

Technology in the EFL Classroom: Effects of a Mobile English Learning Application on Turkish
University Student Achievement and Motivation

by

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A Dissertation Presented to the
FACULTY OF THE USC ROSSIER SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
In Partial Fulfillment of the
Requirements for the Degree
DOCTOR OF EDUCATION

May 2018

DEDICATION

To my late father Cyril Bond, who taught me the importance of education. To my mum Hilary Bond, who made lots of wonderful pies and did my laundry while I subbed at every school in the CCSD by day, and studied by night so I could realize my dream of moving to Istanbul, Turkey to become an English teacher.

To my sister Hilary Dalton, English teacher and author in UK, who has been a constant source of inspiration and support in the areas of education, writing, and divining. To Jayne Bowden Collins in UK, my best friend and “second sister” since forever.

ACKNOWLEDGEMENTS

Thank you Dr. Helena Seli, the most technically precise and the most supportive, understanding and brilliant Chairperson at USC. My amazingly clever and empathic committee members, Dr. Jenifer Crawford: Thank you for opening my eyes to Conversations Across Cultures, I hope we can do that again; and Dr. Melanie Calvert, my most inspiring teacher from the MA TESOL program at USC who inspired me to pursue this doctoral degree; and to Dr. Adrian Donato, Dr. Holly Ferguson, and Dr. Darlene Robles, my most eye-opening, life-altering teachers in OCL. I would also like to thank Professor M. Yener of Cornell University, for inspiring me to finish my undergraduate degrees, and for being a great tutor and mentor. To Patricia Ort in Sturgis, MI, for spending countless hours discussing life in virtual environments with me. To Marjorie and John Hoffman for inviting me to be part of the Logan Garden Club in Utah. To Judi Taylor in Stowe, PA, for being with me at my first Master's degree graduation.

So many to thank here in Istanbul. Firstly, Hamza, I couldn't have navigated Üsküdar without your help, you are a true gentleman and scholar. Cihan, Yasemin, Cengiz, Ayşe and Ümran, you were the best teachers and people I could have ever worked with! Britton and Sinem, you two helped keep me sane during the bleak Akfırat winter of 2013. To Dr. Abdullah Coşkun, thank you for sharing your ELT knowledge and being a seasoned academic writing colleague at Abant İzzet Baysal University in Bolu. To Şimşek, my beautiful Turkish Van cat for being patient with me when I was always writing. Last but not least, thank you to my countless foreign students—you are the reason I work hard every day; I love you and I am always here for you!

Finally, I could not have accomplished all I have in the last several years without the guidance and help I received from God. I prayed often during the course of writing this dissertation for the strength to carry on. God willing, I made it. As we say in Turkey... İnşallah.

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ABSTRACT

In an effort to help alleviate low achievement and motivation in Turkish university preparatory English programs (Education First, 2015), an English teacher at Mihrimah Sultan University (pseudonym) in Istanbul, Turkey, conducted a study in which ten university English preparatory program students used a mobile language learning application, English Quickly (EQ pseudonym). The aim of the study was to ascertain whether or not the eight-week application usage period would help students to improve their English language skills as well as their motivation to practice English. The mobile application EQ was downloaded by the students in February 2017, and was used for eight weeks, terminating in April 2017. Students used the different functions of the application including watching videos, speaking, and learning new vocabulary. The conceptual framework used for the study consisted of an analysis of knowledge, motivation, and organizational influences based on the work by Clark and Estes (2008). Recommendations were generated and an evaluation plan was designed using the New World Kirkpatrick's Four Level Model (Kirkpatrick & Kirkpatrick, 2016).

CHAPTER ONE: CONCEPTUAL AND METHODOLOGICAL FRAMEWORK

Introduction of the Problem of Practice

Low student motivation and performance in English language preparatory programs in Istanbul, Turkey, and other foreign countries is a common problem as the need for people to learn English increases in the current trends of globalization (Jacobsen, 2015). The problem at Mihrimah Sultan University is that 100 percent of the students enrolled in the preparatory English program are not passing the preparation year, rather, a substantial number of students (between 25 and 35 percent) in the program fail it, and have to repeat the program again. Their readiness to proceed to their faculty departments is affected, as many of those departments have courses which are taught in English. Research indicates that people who speak English in foreign countries earn higher incomes and enjoy a better quality of life. As a negative fact toward this end, Turkey scored statistically next to the bottom of the list in English proficiency according to English First's 2016 report of English proficiency in 26 European countries (Education First, 2016). Technology may be able to help change the dire statistics. As stated in the report by Evans (2009), studies have been conducted to assess the impact of technology on student motivation and learning in British schools where positive conclusions resulted. One such study in London, which was participated in by over 2,000 students, showed findings that concluded using technology generally motivates students to learn. The results illustrated a strong correlation between exam scores and the level of language-learning technology used in the schools participating in the study. Furthermore, compared to other subjects, the gains in foreign language showed the greatest impact in results of the students who had studied using technology. However, while many institutions of higher learning are incorporating some form of classroom technology, others fail to meet student expectations in terms of updated instructional methods. With the rates of college completion suffering and stagnating at a low of 50 percent in some countries, it has

become clear that greater resources should be diverted in the direction of technology which inspires student motivation to fill the ever-widening void (Hu & McCormick, 2012). Internet-based learning tools which increase student readiness to advance in their university studies, motivation and performance, include peer-to-peer sharing, gaming, messaging, and other online tasks and are becoming a greater necessity in today's EFL contexts and can help address achievement problems (Godwin-Jones, 2005).

Organizational Context and Mission

Mihrimah Sultan University in Istanbul, Turkey, is striving to develop comprehensive methodologies by which to attain its goals and purposes in the current age. Contained in the university's vision statement are specific goals regarding the continued improvement of learning in disciplines such as English translation, radio and television communications, new media design, architecture, computer software engineering, aesthetics, tourism, hotel administration, early childhood education, and in the health field including the subjects of triage, dietetics, and health management. Their ultimate goal is one of developing the highest possible quality of education and training to students who enroll in the institution. Mihrimah Sultan University aspires to be a leader in universities in Europe and eventually the world, as it continues to develop a name for itself in Istanbul, Turkey.

Contained in the mission statement, which follows the vision statement for the organization, are aspirations such as: To become a university which contributes to the rich cultural structure of the country as well as contributing to the socio-economic structure by providing educational research facilities which can compete at the international level in the fields of language, education, communications, tourism, and health management. High quality, high technology training is a common and recurring theme throughout their vision and mission to be a productive university which values the economic, natural, and cultural resources of Turkey.

Organizational Performance Status

Currently as well as historically, the university English as a Foreign Language students in the preparatory English program are not consistently achieving at a satisfactory level except for the highest-level classes enrolled in the program. Even among those students, some failures occur. A substantial proportion of students, which amounts to approximately one third of both the lower-level and upper-level classes struggle to pass the midterm and final exams at the required 60% or 60 points out of a possible 100. Rather, their mean scores have reached figures as low as between 22 and 54. As mentioned, the higher classes (levels A2 to B1), and the participants in this study, do not always show consistently satisfactory performance on their test scores as well as other coursework. This status impacts not only the students' success in the preparatory English program, but also their readiness to advance to the faculty departments which will eventually receive the students who have passed the year-long preparatory program, most importantly, the English Translation department and several other departments which require English. It is acknowledged by the teachers and administrators that a large part of the problem with the lack of readiness and substandard performance could be attributable to inadequate knowledge and a lack of motivation. This attribution must also consider that English preparatory programs in general offer classes which do not effectively address these issues in their curricula (West, Güven, Parry & Ergenekon, 2015).

Importance of Addressing the Problem

Student readiness to advance to post-preparatory year programs, because of their low performance in English as a Foreign Language (EFL) is a problem for many of the English language programs in Turkey, as well as in other countries. The literature about student readiness, performance, motivation, and engagement is quite specific regarding the importance of students being involved in their classwork. According to Reyes et al. (2012), motivated, engaged

students participate more readily in class discussions, are generally more attentive, and show more interest in the overall learning process. In addition to the seriousness of improving student performance and motivation is the matter of how, according to the report by English First (2015), greater proficiency in English improves students' quality of life through higher income earning potential and ability to compete in the marketplace. There are also correlations between school effectiveness and student motivation, which argue that if schools improve, then students will become engaged and usually perform at higher levels (Vibert & Shields, 2003). Unfortunately, it is reported that Middle Eastern countries are amongst the lowest in English proficiency, revealing that their English acquisition needs improvement (English First, 2016). This is a particularly important consideration for the preparatory English program at Mihrimah Sultan University, because they wish to attract high quality students to the main school programs as well which include English translation, education, communications, and other disciplines. Once they attract these prospective students, an important consideration is the organization's ability to retain learners. As described by Stavaredes and Herder (2013), retention is the ability of the institution to continue to keep learners in its program beginning from the point of their matriculation through to their graduation. In many universities, learners may persist but may not be retained by the institution. For instance, among multiple factors, if learners decide they are more interested in a different program of study somewhere else, they may decide to leave the university they are currently enrolled in. Even though they are persisting because they are still continuing on with their education, the previous institution's retention figures will be lowered as a result of those learners who decide to transfer elsewhere.

Finally, the impact of low motivation or low performance by students on the institution itself must be considered while it is trying to make a positive mark on the educational choices of prospective students and their parents. If the currently enrolled students are motivated to persist,

or see their educational experiences all the way through from the beginning to their graduation as the institution would prefer, they will report their positive outcomes to others, and the institution will achieve a more dynamic reputation as well as keep its retention numbers at a more desirable level (Stavaredes & Herder, 2013).

Organizational Performance Goal

Because Mihrimah Sultan University in Istanbul, Turkey is a newer private school, it has a relatively low enrollment figure at this time in the Preparatory English Program, which is the department of focus for this dissertation. The English preparatory program at this institution has been in existence for only four years. The organizational vision and mission statements do not state the actual departmental strategic plans and goals for the Preparatory English Program because while it is not a completely separate entity from Mihrimah Sultan University, it is staffed and administered by a private, outsourced education management company in Istanbul. However, there are several guidelines for the prep school's procedures and performance goals. For example, the program has a specific goal of preparing students for their English faculty courses after one year of intensive study in English language. During the preparatory year, students are expected to perform at certain levels and are assessed by several exams which are administrated during the program. The first exam administered is to the prospective new students, who must pass an English proficiency test at 70 percent if they are to be allowed to proceed directly to their faculty departments which require English (such as English translation, communications, etc.). If students do not pass this exam, they are sent to the preparatory English program where they are taught the necessary five skills of reading, writing, listening, speaking and grammar in the English language, to be able to then proceed to their departments.

By the middle of the first quarter, at approximately the four-week mark, students take the first mid-term examination, and are expected to pass the exam with at least a grade of 60 out of

100. The exam includes grammar skills, writing, listening, on the written portion of the exam, followed by a separate speaking exam, from which the score is also added to the final point score out of the possible 100. The exam process continues, culminating in a final exam which occurs at the end of each quarter, bringing the total of mid-term exams to four per school year, and four final exams based on the quarters of the school year. These performance goals can be problematic at times because approximately one fourth to one third of the English preparatory program students frequently score lower than expected on these assessment exams, and approximately one fourth or more of the students fail the final exams and eventually can fail the entire course. To avoid the practice of socially promoting the students who do not pass the final exams, a special summer session is organized by the university which the students who failed are required to attend. They are given another exam after the summer session. The session runs for one to two months after the end of the school year.

Performance goals have traditionally been monitored intensively by the program director and the different level coordinators. Scores are analyzed and adjustments are made in student placement for the next quarter, and course-related tutoring sessions are available for those students who are performing under the required assessment exam levels. Organizationally, the administration's goal was by May of 2017 when they hoped to realize that the students in the study had achieved higher marks to aid their readiness to proceed forward with their degree programs at the end of the fourth quarter, and greater proficiency in English language skills as compared to the first and second quarter scores. Among the teachers' goals was to continue to support the English preparatory students especially during third quarter, second semester when the study began and the English Quickly mobile application had been fully implemented and use had begun. They continued to be responsible for providing high-quality, relevant English lessons as usual. Finally, the students as the stakeholders mainly concerned with for this study, and who

make up the enrollment demographic received the English Quickly application software during the beginning of third quarter, on February 20, 2017.

Description of Stakeholder Groups

Stakeholders at Mihrimah Sultan University include the students, the teaching staff and the administrative staff. The student population consists of approximately 100 students, in the age range of 18 to 42, 60% of whom are male, and 40% female, and are primarily Turkish or Turkish-Kurdish-Arabic descent students whose first language is not English. The number of students who participated in the study was ten. These students varied in English proficiency, but mainly fell into the A2 level at the beginning and advanced to B1 and then finished at level B2 by the end of the study depending on their examination scores. The levels mentioned herein are based on the Common European Framework of Reference for Languages (CEFR), an empirically researched and defined system for recognizing foreign language proficiency in six progressive levels from A1 to C2. This framework allows educators to compare examinations and as a basis for assessing language qualifications to facilitate educational or occupational progress (Council of Europe, 2014).

The faculty of the preparatory English department includes one part-time teacher and four full-time teachers, as well as one coordinator who also teaches. The age and education level of the faculty members varies from 26 to 57 years old, and from bachelor degree holders to master's degree holders. The administration involved with the preparatory English department includes a financial manager, a student services administrator, and the head of the university. The students are responsible for learning the materials necessary to pass the periodic exams; the teachers are responsible for the proper instruction from the different course books and materials, and in the future, will be responsible for monitoring the students' participation in several online programs designed to enhance their educational experience, ability, and motivation. The organizational

administration is responsible for providing the preparatory English program tools to the teachers and students to assure the most optimal learning experience as possible is available. The main instructional course book is provided free of charge to the students.

Stakeholder Group for the Study

For the purpose of this study, there were ten students enrolled in A-2 to B-1 levels of English as a Foreign Language (EFL) instruction. The students in the sample were pre-tested on their language comprehension level as part of their regular curriculum (before introduction of the new, mobile English learning technology program), and were tested again, in the way of a final exam as part of the regular curriculum after the introduction and use of the technology. The goal for the students in the study was to have fully implemented and be continuously using the English Quickly mobile application for eight weeks, during which time they were asked to accomplish the goal of watching at least five pre-chosen, or self-chosen interactive videos per week, and complete video-related speaking tasks and vocabulary quizzes each week by April 16, 2017, starting on February 20, 2017, or near the beginning of the third quarter of the preparation school year.

Purpose of the Project and Questions

It was the purpose of this project to conduct an evaluation study to examine the impact on student motivation, performance and student readiness by incorporating technology via mobile, interactive study application into the curriculum in an English as a foreign language (EFL) university classroom located in Istanbul, Turkey. The application's purpose was to aid the students in studying and practicing English outside the classroom during their spare time so as to help increase their English knowledge skills and motivation, and thus aiding in their readiness to

pass the preparatory year so they can advance to their faculty departments, and ultimately graduate. The analysis focused on the students as stakeholders because the goal of improved English learning as evidenced by examinations and other data is the main area of study. The study examined the effectiveness of methodologies for the improvement of student motivation and performance via the evaluation of a mobile technology application used as a study tool outside of the EFL classroom. The current lack of this technology could be among the barriers interfering with student performance, motivation, and engagement issues, and affecting their ability to learn English to a higher degree than the current and historical trends in this region of the world.

As such, the questions that guided this study were the following:

1. What are the students' knowledge and motivation as well as organizational influences related to their ability to effectively implement the English Quickly Mobile application?
2. What is the impact of English Quickly on student motivation to study English?
3. What are the recommendations for continued practice at Mihrimah Sultan University?

Conceptual and Methodological Framework

This dissertation follows a model which is designed to organize the data contained in this body of work in a systematic, easy to follow format. Clark and Estes (2008), the designers of the knowledge, motivation, and organization (KMO) model, maintain that there are three critical factors which need to be analyzed in order to understand individuals' performance within organizations. The first factor relates to an individual's or group of individuals' knowledge and skill sets, in this case, the students who will be part of the study, and whether they all have the

necessary knowledge required for them to achieve the goal of improving their English language acquisition. Next the equally important component of motivation, which, according to Clark and Estes (2008) is what inspires people to utilize their knowledge and skills. Motivation is a psychological or internal process that helps get everyone going, and keeps people moving in the direction of their goals (Pintrich & Schunk, 1996). For the students in this study, it is motivation which keeps them working and progressing toward the goal of completing their course of study which includes the use of English Quickly and thus must be considered in the analysis process. Finally, Clark and Estes (2008) place an emphasis on the organizational structure and the culture of the institution involved which may be supporting or interfering with individuals' performance and readiness to proceed forward. In this case, the organization refers to the university which is providing education as well as the English Quickly application to the study participants. Clark and Estes maintain that the three factors which impact performance (and in this case student readiness to proceed forward into their faculties), knowledge, motivation, and organization, are interrelated, and therefore construct the framework for analysis of the data.

Gap Analysis Process Model (Based on Clark & Estes, 2002)

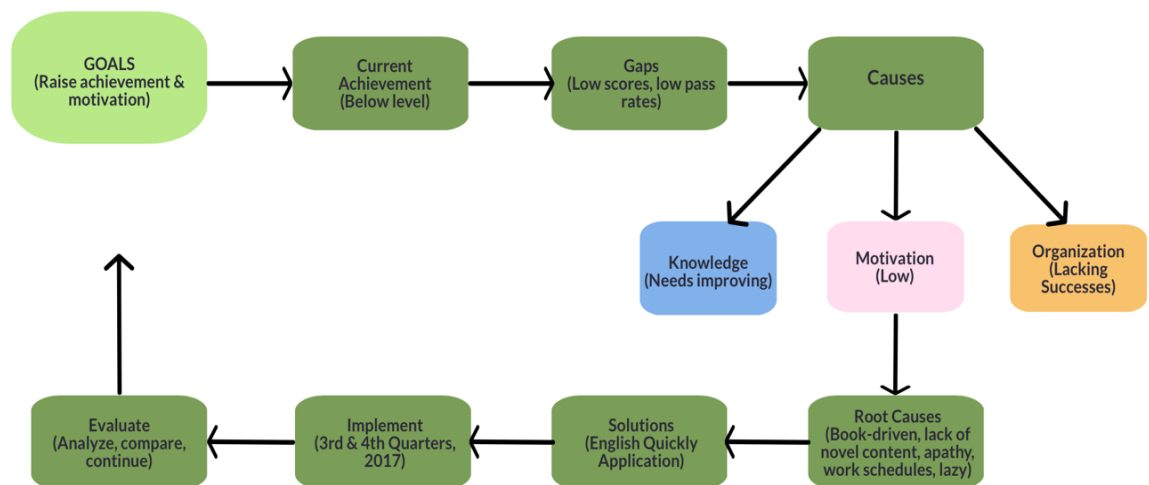


Figure 1-1. Gap Analysis Process based on Clark and Estes' work (2008)

The Clark and Estes (2008) gap analysis protocol, modified here for an evaluation study, was used to understand the students' capacity, operationalized into the knowledge, motivation and organizational influences, to effectively implement English Quickly with the goals of: Improving their knowledge and skills in English language, as well as motivation to continue learning so as to aid their readiness to proceed into their faculties at the end of the English preparation program.

Definitions

EFL: English as a foreign language.

ELLS: English language learners.

ELT: English language teaching.

EQ: English Quickly

KMO: Knowledge, Motivation, and Organization

MSU: Mihrimah Sultan University

Organization of the Project

This dissertation study is organized into five chapters. Chapter One has defined the problem of practice of low student readiness, English achievement and motivation, introduced the stakeholders affected, and their goals, as well as defined terminology specific to the subject matter. Chapter Two contains a detailed discussion of the students' knowledge, motivation, and organizational influences as well as a review of relevant literature for each piece of the conceptual model and gap analysis model, along with detailed diagrams of the models. Chapter Three illustrates in detail the study methodology as well as the sampling protocol and data collection analysis description. Also, included as appendices as part of Chapter Three are the survey and interview instruments in both English and Turkish, as well as the reliability and credibility analysis discussion, along with the ethics section for this study. In Chapter Four, data

analysis and detailed summary are presented, and Chapter Five provides solutions for closing any existing gaps or perceived gaps, basing those solutions on the data and the literature. Finally, recommendations are offered as well as possible implementation and evaluation plan ideas for the solutions in future cases.

CHAPTER TWO: LITERATURE REVIEW

This section will review current literature which will establish the necessity and the implications of English Quickly, the application in question, as a promising tool to study on the topic of using mobile language learning technology for students. These literature references include knowledge and motivation-related support for this dissertation. Also discussed are other considerations such as the subjects of enjoyment for students and convenience of the technology method. Benefits and effectiveness of mobile technology are also highlighted, and also ponder the negatives. Students' learning preferences and socio-cultural aspects are also explored.

Knowledge and Skills Considerations

Blake (2011) contends that although assessment studies of online language learning (OLL) are sparse, the evidence is beginning to demonstrate that these new formats can provide learning environments which are conducive to successful second language development when integrated into EFL curricula. One of the many considerations regarding the implementation of a differentiated, technological learning application into EFL classroom activity is to understand what skills the chosen application helps the users to improve. Sydorenko (2010) suggests the importance of input types when considering technology such as mobile phone or internet-based language learning choices. She maintains the type of input such as video, audio and captions in the target language, affect the user's scores depending which combination of those inputs are included in the application. Depending on which skill the users need to improve, the input type should be considered before implementing a mobile or computer-based technological learning application. The English Quickly application which has been evaluated in this dissertation, takes input type into consideration as it provides the user with videos that have audio and also subtitles in English so the users can benefit from all the available language media they need for improving their skills.

Student Enjoyment and Convenience

Enjoyment is a key factor in a language learning setting, and is one of the benefits of harnessing the novelty of technology, which enhances the engagement and motivation of students, and improves their learning performance (Abukhattala, 2016). Also, there continues to be evidence that the connection between certain types of technology including social networking programs as well as learning communities and student engagement exists, and can be utilized to improve student motivation (Morris & Parker, 2014). Mobile technology is also beginning to figure prominently in learning institutions, giving students opportunities to study foreign languages when and where it is convenient for them. This is important because, according to Khabiri and Khatibi (2013), learning English is a key requirement for professional advancement as well as higher earning potential, and a necessity for being considered educated in most foreign communities. Having a convenient environment as well as an enjoyable tool for students to use to practice English are sound, strategic goals for improving their performance and supporting their learning needs.

Learning Preferences and Interest

Some researchers believe that testing students to ascertain their learning typology could aid teachers in designing specific lessons using technology which will suit certain student personality types and learning preferences, and assist in their motivation (Hu & McCormick, 2012; McElroy & Cobb, 2010). Some of the learning preferences of digital native students discussed by Papp and Matulich (2011) include self-paced learning, peer engagement, authentic experiences, reflection time, and finding relevance in things that matter or that are interesting to them. Social media activities or working with peers and peer groups around digital technology is a natural fit for these students. According to Blake (2011), online language learning environments and tools help students maintain their interest in learning a language over the long term. At the

same time, teaching and learning assets available online and on mobile devices are becoming even more accessible than before, allowing students and teachers to use dynamic multimedia and information downloads to improve classroom experiences and student engagement to a higher degree (Court & Tucker, 2012). For example, Kilickaya and Krajka (2010) conducted a study of two groups of students. One group learned English vocabulary using traditional book methods, and the experimental group used an online, interactive vocabulary learning program. They noted that the learners in the experimental group outperformed the control group, and exhibited better recall of what they had learned. They concluded that studying English components online, such as vocabulary, is more effective for improving student language achievement and for improving motivation than traditional methods.

Diversity and Cultural Effects

Another consideration is the emotional environment of classrooms and how this affects student learning and achievement. Student engagement mediates this and analyses illustrate that classrooms with positive climates promote higher cognitive activities where technology can be introduced to further boost student engagement as well as motivation (Reyes, Brackett, Rivers, White, & Salovey, 2012). As well as positive climates in the classrooms, more attention should be given to providing diverse curricula which serves to remove barriers to educational success by including materials which support cultural and subcultural diversity. English learning literacy pedagogy has to account for culturally and linguistically diverse, globalized societies (The New London Group, 1996). The content of videos the students viewed during the study period were pre-screened and found to cover a large span of linguistically and culturally diverse subject matter. This was a positive discovery in line with the research recommendations of including diverse, multi-culturally relevant content in curriculum for English learners. The New London Group (1996) also sheds light on cultural pluralism where learners juxtapose different languages,

discourses, styles, and approaches where they can gain substantial meta-cognitive and meta-linguistic abilities. Although not part of the study itself, thus mentioned here, these discourse styles were directly observed during the study period between several participants who watched videos from different countries such as Korea, Mexico, and the UK. There was an air of excitement about Korean music and English speaking, for example. Students shared with each other their experiences of listening to music which was foreign to them, and also shared literature from the UK and USA, commenting on the differences between those English-speaking styles, and attempting to mimic them.

Motivation and Preparedness

In a similar vein, Vibert and Shields (2003) provide analysis of their study of student motivation and proficiency through different ideological lenses, including techno-rational and critical-transformative, in which they critically analyze how educators search for technical, rapid solutions to student motivation problems. Their study illustrates the importance of educational ideology with regard to incorporating novel, authentic learning opportunities for students, including mobile technologies. According to Coşkun and Marlowe (2015), the use of technology in English as a Foreign Language (EFL) teaching has become extremely popular due in part to the fact that the vast majority of today's students were raised with technology since their early childhood, and are "digital natives," a term coined by Marc Prensky (2001), which characterizes people for whom using new forms of digital communications and the Internet are second nature. Nearly 90% of students 18 and younger possess and understand how to operate smartphones (Zaki & Yunus, 2015). The Turkish university involved in this study requires students in the preparatory English program to improve their English knowledge and skills to increase their preparedness not only for careers as English language translators, but also to give them a competitive edge in the marketplace. There is concern about the students' lack of motivation to

practice and poor study habits in English outside school hours, thus the institution is interested in using technology in the form of a mobile application, English Quickly to aid in addressing these issues.

Benefits of Mobile Technology and Social Media

Chinnery (2006), reported that according to the results of a study at Stanford University, the benefits of mobile instructional tools for language learning such as cell phones and iPods proved to be extremely effective for students' practice and review. In the same vein, Wang (2010) believes that mobile phones can be complementary to the multi-tasking learning scenarios of digital native students who grew up with electronic technologies present in their everyday lives, and can become a multi-faceted instructional approach that enhances classroom teaching and out-of-class learning. These digital natives or Millennials (people born in the late 1980s up to the mid-1990s) are characterized further by Papp and Matulich (2011) as students whose technological orientation and online skills are forcing teachers to evaluate their instructional methodologies. In order for today's teachers to reach this generation of learners, they should embrace the incorporation of digital technology, a different pedagogy to facilitate these students' understanding of concepts. Nalliveetil and Alenazi (2016), on the other hand, feel as though today's students could be hindered from using their cognitive abilities due to their growing over-dependence on mobile phones and other electronic communication devices. They are concerned that some skills that are necessary for creativity or brainstorming could become stifled, and students will begin accessing information that is stored in their mobile phones like a virtual memory instead of accessing the information in their own memories. Of course, technology may not be a simple solution for some instructors, and integrating technology into any curriculum should be closely scrutinized and evaluated.

The application allows students to practice English language by speaking directly into their mobile phones, as well as helping them increase their listening skills, vocabulary knowledge base and reading comprehension. One of the Top 20 Principles for teaching and learning maintains that for students to acquire long-term knowledge and skill they must engage in consistent practice (American Psychological Association, 2015). Knowledge necessary for the students to achieve the goal of improving their English is explored in this section.

Looking to social media to aid in language learning is becoming a popular solution to help students to practice English outside the classroom, which is a vitally important necessity for English learners. Ekoc (2014) champions the use of Facebook group pages as such an educational tool for English learning. She maintains one of the areas of primary importance is the need of foreign language learners to find opportunities to use their target language outside the classroom. Ekoc goes on to recommend that language learners use social media communication to receive conversational input and produce responsive output while negotiating meaning. These communications are free of pedagogical constraints and also provide language learners a unique virtual place to extend their sense of community outside the conventional classroom environment.

In the same vein, increasing target language interaction between students outside the classroom is readily available through social media, and teachers are showing positive attitudes with regard to social media use in teaching. A study performed by Rezaei and Meshkatian (2017) aimed to learn teachers' perspectives regarding the use of available types of technology to motivate language learners to participate in communicative interactions outside the classroom. They maintain that Iranian Internet users have become some of the most prolific users of social media in the world, with over 80% of all internet users in Iran using social media. The authors also note that there are insufficient forms of interaction in most of the foreign language classrooms in Iran, making social media even more valuable as a widespread medium to connect

classmates and their teacher to other discourse opportunities and methods. In the Iranian study results, it was found that the majority of respondents had an overall positive attitude and were in favor of social media use in education.

Inayati (2013) analyzed a wide range of studies belonging to ELT researchers from different countries and found that generally, the studies reviewed revealed positive assessments of the use of social media in ELT at institutions of higher education. She noted that Ten different studies reported positive feelings expressed by students and teachers. In one of the studies from China, it was reported that social media was beneficial because it improved students' enjoyment of learning, aided effectiveness and also learner satisfaction. The same researchers argued that social media was key to improved learning opportunities for language learners. Another study which took place in Turkey, revealed that teachers felt the addition of two-way communications eliminates time and distance barriers.

There are of course negatives to using Internet-based social media. One of the limitations mentioned in some studies Inayati analysed was that technical issues could be problematic, and educators should have awareness of this and other issues when making decisions to apply blended learning to teaching foreign languages.

Clark and Estes' (2008) Knowledge, Motivation and Organizational Influences Framework

The Clark and Estes (2008) KMO Framework is a method of analyzing gaps in performance by identifying the knowledge, motivation, and organizational factors that are hindering achievement. This framework is well-suited for studying stakeholder performance in organizations. This problem-solving process is based on understanding stakeholder goals with regard to the organization's goal, and the identification of assumed performance influences in the areas of knowledge, motivation, and organization. These are identified using general theory, context-specific literature, and an existing understanding of the organization. The following part

of this section provides a stakeholder-specific, detailed description of the KMO assumed influences.

Students' Knowledge Influences

The literature being examined helps to support the case for students' use of mobile devices such as smartphones and tablets for English language learning, and as discussed by several authors, this trend illustrates an increase worldwide in the use of portable, electronic devices for the purpose of "m-learning" (mobile learning) (Alavinia & Qoitassi, 2013; Dashti & Aldashti, 2015; Jung, 2014; Tan, Sim, Ooi, & Phusavat, 2011). Following is a brief overview of the knowledge types and a discussion of what kinds of knowledge the students need to effectively use English Quickly in their studies.

Knowledge Types

Using Krathwohl's (2002) revision of Bloom's Taxonomy, the knowledge types can be briefly described and related to this dissertation's focus as: Factual knowledge is needed by students to be able to operate mobile phones and devices in pursuit of English language learning practice. Conceptual knowledge refers to information students must know in order for them to classify, or categorize information in the form of parts of a whole, or to understand the big picture, such as the importance of students to understand the necessity of using English Quickly. The factual knowledge plus the conceptual knowledge the students need makes up their declarative knowledge base. Procedural knowledge is possibly the most critical type of knowledge for the students who will be operating the English Quickly mobile application for several reasons. First, the students need to understand the procedure of operating the software application competently on their mobile phones; secondly, they will need to know how to access their progress information in the form of reports they can monitor online. Finally, metacognitive knowledge, also specified in Table 2-1, is described as an awareness of one's own cognition.

Students have to use their self-knowledge initially to self-assess their own abilities in operating mobile learning applications on their smartphones. Learners may also formulate plans and approaches to help them improve their abilities, as well as self-evaluate to monitor their own progress during task accomplishment, and change methodologies if required (Baker, 2006).

Declarative Knowledge Influences

Declarative knowledge can speak to students' basic understanding of the working knowledge they need to operate a mobile phone, as not all students have the same operational knowledge of technology. The implications of mobile technology's role regarding the learning of languages in higher educational contexts is also included in this knowledge. For instance, one of the many areas being studied is the problem of listening anxiety in English language learners. Evidenced by the research of Rahimi and Soleymani (2015), the subject is a common factor interfering with some students' abilities to learn another language because of the lexical and phonological features of the target language. The English Quickly app has many listening, viewing and speaking lesson opportunities and is joining the current literature which reports the use of mobile devices being key in the lowering of listening anxiety in its users (Rahimi & Soleymani, 2015). Krashen (1988), in his fifth hypothesis, or Affective Filter hypothesis, holds that students learning a second language who have self-confidence, low anxiety, and high motivation are generally more successful in the acquisition of the target language. If the affective filter is high, students may form mental blocks, impeding them from acquiring the new language. In this vein, at the same time as mobile phone application use enhances the learning of users, it can also essentially lower the affective filter of the learners by engaging them in repetitive activities with which they are already familiar (Khrisat & Mahmoud, 2013).

Other studies, such as one by Maha and Heba (2015) who found a positive correlation between students using mobile phones to learn words and phrases in a Quran translating

application and their performance, satisfaction, and motivation, illustrate the necessity of mobile technology for EFL students to learn vocabularies, pronunciations and meanings in different contexts than what is being taught in their class textbooks and other materials. Also, perhaps one of the most important features is that students can use their mobile phones when it is convenient for them outside class time (Azabdaftari & Mozaheb, 2012; Chen, 2014). In the case of English Quickly, students will need to understand how their use of the application will serve to aid their English language practice, as well as how it fits into their total grading criteria in the preparatory English program. For students to attain greater success in language acquisition, they need to engage in practice. The mobile application helps them to receive the necessary practice (American Psychological Association, 2015). The type of learning and practice to help students improve their language skills is also dependent on the choices of input modality as outlined by Sydorenko (2010), who conducted a study encompassing three groups of students in Russia who participated in learning Russian language. The first group learned via video with audio and subtitle captions in the target language on the videos. The second group learned via video and audio, and the third group learned via video with captions. The results of the study and how the students scored on different tests they took after the learning inputs yielded different results depending on the input. Students in the first group scored higher in the area of writing, group two scored higher on aural language, and the third learned more word meanings. This sort of finding applies similarly to English Quickly, because the application has all three types of input, visual, aural, and captioning in the target language. Students should benefit in all areas from using it and should experience gains in the area of readiness for their careers.

Procedural Knowledge Influences

Students' knowledge of how to perform the steps necessary to operate English Quickly, and how to access and decipher the reports which track their progress in the program are both

vital factors for using the application. To properly operate English Quickly, specific steps must be followed in order for the users to login, choose the content prescribed for them, and to complete the lesson objectives. For students to understand the procedural aspects of operating the application on their mobile phones, they first need to understand the series of logical steps involved (Huang, Yang, Chiang, & Su, 2016; Zaki & Yunus, 2015). The program itself contains scaffolding, prompting, and recording so that students can learn the procedures easily and at their own pace. This knowledge influence is important in the development of students' language learning because it culminates in the demonstration of the information learned by using the application. Of equal importance, students also need to understand the criteria to determine when appropriate procedures are necessary (Krathwohl, 2002). Among appropriate procedures in the context of English Quickly are choosing the appropriate level language videos, repeating speaking segments where student responses produced errors, and taking quizzes after completing modules.

Metacognitive Knowledge Influences

Students' knowledge about themselves as learners, and about the tasks they need to know how to perform, in this case use their mobile phones to practice their English as well as regarding the strategies they need to complete the tasks involved with this process, is vital. The two types of metacognitive knowledge they need to possess include the ability to self-evaluate their own effective use of the application to practice English, as well as to understand why it is necessary for them to use the application to improve their English.

Students' self-evaluation skills are necessary for them to gauge how much information they can effectively process at one time, and how well they think they are performing (Kirschner, Kirschner & Paas, 2009; Shraw & Lehman, 2009). Students must use strategic knowledge as they plan how to approach different problems and issues associated with their learning a new skill

such as using English Quickly. Also, as Krathwohl (2002) stated, when students decide upon their learning strategies, at some point they may have to adjust those strategies in order to accomplish their learning goals, especially if they are running the risk of being cognitively overloaded. In the context of this dissertation, it means that the recommended maximum of five videos viewed and the supplemental activities completed per week can, but do not need to be exceeded. That choice can change as students assess their own ability to complete the tasks by using self-evaluation. Another consideration is that some students may suffer from limited attentional resources. All individuals differ in their available cognitive resources, so regardless of their skills, students can vary in how much mental activity they can engage in (Schraw & McCrudden, 2006). Baker (2009) reminds us that higher order strategies in the selection and monitoring of a student's mental processes lead to critical thinking and creativity. Students' goals of mastering English language more fluently can be facilitated by including English Quickly in their course of study.

The information in Table 2-1 illustrates the influences students will need to have such as the basic knowledge requirements, including the associated knowledge types. The first column identifies the knowledge influences based on two of the four types of knowledge that will most profoundly impact the stakeholders' abilities to meet both their goals and the university's (organization's) global goals for the Preparatory English Department. The second column indicates the knowledge type, and the third column addresses how the knowledge influences will be assessed to determine stakeholder knowledge and skills achievement.

Table 2-1

Assumed Knowledge Influences

Knowledge Influence	Knowledge Types	Knowledge Influence Assessment
Students need the basic knowledge necessary to operate	Declarative	Written Survey Item: "Do you use smart phone social media

mobile tech. such as how to locate the application icon on the phone screen, open the application, login with their information, and navigate the application's content: videos, speaking, and quizzes.		applications?" (Check all used: Facebook...Twitter). Written Survey Item: "How often do you use a computer?" (Never – Every day)
Students need to understand how to complete operational steps of the program, and how to track their progress.	Procedural	Interview Question: " <i>How well do you understand the report system in English Quickly to track your progress?</i> " (Verbal answer) Written Survey Item: "How would you rate the training you received on how to operate English Quickly? (Inadequate – Good)
Students need to monitor and assess their ability to use mobile technology.	Metacognitive	Written Survey Item: "How comfortable are you using a smart phone?" (Never used – Very Comfortable) Written Survey Item: "Do you think you could learn English by using a mobile phone app.?" (Definitely Not – Definitely Yes)

Motivation Influences

Motivation is the psychological driving mechanism that gets humans moving, and a strong, mental force that causes us to act (Carter, 2016). Many factors influence motivation. We are concerned with student motivation with regard to learning in this dissertation, particularly as student academic motivation can change over the course of their academic careers. Several researchers have also noted that over time, motivation can influence achievement, and achievement can influence motivation in a reciprocal manner (Carter, 2016; Pintrich, 2003; Wigfield & Eccles, 2002). Pintrich (2003) simplifies the constructs of motivation by trying to ascertain what students want, what their motives are for achieving, and what needs are present when individuals define what it is they want.

Student motivation is central to learning, and therefore must be studied to understand why some students perform successfully in academic settings while others struggle to develop the necessary abilities to be successful (Pintrich, 2003). Since the stakeholders included in this dissertation were Turkish, first year university students who were required to use mobile English language learning technology for the study, it is important to consider various theories within motivation research which can help us to gain this understanding. For this dissertation, self-efficacy and interest have been chosen. For foreign students who are learning English, these two influences can be important regarding their use of mobile technology, and also for diagnosing performance problems that could arise.

Self-Efficacy

The theory of self-efficacy in terms of academic motivation is described as a student's comprehension of his or her own competence to perform tasks (Schunk, 1991). People need to believe that their actions can lead to positive outcomes; otherwise their incentive to persevere when faced with difficulties is diminished (Pajares, 2006). A learner's self-efficacy helps to foster the positive outcomes they desire or expect. For instance, students who have confidence about their academic ability usually expect to perform well on exams, invest the necessary mental effort and persistence, and receive positive marks for their work quality. In contrast, students whose confidence is lacking usually expect the worst even before they begin and may not be able to invest the necessary mental effort and persistence. Self-efficacy beliefs are likely to determine a person's reactions, behavior and choices. As a result, students with low levels of self-efficacy will likely not attempt to take a challenging course or even enroll in higher education at all (Pajares, 2006).

Student Self-Efficacy - Mobile Application Usage

Banihani (2015) reported that authentic learning tasks via mobile technology have been found to result in positive outcomes and raise the self-efficacy of students, which raises overall higher academic accomplishment in language vocabulary and reading comprehension. Students who believe in their ability to perform academic tasks are known to use greater cognitive and metacognitive strategies than those who have lower self-confidence. Academic self-efficacy is an influencing factor for cognitive strategy utilization (Pajares, 2006). The success of foreign or second language learning depends on, among other factors, motivation. If students have low motivation, very little learning occurs. This in turn influences their achievement and their self-efficacy (Ghaedi & Jam, 2014). Along the same lines, a study by Huang, et al., (2016) found that more interesting learning environments such as those provided by mobile technology helped to motivate students in two different groups. The lower-learning-ability students were assisted by the higher-learning-ability students, resulting in higher motivation and self-efficacy of both groups (Vygotsky, 1978). Prior to the inception of Internet-based social media use, Bandura (2000) discussed agency through collective efficacy, which is relevant today in relation to students in a class group using social media outlets such as Facebook and Twitter to broadcast their goal attainment after completing different milestones in the English Quickly application. The group benefits from sharing goal achievement as part of a collective, which fosters that groups' motivation in the form of collective efficacy. There also must be consideration of the self-efficacy of students who have less knowledge than those with more experience using mobile technology.

Interest

There are two types of interest researchers are concerned with. One is situational (environmentally activated, spontaneous, transitory), and personal interest or individual interest

(less spontaneous, activated internally, has enduring value) (Durik & Harackiewicz, 2007). For learning, it is prudent to note that situational interest can be increased by making the task relevant and novel. Personal interest can increase learning also, due in part to an increase in engagement as well as making dull tasks more challenging. Personal interest has importance regarding mediating relationships between the short-term interest (situational) and the long-term mastery and learning (Shraw & Lehman, 2009).

Another important consideration in the area of personal interest is the role of the learner's identity in language acquisition. McKay (2010) refers to a study by Lam (2000) when relating how computer technology and Internet communication allows learners to create a new, different identity for themselves, thereby helping to enhance their literacy skills. She gave an example of a student who had low confidence in writing in English who joined a group on the Internet. In this group, the student developed a new identity which gave him more self-confidence in English language writing. Students who engage in Internet communities can develop a sense of connectedness and a feeling of belonging in different global English-speaking groups, which contribute to their language knowledge as they learn more relevant English for the group they joined. Their interest is increased as a result of that interaction.

Student Interest - Mobile Application Usage

Since the mobile application, English Quickly is novel and contains information that is relevant to students learning English vocabulary, reading comprehension, speaking, and pronunciation components of English, increased situational interest, according to Shraw & Lehman (2009), is almost guaranteed. Additionally, information processing quality and quantity as well as learning are all potentially increased due to personal interest. When studying situational interest and its effect on learning attitudes, Flowerday, Schraw, and Stevens (2004) observed in their research that when students were given more interesting and novel learning

materials, they produced higher quality writing which they believed was related to situational interest. They concluded that situational interest promoted engagement in their experimental group. It is also important to hold a student's interest once a teacher has captured it. According to Shraw and Lehman (2009), sustaining student interest increases their motivation to learn as well as facilitating deeper processing and strategy use.

Students have much more access to engaging learning situations as well, considering utilization of social media as a teaching tool. Espinosa (2015) made the case for EFL teachers using Facebook as a proven, powerful EFL instructional aid due to the ability of students to easily engage in meaningful, communicative activities in order to practice and improve their English language skills. Rounding out the interest factor, the English Quickly mobile application gives students a large digital library of high-quality, novel, and relevant choices in both English video and vocabulary-rich subjects to learn about, therefore enabling their interest to be activated and held.

The necessity for such authenticity and novel tasks help to sustain both cognitive and affective engagement, also allowing for transfer of the knowledge they learn. This knowledge can be applied to different, new contexts, yielding positive results in a sustained method (Bandura, 2000; Al-Kathiri, 2015; Banihani, 2015; Espinosa, 2015; Perkrum, 2011; Rueda, 2011; Sim, 2012). These authentic tasks are aligned with and augment what the students are learning in their daily class experiences, and also align well with their prior knowledge and skills.

Table 2-2

Assumed Motivation Influences

Assumed Motivation Influences	Types of Indicators	Motivational Influence Assessment
Self-Efficacy - Students need to believe they are capable of learning and remembering	Individual Collective	Written survey item "I feel more confident about my ability to speak English after

<p>vocabulary by use of the English Quickly application on their mobile phones. Students also share their interest with their peers and lend support to those who need help in a collective effort.</p>	<p>using English Quickly to improve my language skills.” (Strongly disagree – strongly agree)</p>	
<p>Interest – Are students motivated and interested in, as well as valuing the English Quickly mobile application?</p>	<p>Personal Situational</p>	<p>Interview question: <i>“Do you feel more motivated to learn English after using the EQ mobile application?”</i></p> <p>Written survey item “I value the English Quickly app to help me to be motivated to improve my English.” (Strongly disagree – strongly agree)</p>

The information in Table 2-2 indicates the students’ need to have confidence in English language ability in order to meet that goal by the end of the school year, which will be in early June 2017. The first column identifies the motivational influences based on two of the four types of motivation theories that will most profoundly impact the stakeholders’ abilities to meet both their goals and the university’s (organization’s) global goals for the Preparatory English Department. The second column addresses how the motivation influences will be assessed to determine stakeholder knowledge and skills achievement.

Organizational Influences

Organizational influences can be both overt and subtle in the scheme of day-to-day operations of an institution. The relevant literature highlights the differences between organizational culture and climate. Ozer, Bakir, Teke, Ucar, and Atac (2008) describe organizational culture as shared beliefs, expectations and perceptions of the members of an organization. Deem (2010), maintains that climate is the organization’s culture operationalized.

This is evident in the processes and structures that support and inspire the achievement of goals and objectives of the organization. Deem (2010) also relates how important it is for the organization's culture and climate to be harmonious. Furthermore, if the necessary values are not present, the development and sustainability of desired behaviors is difficult. This section will briefly study the dynamic mixture of organizational climate and culture with knowledge and motivational influences.

Organizational Climate and Knowledge

At Mihrimah Sultan University, the cultural climate is mainly positive and productive, and has few instances of serious conflict from upper management to the lower decision-makers. Schneider, Brief, and Guzzo (1996), discuss hierarchical issues in organizations, questioning whether workplace decisions are made by top management, or are the people affected by decisions included in the decision-making processes. At the university, department managers and supervisors (mid- to-low-level) often take part in meetings with the upper management, and are expected to participate in the decision-making processes that could affect their area of supervision as well as the individuals or groups being supervised. This has contributed positively to the learning and knowledge of the organization in that employees are informed and updated, and information consistently shared in a process which flows. There is a definitive team effort atmosphere at Mihrimah Sultan, which includes mutual accountability.

Rashid (2015), describes how knowledge-based organizations illustrate that team mutual accountability is positively associated with team performance. Strong team structures as well as shared beliefs do help to facilitate team mutual accountability, and teams with mutual accountability are most likely to make prescribed performance adjustments in a timely manner. The upper management teams and administrators mainly do not involve themselves with the daily routines of the English preparatory department, giving them room to work within their

parameters and produce the necessary results for the maximum number of successful program graduates. If the preparatory department needs assistance in the way of materials or technical support, the university tries to respond in a timely manner with that assistance, making the department feel acknowledged and appreciated. The relationship between the English preparatory department and the university administration has been historically negative, but has evolved in the last two years to be much more positive. Any research being conducted in the English preparatory department tends to be welcomed and supported by the administration, which makes a comfortable situation for the participants.

Organizational Culture and Motivation

The organizational culture at Mihrimah Sultan is typically relevant to the geography, meaning that it is a large, modern, metropolitan city which embodies a bustling city atmosphere and personality. In Istanbul, Turkey, the vast majority of private universities are wholly managed and administrated by Turkish nationals. The teaching staff are primarily Turkish as well. There are several foreign teachers in various departments, but rarely are those personnel in positions of management. There are always exceptions, as the Director of the Preparatory English Program at MSU, has typically been a foreign national, native English-speaking teacher, as was such during this research study.

The motivational factors that bear importance in the preparatory program concern the ability of teachers and administration to work cooperatively and effectively together as a team to ensure positive, appropriate, and innovative teaching methodologies are practiced in all sections of English being taught. According to Pajares (2006), individuals with a strong sense of personal self-efficacy have greater motivation when approached with difficult or challenging tasks. It has also been suggested that personal self-efficacy beliefs are influential to human agency (Bandura, 2000).

The preparatory English teaching staff work closely together to produce the highest achievement levels possible in their students. The teachers' self-efficacy individually and as a group definitely aid the motivational efforts of the team. Bandura (2000) feels that group self-efficacy is key to collective agency by working together to accomplish what would be difficult individually. He goes on to relate that a team's culture or shared beliefs regarding their collective efficacy influences how they use their resources as well as how much effort they put forth in their endeavors. As part of the values which define working groups (Schein, 2010) such as reflection and open conversation within the teacher teams and the combined group, the teaching and administrative staff of the preparatory English department consistently set up time for group dialogs in the form of weekly meetings, and share workload and responsibilities, as well as share their stories of successes and failures in order to be transparent and thoughtful. The organizational metaphor of family which is part of a Four-Frame model illustrated by Bolman & Deal (2013), influences the alignment of the group in this case with the organization's success goals and their human needs. This includes the condition where no one is blamed for low performance issues, rather, they work closely as a unit which supports one another and to ensure student progress and their own accountability.

Conceptual Framework Models

The questions at hand were studied through the lens of the KMO (Knowledge, motivation, organization) framework described earlier in detail in Chapter one, Figure 1: Gap Analysis Process (Clark & Estes, 2008) which encompasses the knowledge, motivation, and organizational influences affecting the students in the English preparatory program at Mihrimah Sultan University in Istanbul. It is necessary for students to raise their exam scores, which will be based on how well the students' English learning performance in the areas of reading comprehension,

vocabulary acquisition, listening skills, speaking skills, and grammar improve. It is also necessary for students to raise their motivation levels to help improve their study skills. These skills are important for the students to develop in order to insure their readiness to proceed to future in the departments they will advance to after the English preparatory year as well as for their future careers (West, Güven, Parry, & Ergenekon, 2015). Unfortunately, in several studies performed in Turkey and observed in numerous classes, including the study by West, et al. (2015), revealed that in their preparation year, students did not learn how to communicate in a functionally independent way in English. It was important to find out how much, if at all, the introduction of the mobile language learning application English Quickly helped them to achieve the desired performance levels.

As illustrated in the following Figure 2-1, the assumed knowledge, motivational and organizational influences are connected in an infinite loop in which the organization supplies the technology tool or tools which could improve student knowledge and also motivation, affecting their readiness to advance, as well as result in organizational goal success. This may carry on for future school year cycles. Next, Figure 2-2 gives a condensed view of what the student achievement, readiness, and motivation look like prior to the implementation of English Quickly, and also what could become the results on those elements after implementing the mobile application, and how this change potentially affects the organizational goals. It is revealed in Chapter four, which describes the conditions after the study ended and after data were analyzed, how student knowledge and motivation were actually affected by their use of the mobile application.

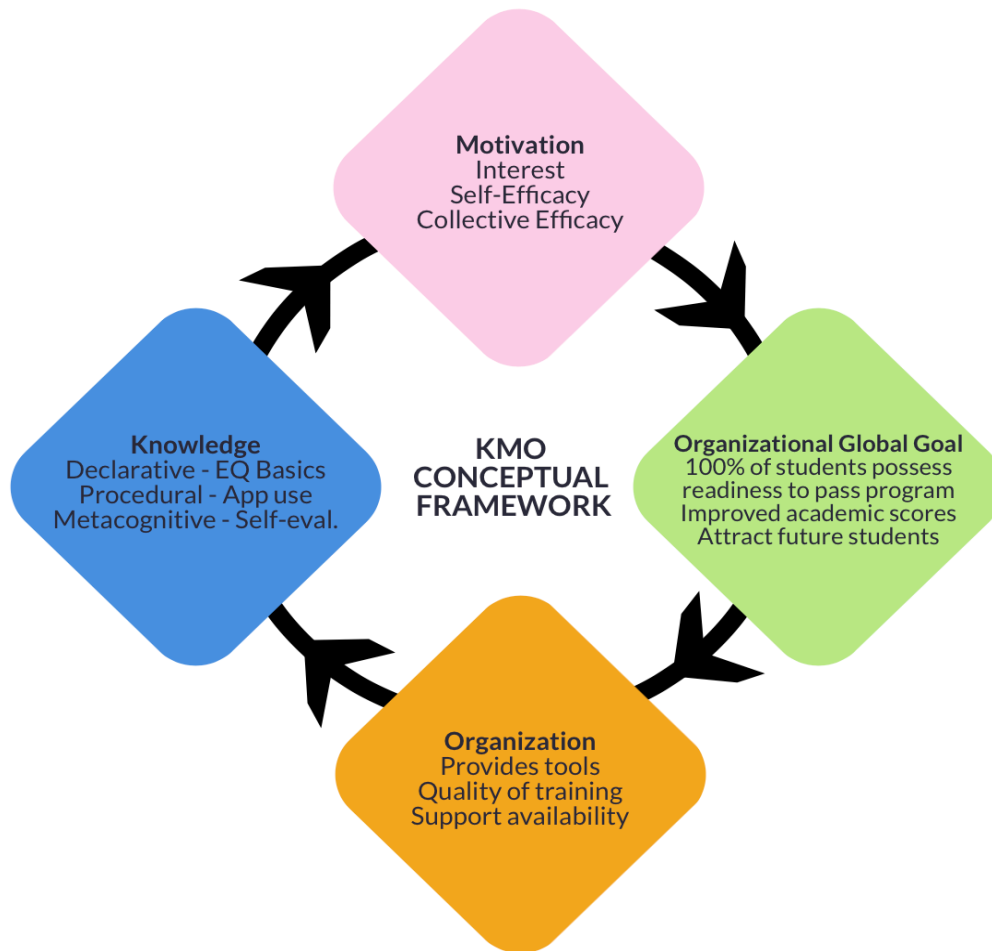


Figure 2-1. KMO Conceptual framework components

Conceptual Framework of Projected Mobile App Usage Effects

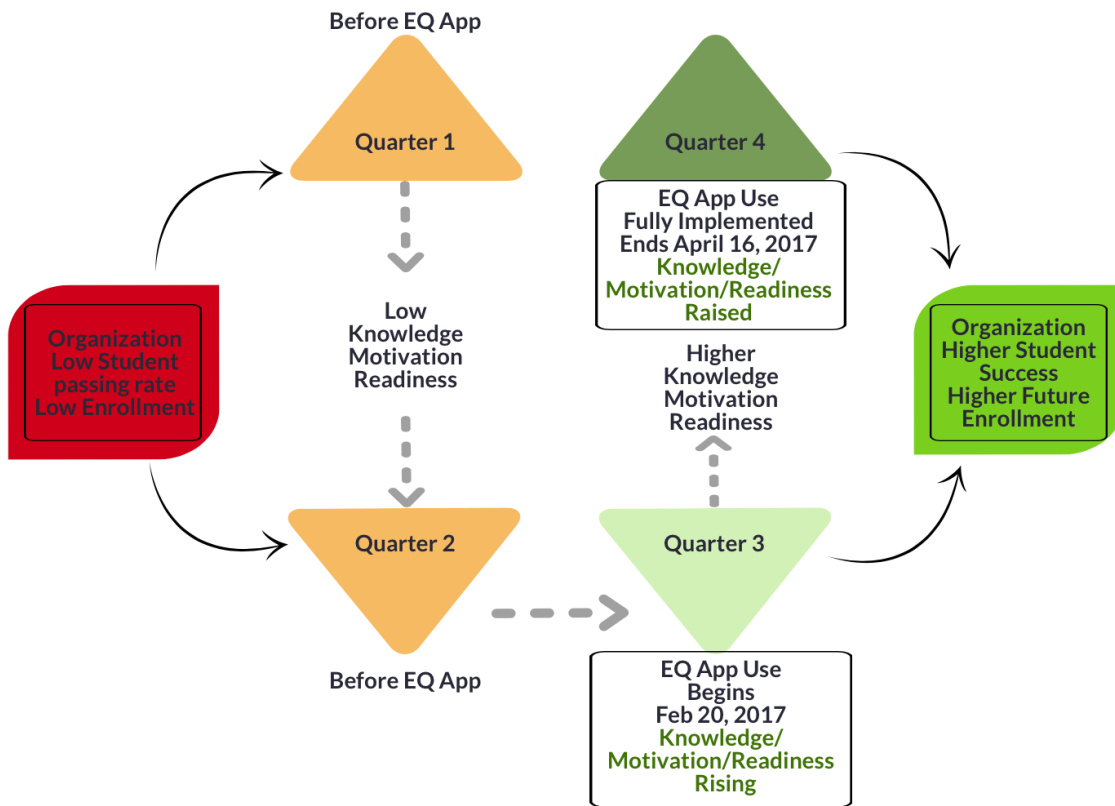


Figure 2-2. Conceptual framework: Projected mobile application usage effects

Table 2-3

Assumed Organizational Influences

Organizational Global Goal	
The organization's global goal for the Preparatory English Program is to successfully graduate all participants in the program and to have all future translation department students pass the program requirements at the designated highest English level, which is B2.	
Assumed Organizational Influences	Organizational Influence Assessment
Quality of training - Students need to receive necessary training by the vendor in order to operate the English Quickly application.	Written survey item "How would you rate the training you received on how to operate English Quickly?" (Inadequate - Good)
Availability of continuous support – Students need to receive continuous support by staff and the vendor as issues or problems arise in their use of the application.	Written survey item "How would you rate the support you received from your teachers and/or English Quickly tech support?" (Inadequate - Good)

Although the organization supported the concept of the possibility of improved knowledge and motivation, and allowed the study to take place at the university as well as giving approval to the researcher to acquire and share the technology application students, it removed the financial support which had been agreed upon the previous school year. However, the data yielded information about the assumed influences although the number of participants was reduced as a result of the change in funding. It was predicted that higher performance rates and assessment scores would help the organization to meet the goals of a greater number of students successfully passing the preparatory program. As maintained by Alptekin and Tatar (2011), instruction in English helps universities to attract international students as well as prepare Turkish students for study abroad. In keeping with the organizational goals, there is a necessity for the university to graduate as many students successfully from the program as possible to be able to

continue to raise its academic standards in language achievement and maintain its positive influence in the community.

Summary

The preparatory English program at Mihrimah Sultan University, in Istanbul, Turkey, is still early in its establishment in that it has only been in existence since 2014. As discussed throughout the knowledge, motivation, and organizational sections, student exam scores and performance have often reflected gaps in their knowledge and ability, and students appear to lack the motivation to study (Clark & Estes, 2008). This creates problems for their success during examination periods, which negatively impacts their progress in the program, their future readiness, as well as their self-efficacy, and ultimately affects their desired outcomes (Bani Hani, 2015; Eccles, 2006; Pajares, 2006). Additionally, insufficient time creates problems for some students who are working as well as attending the English preparatory program. To help alleviate these issues, a new, mobile interactive program to aid students with their English language studies, English Quickly, was introduced for the purpose of giving students a fun, interactive, motivational tool to help them study. As discussed in the literature, students are highly interested in and motivated to use technology, especially regarding using their mobile phones (Alavinia, & Qoitassi, 2013; Dashti & Aldashti, 2015; Khrisat & Mahmoud, 2013). Using novel, interesting learning tools is an important element which helps students to regain their motivation as well as reignite their maintained situational interest, improve their study habits and ultimately their success in learning English as a Foreign Language (Shraw & Lehman, 2009), and increasing their readiness to advance in their academic careers. The low exam scores, low motivation, lack of readiness, and introduction and usage of a mobile technology learning tool were the elements which were validated, a process described in Chapter three of the dissertation.

CHAPTER THREE: METHODOLOGY

The presentation of the study methodology for data collection analysis as well as the research design is detailed in this chapter. To review, the purpose of the study was to evaluate the impact of using a mobile English learning application, English Quickly, on the performance and motivation of ten first year preparatory English program students at Mihrimah Sultan University, Istanbul, Turkey. The organizational goal being 100 percent of the students who are enrolled in the preparatory English program to pass the preparatory year in order to advance to their programs of study. This study analyzed the application's impact through the lenses of knowledge, motivational and organizational influences. The following questions guided the study:

1. What are the students' knowledge and motivation as well as organizational influences related to their ability to effectively implement the English Quickly Mobile application?
2. What is the impact of English Quickly on student motivation to study English?
3. What are the recommendations for continued practice at Mihrimah Sultan University?

This chapter reviews the stakeholders introduced in Chapter one, after which the sampling description and criteria, rationale for data collection protocols, as well as data collection methods and instrumentation which were used will be revealed. Following these, the details of data analysis procedures will be revealed. Finally, the study credibility, trustworthiness, validity and reliability, as well as the ethics, limitations and delimitations of the study are presented.

Participating Stakeholders

The stakeholder group for this study consisted of ten first year preparatory English program students who were studying English in order to advance to the English Translation department of Mihrimah Sultan University in Istanbul, Turkey. The group were all Turkish native language speaking individuals. They were university-aged students between 17 and 40 years old, and represented both male and female participants. The students neither used nor were familiar with the application English Quickly prior to the study. Their level of English at the start of the study ranged from A2 to B1 (Pre-intermediate to Intermediate), and ended at B1 and B2 (Intermediate to Upper-Intermediate) levels at the finish of the study period and the school year, respectively.

Data Collection and Instrumentation

This mixed qualitative and quantitative study utilized several data collection methods during the experimental period. Firstly, the study participants received an information sheet to read and understand their agreement to voluntarily participate in the study with the understanding that they could withdraw from it at any time. Afterward, a basic demographic type of survey was administered which included some basic information of the study participants along with a several questions which gave a preliminary glance at their knowledge and motivation feelings or opinions. As Fink (2013) maintains, a survey provides a snapshot of a moment in time, and since the pre-usage survey is designed to help the researcher gain insight as to what the students feel or think before the study begins, it will provide that information as in the first data gathered, after which the students will begin the study. Eight weeks later, after the study was completed, all participants were given a post-usage survey, and, during the same week, randomly selected participants engaged in an interview process which occurred several days after a post-usage survey to allow more insight into their knowledge and motivation influences, and possible

organizational influences to be known. In this study, these collection methods were then triangulated with other data reports collected for comparison, such as application usage data reports generated by the study application itself. Miles, Huberman and Saldana (2014) discuss the importance of having an authentic representation of what the data are showing, and that the final write-up is what matters when the study has finished. They also maintain that in qualitative studies, triangulation of the methods used should often produce converging results, leading to similar findings, stipulating that if the results do not converge, explanations of why must be reported.

Surveys

The preliminary or pre-usage survey which was administered in February 2017, approximately one to two days prior to the start of the treatment, was completed anonymously on a paper version during school break times by the participants. The survey was available in both English and Turkish languages. There was a second survey administered at the end of the study, in late April of 2017, which was filled out on a paper version by each participant, after which, during the last week of May, a randomly selected group of participants were interviewed individually (with an interpreter present where necessary) to gain more insight about their general feelings about using English Quickly. The surveys which were used can both be viewed in Appendices A and B.

Interviews

According to Bogdan and Biklen (2007) interviews can be used as a main methodology or strategy for collecting data, or they can be used in conjunction with other techniques such as surveys and document analyses. Regardless of how the interview data are going to be utilized, it should be made clear to the interviewees that the information discussed during the interview will remain confidential. In this vein, at the end of the study, interviews were conducted privately

with the participants individually, and have been anonymously transcribed and analyzed. During the one-on-one interviews, which were conducted in a private office to facilitate audio recordings as well as written field notes, participants answered questions in English (with a Turkish interpreter present where necessary) which were predetermined and designed to elicit rich, qualitative data about the study participants' feelings and opinions about their experience using English Quickly. The set of post-usage interview questions in English and Turkish languages can be viewed in Appendix B.

Electronic Documents

Since this study also had the purpose of establishing new or previously unpublished data about a mobile application, it was important to triangulate the data to provide as much relevant, comparative and rich information about the study as possible. The documents referred to herein are specific reports generated by the mobile application software itself, recording how the students' performance progressed by how well they scored on each component of the English language skill the students completed, as well as how much time and effort they expended. These data along with the survey and interview documentation have been kept together in both hardcopy and electronic formats for analysis and storage and remain with the author of this dissertation. According to several authors, this is in keeping with their view that it is important to keep both electronic and hard copies of all the documents and reports in order to keep track of what has taken place during the different phases of the study (Maxwell, 2013; Miles, Huberman & Saldana, 2014).

Survey Sampling Criterion and Rationale

Criterion 1. Turkish university-age students in preparatory English class and who volunteered to be in the experimental group. Rationale: These were students who all needed assistance with English study outside class time.

Criterion 2. Students must have had at least elementary to pre-intermediate, and/or intermediate level of English. Rationale: This is the population the application is being evaluated for.

Criterion 3. Students chosen or who volunteered to participate in the study had not used, or been familiar with the application English Quickly prior to this. Rationale: Students who had used the application prior to the study would have an unfair advantage over the students who had not. All students should have the same opportunity.

Survey Sampling (Recruitment) Strategy and Rationale

Student participants for the study were purposefully sampled as well as convenience sampled, owing to the fact that they had an existing relationship to the institution and preparatory English program in which the study was conducted. The students from the sampling who actively volunteered to participate were comprised of ten (both male and female) students in a singular experimental group. The purposeful sampling criteria was to invite student participants from two different CEFR English language levels. English language skills and learning motivation were factors which drove the study, showing a pre-usage data set, and then a post-usage data set for comparison purposes. Merriam and Tisdell (2016) discuss the importance of the conceptual framework in, among other factors, indicating to viewers what aspect or aspects of the chosen topic one is focusing on, including knowledge gaps and why the knowledge is important. The conceptual or theoretical framework that was created for this study illustrates a circular progression to help to remove the gap in the English preparatory program achievement and readiness as well as motivation, by introduction of the English Quickly mobile application. It also illustrates how this can lead to the attainment of the global goal of helping the organization to

achieve 100 percent successful graduation from the preparatory program, which could lead to attracting more prospective students to the university.

Maxwell (2013) maintains that using different methods in the same study such as using collected survey data, generated report data, as well as data resulting from conducting interviews fulfils a purpose of triangulation, or methods checking and supporting one another. In the study described in this section, surveys were distributed at the beginning and end of the study, in addition to interviews being conducted once the study period of eight weeks was finished.

Interview Sampling Criterion and Rationale

Criterion 1. All or most of the students who were randomly chosen or who volunteered for the study were individually interviewed at the end of the study.

Criterion 2. A randomly-selected group of students who completed the study period and protocol were interviewed. See Criterion 3 for information about students who did not complete the entire study period.

Criterion 3. Students who completed some but not all of the protocols during the study period were also interviewed. It was determined exactly how many weeks of participation the students who may have dropped out actually engaged in. If the students who dropped out of the study were involved in it for less than two weeks, they may not have been interviewed although their data were preserved.

Interview Sampling (Recruitment) Strategy and Rationale

Patton (2002) describes how interviewing people gives the interviewer a glimpse into the subject being studied from the interviewee's perspective. He also maintains that it is desirable for study participants to be interviewed prior to the experimental treatment and then again, up to several months later, after the treatment period has ended. In the case of the students participating in the English Quickly usage, the ten purposefully as well as homogeneously

sampled students began using the application after they completed the pre-usage survey in February 2017. At the end of the school year, which concluded shortly after the end of the application's usage period in, the students who participated in the study completed a post-usage survey. Seven of the ten students also participated in interviews conducted one-on-one by the designer of the study. The interview questions were standardized in their content, but also included several open-ended questions which allowed for further probing to elicit more information about the participants' thoughts and feelings regarding the effectiveness of the application. For detail clarity, the interview questions were also printed in Turkish and shared with the students during the interview process so as to ensure there were no misunderstandings regarding the question context and meaning.

Credibility and Trustworthiness

Salkind (2014) stresses the importance of questioning whether the measurement (survey) instrument of choice truly does what it is intended to do, meaning it measures what the researcher requires for their study. The survey and interview content has been revised through several iterations, in two languages, and the resultant rewrites now exhibit the most relevance to what is needed to be discovered in the study. This has increased the credibility and trustworthiness of these instruments to begin with. The criterion regarding the nature of the survey items was thoroughly re-examined, as suggested by Salkind (2014) and also reviewed for correctness as identified by Chung, Kim, and Abreau (2004). The survey questions underwent a rigorous peer review and revision process prior to use.

Next, the survey and interview question constructs were designed to measure the participants' feelings regarding their use of the mobile technology application in the study, with the aim of illustrating consistency between the questions and the theory in mind. Again, since this was the first time these instruments had been used, great lengths were taken to assure they

had the acceptable levels of reliability and validity (Salkind, 2014). Considering the reliability of these first-time study instruments, great care was taken to insure the quality and integrity of them (Miles, Huberman & Saldana, 2014). With this in mind, the instruments in this study provided the important data which helped inform the study questions as they were formulated, and to aid in the triangulation of survey data, interview data, and document data which were collected for this study. Miles, Huberman, and Saldana (2014) suggest that for reliability to be present, the study process should be consistent and stable regardless of the time frame involved as well as possible future researchers and methodologies. That this particular study was performed for the first time, was responsible to set the precedent for future research, and thus serious notice and consideration was given to the recommendations for these processes, including the utilization of each of Miles, Huberman, and Saldana's (2014) checklist for reliability and dependability. In the same vein, it has been predicted that if another researcher were to conduct a similar study in the future, they would find the instruments from this study usable and reliable, as well as trustworthy.

When examining internal validity and credibility in qualitative studies, it was predicted that these conditions would be evident once the study was performed and it was determined the study data met the criteria necessary to illustrate findings which would inform the researcher and corroborate the study question. Miles, Huberman, and Saldana (2014) recommend use of their twelve-point checklist which spans the gamut of considerations the researcher should be mindful of if they intend to maintain validity and credibility. These considerations include meaningful, rich descriptions, clear findings, and triangulation, in addition to many other salient points. To aid in ensuring the data collected in this study were credible, valid and trustworthy, it was meticulously planned that the document and artifact data were collected in a timely manner and stored safely until used for triangulation. The pre-study survey data were tabulated via Excel worksheets and saved in both electronic and physical formats, and again stored safely until

needed. In the final phase where the students were individually interviewed after they filled out a post-usage survey, collected data were entered into Excel worksheets. Audio recordings and written notes were also obtained during that time. Again, the safety of the information is critical, and it was treated as the others. There is no possibility of personal bias interference entering into any of the data collected, because everything was individually recorded physically on paper, and electronically, as well as recorded spoken data being transcribed verbatim, so as not to confuse or alter what the participants' true feelings revealed regarding the use of the application in the study.

Ethics

The purpose of the study was to obtain data which answer the research questions in the dissertation. To perform qualitative research, points to be considered, among others include ethical issues which help to inform any decisions regarding interviewing study participants and data collection (Maxwell, 2013). The study included interviewing university student participants who filled out a pre-usage survey covering the subjects of general demographic data, and preliminary questions regarding their comfort in the use of mobile technology devices; and a post-usage survey which was given, along with an interview process covering in-depth questions regarding the mobile application they had experienced in the study which yielded quantitative as well as qualitative data for the study. According to the literature, and also to some participating university's requirements, it is a necessity to obtain signed informed consent forms from all humans, or individuals who are participating in every kind of research situation, including focus groups and individual persons (Glesne, 2011; Krueger & Casey, 2009). The informed consent was obtained from the participants, and served to empower the participants in the research by informing them that their participation was entirely voluntary, and that no harm would come to them, and assured they would be able to discontinue their participation at any time with no penalties, and no effect whatsoever on their grades since they were also currently enrolled

students. These facts were explained to the participants in detail prior to the beginning of the study. In order to be in compliance regarding the rules and regulations for the protection of the rights of participants, it is hereby certified that all participants' data has been and will continue to be kept confidential. This includes records containing their identities, and also audio recordings as well as written documents which were obtained with their permission. Transcripts of any audio recordings which resulted from the study were available to the participants to ensure the accuracy of their comments if they desired to examine them. The data were compiled electronically and results were tabulated and recorded for use in the dissertation, after which the physical paper documentation and audio recordings, as well as any other data collected were stored in a secure office area, and will never be accessible to anyone but the researcher. Although there was no monetary incentive for the students who participated, they received a certificate as a thank you for their participation, and were informed of this prior to the commencement of the study.

Regarding the possibility of personal biases to interfere or be accounted for, there were only the strong beliefs that I held regarding the effectiveness of the learning tool, the mobile application being evaluated. However, because I did not teach the student who used the application every day, knowing about their knowledge and motivation levels was not an issue, I made sure each time anything was discussed with the students during the study and after the study finished, that personal biases did not surface, and that the product was neither overtly nor covertly forced upon them, I was only there to assist them with any technical issues or questions they had. Keeping the data as pure as possible for this dissertation was the main concern. The students should have experienced positive effects from use of the application in the study, but it should also be understood that all students perceive information a little differently, so perhaps not

all of them garnered strong improvements in their language level or study motivation level. These factors became evident once the collected data were examined, so to have the ‘cleanest’ data possible, the role of researcher was clearly understood and any personal biases were completely withheld from the participants at all costs. To comply with their guidelines concerning the welfare and safety of experiment participants, I submitted my study to the University of Southern California Institutional Review Board (IRB).

Limitations and Delimitations

Some of the limitations involved with this study, including the truthfulness of the student participants, were considerations which could be affected by the researcher’s biases. It became even more important during the end phase of the study, during the post-usage interview process that all biases remained completely absent as the interviews were conducted to influence the participants with outside opinion as little as possible, ideally not at all. Partially because of the ethnicity and cultural background of the participants, complete truthfulness was expected and responses were clear. Since there were no observations involved with this study, as it is based on the triangulation of surveys, report data, and interviews, the study has the best chance of being complete according to the conceptual framework structure. The only limitation which could have potentially affected the outcome would have been if a marked number of participants had dropped out of the eight-week study plan. As it happened, only one student dropped out after the first four weeks of the applications’ usage.

This also brings to light the sudden change in the number of participants planned for the study which occurred several months prior to the evaluation period beginning. Originally, this methodology was designed to support 25 or more students, which would have yielded a much greater sample of information for analysis. Due to budgetary deficits, the number of participants was reduced to ten. Rather than negatively affecting the robustness of this study however, the

small sample size allows for an efficient and powerful qualitative analysis, according to Miles, Huberman, and Saldana (2014).

Another limitation addresses the product English Quickly itself. The application appears to be highly effective for helping students to augment their speaking vocabulary and also to improve their listening skills, which are both important for deeper language acquisition. However, the reading component is not emphasized as in other online learning applications which are designed to also increase students' reading speed and comprehension skills by allowing students to read large chunks of text in varying levels. One such computer-based English learning program to compare the application with, in similar context would be GlobeEd's Achieve 3000 reading comprehension program (<https://portal.achieve3000.com/index>). Achieve 3000 is designed *only* to improve preparatory English students' reading levels including comprehension, vocabulary knowledge, and speed. This helps to assure the readiness that preparatory students can understand English textbooks and lectures in their faculty courses which are taught in English once they pass the preparatory program. Achieve 3000 teaches intensive vocabulary learning through differentiated instruction which concentrates on reading for specific language levels. This type of instruction would be more difficult to achieve via mobile phone due to the small size of the screen. English Quickly is not designed for this particular learning attribute and should be noted as such.

Conclusion

Both quantitative and qualitative methodologies, or mixed methodologies, for conducting this research study were chosen in an effort to obtain a rich collection of data. As Miles, Huberman, and Saldana (2014) hold, mixing both genres of inquiry help to provide more analytic texture to one's work, as well as to strengthen the analytical findings where results either corroborate or contradict one another. The data collected from both sets of surveys, the

qualitative interviews, and the statistical data generated by the English Quickly application have been explored through the specificity of the knowledge, motivation, and organizational lens provided by the Clark and Estes (2008) framework.

CHAPTER FOUR: RESULTS AND FINDINGS

It has been the aim of this researcher to conduct an evaluation study to examine the impact on student performance and motivation as well as readiness, by incorporating technology via a mobile phone, interactive study application as an addition to the curriculum in an English as a foreign language (EFL) university classroom located in Istanbul, Turkey. The mobile application's purpose was to aid the students in studying and practicing English outside the classroom during their spare time. The questions which drove this study are as follows:

1. What are the students' knowledge and motivation as well as organizational influences related to their ability to effectively implement the English Quickly Mobile application?
2. What is the impact of English Quickly on student motivation to study English?
3. What are the recommendations for continued practice at Mihrimah Sultan University?

As will be reviewed in detail in the summary at the end of this chapter, the results of the study were, for the most part, quite positive in that the majority of participants reported having positive experiences with English Quickly, and felt they had increased their knowledge and motivation. These responses are indicated in the post-usage surveys and the one-on-one interviews. The participating students also performed mostly well on the different tasks that the English Quickly application required, and those findings will be illustrated in graphic detail in this chapter also. First, all the goals of study question number one were met in that the English Quickly mobile application was successfully implemented with mostly satisfactory results during the eight-week study. For the knowledge portion, students improved their pronunciation, speaking and new vocabulary learned. Pronunciation was an area of the most remarkable success in that one hundred percent of participants improved their pronunciation, some substantially. The

second question which asked if student motivation was impacted by English Quickly also garnered positive responses from nearly all participants, in that at least half were motivated enough to complete the study criteria of watching five videos per week and completing all of the necessary modules associated with the videos. Seventy percent completed most of the modules required but did not complete all video-watching requirements. There were indications from the one-on-one interview responses that most of the participants held their interest and were motivated to complete as many module components as they could. Several did mention they lacked self-efficacy and interest to carry out all requirements, however.

Finally, similarly to the knowledge and motivation aspects being found mostly positive, the organizational goal of expecting the preparatory English program students to raise their examination scores was nearly completely realized. Seven of the ten participants raised their exam scores sufficiently enough to exceed the minimum passing grade. The other three participants, while not passing their final exams, did score substantially higher than they previously had in earlier exams, missing the minimum passing grade by only one or two points. This finding was positive for the organization's goal of improved scores on the English language exams. Based on the data, the implementation of the mobile application could be considered successful.

Data were collected during three different phases of this study. Firstly, students were surveyed using a paper questionnaire regarding their demographic data and their comfort using computer and mobile applications. Next, during the usage phase, data regarding student use of the different EQ application's modules including watching videos, speaking evaluations, pronunciation assessment, quizzed vocabulary, and listening practice, were collected and stored within the confines of the mobile application program itself which were saved for retrieval after the end of the school year. Finally, two post-usage methods were utilized to gain insight into the

students' experiences in the way of a post-usage paper questionnaire-type survey, and also post-usage one-on-one interviews conducted and recorded. Post-usage surveys were collected approximately one week after the participants finished the application use during the last week of April, and the recorded one-on-one interviews were conducted starting in late May 2017 before school ended for the summer. To conclude the process, the data reports generated by the EQ application during the usage period were collected and reviewed once students had left for the summer on June 6, 2017. Figure 4-1 below illustrates the timeline for this progression.

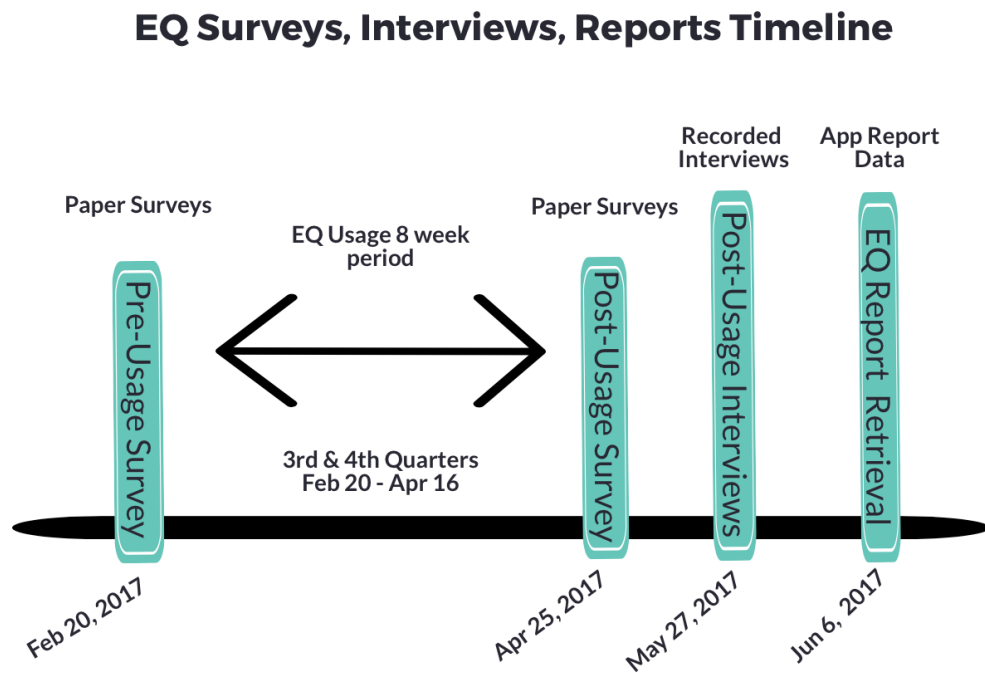


Figure 4-1. EQ surveys, interviews, and reports timeline

Results and Findings

This section gives a detailed description of how the results of all the data gathered during the eight-week study period describe that the study questions posed in this dissertation were answered. The answers revealed that the application English Quickly was viewed positively overall as being a viable solution to assist Turkish speaking students to study English outside of

school time. It was found that this application could be a valuable addition to the curriculum in order to help improve students' knowledge, motivation, and readiness to advance from the preparatory English program year to their faculty departments. The following data are organized in the categories which have been provided throughout this dissertation based on the Clark and Estes (2008) Gap Analysis model: Knowledge, motivation and organization. The following section contains results of all data collected from the ten students who participated and who were surveyed before and after the application's usage period, and then interviewed. Report data from the EQ application are also included. For cohesiveness in the progression of information, the results and findings are arranged in the following order: Firstly, the report data including graphics from the mobile application will be displayed and discussed to help readers visualize how the participants performed. Next, the findings from the data collected from both sets of surveys will be revealed, and finally, the qualitative responses from the one-to-one interviews with the participants will be revealed.

Quantitative Data from English Quickly Application Reports

During the eight-week evaluation study period, the EQ application generated graphical progress-type reports which display student progress on the different modules within the program. Each type of activity was logged when the students participated in it, for instance, students who watched videos, spoke videos, learned new vocabulary words, or worked on pronunciation tasks. The program created graphical figures illustrating the statistics for each week by starting and ending dates. Following are several of the actual graphical representations from the evaluation period which have been slightly modified to preserve the anonymity of the participants. There were many such graphics from the eight-week period, however, for brevity and ease of viewing only the most relevant illustrations for this study are included, such as figures of from each EQ module which represent the activity for the cumulative eight weeks. In

these and all of the following graphics generated by the EQ application, the personal data have been altered to reveal only numerical designations which take the place of the participants' names to insure their anonymity. The participants listed in all graphics generated by the application (EQ1 to EQ10) are in the order generated by the list of class participants registered in the English Quickly program. This order has not been altered in order to maintain continuity and authenticity. The participants had access to these reports for the entire time they were using the program. The data from these reports were not accessed by the researcher until after the school year was over and all students had left the preparatory program.

EQ Report Data

Pronunciation

Perhaps some of the most compelling data in the area of knowledge were derived from the following reports generated by the EQ application. Those findings are interpreted below and helped enrich all of the findings in this study by displaying the actual numbers relating to the aspects of English language learning that the participants engaged in. In the first set of figures (Fig. 4-2 and Fig. 4-3) the EQ application measured a baseline pronunciation checker (Fig. 4-2) and revealed that eight out of the ten participants had at least one indicator cube (some had between four and ten) colored in red, meaning their pronunciation of that phonic sound was low. However, after the eight-week study period ended, the pronunciation of the participants improved. Figure 4-3 illustrates how the participants' pronunciation improved by the color indicators. Only three participants still had a minimal number of cubes in red. Also, the participant who began with ten red cubes lowered those to five. The others had only one and two red cubes at the end. Their pronunciation changed positively in the study period, and students appeared very pleased with this improvement because some of them were concerned with pronunciation, as indicated in the one-to-one interviews. The following data results were created

for each participant after they spoke a list of words into their phones and were rated high (sounds colored in green), moderate (colored in orange) and low (colored in red) by the EQ application.

Pronunciation Progress Week 1

Report Type Pronunciation		Print	Export
Name	Pronunciation		
EQ1	J h w d k ai n b g y ti ao S er u f a ae o I a a d E f i ds l m n oo p t e v z		
EQ10	d n y ti u J ai v ao I I a ae f ai E er u z b d d a h i k m n oo p S t e w		
EQ5	v p d ai f y b u k w u ao J I a ae a ai d E a er g i l m n n oo S f t e o z		
EQ7	h o v ao a ae a ai b ti d d E a er f g I i ds k l m n n oo ai p J S f t e o u w y z 3		
EQ3	v ao er b ae a ai u ti d d E a er f g h I i ds k l m n n oo ai p J S f t e o u w y z 3		
EQ8	v p d ai f y b u k w u ao J I a ae a ai d E a er g i l m n n oo S f t e o z		
EQ2	u h v a I I a p ai g a er ds n w u J ae ao ai b ti d d E f i k m n oo S f t e y z		
EQ9	v b f i ai oo p m ae a er J u n I a a a d d E f g h k l n S t e w y z		
EQ6	ao ae w J p ai ti u o a a a b d d E er f g h I i ds k l m n n oo oo S f t e v y z		
EQ4	u v a ao f z y a n ds m J w ai h n b d a ae I a d E er g i k l oo ai p S f t		

Figure 4-2. Pronunciation Progress Week 1

Pronunciation Progress Week 8

Report Type Pronunciation		Print	Export
Name	Pronunciation		
EQ1	J h w d k ai n b g y ti ao S er u f a ae o I a a d E f i ds l m n oo p t e v z		
EQ10	y v ao J I u er u ti f n ai a f g ai ae I oo i h d k d E S a o z d b ds m n p t e w 3		
EQ5	k p b d v ao f h y ti o I a ae a ai d E a er g i l m n n oo J S f t e o u w y z 3		
EQ7	h o v ao a ae a ai b ti d d E a er f g I i ds k l m n n oo ai p J S f t e o u w y z 3		
EQ3	v ao er b ae a ai u ti d d E a er f g h I i ds k l m n n oo ai p J S f t e o u w y z 3		
EQ8	ae v ao a a ai b ti d d E a er f g h I i ds k l m n n oo ai p J S f t e o u w y z 3		
EQ2	o I u J h ai v p g a ti n ai w ds er ao oo I a ae a b ti d d E a f k m n S f t e y z 3		
EQ9	i v er g d h S p u t b w k y J ao n a ae I a a a ai ti d d E f I ds m n oo ai f o z 3		
EQ6	J ae k ao a w u b v d m z a a a ai ti d d E er f g h I i ds l n n oo oo ai p S f t e o y z 3		
EQ4	v ti y u ds J oo a n m h b d o ao z I a ae a ai ti d d E er f g i k l p S f t e w 3		

Figure 4-3. Pronunciation Progress Week 8

A key component of the application places emphasis upon students' correct pronunciation of English words. EQ contains an automatic speech recognition (ASR) component to its software, which according to Blake (2011), is a benefit especially designed for focusing on improving pronunciation. He maintains that programs containing this function show promise. The graphics pictured above reflect the difference between the participants' pronunciation during week one versus their pronunciation during week eight. In the case of participant EQ2, the data on the week eight graphic reflects their participation up to week four after which, that participant dropped out.

Overall Module Progress

The EQ application also gives an overall progress rating which includes all modules and parts of the program which the students accessed and worked on during the evaluation period.

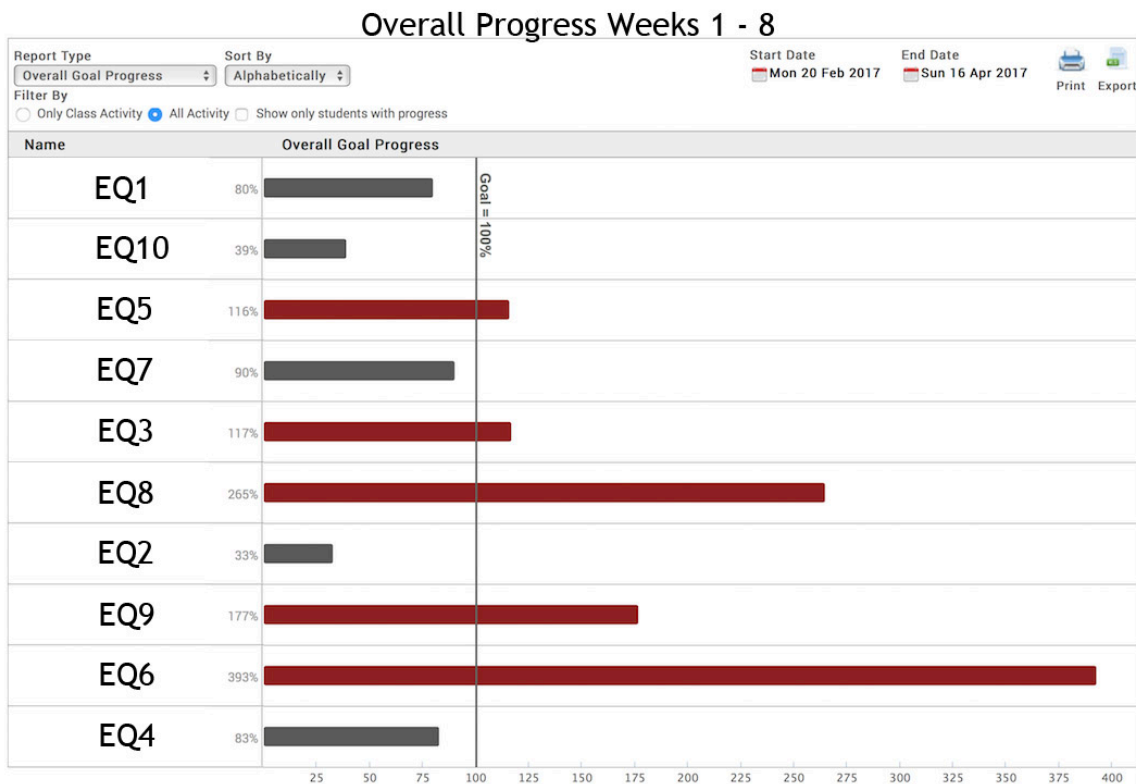


Figure 4-4. Overall Progress Weeks 1 through 8

Students participated in different activities within the EQ mobile learning application. Figure 4-4 illustrates overall progress maintained by each participant cumulatively during the

eight-week usage period. By overall progress, it is meant that the score or percentage (listed to the left of the status bars) indicates a combination of watching/listening, speaking, quizzed vocabulary, and pronunciation. All of the participants with the exception of EQ2 completed the entire study period. Participant EQ2 stopped using the application during the fourth week, therefore, the progress of this participant is reflective only of weeks 1 through 4. The goal was to complete 100% in most of the modules, but as the graphic indicates, some completed more and others completed less. Students were not instructed as to how much video watching and other modules to complete. It was left up to them to decide upon their own level of participation.

Videos Watched

The focus of EQ is on watching videos and then completing tasks after viewing them. It should be kept in mind that the minimum suggested number of videos they had to view was five videos per week or 40 videos total to reach the program goal of 40 videos or 100% of the goal. Although it is not evident in Figure 4-5, for the goal of watching five videos per week, all but one student (EQ2) completed that goal on that first week. EQ2 eventually dropped out of the study during week four. Additionally, all but two students (EQ1 and EQ10) who participated the entire eight weeks, exceeded the goal of watching five videos per week. The participants were given minimal guidelines suggesting which videos they could watch during the first week, but were also instructed that they could choose the videos themselves per their own preferences. The guideline videos were a suggestion for students who were undecided about what subject videos to watch. Each week the video choices were left up to their preferences, and pre-chosen videos continued to be added for those who did not want to choose their own. It was also entirely up to the participants to decide how many videos to watch.

The actual number of videos the participants watched during the eight-week study period ranged from 17 to 181. Several factors should be considered regarding the performance data in

the study. Firstly, the participants were not recommended to view more than five videos per week, although some did choose to watch from several more to substantially more. Some of the participants chose to do the very bare minimum, where others fell short of that. At the end, only three participants fell short of the 40 total videos or 100%, and the lowest video watcher (referenced above) of those participants dropped out during week four. Figure 4-6 illustrates the exact break-down of how many videos each of the participants watched during the entire eight weeks. Those who fell short of viewing 40 total videos over the 8-week period were not asked why, as this was a first-time study of the EQ application, and the participants volunteered their time. Five videos per week was a goal which was set by the program support team along with the study originator, in essence, a number to give guidance to the participants, and the minimum number that was felt the participants most likely had the self-efficacy to view without being cognitively overloaded. Vasile, Marhan, Singer, and Stoicescu (2011) describe cognitive load as the point where human working memory is limited, and if a person were to be bombarded with too much information or overly complicated learning materials, that person could become overloaded, resulting in a lower performance. The participants in this study were instructed that they could watch however many videos they wanted to or were comfortable with. The variation between the total videos watched by each participant was interesting after observing the large distance between the upper and lower range. However, the findings were also positive in that the majority met or exceeded the goal as far as video viewing in this context was concerned.

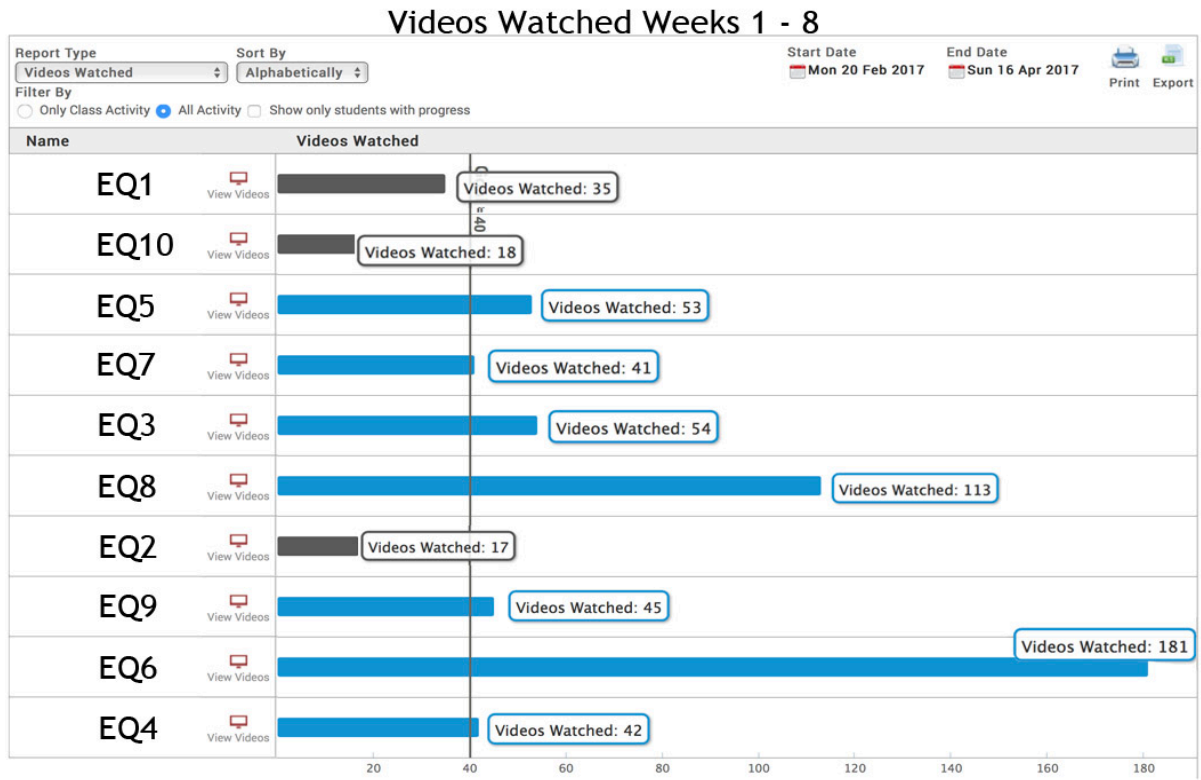


Figure 4-5. All videos watched during the 8-week study

Videos Spoken

The videos participants watched also had a spoken component to them. Participants could watch the video, then choose to repeat specific sentences after being prompted by the program. The participants could choose to do this speaking component or not, it was their choice. Some did the speaking parts, others not as much. All eight weeks of the spoken videos are visualized in Figure 4-6. The participants received points for speaking which were added to their overall progress scores throughout the eight weeks. Also, according to week one data, only eight of the participants chose to speak videos during that first week. Some students gained many additional points and learned practiced speaking more while others chose to only complete the amount of speaking that was comfortable for them. This lends credence to the aforementioned fact that all individuals differ in their available cognitive resources therefore, regardless of their skills, students can vary in how much mental activity they can engage in (Schraw & McCrudden, 2006).

This set of numbers from the videos spoken by the participants directly correlates with the videos they had viewed during the study weeks. The numbers match very closely with the number of videos they had watched, and the goal would be the same as the videos watched, so again, the majority did accomplish the goal of 100%. Some participants chose not to speak all of the videos they had viewed, but they mostly spoke all of them. The videos have English subtitles which allow the viewers to read the information as well as see and hear it. They had an opportunity after viewing the videos to practice speaking the words from the videos, allowing them speaking practice. That the number of spoken videos correlates so closely with the videos viewed points to their motivation, or self-efficacy to be able to accomplish these tasks, especially those who exceeded the goal by so many.

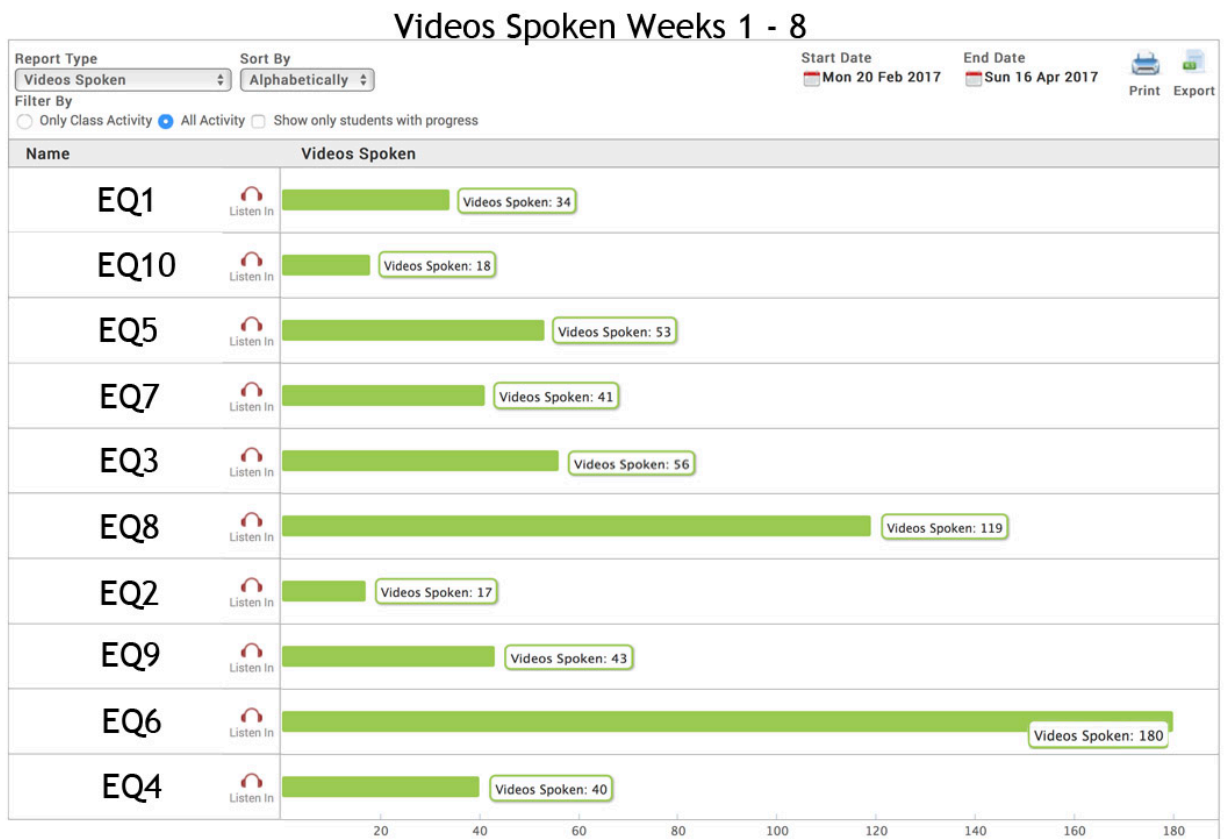


Figure 4-6. All videos spoken during the 8-week study

Lines Spoken

The EQ program breaks down the analyzed data of the videos spoken further to illustrate how many lines were actually spoken during the speaking of each video displayed in Figure 4-6. Figure 4-7 reveals that there was a goal of 200 spoken lines in the EQ module which corresponded with the five minimum videos watched and spoken per week. The number of lines spoken is indicated to the left of the status bars. This figure indicates that the goals were split relatively evenly; five of the participants achieved the goal and five of them did not achieve it. The application also records the students speaking the lines and allows the teacher of the class to listen to how the students speak so corrective feedback can take place. This also contributes to the pronunciation scores displayed in the Figures 4-2 and 4-3 above. The students' spoken lines were not reviewed via listening due to the protection of anonymity of the participants.

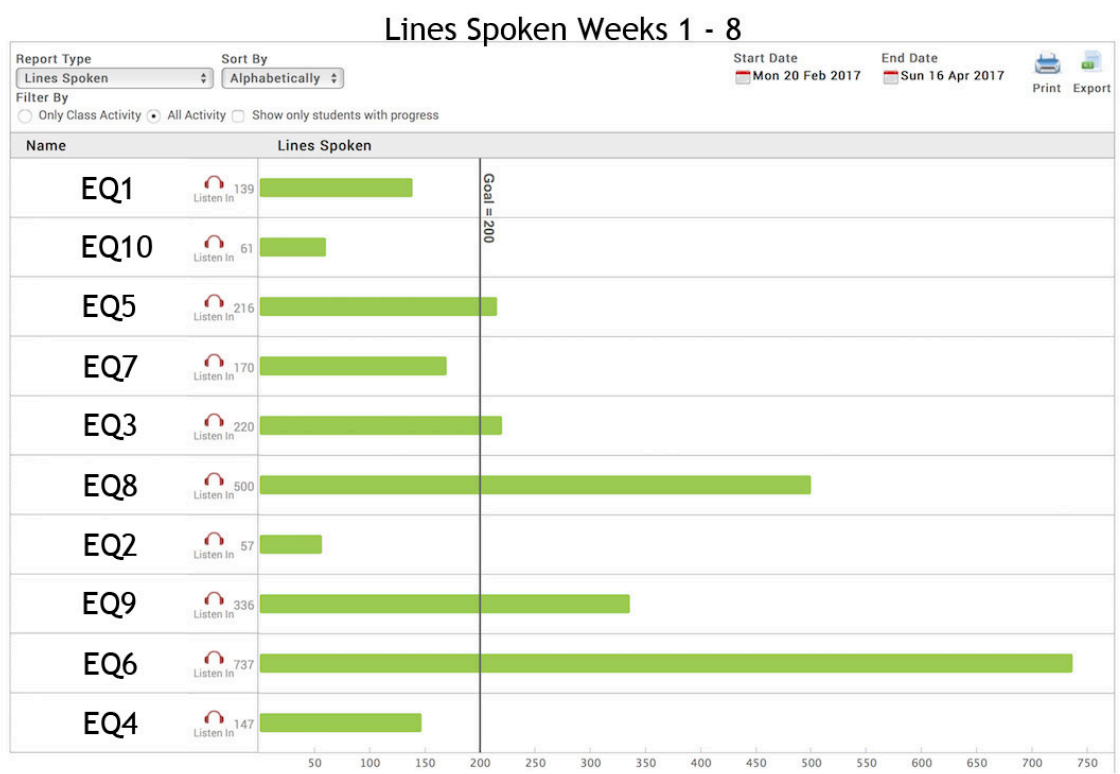


Figure 4-7. All lines spoken during the 8-week study

Quizzed Words

The final report illustrated is the quizzed words report. Figure 4-8 displays the number of new vocabulary words each participant learned during the course of the eight-week study. The variation of these numbers is quite wide in that some of the participants learned a much greater number of words than others. This means that the ones who learned the lowest number of words most likely spent less time using the program since it correlates with the number of videos they watched during the study period. The participants who devoted the most time to viewing videos also learned the highest number of new vocabulary words in the study. According to TESOL (2012), an ELL needs to learn between 4,000 and 5,000 vocabulary words during their high school or university careers. While the EQ participants' newly learned vocabulary did not amount to large acquisitions, 715 new words outside of their normal classroom learning experience seemed quite substantial, according to them for an eight-week study period.

One or two students, as evidenced by the qualitative data, felt this was a difficult or uninteresting part of the application, so results varied. Again, the students could choose which parts they desired to participate in. Also, although participant EQ2 stopped using the program during week four, it is revealed that this participant learned a total of 57 new vocabulary words during that time. Again, the final goal was to learn 200 unique words.

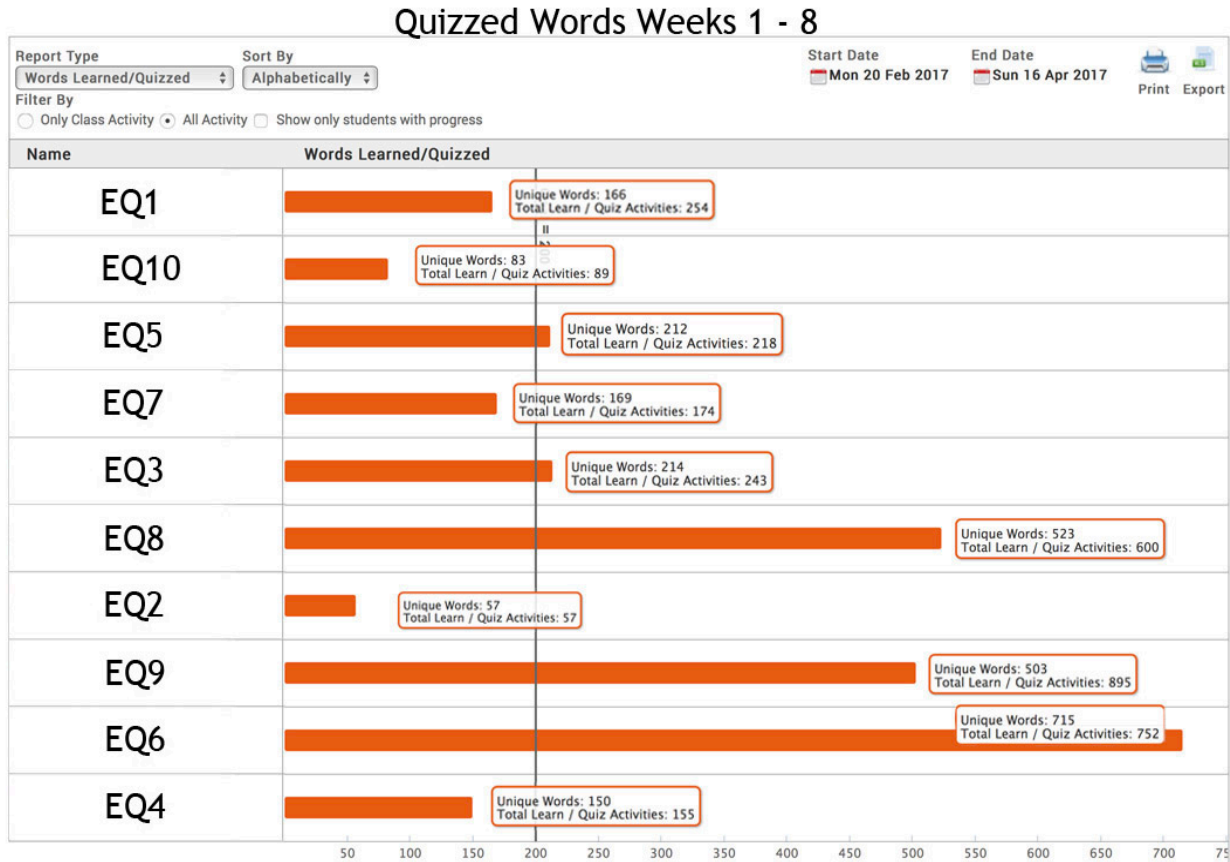


Figure 4-8. Quizzed words learned weeks 1 through 8

Surveys

Knowledge Findings from Pre-Usage Surveys

The pre-usage survey given to the participants yielded information which revealed their opinions regarding their ability to use a mobile phone and also use various applications for mobile phones which included the most popular social media applications. Facebook, Instagram, WhatsApp, Snapchat, and more, are mobile phone applications which require a certain level of operational and procedural competence to use. The participants in the study felt they had the knowledge to also operate the mobile application English Quickly for the purpose of this evaluation of the language learning app. In the survey question used to ascertain their comfort level using mobile phones, six of the ten participants chose Comfortable and four of them chose Very Comfortable. This finding is not a surprise, and aligns with the fact that nearly 90% of all

university students aged 18 and younger know how to operate smartphones (Zaki & Yunus, 2015). The majority of the participants in this study are what can be termed as digital natives who, according to Prensky (2001) are people born after 1980 who have been familiar with electronic technology since their early childhood. When the question regarding the participants' opinion about whether they felt they could learn English by using a mobile phone application was posed, eight of the ten participants felt they could. Only two participants felt unsure of that.

The greatest variation in the pre-usage survey occurred within the answers to the question about how often the participants used computers (as opposed to mobile devices). Three participants answered Rarely, three others answered Occasionally, one answered Regularly, and three answered Often. Although it was not a question which was included in the interviews, some students mentioned that they spent more time on their mobile devices (either digital pads or mobile phones) than they did on their computers, due to their desire to be constantly connected to social media wherever they may be, and not be confined to using a stationary computer or bulky laptop. Again, not surprisingly as stated previously, all but one member of this group of participants fall into the digital native generation, who insist social media be interwoven into every moment of their daily lives (Gouseti, 2014).

For ease of reading, the Pre-Usage survey has been separated into three tables (Table 4-1a, Table 4-1b, and Table 4-1c) that are relevant for the different types of data they illustrate.

Table 4-1a

Demographic Questions

<i>Pre-Usage Survey – Part 1</i>	A2	B1
What English class level are you currently enrolled in?	4	6
	Yes	No
Will you continue to attend this university next year?	9	1

	Yes	No	
Are you going to be in the English Translation dept. next year?	8	2	
	Erasmus	Foreign Exchange	Neither
Will you enroll in Erasmus or a Foreign Exchange program?	8	1	1

Questions regarding age and gender were omitted.

The first table, Table 4-1a, was concerned only with data relevant to this group of students and displayed such information as: They were mixed level A2 and B1 learners (Council of Europe. (2017)); that nine of them planned to continue to attend the same university the following year; that eight of the ten hoped to advance to the English Translation department the following year; and that eight of the ten desired to join a foreign exchange program which allowed them to travel to an English learning exchange program in Europe or USA.

The second table, Table 4-1b, included questions which were concerned with the technology usage habits and opinions of the ten participants.

Table 4-1b

Technology Usage Information

<i>Pre-Usage Survey – Part 2</i>	Never	Rarely	Occasionally	Regularly	Often	
How often do you use a computer?	0	3	3	1	3	
	Never Used	Not at all	Not very	Comfortable	Very Comf.	
How comfortable are you using a Smartphone?	0	0	0	6	4	
	*F	T	I	WA	SC	YT
Which social media apps do use? Pick all that apply.	6	4	8	8	6	6
	Def. Not	Not Sure	Possibly	Yes	Def. Yes	
Do you think you can learn English using a mobile app?	1	1	0	5	3	

*Legend: F=Facebook, T=Twitter, I=Instagram, WA=WhatsApp, SC=Snapchat, YT=YouTube.

The first question in Table 4-1b “How often do you use a computer?” yielded mixed results with no one responding to the Never item; three indicated that they Rarely used a computer; three indicated that they Occasionally used a computer; one indicated that they Regularly used a computer; and finally, three responded they Often used a computer.

The second question asked the participants how comfortable they were using a Smartphone. To this question, the responses were all much more closely-related or agreed upon, with six respondents indicating that they were Comfortable, and four indicating they were Very Comfortable. The next question related to the social media applications they used most frequently. The answers illustrate that the mixture of responses does not encompass all ten students each using the same mobile and social media. Rather, it is broken down by how many use each particular app. Six students reported they regularly used Facebook, four used Twitter, eight used Instagram, eight used WhatsApp, six used Snapchat, and six used YouTube.

The final pre-usage survey table, Table 4-1c, asks the participants about their use of English when they are not in school, and also how they feel about their own levels of English, rating themselves in a range from very low to very high.

Table 4-1c

Personal English Use Information

<i>Pre-Usage Survey Part 3</i>	Never	Rarely	Sometimes	Often	Always
How often do you practice speaking English outside of school?	0	3	3	1	3
	Very Low	Low	Moderate	High	Very High
How would you rate your level of English?	0	1	7	1	1

Again, a considerable mixture of responses for the first question illustrates differences in how much English speaking practice the students purportedly engaged in after school hours. No

one indicated the Never response; three participants indicated that they Rarely practiced speaking English; three reported that they Sometimes practice speaking English outside of school; one participant indicated they Often practice speaking English outside school; and three indicated that they Always practice speaking English outside school. The final question from Table 4-1c asked the students to personally rate what they thought their level of English was at the time of this survey. No one indicated themselves in the Very Low response; one felt their level was Low; seven indicated Moderate as their English level; one of the participants rated themselves as High level; and one participant indicated themselves as Very high. Questions 10 and 11 from the pre-usage survey also contained an open-ended response part and are listed below in question order in Tables 4-2 and 4-3, respectively. Very few students responded to the open-ended questions even though all of them responded to the multiple-choice questions from this survey.

Table 4-2

Open- Ended Question 10 from Table 4-1b

Open-Ended Question	Participant Comments
Q10: Do you think you could learn more English by using a mobile phone application? If no, explain why.	EQ2 – <i>“No, we only know simple words.”</i>

Table 4-3

Open- Ended Question 11 from Table 4-1c

Open-Ended Question	Participant Comments
Q11: How often do you practice speaking English outside of school? If never, explain why.	EQ1 – <i>“I am practicing hard, I feel myself improving because of this.”</i>
	EQ3 – <i>“My friends make a messy speaking practice.”</i>
	EQ4 – <i>“We don’t speak well.”</i>

Motivation Findings from Pre-Usage Surveys

It was felt that the first question in this part of the survey, in Table 4-1c, fit into the motivation category more than the knowledge area, partially because for Turkish students to practice English or any other foreign language outside the classroom with their peers or families is, for the most part, a rare occurrence. Although not observed by the surveyor, this information came through an unscripted conversation with several of the participants who were finished with their surveys and were waiting for their friends who were still filling out their surveys, and was later relayed to the interviewer. When asked to respond to the question about how often they practiced speaking English outside of school, none of the respondents answered Never. The responses of Rarely, Sometimes, and Always were evenly split with three responses each, and Often garnered one response. This finding seemed particularly high after learning from the unscripted conversation regarding how Turkish students do not usually practice English outside the classroom. Also, students participating in this study could have shown more initiative to speak outside of class could have been due to encouragement from their class teachers during school hours, as well as their attendance at Speaking Club one or more times per week after school. The interest factor plays a role in motivating the participants in this finding also because these participants were enrolled in a year-long preparatory English program. This would have been something new to them at the time as it included digital learning technology, and therefore generated some interest due to its novelty. This is also in agreement with Evans (2009) who wrote about studies which had been conducted to assess the impact of technology on student motivation. To reiterate, a study in London which was participated in by over 2,000 students, concluded that using technology generally motivates students to learn.

In Table 4-1c, the second of two questions posed was “How would you rate your level of English?” None of the respondents chose Very Low. One participant answered Low, while the

majority of seven responded to Moderate, leaving one response to High and one response of Very High. None of these findings are surprising when considering the class work and homework levels of the participants. The survey question was included to act as a type of gauge to check the respondents' self-efficacy level prior to the commencement of the study period. The responses illustrate that some participants started with low motivation and rated their own English level as low or moderate. This aligns with what Pajares (2006) noted about how people need to believe that their actions can lead to positive outcomes, otherwise their incentive to persevere when faced with difficulties is diminished.

Post-Usage Surveys

Table 4-4 illustrates the quantitative data responses from the post-usage survey administered after the participants completed the eight-week study period using English Quickly. The data include all ten participants' responses, even though one participant dropped out during the fourth week. That participant was willing to fill out the post-usage survey and their responses are included in this report, as they felt they had used the program long enough to answer the questions presented in the survey. Also, the data reported from this post-usage survey are all contained in one table due to the participants' all having used the EQ application at the same time for the duration (except the one participant), with no prior or demographic information being necessary to include in this survey. Incidentally, at the time of the distribution of the post-usage survey, the report data from the EQ application had not yet been viewed or analyzed, so the researcher was not aware that one of the students had dropped out of the evaluation, in fact, that participant had self-reported their withdrawal from participation to the author of the study prior to the end of the usage period. The respondents' choices on the post-usage survey as well as their answers to the interview questions did illustrate positive changes to their attitudes as well as performance after the eight-week study period.

Knowledge Findings from Post-Usage Surveys

As revealed in Table 4-4, the first question from the post-usage survey started by asking “Do you feel EQ has helped improve your knowledge of English?” Responses were mixed from mid- to upper-range in that four responded their English was Moderately Improved, five responded Much Improved, and one response was given to Greatly Improved. In survey item 5, the participants were asked to relate which skill they felt EQ helped them to improve the most, and were instructed that they could choose all which applied. Of the four skills listed, six responses were given to Listening, three went to Reading, and five responses went to Speaking. No responses were received by the Grammar choice, which is understandable as the focus of the application is to help learners practice their listening, speaking, and pronunciation abilities.

Table 4-4

Post-EQ Usage Survey

<i>Post – EQ Usage Questionnaire</i>	No Imp.	Little Imp.	Mod. Imp.	Much Imp.	Great Imp.
1. Do you feel EQ has helped improve your knowledge of English?	0	0	4	5	1
	Strongly Disagree	Disagree	Neutral	Agree	Str. Agree
2. I feel more confident about my ability to speak English after using EQ.	0	0	4	2	4
	Strongly Disagree	Disagree	Neutral	Agree	Str. Agree
3. EQ increased the value I perceive in improving my ability to speak English.	0	0	1	6	3
		Listening	Reading	Speak	Gram.
4. Which skill did you feel EQ helped you improve the most? Choose all that apply	0	6	3	5	0
	Strongly Disagree	Disagree	Neutral	Agree	Str. Agree
5. EQ app helped me to be motivated to improve my English.	0	0	1	6	3
**	Inadequate	Minimal	Lacking	Adequate	Good

8.How would you rate the training you received on how to operate EQ?	0	0	0	7	3
	Inadequate	Minimal	Lacking	Adequate	Good
9.How would you rate the support you received from your teachers or EQ support?	0	0	0	3	7
	Inoperable	Freq. Issues	Minor Issues	Mod. well	Very well
10.How well does the EQ interface work?	0	0	2	6	2

** Open-ended questions 6 and 7 are not included in this table.

Regarding the enjoyment of using the application, or whether they felt it was useful, beneficial, or otherwise a positive experience for them, the responses were fairly unanimous. Questions 6 and 7 were open ended questions which required a response to be written by the participants. The majority of the participants mentioned that the speaking parts of English Quickly were what they enjoyed the most about using the application, even though one or two participants had responded negatively to this function of the program. Several mentioned that they enjoyed watching the different videos and that they felt that watching them helped to improve their listening and vocabulary. Regardless of the few negative reactions of the minority, speaking seemed to be the skill that garnered the most attention from the participants and was what they felt was the most important as well as enjoyable for them. These are similar to the findings from a study by Grgurovic (2011) which indicated that more than 50 percent of 1700 participants who participated in English language online learning activities for listening, speaking, and pronunciation practice enjoyed the activities and replied positively to survey questions which asked if they felt the online learning helped with those skills. The open-ended questions are displayed below in Table 4.5.

Table 4-5

Open-ended Question 6 responses

Open-Ended Question	Participant Comments
Question 6: What did you enjoy most about using EQ?	<p>EQ1: <i>"I think this application is useful and it is instructive."</i></p> <p>EQ2: <i>"I like EQ, I like speaking because EQ is improving speaking."</i></p> <p>EQ3: <i>"Speaking, because it makes me improve."</i></p> <p>EQ4: <i>"I like vocabulary, listening, speaking. These are significant for me because definitely I improved every topic."</i></p> <p>EQ5: <i>"I liked the conversation part very much because of that it is very important to talk to me accented."</i></p> <p>EQ6: <i>"The videos are very nice, entertaining and illustrative. An ideal application for listening practice."</i></p> <p>EQ7: <i>"EQ is good for word meanings and pronunciation."</i></p> <p>EQ8: <i>"The best thing for me is I feel better about my listening, vocabulary and pronunciation."</i></p> <p>EQ9: <i>"The speech part for me was so good that my comprehension became stronger."</i></p> <p>EQ10: <i>"Firstly I couldn't speak fluently. After that I started to like it."</i></p>

While analyzing the data, an unexpected occurrence came to light in the participants' answers to open-ended item 7 of the survey, which read: "If you did not enjoy using EQ explain why." The question clearly states that the respondent should answer only if they did *not* enjoy using the application. Eight of the ten participants chose to answer this question anyway, but again wrote positive feelings instead of stating what they did *not* enjoy. The participants who responded remarked that they liked it, so it is not clear whether the students did not understand

the question, or whether they decided to answer it anyway. Table 4.6 displays the participants' responses to open-ended question 7.

Table 4-6

Open-ended question 7 responses

Open-Ended Question	Participant Responses
Question 7: If you did not enjoy using EQ explain why.	EQ3: <i>"I like it because EQ is very improved."</i>
	EQ4: <i>"EQ is very important for me because I feel quickly improved."</i>
	EQ5: <i>"I liked it."</i>
	EQ6: <i>"I liked everything"</i>
	EQ7: <i>"I liked it because it has levels for watching so you can watch whatever you want."</i>
	EQ8: <i>"Actually, I like EQ, everything is good for me."</i>
	EQ9: <i>"I've had a trial run."</i>
	EQ10: <i>"Of course I like it."</i>

Next, referring back to Table 4-4, question 8 asked the participants how they would rate the training they received on how to operate EQ. The majority of seven gave the response Adequate. The Strongly Agree response was given by the other three. Question 9 asked "How would you rate the support you received from your teachers or EQ support." The choice Adequate received three responses, and seven chose Good. Finally, for question 10 which asked for the participants' opinion on how well the EQ interface works, two responded that there were Minor Issues, six responded Moderately Well, and two responded Very Well. It is a well-known fact that in Turkey, Internet coverage varies moderately to widely due to the age of some of the Internet service area cabling. Students complained at times during the eight-week study period

that their Internet was not operating at acceptable rates of speed depending upon where they were located at the time they were accessing the EQ application.

Motivation Findings

The second question on the post-usage survey spoke to the self-efficacy part of motivation in asking the participants to respond to “I feel more confident about my ability to speak English after using EQ.” Four participants chose Neutral, two chose Agree, and four chose Strongly Agree. The next survey item 3: “EQ increased the value I perceive in improving my ability to speak English.” One participant chose Neutral, while six chose Agree, and three chose Strongly Agree. This survey item is important in that it correlates with the motivational construct of task-value for its predictive utility of student performance related to motivation and their future achievement (Bong, 1999). Bong’s discussion of this motivational construct aligns with how the participants continued in the preparatory English program, especially those who passed the program year and were able to advance to their faculty departments.

One-on-One Interviews

During the latter part of May 2017, seven of the ten students who used the English Quickly mobile English learning application were interviewed in English about their experience using the application. An interpreter was present for students who felt more comfortable using their native Turkish language. The students were asked a number of questions which were directly taken from the interview question form located in Appendix B. Although the questions were adhered to in the same chronological order, there was one change: the omission of the actual Question 2, which stated: “Tell me if you feel your English knowledge did not improve at all; explain why you feel this way.” Since none of the respondents gave a negative response to Question 1, this question was unnecessary to include in this report because everyone left it blank. Below is the revised list of questions which were used in the interviews.

1. Explain how much you feel your English knowledge has improved after using English Quickly if at all.
2. Explain how much, if at all, you feel that using English Quickly made you feel more motivated to learn English.
3. Which part(s) of English Quickly did you enjoy the most? Why?
4. Which part(s) of English Quickly did you not enjoy? Why?
5. Did you understand how to use the application, and to what degree did you feel supported by school staff and English Quickly tech support if you had problems?
6. Explain how using English Quickly has impacted your perceived value of improving your English.
7. How well did you understand the reports that track your progress in English Quickly?

Qualitative responses given to the above questions were analyzed by using content analysis to find common patterns related to the positive or negative aspects of the mobile application EQ's use (Patton, 2002). Participants and their responses to the questions are referred to with a number (e.g., English Quickly participant 1: EQ1). Also, out of the ten participants, interviewing only eight of them one-to-one was possible as one had dropped out of the program several weeks before the interviews were conducted, and one other declined to be interviewed. Therefore, participants EQ2 and EQ3 were not interviewed.

Knowledge Findings from Interviews

After analyzing the survey data, reviewing the voice recordings from the seven participants who agreed to be interviewed proved compelling in that their verbal responses very closely resembled their survey responses, confirming the researcher's belief that the participants truly felt the way they responded to both mediums of data gathering. The interviews were

conducted a little over one week after the termination of the study, so the information was still fresh in their minds. The answers from the interviewees were consistent regarding the positive feelings of using the EQ application for the duration of the study, even the participant who dropped out in week four responded similarly.

Seven of the ten respondents confirmed during the interviews that they felt their English had improved after using the app for eight weeks. Comments included responses such as “I think I improved a lot,” and “I learned a lot of vocabulary words.” Students mentioned different aspects of the application which they felt improved such as “I feel it helped my pronunciation,” and another participant remarked “At first the program didn’t understand me, but then it did.” This statement can be interpreted that the application did not understand the participant’s speaking at first, but then they improved their pronunciation after time so that the application was able to interpret their speech. Most of the participants did mention that they were comfortable using computers, some felt very comfortable with them although they said they didn’t use them as often now because of mobile devices. This finding is in line with other studies in the field which found that learners with higher level computer skills had more positive attitudes towards web-based learning (Cinkara & Bagceci, 2013). Table 4-7 reveals how some of the participants viewed their English language improvement after using the EQ application.

Table 4-7

Participants’ Feelings About Knowledge Improvement

Interview Question	Participant Response
Question 1: Explain how much you feel your English knowledge has improved after using English Quickly if at all.	EQ8: <i>“I think I got better about learning vocabulary. It has speaking parts and vocabulary that are very useful for me.”</i>
	EQ9: <i>“I think it’s improved my English because I understand more now.”</i>

EQ10: *“After using EQ my English improved more. Especially my speaking improved and I think it’s useful for me. I have developed more.”*

EQ5: *“I think I improved a lot because it teaches a lot for me. Speaking to the videos helped me.”*

EQ1: *“I learned good English, I improved. It helped me to have good pronunciation.”*

On the other hand, several participants also commented about some negative emotions they felt during the study although their survey responses and most of their interview responses were positive. For example, one participant mentioned feeling surprised at reading a progress report and learning that the videos watched amount was far less than he had expected. Another participant felt they had performed very well, but upon viewing reports, similarly found that their scores lacked when compared to others. Also, these students seemed to lack the self-evaluation skills which are necessary for them to gauge how much information they can process at one time, and how well they think they are performing (Kirschner, Kirschner & Paas, 2009; Shraw & Lehman, 2009). Their thought processes seemed to inform them they had achieved well when the opposite was actually true. Table 4-8 displays the different comments from several participants who, along with positive feelings about the application, also found some negative issues within themselves. Question 7 asked how well the participants understood the reports. Almost everyone agreed that they understood them well. However, they continued unprompted, to discuss how they did not realize how few videos they watched until reading the reports.

Table 4-8

Participants’ Feelings about Negative Performance Issues via Reports

Interview Question	Participant Response
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Question 7: How well did you understand the reports that track your progress in English Quickly?

EQ7: *“I did understand the reports and the purpose of them but I never actually looked at them because I thought I was doing enough, but I learnt sometimes I was not watching enough.”*

EQ10: *“I was doing a lot of watching but I didn’t know it wasn’t enough. I couldn’t do more, I don’t know.”*

EQ4: *“At first I thought 5 videos ok, but now I think 5 videos was too much for me and I couldn’t keep up after a few weeks and I didn’t understand that after I saw how little videos I watched.”*

EQ1: *“I think I was good but I guess I can’t watch as much as others because I saw one report and I felt surprise I didn’t have a high number of videos.”*

Motivation Findings from Interviews

All of the respondents indicated they liked the EQ application, and seven of the ten indicated that they liked everything about it. Five of the respondents found the application to be valuable, and all of them felt it was important for improving their English. The motivation-related comments were compelling because the students revealed which aspects of the application made them feel motivated to continue and learn more. Such comments as: “For value, it was about learning words, it is very important for English, words, you can’t talk without them,” and “It made me motivated because when I watched the videos, I wanted to watch many more videos.” This is in agreement with what Eccles (2009) believes in that individuals are more likely to engage in an activity when it provides value to them.

Another participant commented that they felt motivated to use the application because they found it to be useful for them. This effect is also directly in line with what Schraw and Lehman (2009) related about how personal interest can effectively increase learning. All of the

participants agreed that they felt very motivated to use the application and that using it made them feel even more motivated to continue on their own. McKay (2010) wrote that interacting with technology and participating in Internet activity gives people the ability to form a different online persona which is helpful for them to raise their language literacy levels. That the students participating in this study used the EQ application on their own without others around them may have contributed to their motivation due to the anonymity factor which McKay discusses.

The students chose different components they liked the most. Each of the students interviewed named one or two components of EQ they enjoyed in particular. The program's components include watching videos, speaking to videos, learning vocabulary, quizzed words, and pronunciation practice. For instance, two participants mentioned they liked watching videos and learning vocabulary words. Another student claimed to enjoy a slightly different variation of that: "I enjoyed most speaking and watching videos;" meaning this participant enjoyed the speaking component of video watching. These discoveries are in line with Grgurovic (2011) whose study reported that most of the participants who participated in English language online learning activities enjoyed them. Table 4-9 below displays the different respondents' answers to interview question no. 3, which asked the users which components they enjoyed most.

Table 4-9

Components of EQ Participants Enjoyed Most

Interview Question	Participant Response
Question 3. Which part(s) of English Quickly did you enjoy the most? Why?	EQ1: <i>"I liked watching the videos most, because they are good videos and I learned a lot of vocabulary words."</i>
	EQ6: <i>"It's really good. I did a lot of listening. I can really listen well now, I understand it."</i>
	EQ7: <i>"You can search everything and watch whatever you want, for instance I searched Harry Potter and Emma Watson. I can find</i>

what I want to learn about by searching easily. For me most enjoyable and helpful and my favorite was working on pronunciation because I like the accents of foreign languages. I feel it helped me improve my pronunciation too.”

EQ8: “I like Bruno Mars videos, also I was watching about my education subject, law. The videos are very short, which is good.”

On the other hand, several of the participants complained during the interviews that they did have some problems maintaining the level of interest after the first two weeks. They had several different reasons as to why they did not feel as motivated, even though they felt positive about the application during the same period of time. For instance, one participant felt unmotivated after observing her friend watching only level 4 videos while she herself only watched level 3, complaining the higher level was much too difficult for her. Her self-efficacy could have been negatively affected to observe someone performing nearly the same tasks achieving more than she was. In fact, performance goal orientation, according to Rueda (2011) leads to students to focus on how their ability can be demonstrated in front of others, and how negative experiences can lead to student avoiding a task. Rueda (2011) also maintains that motivation is context-specific, and that a student’s self-efficacy beliefs in one subject area can differ from their self-efficacy beliefs in other subjects or even different components of the same subject. This can also speak to perceived conditions or situations. According to Rueda (2011), two or more individuals who may be experiencing exactly the same conditions or event may have completely different perceptions, thus different motivational results. Another participant complained that at times he was too busy to watch more videos and sometimes felt bored when thinking of watching them. This can be attributed to the idea that individual interest may be

developed over time if there is enough knowledge, positive feelings, and value. However, as Harackiewicz and Hulleman (2010) describe, situational interest is fleeting and only associated with something which is being seen or experienced at a given time, and unlike individual interest which develops over time, can be the type of interest the study participant felt toward the application due to its newness to him. Table 4-10 illustrates the motivational issues faced by a few of the participants. The question asks the participants to explain how much, if at all, they feel that using the application made them feel motivated to learn English. These responses came after they agreed that they felt motivated to learn.

Table 4-10

Participants' Lack of Motivation: Self-Efficacy and Interest Issues

Interview Question	Participant Response
Question 2: Explain how much, if at all, you feel that using English Quickly made you feel more motivated to learn English.	EQ1: <i>"I saw my friend did so many videos and I felt bad I only watched a few so I stopped."</i>
	EQ10: <i>"My friend wanted to go out at night so I couldn't feel excited to watch videos after that."</i>
	EQ4: <i>"When my friends were watching level 4 videos and I was watching only in level 3, I didn't be interested much anymore. Level 3 was hard enough and I tried level 4 and stopped after that because the vocabulary I can't understand it."</i>
	EQ7: <i>"Sometimes I couldn't be interested to watch any videos because I am so tired at night."</i>

All of the participants interviewed said that they either felt very motivated to use the application or that after they used it they felt even more motivated. The motivational aspects of students being able to be engaged in an application where they are completely anonymous also

lends credence to the writing of McKay (2010) who discussed how technology and Internet-engaging activity allows people the ability to form a different identity of sorts, which has been found to help them raise their literacy levels in another language. The novel features of EQ also sparked interest in most of the participants, which is an important part of motivation. Two participants responded similarly about the motivational aspects which affected them: “It made me motivated because when I watched the videos, I wanted to watch many more videos.” Most of the participants had at least one point that they were dissatisfied with in relating to their own abilities or motivation in language learning, and shared several mixed comments regarding these points. This also brought to the fore that some students were not confident in their own self-efficacy or abilities at first, but later on, some felt and revealed that they developed their skills over time during their use of the application. This effect is directly in line with what Schraw and Lehman (2009) related about how personal interest can effectively increase learning. Some of their comments included: “I don’t speak well,” and “I felt it’s useful, somewhat, but not especially, because my problem is pronunciation.” Perhaps one of the most revealing comments about a participant’s perceived improvement: “I didn’t understand anything from the EQ at first, but now it’s better.”

Five of the eight students interviewed expressed that they felt the application was valuable and that it was important for them. One of the most telling comments regarding value was from this participant: “For value, it was about learning words, it is very important for English, words, you can’t talk without them.” This was an important discovery during the interviews, as Bong (1999), holds that when students value the tasks they are performing, this can be an indicator or predictor of student performance related to motivation and their future achievement. Figure 4-9 gives a graphical representation of the percentage of students’ participation on the components of EQ which were being measured overall.

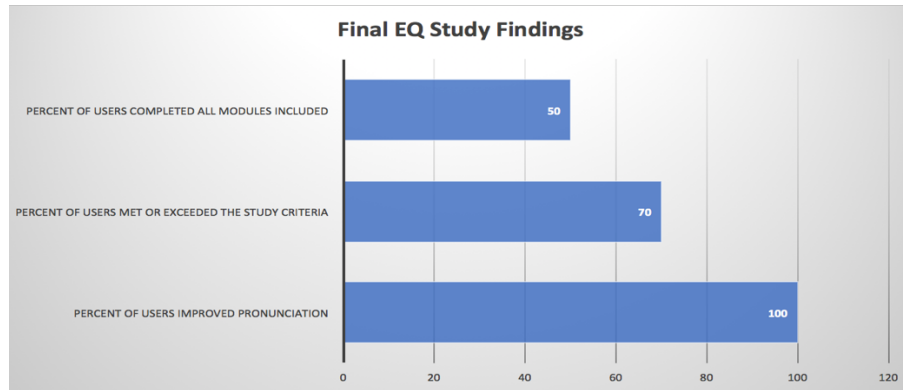


Figure 4-9. Final EQ study findings in percentages

Organizational Findings

In question 5, participants were asked if they felt supported by university staff and also technical support from EQ. The answers were unanimously Yes from all participants. Near the end of each of the one-to-one interviews question no. 7 was asked about how well the participants understood the reports that tracked their progress. All participants agreed that they understood all the reports. The answers to this question from all participants were positive in that they understood them and also liked to look at those reports to track their own progress, although some participants learned of their lacking performance of the requirements of the study.

Even though it was not asked as a question during the interviews, several of the participants related that the reports actually helped to motivate them to try harder in the normal classroom work they completed. This correlates with the findings of research in the motivational area which reveals that when students are given more interesting and novel learning materials, they could produce higher quality assets, such as writing and grammar improvement, which is related to situational interest (Flowerday, Schraw, & Stevens, 2004). Additionally, even though the question was not posed to them during the face-to-face interviews, all of the respondents agreed they had received adequate training on the application before they began to use it. Only

one of the participants reported that they had some technical problems: “Sometimes I had technical issues, but I sent email to EQ support because sometimes I couldn’t see the videos.”

Another responded: “Technical support was fine. I really felt it is very valuable and important for my education. I understood all the reports such as pronunciation etcetera.”

Nearly all eight of the participants who were interviewed almost unanimously related that they liked everything about using EQ. However, one participant wrote that they did not enjoy one particular aspect: “I didn’t really enjoy speaking or repeating,” the same student did state that they enjoyed all other parts of the program. Another participant mentioned: “I didn’t really enjoy the vocabulary, I think it was a little boring but not hard.” Similarly, that same participant also stated they liked everything else about the program, including learning quizzed vocabulary words. A slightly different response came from another participant: “So far, I feel motivated, but I didn’t really enjoy speaking or repeating after the videos, but I understood how to use it and I understood the reports.”

Responses from all the student participants who were interviewed were mostly positive, with relatively few negative comments and only on several points. Based on the interview responses given by the participants, the main findings of the qualitative data were tabulated and are expressed in Figure 4-10.

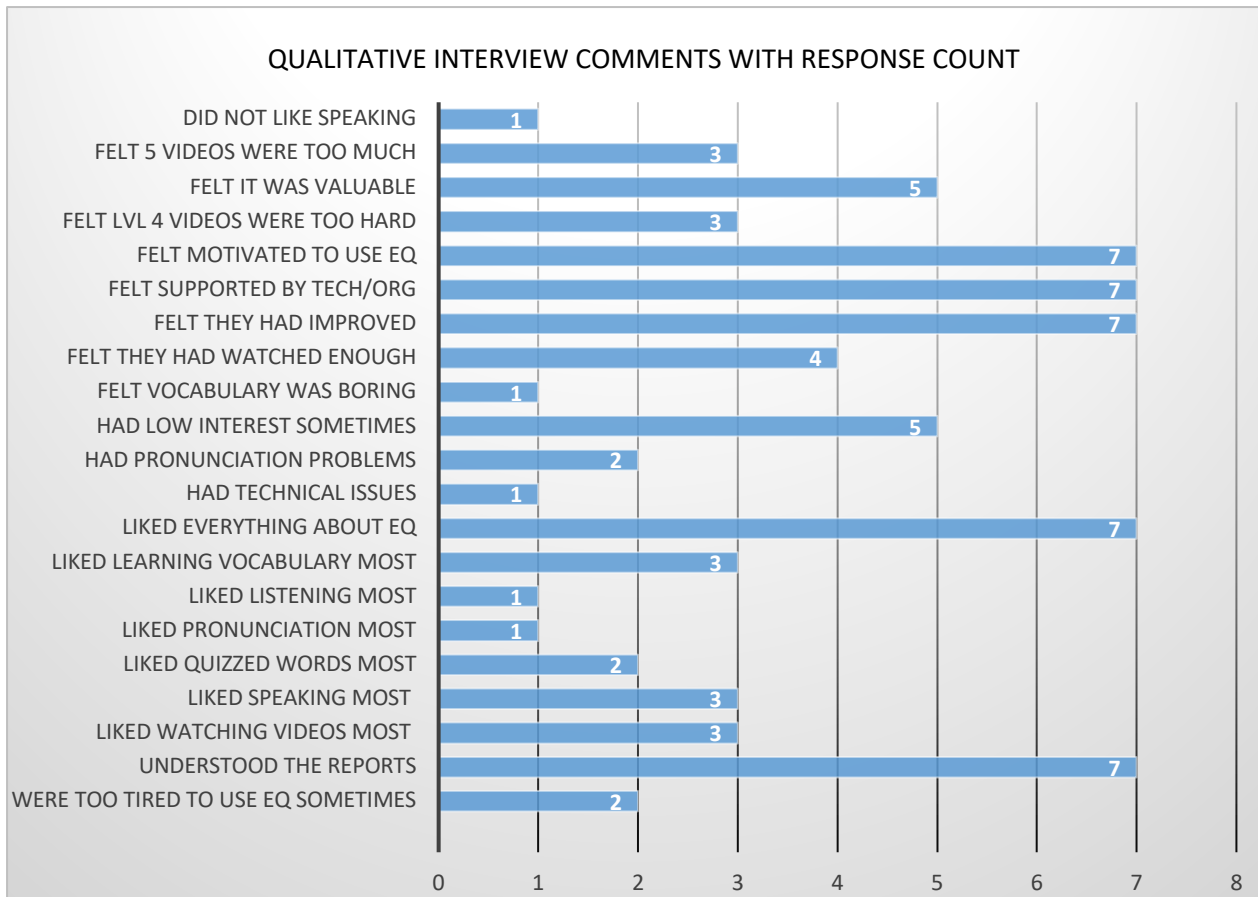


Figure 4-10. Graphical Representation of Qualitative Data Responses

Synthesis of Data Findings

The purpose of the study was to examine the impact on student performance and motivation as well as readiness, by incorporating technology via a mobile, interactive study application as an addition to the curriculum in an English as a foreign language (EFL) university classroom. This study had ten participants who used the English Quickly mobile English language learning application for eight weeks. Data from pre- and post-usage surveys were collected, as well as data from one-to-one interviews with seven of the participants, and additionally, data from EQ-generated reports regarding participants' progress were collected and analyzed. These components helped to round out an analysis which illustrated that the participants were interested in, learned from, and were motivated by the application. Pre- and

post-usage data revealed that the benefits from the participants using the application made its use a worthwhile endeavor for the majority of them. Even the participant who did not continue using the application after the fourth week commented that she did enjoy using the application and that they learned something from using it by watching the videos and speaking, and also becoming aware of and understanding their pronunciation flaws. The survey responses from all of the participants were mostly positive and enlightening, as well as revealing about their feelings before and after using the application. The numerical report data revealed mixed but mostly positive results in the area of student performance and motivation culminating in the following statistics: 100 percent of the study participants improved their pronunciation, 70 percent of the participants met or exceeded the study criteria of viewing and speaking five videos per week, while 50 percent of the participants completed all modules included in the overall progress measurement, spoken lines, and quizzed words.

The qualitative responses which were derived from the interviews conducted one-on-one approximately one week after the eight-week study period ended were mostly positive also. However, there were five participants who did report some struggles they had with their self-efficacy to complete the video watching. Some had dwindling interest in completing the video watching and other components associated with them for various reasons including boredom, feeling tired, and wanting to engage in other activities with friends. On the other hand, these same students also reported positive feelings toward the application use and felt it was beneficial. After week two seemed to be the period when some students started to exhibit less interest in completing the requirements of the study.

The interview data were still some of the most compelling because more than half of the participants reported feeling motivated by using the EQ application. This is in agreement with Bandura (1997) who demonstrated that self-efficacy is increased as individuals succeed in a task.

Also, all the participants felt they learned something from using it such as more vocabulary, better pronunciation, and improvement of their listening and speaking skills. These findings were similar across the entire Knowledge, Motivation, and Organization (Clark & Estes, 2008) spectrum, and align with the projected results illustrated in Figure 2-2, the Conceptual Framework of Projected Mobile Application Usage Effects. To condense, during the third quarter, beginning on February 20, 2017 the change in students' knowledge, motivation, and readiness began. By quarter four, ending April 16, 2017, after the EQ application had been fully implemented and used consistently by the majority of the participants, students' knowledge, motivation and readiness had been elevated as evidenced by the analyzed data from all three sources mentioned above. This is all quite positive, however, the organizational aspect of prospective higher student enrollment and other expectations of a further reaching effect could not be determined by a singular study such as was performed. Recommendations on how to implement this English language learning application tool into the university's curriculum have been outlined in detail in chapter five.

Finally, a finding which was related to the organizational goals discussed here was the revelation that the participants' final exam results were more successful as well. Of the ten participants who were in the study, seven of them passed the final exam and the course. The three who did not pass the exam came much closer to passing than during the two previous quarters, only missing the passing mark by one or two points. Those three students were included in the minimal users of the EQ application, meaning they had not participated as much as the other seven. Whether that is a factor as to their failure to meet the exam result requirement is not known nor a part of this study. Half of the study participants completed the requirement of five videos per week as well as completing all the extra components associated with those videos. Seventy percent of the participants completed the video-watching requirement without

completing all of the extra components, and all participants (100%) improved their pronunciation.

CHAPTER FIVE: RECOMMENDATIONS FOR CONTINUED PRACTICE

Knowledge Recommendations

The knowledge influences in Table 5-1 represent a list of assumed knowledge influences which were not completely present for all participants, and therefore did not fully meet the organizational goals during the application's use as revealed in the report data generated by the mobile application used in the study. As indicated in the table, it is revealed that the metacognitive influences were not fully present as far as the organizational expectations for achieving the stakeholders' goals were concerned. The metacognitive influences revealed in Chapter four regarding the participants' self-evaluation ability and also their understanding of their own capacity for viewing the applications' video content seemed to have lacked in half of the participants as evidenced by their cumulative scores, which included the number of videos watched, on the various components of the English Quickly application. Table 5-1 briefly lists the recommendations for the influences based on the theoretical principles.

As stated in the principle column in Table 5-1, students need to be able to evaluate themselves regarding how much information they can process at any given time, and also how they think they are progressing as far as their goals are concerned (Kirschner, Kirschner & Paas, 2009; Shraw & Lehman, 2009). This also pointed to the number of videos the participants were to choose to watch over the course of one week. The number of videos required by students to view per week for the study guideline was a minimum of five. Half of the students did complete this requirement, while the other half did not. It is not known whether the number of videos required exceeded the learning capacity of the five students who did not complete at least that many per week of the study, as they did not communicate that they were having any problems completing the required amount of video content.

Table 5-1

Summary of Knowledge Influences and Recommendations

Knowledge Influence	Principle and Citation	Context-Specific Recommendation
Nearly half of the participants did not possess self-evaluation knowledge to evaluate their effective use of the application English Quickly.	Self-evaluation skills are necessary to indicate to students how much information they effectively process at one time and how they think they are progressing. (Kirschner, Kirschner & Paas, 2009; Shraw & Lehman, 2009).	Teachers must monitor progress and help students who are not familiar with their own self-evaluation skills, show examples of how many videos they need to view. Students' must be reminded weekly to check their own progress by examining the reports generated by the application and also by asking other students questions about their usage.
Half of the participants were unable to complete the minimum requirement of viewing five videos per week or 40 for the duration of the study.	Individuals differ in their available cognitive resources and how much mental activity they can comfortably engage in. (Schraw & McCrudden, 2006).	Students need to watch five videos per week at their level to fulfill the task. If a student finds they cannot complete the task, adjustments to their program should be made immediately. Weekly checking in with the students must be done to see where they are.

Metacognitive Knowledge Solutions

According to the table, students needed to possess self-evaluation knowledge to evaluate their effective use of the application “English Quickly.” According to several sources, self-evaluation skills are necessary to indicate to students how much information they effectively

process at one time and how they think they are progressing (Kirschner, Kirschner & Paas, 2009; Shraw & Lehman, 2009). It has also been noted that individuals differ in their available cognitive resources and how much mental activity they can comfortably engage in (Schraw & McCrudden, 2006). As well as having self-evaluative skills, students needed to use strategic knowledge to plan how to approach problems and also how to adjust strategies in order to accomplish the learning goals (Krathwohl, 2002).

Recommendations

Recommendations include instructing students how they may check their own progress periodically by examining the progress reports generated by the application and also by asking other peer group students questions about their usage. Weekly reminders may be useful in this endeavor. Students will differ in their metacognitive processes with regard to self-evaluation of their own abilities regarding how many videos they can watch on their mobile phones. The teacher can also be alerted by observing the weekly reports if a student is not fulfilling the task requirement and can act by making adjustments to the students' program by lowering the minimum requirement or changing the language level of the videos the student is viewing. As in the recommendations above for procedural knowledge, in order to further aid the students who may not be engaging in as much metacognitive reflection as others, interaction with peers could prove an effective way of developing their metacognitive as well as other skill strategies (Vygotsky, 1978).

Motivation Recommendations

The items listed in Table 5-2 represent self-efficacy and interest, the two motivation influences which were focused on in this study. This information was based on interviews and responses to post-survey items as well as supported by application-generated reports, the literature review and the review of motivation theory. Clark and Estes (2008) describe

motivation as the force which gets people going and helps them accomplish tasks. Mental effort is required as well as choosing to persist in working toward a goal. This effort is mainly determined by confidence, making self-efficacy an important factor in motivation. Relating to the students or stakeholders in this study, the emphasis is placed on self-efficacy as a measure of how students felt about their ability to use mobile phones and learning applications. Interest is also emphasized because participants needed to have interest in order to begin using the application and be interested enough to invest the necessary mental effort to maintain the use of it for the eight-week duration of the evaluation period. As indicated in Table 5-2 these particular motivational influences were not optimally present for achieving the stakeholders' goal. This is based on the fact that five of the ten participants were not able to complete the required number of videos each week, as discussed in the previous category of metacognitive knowledge. Table 5-2 also shows the recommendations for these influences based on theoretical principles. One of the promising recommendations for alleviating boredom or lack of interest in learners could be the suggested use of social media to augment their use of English Quickly. Many videos in the application discuss social media use. As found in the pre-usage surveys, all participants revealed that they used the most common and popular social applications such as Facebook, Instagram, Snapchat, Twitter, and also spent time watching English language content on YouTube.

Table 5-2

Summary of Motivation Influences and Recommendations

Motivation Influence	Principle and Citation	Context-Specific Recommendation
Several students did not have the self-efficacy to invest the mental effort and persistence to perform well. Some felt inadequate to finish after observing others excelling.	A person's self-efficacy helps to foster the positive outcomes they desire or expect. Self-efficacy beliefs are likely to determine a person's reactions, behavior and choices. (Pajares, 2006)	Students should be interviewed about how they feel regarding their progress. They can be shown examples of where they should be at that time period.

	Self-efficacy is increased as individuals succeed in a task (Bandura, 1997).	Adjustments in the program can be made to help them.
Several students in the study felt waning interest during certain times and did not continue or did less activity than others. Some expressed feeling tired or wanting to go out instead of using the application.	Individuals are more likely to engage in an activity when it provides value to them. (Eccles, 2009). Activating personal interest and building upon this interest could increase motivation to learn (Schraw & Lehman, 2009). Social media can improve students' enjoyment of learning, aid effectiveness and also learner satisfaction (Inayati, 2013).	Hold weekly sessions with students to ascertain what they are feeling (overwhelmed or on track with the number of videos they watch) Pair students with a very interested or motivated student. Create interest in the classroom about the subjects the videos cover. Suggest social media use to augment EQ and inspire two-way communications on WhatsApp groups; Facebook groups, Snapchat, and other applications.

Self-Efficacy Solutions

The students who were participating in the use of English Quickly were familiar with mobile application operation, thus seemingly had high enough levels of self-efficacy to begin using the application and continue using it for the duration of the eight-week study period (Pajares, 2006). Once students began using the application, it is possible some of them may not have recognized the authentic, relevant learning tasks the application provides, and although positive outcomes from their use of the application could have raised their self-efficacy (Banihani, 2015), perhaps this was not completely the case. Part of the self-efficacy boost includes a higher level of belief in the participants' own abilities to perform academic tasks, which can improve their cognitive and metacognitive strategies (Pajares, 2006). Another rise in

motivation is possible if lower-achieving students are assisted by higher-achieving students in the Zone of Proximal Development. This essentially affects the self-efficacy of both students, because the student receiving the assistance will feel positive and empowered to continue, and the student who has a greater command of the application's use will take the role of instructor, which will raise their self-efficacy even more (Vygotsky, 1978). However, counter to these possible outcomes described by the literature, half of the participants were unable to or chose not to complete all of the minimum requirements of viewing five videos per week, although most did, and also mostly completed the other components as well. The root cause of the lack of some participants to complete the requirements is not entirely clear in this case, but if the students who did not complete all of the minimum requirements suffered from a lack of self-efficacy which may have altered their persistence to perform well (Schunk, 1991), they did not indicate this in the surveys or interviews. As maintained by Bandura (1997), self-efficacy is increased as individuals succeed in a task. To reiterate, during the study none of the students mentioned they were having a problem regarding the number of videos they were required to watch each week, and only reported mostly positive feelings in the post-usage surveys and interviews.

Students should be given opportunities to receive ample training and reinforcement about how to perform the procedural operations of the mobile application they will be using and also opportunities to practice before they begin the evaluation period. Once this is accomplished, students should be given the latitude to operate the application on their own and to complete the requirements for the study which amounts to watching a minimum of five videos per week (as stated earlier they can elect to watch more) and complete the associated quizzes, speaking practice modules, and pronunciation practice. It is also vital that students, at least initially, interact with their peers to exchange notes on their experiences using the application. Students should also be reminded that they are in control of which video language levels they watch, as

they are given choices within the application itself. This could also affect the students who choose not to watch the required five videos per week if they choose videos which are at an inappropriate level for their comprehension in English. However, they also could elect to watch the pre-chosen videos which can be chosen by the teacher and posted for them which would be the correct level for their abilities. Students should also be encouraged to consult with the teacher if they feel unable to complete the application requirements. Teachers can elect to adjust the number of videos they require the students to watch each week also.

Interest Solutions

If students are interested, they will invest the mental effort required to accomplish a task or goal (Eccles, 2009). Also, if they value an activity their interest in performing it will be higher. Because English Quickly combines technology with language-learning, students are likely to find this interesting because the Internet opens up new types of learning opportunities for them. (Hornberger & McKay, 2010). With the mobile application, they will also be learning English which is more relevant and appropriate for online communications. Students can maintain their interest because they control their environment on the Internet and develop a sense of belonging, especially within peer groups, and even go so far as to assume a new language-learning identity of sorts (Hornberger & McKay, 2010). As Schraw and Lehman (2009) maintain, activating and building on students' personal interest could increase their motivation to learn. Several of the participants did not watch the minimum of five videos per week, and was not indicated by the participants through surveys and interviews whether they lost interest in using the application. It was not explained as to why there was the decrease in video activity for those participants. Personal interest is predicted to be enduring (Schraw & Lehman, 2009), so perhaps there were other factors or barriers which hampered the participants who watched fewer than the minimum

videos. Again, however, nearly all participants answered favorably when asked the survey and interview questions after the study finished.

Paramount to students maintaining interest is being given the latitude to experiment with the mobile application and also communicate with their peer group who are also using the program (Hornberger & McKay, 2010). To understand how their interest is either mounting, maintaining, or dwindling, instructors can view the program-generated reports that English Quickly makes available when the students login. The English Quickly application tracks students' progress such as how many videos they watch and interact with, how many quizzes they take, and how their pronunciation practice is shaping over time. These reports are a good indicator of how the students are interacting with the application. As part of the evaluation plan presented below, it is recommended that the students be surveyed using a post-evaluation survey form also. Implementing suggestions by Clark and Estes (2002) it can be a simple procedure to analyze exactly how much interest the students have by gauging how much effort they have expended using the application. The survey results should provide indications as to how interested the students were in using the English Quickly application. During the usage period, it is also recommended that instructors hold weekly sessions to ascertain how the students are accomplishing the prescribed requirements they must complete. Adjustments could be made if there seems to be an issue regarding the number of videos students are required to watch. There is also the suggestion corroborated by many researchers that social media can play an integral part in creating interest in learners who may feel bored or disinterested in language learning. Inayati (2013) believes that social media use in language learning is important to study, and cites ten different studies which she analyzed, illustrating positive findings. Among other points made by the studies she analyzed, it was argued that social media was beneficial because it improved students' enjoyment of learning, promoting learner satisfaction. Also, other researchers

maintained that social media improved learning opportunities for students. As well as students, teachers also revealed that they felt the addition of social, two-way communications eliminates time and distance barriers. Another study by Rezaei and Meshkatian (2017) revealed that in Iran, mobile phones are used by nearly all university students, making social media even more valuable as a widespread medium which can connect classmates and their teachers to different discourse opportunities and methods. In the Iranian study results, it was found that the majority of respondents had an overall positive attitude about using social media as an education tool.

Organizational Recommendations

The main objective in the quest to improve performance is to support the primary goals of the organization (Clark & Estes, 2002), which in the case of MSU is to be a leader in all disciplines taught by the university and to attract and retain high-quality prospective students. Table 5-3 displays the recommendations for these influences based on theoretical principles. The organizational influence listed in Table 5-3 represents one of the most important influences which must be in place to assure the achievement of the stakeholders' goals supported by the student survey results, English Quickly generated reports, literature and the review of organization and culture theory. Clark and Estes (2008) suggest that organization and stakeholder goals are often not achieved due to a lack of resources, such as time and money. This was exactly the case at Mihrimah Sultan University. Although some of the organizational influences were realized, such as teaching staff supporting the participants' use and helping with technical issues, the study itself was not financially supported by the university. Prior to the beginning of the study, it had been agreed upon, then was abandoned due to reported budgetary deficits. This gave rise to the researcher funding the study, not the organization. The problem of having a much smaller stakeholder sample size resulted. However, research was still performed using the ten

participants discussed, and was mostly successful according to the participants' responses to post-usage surveys and the one-on-one interviews after the study terminated.

Table 5-3

Summary of Organization Influences and Recommendations

Organization Influence	Principle and Citation	Context-Specific Recommendation
Cultural Settings Influence: Organization management needs to financially support the use of mobile technology in English language classrooms.	High-tech instruction in English medium in foreign universities helps attract international students and prepare Turkish students for studying abroad. Results in greater revenue for the organization (Alptekin & Tartar, 2011).	Meetings between the upper management of the university and the English prep school coordinator need to occur to sell and ratify the idea of the school funding the use of high-tech teaching tools. A contract must be created and signed to assure funds are in place to purchase the application.
Students in the prep program should be supported in the use of technology applications such as English Quickly and other tools as much as possible.		Teachers should meet and gather data which illustrate necessity of useful learning applications. Exhibiting collected data from their study is important for informing decisions of the organization management.

Organizational Solutions

Student Learning Support

Students in the prep program should be supported in the use of technology applications such as English Quickly which have high potential to help students improve their academic scores and overall English skills performance. English language skills are important for the students to insure their future careers (West, Güven, Parry, & Ergenekon, 2015). Also, teachers have a sense of accountability to assist the students as much as possible so they can pass the

English preparatory course. As such, they are committed to lobby for as much assistance in the way of funds for technology-related instructional aids as possible. In this case, teachers can champion the use of mobile and other technology-based applications to the preparatory English department and the administration to help raise their awareness of the importance of incorporating mobile tech into the English classrooms. This can be supported by exhibiting research data collected via reports generated by the application, and overall student participation and assignment scores. The recommendation is for teachers to meet as a group and gather the data which illustrate the usefulness of the learning application. Exhibiting and explaining the collected data from the study is important for making this point to the organization management.

Recommendations

The University originally approved the allocation of funds to have all of the English preparatory program students at MSU use the English Quickly mobile learning application and certified this with only a verbal agreement at the end of the 2015-2016 school year. However, due to a change in the upper administration during the second month of the 2016-2017 school year, funds earmarked to cover the costs of the mobile application were pulled due to a lack of resources as reported by the university accounting department. This impacted the study in that the student population for the evaluation was reduced from 100 to ten. The students' access to the mobile application was purchased by the researcher and author of this dissertation.

Based on the information in this dissertation, the recommendations for gaining the approval from the organization and implementing the mobile application are as follows: The preparatory English coordinator and teachers need to write a proposal for purchase of a technology or other learning application for the school year as a supplement to student learning. After presenting this to the administration and gaining approval for it, there is an immediate necessity for securing a written contract or memo of agreement between the university

administration and the preparatory English department prior to the start of the school year in which the use of the mobile application is to occur. Dependent upon information from the vendor of the application, as well as student participation numbers, the contract should contain a detailed description of the cost of implementation including all information regarding duration of use and stakeholders involved. It would be advisable to present the figures for the cost of the mobile technology application for the school term weighed against the additional revenue received from higher student enrollment figures.

Integrated Implementation and Evaluation Plan

Implementation and Evaluation Framework

The New World Kirkpatrick Model (Kirkpatrick & Kirkpatrick, 2016), which is based on the original Kirkpatrick Four Level Model of Evaluation (Kirkpatrick & Kirkpatrick, 2006) is the chosen model for this implementation and evaluation plan. In this model, the evaluation plans start with the goals of the organization and work in reverse so that the leading indicators that bridge recommended solutions to Mihrimah Sultan University's goals are closely aligned with organizational goals and are easier to identify. The reverse order of the New World Kirkpatrick Model allows for a sequence of three other actions: Firstly, the generation of solution outcomes that focus on work behaviors assessment; secondly, indications that learning did or did not occur during implementation, and finally, the unfolding of indicators that the organization is satisfied with implementation methodologies. Designing the implementation and evaluation plan in this manner forces connections between the immediate solutions and the larger goal and solicits proximal "buy in" to ensure success (Kirkpatrick and Kirkpatrick, 2016).

Organizational Purpose

The purpose of using the mobile application English Quickly is to help improve the knowledge and motivation of Turkish students in the Mihrimah University English preparatory program. The goal of raising these attributes is to aid the students in raising their overall coursework scores allowing them a greater chance of passing the preparatory year. This would aid in raising the probability of a greater number of students graduating from Mihrimah Sultan University, an organizational goal and part of their mission to be considered a desirable university.

Level 4: Results and Leading Indicators

Table 5-4 illustrates the proposed Level 4: Results and Leading Indicators in the form of outcomes, metrics and methods for both external and internal outcomes for the stakeholders at Mihrimah Sultan University. If the internal outcomes are met as expected as a result of the training and organizational support for students participating in the mobile application study, the use of English Quickly, then the external outcomes should also be confirmed. If the recommended solutions are implemented, this evaluation plan can be used to measure their success. The first outcome in the external outcomes column can be considered successful if the application users complete or exceed the minimum requirements as set by the English preparatory or other English department that is using the application. For the purposes of the original study discussed in this dissertation, the minimum requirement was for students to watch five videos per week and complete the other components of the program. However, future studies can be set with any criteria that is acceptable for the teacher assigning the protocols as appropriate for their situation, such as language level. The second outcome is unknown until perhaps a longitudinal study is conducted in the future. In theory, however it should help the university to gain an

improved reputation if students are successful. The third outcome of the internal outcomes should be realized after the end of the application's usage period and data have been analyzed.

Table 5-4

Outcomes, Metrics, and Methods for External and Internal Outcomes

Outcome	Metric(s)	Method(s)
External Outcomes		
1. Students increase their knowledge of and motivation to learn English language.	Students attain more confidence in their ability to use English in future endeavors.	Periodical contact with graduates of the program after-the-fact.
2. The university increases its credibility and desirability in the market.	2a. The university attracts more, high quality students. 2b. University will attain greater success in the way of revenue and reputation.	Analysis of enrollment figures for following years.
Internal Outcomes		
3. Students' increased knowledge and motivation aid in their overall success in the preparatory English program.	More Students pass the course of study in the preparatory English program.	Analysis of data including surveys, interviews, and reports generated by the English Quickly program.

Level 3: Behavior

Critical behaviors

The first critical behavior illustrated in Table 5-5 notes that the stakeholders will identify any technical or other issues within the application itself, or issues with the students' ability to complete the study requirements. The second critical behavior is the requirement to report to the researcher conducting the study if any participant decides they no longer wish to participate in the study. The condition of their participation should be such that if they wish to end their participation they can do so with no reflection on any part of their grades or normal class participation marks since the use of the application is on a voluntary basis. The specific metrics, methods, and timing for each of the outcome behaviors appear in the table.

Table 5-5

Critical Behaviors, Metrics, Methods, and Timing for Stakeholders

Critical Behavior	Metric(s)	Method(s)	Timing
1. Students must identify any problems they have operating the application or technical problems in the application. Or, problems they have with the content and completing the requirements.	Number of students who report any type of problem with the application.	Student problems are logged by the faculty member overseeing the study and reported to the application's vendor. Students can also contact the vendor directly for tech support. They can consult with the teacher/researcher regarding other completion issues they may have.	At any/all times during the 8-week study period.
2. Students can elect to withdraw from the study at any time before or during the study with no reflection on any of their program performance.	Number of students who withdraw from the study.	Withdrawals by students from the study should be reported in the study notes. Students should inform the teacher/researcher that they wish to terminate their participation.	At any/all times during the 8-week study period.

Required Drivers

Students in a future EQ study will require the support of their teachers or the EQ technical support staff to answer any questions or address any technical issues. Students should be encouraged to work together to help each other if they have difficulties with any part of the application. If students have any difficulty with completion of the requirements of the study, such as inability to watch the required five videos (or whatever amount is required) and complete the different components associated with those videos, they must be instructed to inform the researcher or teacher who can help find solutions for them. Students also need to encourage each other in their peer group and look to them for assistance. They can always elect to withdraw from the study without penalty. Table 5-6 illustrates some possible recommended drivers to support critical behaviors of participating stakeholders.

Table 5-6

Required Drivers to Support Participating Stakeholders' Critical Behaviors

Method(s)	Timing	Critical Behaviors Supported 1, 2, 3 Etc.
Reinforcing		
Use WhatsApp User group to remind students to check their video usage count weekly.	Ongoing	1, 2
	Weekly	1, 2
Encouraging		
Student peer group info sharing sessions encouraging ZPD.	Weekly	1, 2
Monitoring		
Teachers listening to student concerns and offering advice on their app usage as needed.	Weekly	1, 2,

Organizational Support

For the students at Mihrimah Sultan University to have the resources in place for them to implement and utilize the prescribed mobile technology application as a supplement to classroom learning, the upper management must approve the purchase of the learning tool for the school year and allocate the necessary funds to secure it. The plan to orchestrate this begins with scheduling meetings during the summer, between the upper management of the university and the English preparatory school coordinator to secure and ratify allocation of the financial resources for the use of the technological teaching tools. Prior to the start of the school term, teachers will meet and create a plan to inform the preparatory department coordinator and the university administration aware of the importance of incorporating mobile technology into the English learning schema. Once the preparatory teachers receive the approval and the funds are in place to implement the use of a mobile learning application, they will begin the process of procuring a training session (or several sessions) for the students who will be utilizing the application.

Teachers will also organize meetings to help the students with any issues or questions relating to the application, should they arise, and they will share critical information with the students via social media groups (since use of the application will be performed outside school time) as well as in the classroom. Additionally, the teachers involved in the process will also meet with each other and the preparatory department coordinator to discuss any issues related to the students' use of the application. The students will be guaranteed these layers of support from the preparatory department from the commencement to the cessation of the application's implementation period, which will be designated by the administration together with the preparatory department coordinator. The university administration will be held accountable for funding the technology application software's purchase through a signed, notarized contract drawn up by the university's accounting department upon their examination of the documentation they receive from the preparatory department coordinator which will specifically spell out the details of monetary costs, usage period(s), and student count, in order to inform all necessary stakeholders of the implementation plan. This portion of the driver implementation will most likely not be installed on a continuous basis, rather it will happen on a yearly basis as long as the students using the application appear to be benefiting from its integration into their normal curriculum and learning experiences.

Once the financial data have been assessed, finalized and approved by the administration and the accounting department, and the preparatory English department has received the notarized copy of the financial support contract from the administration, the implementation procedure should begin within the second school quarter (after week eight). At this juncture, the students will have access to information and to a training session with the vendor of the mobile application, after which they will begin using the English Quickly application.

Level 2: Learning

Learning Goals

Following completion of the recommended solutions, the students participating in the mobile application usage will be able to:

1. Complete the weekly requirements of the application protocols.
2. Follow necessary steps to read their application-generated progress reports.
3. Monitor their own progress and make necessary adjustments to usage.
4. Recognize the usefulness of the application toward their language learning.
5. Value the impact of improving their English on their future.

Program

The learning goals noted will be accomplished by the implementation of the English Quickly mobile English learning application students will use for two or more months (dependent on organization's approval), outside of school hours, to help improve their English knowledge as well as their motivation to learn English. To fully implement the application, students must download and use it on their mobile phones after an initial training session by the application's vendor. Each week, students are to complete a certain number of tasks which will give them points. The tasks to be completed include videos to be watched, new vocabulary words to be quizzed, video components to be spoken, and pronunciation practice. The students are required to watch a minimum of five videos per week (or more as they choose or are recommended by the instructor) and complete as many of the other components related to the video watching as they choose. There is no limit to the amount of tasks the students can choose to complete each week as long as they complete at least the minimum requirement of viewing videos weekly. Students will also have constant access to check their own progress within the application itself.

Components of Learning

It is possible that some student who participate in the use of the application may have issues with different knowledge or motivation influences such as procedural, metacognitive, and also their interest and self-efficacy, and possibly perceived value. These issues may be unknown until the data analysis occurs. The learners who value the use of the application will be most likely to transfer their progress to their continuing education, and eventually to their careers. Confidence in their ability in using their newly-acquired English-speaking skills is important for their future to help ensure their success in their chosen careers. Table 5-7 illustrates the evaluation methods and timing for these critical components of learning.

Table 5-7

Components of Learning for the Program

Method(s) or Activity(ies)	Timing
Attitude “I believe using the EQ app. is worthwhile.”	
Instructor’s observation of participants’ statements and actions demonstrating that they see the benefit of what they are being asked to do once they get to graduate school or on a job.	In general, after the start of application period.
Peer group discussions of the value of what they are being asked to learn/do for their future course of study.	As opportunities present themselves, unplanned.
Retrospective pre- and post-test assessment item.	After the application use ends.
Confidence “I think I will use EQ after preparatory year completion.”	
Survey items using Likert-scaled items	Following each month of application use.
Discussions following practice and feedback.	During the school week after class time such as break times or after school club times.
Retrospective pre- and post-test assessment item.	After the end of the application use.
Commitment “I will use EQ in graduate school and on my future job.”	
Discussions following practice and feedback.	At the end of the school year before students leave.

Level 1: Reaction

Understanding the students' reactions to the application once they begin to use it is an important part of the process. Teachers can get a real-time, true indication of what the users of the application really think and feel about it. Students will share the information via surveys they can be given periodically, and also engage in discussions with the instructors and their peer groups. These methods will be helpful to ascertain the relevance of the application that the students attach to their English learning process, the confidence (or lack of) students are experiencing, and also if the students value the application. This information can be critical especially if any aspect of the application is viewed negatively, and thus may require some adjustment on the part of the instructor or technical support people if there are operational issues. Table 5-8 contains the components and their timing for the reactions to the program.

Table 5-8

Components to Measure Reactions to the Program

Method(s) or Tool(s)	Timing
Relevance (Interest)	
Data analytics in the learning application.	Ongoing during application use
Completion of online modules/lessons/units	Ongoing during application use
Self-efficacy/Confidence (Goals met)	
Brief pulse-check with participants via survey (online) and/or discussion (ongoing)	At the end of Week 4
Value (Current and future)	
Brief pulse-check with participants via survey (online) and discussion (ongoing)	At the end of each month of use

Course evaluation

Two weeks after the app use ends.

Evaluation Tools

Immediately Following Program Implementation

During the application use, the analytic tool within the program will keep track of the progress the students make using the different components of the software. The data will illustrate the level of engagement the students have with the components of the program. Students will be able to access their own progress reports as often as they wish in each of the different categories of learning skills they complete. These reports should be monitored by the teachers as part of their normal classroom routines so that if anyone is falling behind or having difficulty completing all the requirements can be assisted and possibly have adjustments made to their workload. The application can also be adjusted so that it will also direct students to respond to brief surveys it makes available after each module is successfully completed (goals are reached) requesting them to indicate how relevant the material they have learned is to their university courses or future employment, as well as their overall satisfaction with the content and delivery of the online course.

For Level 1, during the post-module pulse-checks, the instructor can ask the participants about the relevance of the content to their current courses, future work and the organization, to help ascertain their interest, perceived value, and self-efficacy. Level 2 will include checks for understanding using peer group work, discussions, and class time demonstrations where students will be given opportunity to respond to questions drawn from the application's videos and vocabulary content.

Delayed Until After Program Implementation

Approximately eight weeks after the implementation of the application, and then again at 16 weeks (if the usage is still continuing then), preparatory English teachers will administer a survey scaled items using the Blended Evaluation approach to measure, from the participant's perspective, satisfaction and relevance of the application (Level 1), confidence and value of applying their knowledge (Level 2), application of the tool to their current language learning process and future employment possibilities (Level 3), and the knowledge of and motivation to learn English, plus the impact of the learning application on their success in the preparatory English course (Level 4).

Data Analysis and Reporting

The Level 4 goal of students is to complete the different modules available to them in the English Quickly mobile application in order to supplement their classroom English learning performance, and also their daily English homework requirements for the purpose of improving their English skills as well as their motivation to learn English. Each week, the application-generated reports will be available for access by the students as well as viewing by the instructors in the preparatory English program. Figure 5-1 below illustrates projected data on these measures as a cumulative monitoring, accountability, and diagnostic tool.

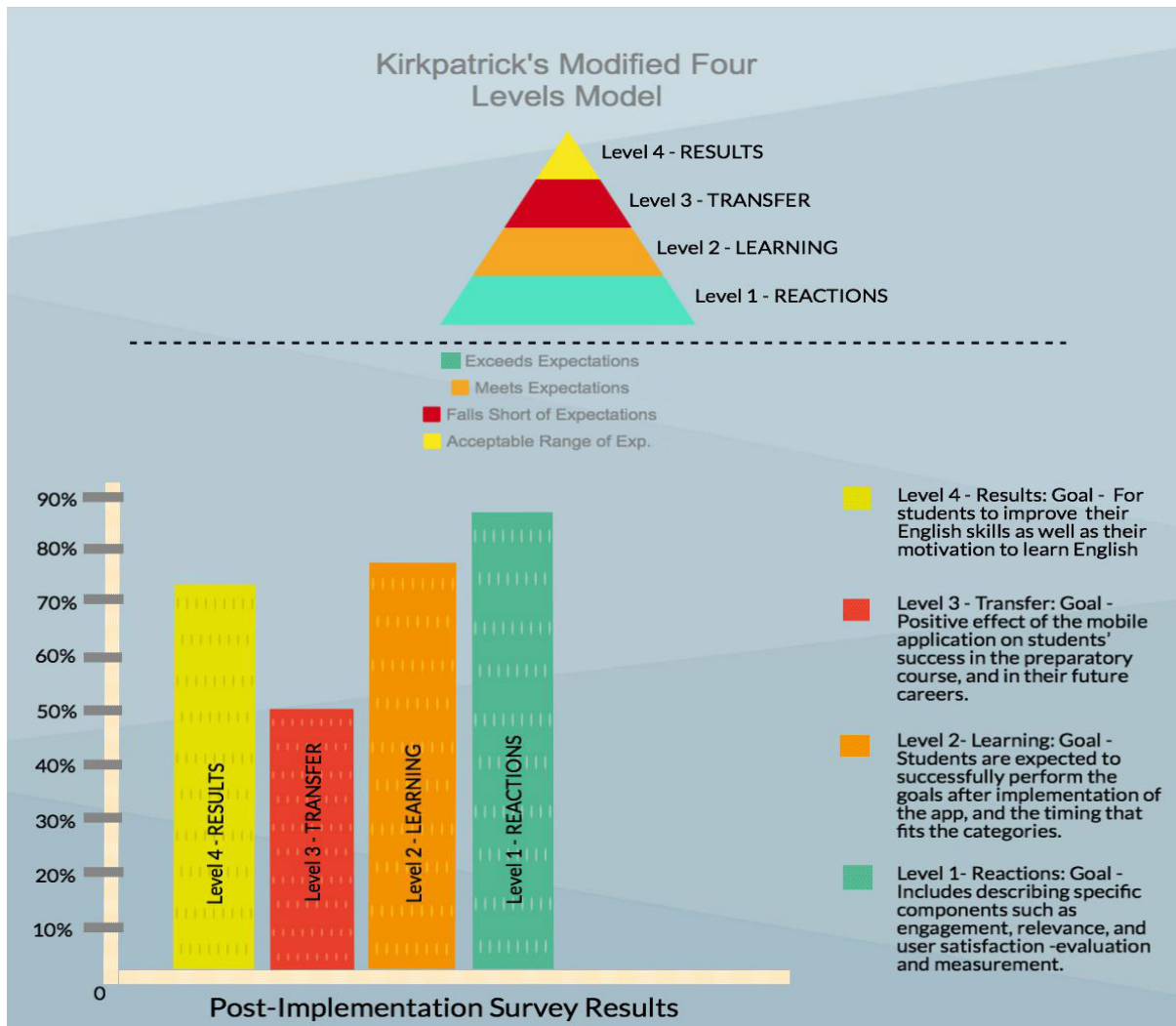


Figure 5-1. Kirkpatrick's Modified Four Levels Model

Summary

The New World Kirkpatrick Model (Kirkpatrick & Kirkpatrick, 2016) served as a concisely formulated guide for the recommendation information contained in this chapter of the dissertation. Figure 5-1, which illustrates how the information from each component discussed in this chapter informs the model, and also prospective future results, was a key component for writing the table content and summaries from all four of the levels.

The Kirkpatrick model helps us to better understand the goals as well as solutions to the knowledge, motivational, and organizational issues which need resolution connected in a

systematic manner. Firstly, in Level 4: Results; the outcomes, metrics and methods table provides external outcomes and internal outcomes concerning all stakeholders which are projected to be confirmed as a result of recommendations made throughout this chapter, which include students' acquired knowledge as well as their motivation to learn English. In Level 3: Transfer; the critical behaviors expected from the stakeholders in the process, in this case the implementation and the effect of the English-learning mobile application on students' success in the preparatory course, and in their future careers, are specified. This level illustrates the behaviors followed by the methods and the timing required for these to occur. Included in this level are the required drivers in a table which are designed to serve as a type of recordkeeping or events calendar of the support for the critical behaviors by describing motivation and encouragement for the students as they reach milestones, the timing of rewards, and also monitoring of student progress. Included in this level are organizational support recommendations which are critical for the program to be implemented and to succeed. In Level 2: Learning goals; the completed solutions illustrate how the students who participated in using the mobile application are expected to successfully perform the goals after the implementation of that application. The information contained in this level also describes the components of learning and their respective methods or activities, and the timing which fits each of the categories listed in the accompanying table. Finally, Level 1: Reaction; culminates in the reactions to the entire implementation process by way of describing specific components such as engagement, relevance, and user satisfaction, and how and when those reactions are measured and evaluated. The modified Kirkpatrick model aligns extremely well with the Knowledge, Motivation, and Organization (KMO) model in that all components are in line with the goals of all stakeholders, and each provides congruence with the chapters of this dissertation.

CONCLUSION

This dissertation study was performed to evaluate the effects English Quickly, a mobile language learning application had on the knowledge, motivation and readiness of ten students in the Preparatory English Program at Mihrimah Sultan University in Istanbul, Turkey, during the spring semester 2017. The preparatory English program suffered from traditionally low student performance and only partially successful transition of students from the preparation English year to their chosen faculty departments. Ten students participated in an eight-week study outside of school hours via use of the mobile phone application. The application contained English language videos for students to view, learn vocabulary from, and be quizzed on, as well as the ability to analyze users' pronunciation via speaking tasks. As the students' English speaking and other language skills were lacking in this particular university preparatory program, the purpose of the study was to ascertain whether the study participants could raise their English language knowledge, motivation to learn English, and readiness to advance from the preparatory year to their faculty departments. The students used the application for an eight-week period, after which data were gathered and then analyzed using the framework the Clark and Estes' (2008) Knowledge, Motivation, and Organization (KMO) gap analysis model provided. Collected data included pre- and post-usage surveys, one-on-one interviews, and report data generated by the English Quickly application. The report data from the EQ application revealed mixed but mostly positive results in the area of student performance and motivation culminating in successful findings in nearly all areas. The qualitative data derived from the surveys and interviews also yielded a majority of positive results as well, culminating in a mostly positive outcome for the study as well as the participants. Half of the participants completed the study requirement of five videos per week as well as all the extra components associated with the videos. Seventy percent of the participants completed the video-watching requirement without completing all of the extra

components, and all participants (100%) improved their pronunciation. Many of the influences were present and analyzed, hence the mobile application, was successfully implemented.

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APPENDIX A**PRE-EQ USAGE SURVEY QUESTIONS**

Pre-EQ Usage Survey Questions

1. How old are you? _____
 2. Your gender: Male _____ Female _____
 3. What English class level are you currently enrolled in? (BG, A1, A2, B1, B2) _____
 4. Will you continue attending this university next year? Y/N
 5. Are you going to be in the English Translation dept next year? Y/N
 6. Will you enroll in Erasmus or Foreign Exchange program?
Erasmus _____ Foreign Exchange _____ Neither _____ Don't Know _____
-
7. How often do you use a computer? 1. Never (Don't use); 2. Rarely (0-1 time/week)
3. Occasionally (2-3 times/week); 4. Regularly (3-5 times/week) 5. Often (every day).
 8. How comfortable are you using a smartphone? 1. Never used one; 2. Not at all comfortable; 3. Not very comfortable; 4. Comfortable; 5. Very comfortable.
 9. Do you use smart phone social media/communication applications? Click all those you use:
__Facebook __Twitter __Instagram __WhatsApp __Snapchat __YouTube.
 10. Do you think you could learn more English by using a mobile phone application? 1. Definitely not; 2. Not sure; 3. Possibly; 4. Yes; 5. Definitely. If no, explain why not:
_____.
 11. How often do you practice speaking English outside of school? 1. Never; 2. Rarely; 3. Sometimes; 4. Often; 5. Always. If never, explain why:_____.
 12. How would you rate your level of English? 1. Very low, 2. Low, 3. Moderate, 4. High, 5. Very high.

PRE-EQ USAGE SURVEY – TURKISH VERSION

Çevrimiçi Öğrenci Bilgi Anketi

1. Yaşınız? _____
 2. Cinsiyetiniz? Erkek _____ Bayan _____
 3. Şu anda hangi İngilizce seviyesinde kayıtlıyınız? (BG, A1, A2, B1, B2) _____
 4. Bu üniversiteye önümüzdeki yıl da devam edecek misiniz? E/H
 5. Önümüzdeki sene İngilizce Tercümanlık Bölümüne mi başlayacaksınız? E/H
 6. Erasmus ya da Yabancı Değişim Programına kayıt olacak mısınız?
Erasmus _____ Yabancı Değişim Programı _____ Hiçbiri _____ Bilmiyorum _____
-

7. Ne sıklıkla bilgisayar kullanırsınız? 1. Asla (Kullanmam); 2. Nadiren (Haftada 1kez)
3. Ara sıra (Haftada 2-3 kez); 4. Düzenli olarak (Haftada 4-6 kez) 5. Sık sık (her gün).
8. Akıllı telefonu ne kadar rahat kullanıyorsunuz? 1. Asla kullanmadım; 2. Hiç rahat hissetmiyorum; 3. Çok rahat hissetmiyorum; 4. Rahat hissediyorum; 5. Çok rahat hissediyorum.
9. Akıllı telefonda sosyal medyayı/iletişim uygulamalarını kullanıyor musunuz? Kullandıklarınızın tümünü işaretleyiniz: __Facebook __Twitter __Instagram __WhatsApp __Snapchat __YouTube.
10. Bir cep telefonu uygulaması kullanarak daha iyi İngilizce öğreneceğinizi düşünüyor musunuz? Hayır ise, nedenini açıklayınız. 1. Kesinlikle hayır; 2. Emin değilim; 3. Muhtemelen; 4. Evet; 5. Kesinlikle evet.
_____.
11. Ne sıklıkla sınıf dışında İngilizce pratik yapıyorsunuz? 1. Asla; 2. Ara sıra; 3. Bazen; 4. Sıklıkla; 5. Her zaman. Asla ise açıklayınız neden: _____
12. İngilizce seviyenizi nasıl değerlendiriyorsunuz? 1. Çok düşük; 2. Düşük; 3. Orta; 4. Yüksek; 5. Çok yüksek.

APPENDIX B**POST-EQ USAGE SURVEY AND INTERVIEW QUESTIONS**

Post-EQ Usage Survey Questions

1. To what degree, if any, Do you feel that English Quickly has helped improve your knowledge of English? 1. No improvement, 2. Little improvement, 3. Moderate improvement, 4. Much improvement, 5. Remarkable improvement.
2. I feel more confident about my ability to speak English after using English Quickly. 1. Strongly disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly agree.
3. English Quickly increased the value I perceive in improving my ability to speak English. 1. Strongly disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly agree.
4. Explain which skill you felt English Quickly helped you improve the most and why: Reading, listening, speaking, grammar. (Choose all that apply).
5. I value the English Quickly app to help me to be motivated to improve my English. 1. Strongly disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly agree.
6. What did you enjoy the most about using English Quickly mobile application? Explain what you liked about it. _____.
7. If you did not enjoy using English Quickly, explain why, and tell us what you did not like about it. _____.
8. How would you rate the training you received on how to operate English Quickly? 1. Inadequate; 2. Minimal; 3. Lacking; 4. Adequate; 5. Good.
9. How would you rate the support you received from your teachers and/or English Quickly tech support? 1. Inadequate; 2. Minimal; 3. Lacking; 4. Adequate; 5. Good.
10. How well does the English Quickly interface work (i.e.; technical/usage issues, etc.)? 1. Inoperable; 2. Frequent tech issues; 3. Minor tech issues; 4. Moderately well; 5. Very well

POST-EQ USAGE SURVEY QUESTIONS – TURKISH VERSION

Uygulama Sonrası Anket

1. English Quickly'ın İngilizce bilginizi geliştirmeye yardımcı olduğunu düşünüyor musunuz? İngilizce bilginizin bu uygulamayı kullandıktan sonra ne kadar iyileştiğini açıklayınız. 1. Gelişme olmadı, 2. Düşük seviyede bir gelişme oldu 3. Orta derecede gelişme oldu, 4. Yüksek seviyede gelişme oldu, 5. Dikkat çekici bir gelişme oldu.
2. English Quickly' kullandıktan sonra kendimi İngilizce konuşurken güvende hissediyorum. 1. Kesinlikle katılmıyorum; 2 Katılmıyorum; 3. Nötr; 4. Katılıyorum; 5. Kesinlikle katılıyorum.
3. English Quickly İngilizce konuşmamı geliştirme konusundaki algıladığım önemi artırdı. 1. Kesinlikle katılmıyorum; 2 Katılmıyorum; 3. Nötr; 4. Katılıyorum; 5. Kesinlikle katılıyorum.
4. Sizce English Quickly size en çok hangi becerinin gelişiminde yardımcı oldu: Okuma, dinleme, konuşma, dilbilgisi. (Hangisiyse onu seçiniz).
5. English Quickly Uygulamasını İngilizcemi geliştirmek için beni motive ettiğinden dolayı değerli buluyorum. 1. Kesinlikle katılmıyorum; 2 Katılmıyorum; 3. Nötr; 4. Katılıyorum; 5. Kesinlikle katılıyorum.
6. English Quickly uygulamasının kullanımıyla ilgili en çok sevdiğiniz şey nedir? Bunu neden sevdiğinizi açıklayınız. _____.
7. English Quickly'ı beğenmediyseniz, bunun nedenini açıklayınız ve ne sebeple böyle düşündüğünüzü belirtiniz. _____.
8. English Quickly'ın nasıl kullanılacağıyla ilgili aldığınız eğitimlere nasıl puan verirsiniz? 1.Yetersiz; 2. Düşük; 3. Eksik; 4. Yeterli; 5. İyi.
9. Öğretmenlerinizden ve English Quickly teknik ekibinden aldığımız desteği nasıl değerlendiriyorsunuz?1.Yetersiz; 2. Düşük; 3. Eksik; 4. Yeterli; 5. İyi.
10. English Quickly'ın ara yüzü sizce nasıl (örn: teknik/kullanımla ilgili olarak)? 1. Çalışmıyor; 2. Sık sık Teknik sorunlar oluyor; 3. Çok küçük teknik sorunlar oluyor; 4. Oldukça iyi; 5. Çok iyi

**POST-EQ USAGE, FACE-TO-FACE INTERVIEW QUESTIONS
ENGLISH AND TURKISH**

1. Explain how much you feel your English knowledge has improved after using English Quickly if at all.

Eğer geliştirdiyse, İngilizce bilginizin English Quickly'ı kullandıktan sonra ne kadar geliştiğini hissediyorsunuz.

2. Tell me if you feel your English knowledge did not improve at all. Explain Why you feel this way.

İngilizcenizin English Quickly'ı kullandıktan sonra hiç gelişmediğini mi hissediyorsunuz? Neden böyle düşündüğünüzü açıklayınız.

3. Explain how much, if at all, you feel that using English Quickly made you feel more motivated to learn English.

English Quickly'i kullanmak sizi İngilizce öğrenmeye motive ediyorsa ne kadar ediyordur

4. Which part(s) of English Quickly did you enjoy the most? Why?

English Quickly'ın hangi özelliğini en çok beğendiniz? Neden?

5. Which part(s) of English Quickly did you **not** enjoy? Why?

English Quickly'ın hangi özelliğini beğenmediniz? Neden?

6. To what degree did you feel supported by school staff and English Quickly tech support?

Ne ölçüde okul çalışanları ve English Quickly teknik destek ekibi tarafından desteklendiğinizi düşünüyorsunuz?

7. Tell me how using English Quickly has impacted your perceived value of improving your English.

English Quickly'ı kullanmak İngilizcenizi geliştirmeye verdiğiniz önemi nasıl etkiledi?

8. How well did you understand the reports that track your progress in English Quickly? Explain what you understood about your own learning process?

English Quickly'daki gelişiminizi takip eden raporları ne kadar iyi anladınız? Öğrenme sürecinizle ilgili ne anladığınızı açıklayınız.