83. A touch of edtech to create "compelling" blended learning environments

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Abstract

It is true that current technological advancement has a great influence on the lives of individuals in the world. This advancement inevitably brought their use to education. When the undeniable importance of learning and teaching English is taken into consideration, one of the most important concerns of English language education may be creating compelling input in learning environments. In this sense, the increasing popularity of mobile technologies as well as technology use for educational purposes has attracted serious attention in terms of questioning their effects in various settings for language education. Therefore, this study investigates whether Web 2.0 tools like Edmodo would support English classes in a way to form compelling input in blended learning environments and whether it would have an impact on high school students' overall academic performance and most specifically speaking performance. The mixed methods research design was used to collect data so data came from a needs analysis, Oxford Placement Test (OPT), Key English Test (KET) and student follow-up interviews. The data were analysed by using descriptive analysis techniques and t-tests. The results of the study suggest that despite the possible other factors affecting the overall results at the end of the intervention, it is still possible to claim the benefits of using Web 2.0 tools in creating compelling blended learning environments in English language education.

Keywords: Educational technology, compelling input, blended learning, Web 2.0, ELT

"Edtech" dokunuşuyla etkileyici harmanlanmış öğrenme ortamları yaratmak

Öz

Mevcut teknolojik gelişmelerin dünyadaki bireylerin yaşamları üzerinde büyük bir etkiye sahip olduğu bilinmektedir. Bu gelişmeler kaçınılmaz olarak onların eğitimde kullanımlarını da beraberinde getirmiştir. İngilizce öğrenmenin ve öğretmenin yadsınamaz önemi göz önünde bulundurulduğunda, İngilizce eğitiminin en önemli sorunlarından biri, öğrenme ortamlarında etkileyici girdiler yaratmak olarak sayılabilir. Bu anlamda mobil teknolojilerin artan popülaritesi ve eğitim amaçlı teknoloji kullanımı, onların dil eğitimine yönelik çeşitli ortamlardaki etkilerinin sorgulanması açısından merak uyandırmıştır. Bu nedenle bu çalışma, Edmodo gibi Web 2.0 araçlarının harmanlanmış öğrenme ortamlarında etkileyici girdiler oluşturma yolunda İngilizce derslerini destekleyip desteklemeyeceğini ve lise öğrencilerinin genel akademik performansı ve özellikle konuşma performansı üzerinde bir etkisi olup olmayacağını araştırmaktadır. Veri toplamada karma yöntem araştırma deseni kullanılmıştır, bu nedenle veriler ihtiyaç analizi, Oxford Yerleştirme Testi (OPT), Key English Testi (KET) ve öğrenci izlem görüşmelerinden elde edilmiştir. Veriler, betimsel analiz teknikleri ve t-testi kullanılarak analiz edilmiştir. Çalışmanın sonuçları, müdahalenin sonunda genel sonuçları etkileyen olası diğer faktörlere rağmen, İngilizce eğitiminde etkileyici

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harmanlanmış öğrenme ortamları yaratmada Web 2.0 araçlarını kullanmanın yararlı olduğunun iddia edilebileceğini göstermektedir.

Anahtar kelimeler: Eğitim teknolojisi, etkileyici girdi, harmanlanmış öğrenme, Web 2.0, ELT

Introduction

There has been research investigating and also proving the superiority of comprehension-based approaches when compared with traditional approaches (Ikbal, 2017; Krashen, 2003; Mason, 2011). Although compelling input tends to be associated with literacy, it is possible to claim that it has a significance in other domains of language as well. This may be because "Compelling means that the input is so interesting you forget that it is in another language" (Krashen, 2004). Being aware of the idea that "comprehensible input alone can result in significant improvement in a second language" (Mason, 2011, p. 4), this study takes it one step further and aims to investigate the effects of using an educational technology tool on students' academic performance with designing a "compelling" blended learning environment.

According to Krashen (1994), communicative approach is based on two hypotheses, the first of which is the skill-building hypothesis. The skill-building hypothesis claim that grammatical competence is acquired by first understanding rules and practising these rules in output activities. This hypothesis suggests that "a substantial part of our language proficiency comes from deliberate practice and study" (McQuillan, 2019, p. 129). This is suggested to provide learners with an opportunity to make the rules "automatic" as well as a chance to get errors corrected (Isik, 2014, p.21). The second hypothesis suggests that language is acquired when we attempt to communicate and feel the need to reformulate what we said to help our listener understand. The input the students are exposed to will help them and their interlocutors create mutual meaning if it is integrated into communicative activities such as discussion and storytelling (Lichtman & VanPatten, 2021, p. 298) Consequently, it can be suggested that communication plays a vital role in communicative classes where learners are given the opportunity to reformulate language which may be considered to be in line with the comprehension hypothesis. So how is all this related to educational technology via Web 2.0 tools?

As seen by the growing acceptance of using technology in language teaching methods, language acquisition, assessment and sociolinguistics, recent technological developments have had a substantial impact on language teaching and learning (Barrot, 2021, p.1) which paved the way to investigate the possible contributions of the internet for language learning (Chapelle & Sauro, 2017).

In this context, the relevant question might come as "So what are Web 2.0 technologies?" In its simplest form they are web-based online systems which are formed by internet users (Peltier-Davis, 2009). They allow interaction either individually or collectively giving the opportunity of sharing and accessing various kinds of information in many ways such as videos, blogs, podcasts or just simply photo sharing. They have a great importance in people's lives as they are also found to be entertaining. Likewise, the best performances of learners are revealed when they are highly exposed to engaging and amusing activities (Labus, Despotović- Zrakić, Radenković, Bogdanović, & Radenković, 2015; Okan, 2003). Subsequently, this study aims to investigate whether a Web 2.0 tool would support language learning with designing "compelling input" in the language environment and how it affects students' performance, speaking in particular.

Literature review

Web 2.0 tools are first defined by O'Reilly (2007) as second generation of web tools which foster communication, collaboration and information sharing and, as aforementioned, web 2.0 tools' use is increasing day by day at a rapid pace. According to the data provided by DataReportal, a total of 5 billion people around the world use the internet today which is equivalent to 63 percent of the world's total population. DataReportal also shows that 92.1% of internet users worldwide use a mobile phone to access the internet at least some of the time and mobile phones now make up more than 55% of our online time and nearly 60% of all web traffic, (DataReportal) which means that they are part of everyday lives in most parts of the world.

Since the growing technology is everywhere, in order to improve communication with their students, teachers search for ways to integrate technology into their classes and encourage technology-supported language education. The potential web-based programs have attracted the interest of researchers as they are considered to be effective tools that can be applied to foreign language education (Greenhow & Askari, 2017; Lin, 2018; Schmidt & Strasser, 2018). They are thought to promote interaction among users, allowing learning environments to move from constrained time and space situations to locations outside of traditional classroom boundaries (Peeters, 2018; Yang, 2012). These tools help to accommodate learners' different learning needs and styles and many studies have suggested using them in English language learning settings for various objectives. These objectives range from enhancing English language proficiency to socialising, becoming more motivated and building self-esteem so that students can learn a foreign language (Aşıksoy, 2018; Grant, 2016). It should be remembered that when discussing language acquisition in particular, language learning includes as much shared information as possible with continuous input with as much interaction as possible (Ma, 2017).

Using technology in education is not free from its demerits some of which are inactive behaviour, lack of academic language use, teacher interest/training and privacy concerns (Bahati, 2015; Godwin-Jones, 2019). However, considering the growth of the emerging technologies in education, it is also suggested in the literature that their integration to the language classroom needs to be considered more seriously especially regarding different skills (Chugh & Ruhi, 2018; Zheng, Yim & Warschauer, 2018) In addition, "research results demonstrate that students are more interested in living the language than merely using it in a classroom setting" (Ockert, 2006, p. 336). In this context, referring back to Krashen's idea of compelling input, he states that "[i]t is by now well-established that input must be comprehensible to have an effect on language acquisition and literacy development. To make sure that language acquirers pay attention to the input, it should be interesting" (p. 1). Yet, input being interesting itself is not enough as it should be "compelling" to lead language acquisition according to Krashen (2011). When you are exposed to compelling input, you acquire language regardless of your being interested in improving the language or not (Ockert, 2105).

As for the term blended learning, there is a wide range of definitions since the time it was coined in the 21st century and basically blended learning meets individuals in learning environments which unite face-to-face instruction with technology-mediated instruction. Blended learning is also referred to as hybrid learning (Graham, 2009) and one of the most common definitions is the "thoughtful" combination of online and traditional face-to-face learning (Garrison & Kanuka, 2004). In language education, possible benefits of blended learning are cited to a great extent by researchers in the field (Banditvilai, 2016; Tawil, 2018) and the importance of including different tools in the curricula may come from examining their possible benefits that may support education in a wide perspective.

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In the context of this study, it may be argued that supporting the formal language environment with a Web 2.0 tool may help to provide compelling input in the blended learning environment since the participants are already exposed to different uses of technological tools in many different contexts.

The present study

Even as early as 1999, before technology was not so much in our lives Kramsch and Andersen (1999) mentioned that computers and the Internet "seem to realize the dream of every language teacher -to bring the language and culture as close and as authentically as possible to students in the classroom" (p.31). Dreams do not always come true and of course the idea of this study is not to promote using or refusing the Web 2.0 tool itself but to investigate its use with a different approach. As Salaberyy (1996) suggested, what Web-based technologies have transferred to the language classroom does not stem from "the nature of the technological medium per se" (p.22), it is actually giving the learner a central position with the new approach to learning that it brings (Guarda, 2012, p.17)

Therefore, the research questions of this study are formed as follows:

1. Can a Web 2.0 tool, namely Edmodo, help to provide a compelling learning environment?

2. Would using Edmodo be effective in terms of students' overall performance?

3. Would using Edmodo be effective in terms of students' speaking performance?

The context of the study

The program and the participants

Integrating a Web 2.0 tool in a language program is not found to be very common in Türkiye. One of the reasons might be because teachers do not have enough knowledge about using Web 2.0 tools for educational purposes. Students' having access to the computers and the internet may also be considered to be an obstacle in technology integration. In this sense, the students who participated in this study were also great users of technology in their daily lives. They all had a smart phone with internet access as well as a tablet. Their school supported technology use so they provided tablet PCs for each student with a monthly internet package. There were also computers with internet access for each student in the school. Hence, it was considered to be suitable to include a Web 2.0 tool as part of their language course. After evaluating the responses of the students in the needs analysis an instructional design was planned that included a well-known Web 2.0 tool which has an interface like the social media tool Facebook, Edmodo, to be used as part of the English classes.

Edmodo

Edmodo is an education network which was founded in 2008. Edmodo has had over 100 million users as of 2022. Apart from its being widely used and known, the reason to choose Edmodo application was that because it is free of charge, allows practising different skills, has an easy interface design and can also be used in mobile phones. Edmodo has an easy design similar to social networking sites in its use so students, teachers and parents can easily join (Çankaya et al., 2013) One of the most important features of Edmodo was that it allows forming a safe learning environment while also benefiting from the power of social media. Users can easily share their ideas as it also allows cooperation and feedback.

Teachers can use Edmodo for many cases such as lesson preparation, lesson delivery, as well as after-class studies and discussions while also they can add quizzes and assignments. As of December, 2020, the number of resources shared on Edmodo is 700 million (expandedramblings.com) Consequently, considering the objectives of the study, the instructional design consisted of two elements: in-class instruction and after-class Edmodo-based activities.

In-class instruction: In the school the study was conducted, input was tried to be made comprehensible with interesting activities parallel to the principles of comprehension hypothesis. This was aimed to be achieved by including the topics that were of particular interest to the students while also keeping track of the daily events that they would be interested and including them in the activities. In-class activities included listening, speaking, reading and writing skills relevant to the topics followed in the class while also introducing and practising new vocabulary items as well as grammar exercises. The reason to choose these skills and topics to be integrated was because they were already in the school syllabus and the intervention was not supposed to interfere with the current one and apply a totally different program from the ongoing syllabus of the school. However, this should not be mistaken because the Edmodo-based learning activities were, of course, intended to get students involved in contextualized, subject-specific settings where they can communicate and interact with others while trying to make input as compelling as possible. The communication involved writing and speaking activities as well. Apart from after school hours, the students were also asked to respond to the activities provided in Edmodo in class hours twice a week for two hours.

After-class instruction: The Edmodo-based activities were designed to support students relevant to the topics covered in class. The activities focused on engaging students in contextualised, content-related language environment through Edmodo encouraging them to have interaction with each other following the topics covered in class. The students were given tasks mostly focusing on improving students' overall performance in English but in particular activities focusing on speaking skill as speaking is emphasised more in students' answers in the needs analysis.

Intervention

The design includes supporting the blended English language prep class with a Web 2.0 tool, namely Edmodo, in and outside school environment. There were communicative activities in English classes parallel to the curriculum and the students benefited from educational technology tools in the sense that they had smart boards and the students had access to the computers as well as the internet in and out of school. The intervention was that the class had activities supported with Edmodo, specifically integrated according to the syllabus of the school both in the school hours as well as after school hours.

The participants in the group received extra support for 7 weeks. They were given the tasks every week on Mondays and the tasks were renewed weekly. The students were also given extra two hours every week within the school time to allocate their time to the activities provided in Edmodo. Each week one specific theme was assigned to work on including sub-themes such as colours followed by colour formation and colour blindness. Students were introduced to the theme by using a variety of ways such as reading a text, watching a video and introducing the vocabulary items, finding the main ideas or highlighting use of English peculiar to the text. There were also some writing activities to practise as well as speaking tasks to perform in class. To be more specific, when the topic was oceans and one of the goals was finding main ideas in a text, the students were introduced to the text by watching a video about oceans, then were asked to talk about it with questions like "What is the difference between the ocean

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and the sea? What films have you watched about oceans or large animals like sharks and whales?" They were then referred to the text and were exposed to different types of comprehension questions. The following topics were made up of seaweeds, killer whales and sharks. The students studied finding main ideas and practised them. For further study, they were assigned to read about Bermuda Triangle and followed the discussions started on Edmodo. They were then introduced to using and practising connectors in a text about the life of J.Y.Cousteau. They then practised the skill, used connectors and the related vocabulary items. The students were also asked to draw a mind map depending on the subject of the topic and share it on Edmodo. For example, if the unit was about Brain that included sub-topics such as the differences between male and female sleep, differences of Einstein's brain and how our brain works at sleep, the students formed their own concept map and uploaded it on Edmodo. An example of a student's work uploaded in Edmodo can be seen below in Figure 1.

Figure 1 An example concept map uploaded in Edmodo

The teacher regularly followed the tasks and kept tracks of the students participating in the activities while also encouraging them to participate more. To ensure participation, the students were informed that those who successfully completed and followed the tasks in Edmodo, would receive higher grades for their performance grades. They were asked to participate in the discussions and upload related information about the given topic every evening by the teacher. Because it was a prep class in a newly opened school the students had English classes every day. The teacher had already followed students' progress in a checklist in the first term by giving tick and crosses for assignment check. There is no definite evaluation of how much time each student dedicated to the activities but the day after the tasks were assigned, the teacher provided positive feedback to ensure more participation. The students were familiar with their progress' being checked so during the intervention the teacher regularly monitored the students' participation and referred to their opinion each and every day they had an English class. The participation was ensured by attaining a performance grade to this intervention process. Besides, the students knew that if they were not interested, their parents would be involved and ask them to join anyway.

Methodology

This study used mixed methods design. Mixed method model uses the quantitative and qualitative methods together highlighting the strong points of each method (Creswell & Plano Clark, 2007).

Participants

The purposive sampling method is used for the study. The participants were English high school students learning English in a prep class and all were in their first year in the same school. They all used the same book published by a well-known international publishing company. There were 30 students in the group and all had the same English teachers. The students followed the syllabus of the Ministry of Education for prep schools but it was enriched with extra materials and assignments as well as projects. Because the students were in their first year and it was a whole year dedicated to English language, they were willing to participate in the activities suggested by the school. This was seen in the school's application to Erasmus projects, too because all the students wanted to participate in the two projects prepared by the school teachers. The intervention was started in the second term of the academic year.

Data collection

The data were collected by using a mixed-methods research design via needs analysis for the students, Oxford Placement Test (OPT), Key English Test (KET) and student follow-up interviews.

Needs analysis

Before the intervention began, the students were given a needs analysis in order to find out their expectations from learning English and design a sound instruction suitable for blended learning environments. The needs analysis was developed in the students' own language, Turkish, by the researcher and referred to the opinion of another researcher in the same field.

Exams

Oxford Placement Test and Key English Test are both internationally valid and approved exams. Before the intervention started, the students were given an adapted version of OPT (Oxford Placement Test) Use of English part that served as a pre-test. The same test was applied to the students after the intervention ended.

According to the needs analysis, speaking appeared to be the most challenging part of English lessons for the students. Consequently, in order to find out students' speaking performance, they were given an adapted version of KET speaking exam before the intervention as well as after the intervention.

Follow-up interviews with the students

To get a detailed understanding of the Edmodo-based English classes, the researcher conducted a follow-up interview with the students after the intervention ended. The follow-up interview focused on the use of Edmodo as part of English classes and how students approached using this tool as part of their English classes. The students were asked about their views about the intervention in their own language with the questions below.

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1. Does Edmodo help you to improve your overall English performance?

2. Does Edmodo help you to improve your speaking performance?

3. What do you think about using Edmodo in English classes?

Data analysis

The results of the needs analysis

Table 1. Responses to the first question about students' future goals

Items	Percentage (%)
Speak English well and feel self-confident	90.3%
Finding a job	77.4%
Conducting more academic studies	74.2%
Watching films or series	48.4%
Doing some voluntary work	45.4%

The first question was to determine the students' objectives in learning English in terms of their future goals. According to the answers, 90.3% of the students wanted to speak English well and feel self-confident while talking to somebody in English. This was followed by 77.4% interested in finding a job. Conducting more academic studies appeared as 74.2% which is followed by watching films or series with 48.4%. Doing some voluntary work came as 45.4% Because the number of students responded to other items in the needs analysis was small, their percentages are neglected. This is applied for the other items of the needs analysis with a small percentage as well.

Table 2. Responses to the second question about the most challenging thing in English classes then.

Items	Percentage (%)
Speak in English with their friends	74.5%
Talk in English to people who have community services such as teachers, doctors, etc.	74.5%

For the second item, which indicated the most challenging thing in English classes, 74.5% of the students wanted to speak in English with their friends and the percentage was the same ,74.5%, for willing to talk in English to people who have community services such as teachers, doctors, etc.

The third item asked students to indicate what they were good at from the strongest to the weakest among grammar, vocabulary, listening, speaking, reading, writing and pronunciation. According to the answers, the students felt most confident in their reading skill and they were least confident in speaking. Reading was followed by pronunciation, listening, vocabulary, writing and grammar.

In response to the activities that help them the most when learning English, students mostly believed in the importance of watching movies. This is followed by chatting in English, doing more grammar activities, vocabulary work, carrying out work in pairs or groups and school trips. Individual work was given the least priority among the other options.

In the last item, when they were asked about their opinions to add, almost all the students (n=28) mentioned about communicating in English easily. This can be seen in one of the remarks as "I think the most important factor that contributes to learning English is chatting in English because it is a beneficial activity in the sense that we make an effort to speak in the language we are exposed to as well as trying to understand and speak at the same time in that language." They also required more grammar work and believed if they improved their grammar, their performance in other skills would also increase.

On the whole, when the answers of the needs analysis were evaluated, it was seen that the students were generally pleased with the general conduct of the English classes but required extra studies to improve their performance, especially speaking and grammar.

Pre and post test results

The OPT Use of English test was used as pre and post tests and the number of students were 30 so Kolmogorov-Smirnov normality test is applied and the significance level is found as .17. You can see the results below in Table 3.

Table 3. Kolmogorov-Smirnov normality test

Statistic	df	Sig
.13	30	.17

Analysis continued with paired sample t-test. You can see the results of the paired sample t-test below in Table 4 and estimate of gains in Table 5.

Table 4. Paired sample t-test results for OPT use of English

	Mean	**sd**	**Std. error mean**
OPT pre	25.30	4.29	.78
OPT post	32.20	6.77	1.23

Table 5. Estimate of gains

n	Mean	sd	t	d (effect size)	p
30	6.90	2.63	-14.36	-2.62	.000

The KET speaking exam was applied and two scorers evaluated the speaking tests. The scorers were officially certified Cambridge Young Learners Speaking Examiners. The interrater reliability was not calculated because both raters, one of which was the researcher and the rater was from the school the study was conducted, attended the application of the exam at the same time just as in the actual KET speaking exams. Results of the pre and post-test of KET speaking exam is given in the table below.

Table 6. Paired samples statistics for KET speaking

Mean	n	Std. deviation	Std. Error Mean
30.33	30	7.16	1.30
31.63	30	7.22	1.32

Table 7. Paired samples correlations

n	correlation	sig
30	.969	.000

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Table 8. Results of the pre and post-tests of KET speaking

	Mean pre	Mean post	t	d (effect size)	P
Speaking	30.33	31.63	-3.99	-0.72	.000

Qualitative data

The students' views about the intervention were analysed by using descriptive analysis technique.

1. Does Edmodo help you to improve your English performance?
2. Does Edmodo help you to improve your speaking performance?
3. What do you think about using Edmodo in English classes?

For the first question, 93% of the students (n= 28) mentioned that Edmodo helped them to improve their English performance.

For the second question, 40% of the 12 (n= 12) mentioned that Edmodo helped them to improve their speaking performance. Since the third question was open-ended, themes were formed from the student interviews.

Table 9. The themes from the interviews

Themes	Frequency
Easy access	11
Beneficial practice	11
Timely feedback	10
Fun	8

In opening up the themes, when the students mentioned about easy access, they meant being allowed to use mobile phones or computers whenever they wanted at home. This is because the students had problems when accessing the internet and their computers not because of the expenses but because of their parents' concern about spending too much time in front of the screen. One of the students mentioned that "My mum would never allow me to have my mobile phone just after dinner if it weren't for Edmodo".

Students found Edmodo beneficial because the tasks and activities there were in line with their syllabus and what they followed during school hours. They also mentioned about Edmodo's being beneficial because it provided a good opportunity to practise. One of the students reflected as "It was nice to have the homework there and then getting similar questions or activities in class as well. I think it helped me a lot".

Another theme that the students mentioned was timely feedback. Students found it beneficial to have immediate feedback for their sharings. One of the students mentioned as "I really liked your being on the other side of the screen and telling me what I should do when I was stuck".

The last theme that came up from the interviews was using Edmodo's being fun. When they mentioned fun the students expressed their views in combination with the application's allowing some free time to share what they really liked about the topics. One of the students mentioned that "I mean I could share my favourite video and we all had a laugh. It was amazing."

Discussion

Using technology-based activities in foreign language education is still the "hot topic". For using Edmodo in education, various recommendations can be found in the field (Durak, 2017; Biçen, 2015). Benefiting from technological tools and suggested and this is not only for one specific skill. In language education, technology-based activities should be included "[t]o develop students' basic communication abilities such as listening, speaking, reading and writing, deepening their understanding of language and culture and fostering a positive attitude toward communication through foreign languages" (Mext, 2003, p. 1).

In this context, when the research questions of this study are considered, it can be said that Edmodo can help to provide compelling input in blended learning environments and yes using Edmodo can be effective in terms of students' English performance, speaking in particular. The facilitative role of Edmodo is parallel to many studies in the field (Aji, 2017; Gay & Sofyan, 2017; Pardede, 2019).

Consequently, the results of this study may be interpreted as a step to understand the attempts to create a compelling blended learning environment by using a well-known Web 2.0 tool and its reflections on students' English performance, speaking in particular. Although there may be other factors affecting the overall results of the intervention, the results of the study make it possible to claim that when the course is designed to integrate technology use in blended learning environments, in this study a Web 2.0 tool Edmodo, this may result in better language performance.

However, there are drawbacks as in every study and the results can only be taken as suggestive. This is because while the intervention consisted of more hours supported with Edmodo and the intention was to make input more interesting in and out of school, other factors such as more input itself may have played an important role. Moreover, the students cooperated and participated in the activities provided in Edmodo because they were going to receive performance grades while also regularly guided and monitored by their teacher. It is doubtful whether they would be interested in the Web 2.0 tool if they had not been given supervision and regular guidance. Also, it may be assumed that the students may have received similar results even if they had not been introduced to Edmodo but continued their lessons in the conventional way.

Yet, it can be suggested that according to the class observations, the students did not reflect extra interest in the application itself. They were more interested in the activities being "compelling" themselves. Therefore, it would be unfair to attain the significant result on the Web 2.0 tool itself.

Moreover, the class size and the time appointed to this study is rather limited so it would be misleading to generalise the results without further studies on the subject.

Finally, though more interesting and less challenging it seems, integrating a Web 2.0 tool requires more work on the part of the teacher as the teacher is in charge of creating content, checking, monitoring and giving feedback to students' work not only during school hours but outside school hours as well. Considering the amount of work required from the teachers all over the world and the pay they receive, it would be plausible enough to provide, at least, more flexible hours to work on using extra tools in language classes.

On the whole, new modes of educational environment appear because new technologies come into play. It can be claimed that new tools have led to the transformation of the way of teaching and learning

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(Chinnery, 2006). Considering the growing popularity of new tools, it might be wise to search for finding ways to include them in the curricula for the benefit of language education with keeping in mind the importance of not focusing on one specific tool but investigating uses of other educational technology tools as well.

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