any examination in the online realm whilst the research process and this was reflected in their perceptions of testing with no significant shift in their responses when going from the traditional classroom (N=69, M=3.26, SD=.787) to ERT (N=69, M=3.29, SD=.909).

Class Context

The following attribute of the MLOQ investigated the learners' perspectives toward the learning environment. The items let the learners assess their interest in the lessons, acquisitional capability, control over learning, and views on the difficulty of the instruction. Moreover, there was a noticeable disagreement in the ERT method (N=60, M=2.97, SD=.621) from the conventional learning environment (N=69, M=3.11, SD=.580). The reason behind this was that items 1 (i.e., traditional classroom) and 37 (i.e., ERT), which noted "I enjoy classes." focusing on the level of pleasure that students got from the lessons, displayed the most significant drop when moving from the traditional classroom (N=69, M=3.61, SD=1.286) to the ERT platform (N=69, M=2.84, SD=1.368).

Social Interaction

The final observed area of the transition from face-to-face education to the ERT scheme was social engagement. The items in this attribute focused on the following factors: (1) building a connection with the teacher and classmates, (2) being able to focus, (3) enjoying discussions, (4) student-student communication, and (5) student-teacher communication. In the results, there was a minor decline when moving from conventional learning (N=69, M=3.48, SD=.651) to the means of ERT (N=69, M=3.32, SD=.812). Items 8 and 44, stating "I feel like I can freely communicate with other students in classes." received the most noteworthy drop from the student viewpoints on the traditional classroom (N=6, M=3.64, SD=1.248) to the implementation of ERT (N=69, M=3.20, SD=1.491). What is more, another interesting finding about the interaction was that it appeared that male students (79%, N=26) felt a bit more optimistic about communicating with others over females (66%, N=23) in the domain of ERT.

Themes

As introduced in the methodology section, a summative content analysis was conducted for the responses to the statement 'Briefly explain your feelings and thoughts about the transition from the traditional classroom environment to online education' in Part 3 of the MLOQ. The learners' answers were meticulously analyzed, and correlated categories were observed through the initial coding. Some examples of the keywords that emerged from Part 3 were as follows: (1) insufficiency in technology, (2) feeling bored, (3) becoming too lazy, (4) not being able to concentrate, (5) asking questions and not getting answers, (6) feeling safer, (7) not being able to interact with classmates, (8) lack of confidence, (9) being able to review

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the lessons, (10) a sense of loneliness, (11) saving time and (12) family support. Moreover, as shown in Figure 2 below, the mentioned categories were restructured into nine main themes that correlated with the benefits (pros) and drawbacks (cons) of ERT.
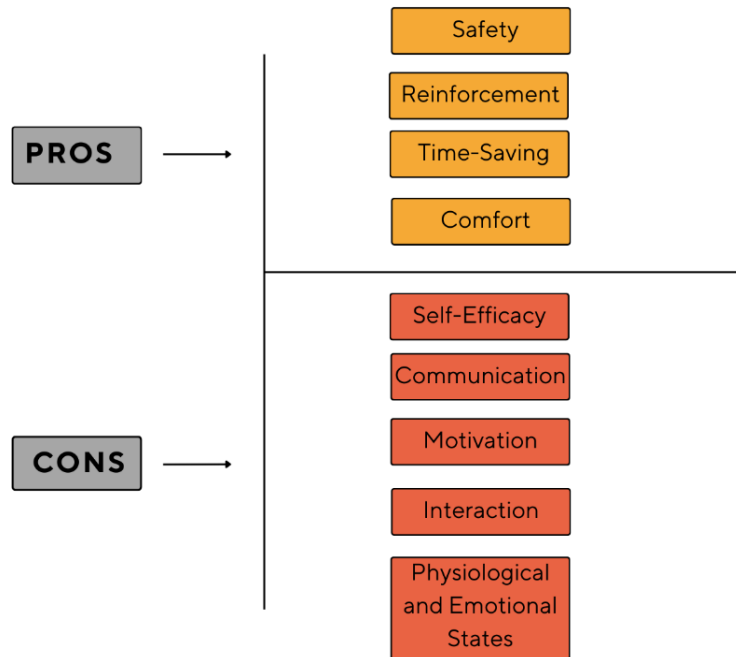

Figure 2. *Identified themes in relation to ERT*

As demonstrated in Figure 2 above, nine concerns emerged with the move to ERT from the traditional method of teaching. The issues and developments conveyed both advantages and disadvantages for the students. First, participants identified the benefits of moving to ERT as (1) feeling safe (e.g.,*" being able to attend the lessons online from my home with the family around makes me feel safer"),* (2) reinforcement of instruction (e.g., *"I am able to rewatch the lessons online and this helps me understand the material better*"), (3) time-saving (e.g*., "not getting up early and taking the bus to school saves me a lot of time*"), and (4) convenience/comfort (e.g., *"I can relax as I watch the lessons online without having to go anywhere")*. On the other hand, the participants highlighted the obstacles and challenges of ERT in the following manner: (1) lack of self-efficacy (e.g., "*I don't understand how to use the computer; therefore, I don't know how to do the homework or to upload it*"), (2) communication (e.g., *"We cannot directly ask questions to the teachers and when we do, it takes too much time to get a response*"), (3) motivation (e.g., *"Since I feel very comfortable at home, I don't want to do any homework and I can't focus on the lessons*"), (4) interaction (e.g., "*I think that face-to-face education is much more efficient for everyone because there is no interaction on the*

Internet. We cannot ask questions as we want, and teachers cannot teach or explain the subjects as they like, and this makes learning difficult") and (5) physiological reactions and emotions (e.g., *"I am worried that I will not be able to pull it through with the exams by using the computer and not being able to use pen and paper takes up too much of my time"*)

Discussion

The purpose of this study was to assess the influences of switching from the traditional classroom to the method of ERT on the university-level EFL learners' self-efficacy and motivational levels in Turkiye amidst the catastrophic earthquakes. Moreover, the study collected empirical data to test four hypotheses that were put forward at the beginning of the investigation. The conclusions are discussed one by one in the succeeding paragraphs.

The first hypothesis of the study suggested that moving from conventional learning to ERT would have unfavorable effects on the self-efficacy of the learners. Based on the evidence provided in this research, moving to ERT has had diminishing results on the learners' self-efficacy levels. Through the MLOQ scheme, the learners' self-perceptions of being able to accomplish their learning goals were not satisfactory, which calls for attention. In addition, through the content analysis of the respondents' comments, a major challenge was the learners' inadequacy of computer self-efficacy and self-confidence in sustaining their learning with the means of technology. As previously asserted by Abdulrahim and Mabrouk (2020), a solid understanding of ICT and web-based learning tools influences the learning process of online participants. Hence, the reasons for the negative impact on the self-efficacy of the learners could be tied to the following three factors: (1) absence of proper training in computer skills, (2) insufficiency of the learners' background for internet use, and (3) inadequate training on learning management through LMS.

The second hypothesis in the study held the disposition that a spontaneous move from conventional learning to ERT would negatively affect the learners' motivation levels. According to the findings, the motivational attributes were not significantly affected by the move to ERT. However, some concerns were issued by the learners with regard to lacking a sufficient desire to understand and learn the instructional content. As previously argued by the authors Elshareif and Mohamed (2021) and Cho and Cho (2017), collaborative learning activities online have the potential to affect the contribution and motivational levels of ERT learners. Thus, providing interactive assignments or tasks online could push learners to engage more with the instructional content. Lastly, the overall aspiration of students toward education

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was unfavorably influenced by the swift switch to online learning. The study assumes that these findings indicate that the learners' instrumental elements remained the same, while the situational level seems to have influenced the learners' motivation negatively when moving to a new learning environment.

The third hypothesis that the research proposed was regarding the alteration of the students' learning beliefs when switching to ERT. In light of the findings, there was a decline in the self-confidence of the learners toward their studies. Factors such as technological obstacles, lack of communication, and interaction created a sense of isolation for most learners. As discussed by Hass et al. (2023), the fluctuation of the attitudes of the learners toward their education is critically impacted by certain attributes of ERT, such as (1) student-centeredness, (2) inadequate social interaction, (3) infrastructural limitations and (4) feeling detached from the learning environment. On the other hand, a significant number of students (33%) expressed favorable thoughts that indicated that ERT was a more comfortable and convenient way to be educated as they were able to attend the lessons from any location they preferred. The results indicate that ERT's direct effect could be tied to the personal choices of the participants, which implies that some individuals accepted ERT as a learning environment while the others rejected the idea.

The last postulation that the investigation put forward was that a forced transition from traditional learning to ERT would cause unfavorable emotions among learners. The collected evidence via the questionnaire and content analysis supports this hypothesis. Although 33 % of the learners felt secure, comfortable, and relaxed while being educated through ERT, there were substantial amounts of comments that indicated that the participants experienced discouraging emotions such as (1) anxiety, (2) fear of failing, (3) loneliness, (4) isolation and (5) confusion and distress towards assignments. Moreover, these findings align with the disposition of Sakran et al.' study (2022) on the impact of ERT on college students during the Covid-19 crisis, where identical emotions were observed by the authors. The researcher holds the position that the motives behind the learners in regard to the negative influences of ERT on their emotional states could be tied to several reasons: (1) the spontaneous transformation of learning environments leaves the learners in a state of confusion and helplessness, (2) as the learners were mostly 18-20 years of age, it is probable that they have not gained the required traits for productive online learning (e.g., self-discipline, self-study, and organization) and (3)

the participants' existing anxiety and doubtfulness towards the L2 acquisition was amplified further with the switch of instruction to the online realm.

Conclusion

The study intended to analyze the significance of the impact that the speedy switch of instruction from the conventional classroom to the ERT platform had on the university-level EFL learners' self-efficacy and motivational attributes amidst the calamitous earthquakes in Turkiye. The disasters left the nation in shock and devastation, and governing institutions were left helpless during one of the most difficult times that the country had ever faced. By keeping in mind all the consequences of the disasters, the study felt that the impact the events had on education was worthy of investigation. The results of the study provided empirical data and gave way to the following four conclusions regarding the topic: (1) the switch to ERT negatively influenced the self-efficacy of the learners (i.e., students felt incapable of continuing their studies online or were not adequately skilled with the use of technology), (2) the switch to ERT undesirably altered the learning attitudes of the students (i.e., a vast number of participants felt online learning could not educate them as efficiently as conventional teaching), (3) the switch to ERT created averse emotional states among the participants (i.e., learners felt anxiety and distress during the lessons and felt hopeless when trying to get assistance from teachers) and (4) although most students perceived ERT as an inefficient method of continuing their learning, a significant amount of students felt that ERT was convenient and that it provided a safe haven for them during the disasters.

Recommendations for Practice

The study articulated essential elements that may have had a direct or indirect effect on the mentioned issues related to the switch to ERT. Some of these elements were (1) sudden transformation of learning tools/platforms could puzzle learners, hence creating a sense of being lost and confused, (2) ERT learners may not possess the critical traits of online learners (e.g., self-discipline, self-motivation, determination, and organization) and (3) ERT might be a temporary solution to the crisis, but it is not a true online learning experience. Therefore, it is highly important that for future scenarios, institutions and policymakers consider the following suggestions for a more robust ERT experience: (1) ERT should be considered as a permanent part of instruction and curricula (i.e., rotating instruction via hybrid education throughout the academic year to accustom students to the process), (2) training in ERT for educators and

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students should be offered as an ongoing research and development process, (3) digital divide and inequality among learners should constantly be assessed, and necessary actions should be taken to minimize the gap between students, (4) budget and funding should be allocated to enhance the infrastructure and functional attributes of ERT, (5) a professional support and counseling unit ought to be integrated into the launch of ERT and (6) practical and effective e-learning content should be readily available when switching to the ERT scheme.

Limitations

It is vital to keep in mind the limitations of this study. First, the research was conducted with only 69 participants; therefore, a nationwide investigation that involves more institutions could make the findings of the study more generalizable. Second, the qualitative data was collected based on a single open-ended question. Hence, interviews with a group of participants could provide researchers with data that gives a more in-depth understanding of the concerns related to ERT. Third, the study was conducted after a month into the implementation of ERT, which does not reflect the possible changes in the perceptions of the students toward a later date. Therefore, a longitudinal approach that collects data at given intervals of time could help the researcher evaluate if the views of the students toward ERT might have altered in the process.

Declaration of Conflicting Interest

The author declares that there is no conflict of interest.

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