

AN INVESTIGATION INTO THE EFFECTIVENESS OF DYNED: ATTITUDES TOWARDS ENGLISH, LANGUAGE LEARNING ANXIETY, AND LANGUAGE ACHIEVEMENT¹

DYNED'İN ETKİLİLİĞİ ÜZERİNE BİR ARAŞTIRMA: İNGİLİZCEYE YÖNELİK TUTUM, DİL ÖĞRENME KAYGISI VE DİL BAŞARISI

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Başvuru Tarihi: 05.11.2021 Yayına Kabul Tarihi: 26.02.2022 DOI: 10.21764/maeuefd.1019577

Araştırma makalesi

Özet: **Abstract:** This study aims to find out the effectiveness of DynEd on the secondary school English as a foreign language (EFL) students' attitude towards English, their language anxiety, and language achievement. In doing this, scales and achievement tests ($N=119$) were administered to secondary school EFL learners through employing an experimental/control group design. While the experimental group used DynEd actively, the control group received regular in-class English instruction. The statistical analyses showed that there was no significant difference in students' attitudes, language anxiety, and language achievement between the control and experimental groups. Also, it was found that the students' anxiety, attitude, and achievement did not vary significantly in relation to their gender and grade level. Therefore, synthesizing the literature on extramural English and third-space, this study has also offered practical suggestions for curriculum developers and teachers to promote DynEd use for language learning/teaching.

Keywords: *DynEd, English language teaching, EFL teachers, EFL learners*

Özet: Bu çalışma, DynEd'in ortaokuldaki yabancı dil olarak İngilizce öğrenen öğrencilerin İngilizce'ye karşı tutumları, dil kaygıları ve dil başarıları üzerindeki etkililiğini araştırmaktadır. Bu sebeple, deney/kontrol grup tasarımı kullanılarak ortaokul İngilizce öğrenen öğrencilere ölçekler ve başarı testi ($N=119$) uygulanmıştır. Deney grubu DynEd'i aktif olarak kullanırken, kontrol grubu düzenli olarak sınıf içi İngilizce eğitimi almıştır. İstatistiksel analizler, öğrencilerin tutum, dil kaygısı ve dil başarıları açısından kontrol ve deney grupları arasında anlamlı bir fark olmadığını göstermiştir. Ayrıca öğrencilerin kaygı, tutum ve başarılarının cinsiyetlerine ve sınıf düzeylerine göre anlamlı düzeyde farklılaşmadığı tespit edilmiştir. Bu nedenle, okul dışı İngilizce ve üçüncü alan ile ilgili literatürü sentezleyen bu çalışma, müfredat geliştiriciler ve öğretmenler için DynEd'in dil öğrenimi/öğretimi için kullanımını teşvik etmek için öneriler sunmaktadır.

Anahtar Sözcükler: *DynEd, İngilizce öğretimi, İngilizce öğretmenleri, İngilizce öğrencileri*

¹ This study is based on Master thesis entitled “Ortaokul Öğrencilerinin DynED Kullanımlarının İngilizceye Yönelik Tutumlarına, Yabancı Dil Öğrenme Kaygı Düzeylerine ve Akademik Başarılarına Etkileri” supervised by Assist. Prof. Dr. Sezen Arslan and submitted to Van Yuzuncu Yil University, Institute of Educational Sciences, Turkey in 2021.

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Introduction

English has been placed in the lingua franca status across the world thanks to the increasing need of establishing communication and collaboration among people (Dewey, 2007). This significance of English is also recognized by Turkey; that is, English is the only compulsory foreign language course for all students (Kırkgöz, 2007). Along similar lines, the Turkish Ministry of National Education (MoNE) started to offer English courses at a very early age (i.e., 2nd grade) for young learners in 2013 (Özüdoğru & Adıgüzel, 2015). We can thus understand the importance given to English in Turkey.

Thanks to the widespread use of computers and mobile devices in individuals' social lives, MoNE in Turkey has endeavored to integrate technology into language education. A related line of research (De Wilde et al., 2020; Ellis & Wulff, 2014) shows that learning/teaching English is not limited to the physical borders of language classrooms; therefore, it should extend to the outside of the classroom. This is also in close line with the third space theory which refers to the combination of the first space (home) and second space (school) (Bhabha, 1994). Given the eminent status of English as a lingua franca, the likelihood of exposure to English in out-of-school settings is quite high. For example, media is extremely impacted by English (Sundqvist & Olin-Scheller, 2013). Therefore, the learners can incidentally learn lots of English vocabulary or forms while spending time on the media. This refers to extramural English which plays an important role in learning English; however, English as a foreign language (EFL) learners may still need guidance to raise their awareness of the language and become motivated (Sundqvist, 2009). In the light of this need, Turkish MoNE started to use language education software (DynEd) in the schools in the 2008-2009 semester. Stimulating out-of-classroom English, DynEd creates an interactive setting where the EFL learners can practice four language skills. Due to the widespread use of DynEd in Turkey, there has been growing research interest with regard to its efficiency (Baz, 2010; Coşkun, 2013; Meri, 2011; Önal, 2015; Selçuk, 2016; Ucur, 2010). However, to our best knowledge, no studies have examined the association among language achievement, language anxiety, and language attitudes of secondary school students in Turkey. This study thus fills this research gap by investigating all these factors. Synthesizing the literature on extramural English and third-space, this study has also offered practical implementations for curriculum developers and teachers to promote DynEd use for language learning/teaching.

Literature Review

Third Space Theory

The third space is used to investigate the relationship between the first space (home) and the second space (school) (Bhabha, 1994). It is the understanding of learning space that includes extramural (out-of-school) knowledge and the intersection between the school curriculum and paths of learning (Kuhlthau & Cole, 2012). Therefore, it promotes flexibility in learning instead of imposing compulsory curricula and textbooks (Kuhlthau et al., 2015). In this respect, computer-assisted learning provides substantial opportunities to promote the relationship between home and school, thereby enabling potential learning. This study, therefore, handles instructional technology software by drawing inspiration from the third space theory. Accordingly, pedagogical implications are provided to remove the barriers between home and school in terms of maximizing learning outcomes for English learning.

Extramural English Learning

Extramural English is used to express all kinds of English activities where students are exposed to English outside of school (Sundqvist, 2009). Watching TV series, reading headlines, or playing games are among extramural activities. Concerning the third space theory, extramural English can be considered the first space of learning in that it is related to learning that happens in out-of-school settings. However, comprehensible input is required to produce meaningful extramural English (Batluk, 2015). This means that not all out-of-school activities can promote learning English. Therefore, there is a need to create a meaningful program where extramural English is integrated. Otherwise, the input obtained from extramural activities such as movies, music, and games may not be organized for learning English. In response to this issue, instructional technology implementations offer organized and systematic content for language learning that can promote extramural English.

Instructional Technologies in Foreign Language Teaching

Conventional instruction has not yielded as effective outcomes as it did in the past for teaching/learning because teachers are faced with the learners who have placed computers,

smartphones, and the internet at the center of their lives (Goldman & Martin, 2016). This population of learners is digital natives who are attracted to quick access to information, and visual content online (Eshet, 2004).

In light of the rapid development of digital technology, individuals need to use increasing technical, cognitive, and sociological skills to perform tasks and solve problems in digital environments. These skills are related to digital literacy (Pool, 1997). Having these skills will enable students to access and use information resources, and it is seen as a need to adapt to the era (Ocak & Karakuş, 2018).

Coupled with these realities, Lubis et al. (2010) emphasize that technology in language learning/teaching settings is indispensable in that it promotes language learning motivation. Supporting this view, Hilton (2006) argues that technology facilitates learning by offering various language learning opportunities in English classrooms. However, language learning settings cannot be enriched by only providing various activities; therefore, technology enables interactive smart boards, online programs, and authentic activities including visual and aural components (Dudeny & Hockly, 2012). However, this does not mean that the students will be left alone while they are provided with these pedagogical affordances. Thus, the teachers should play an active role in deciding when and how to employ the instructional technology for the students (Albirini, 2006). This study, therefore, provides implications for the teachers to maximize the benefits derived from the instructional technology use in language classrooms.

Computer-Assisted Language Learning

Computer-assisted language learning (CALL) explores computer applications in language teaching and learning (Levy, 1997). Similarly, Egbert (2005) explains CALL as a support for language learning/teaching in general with the use of computers. It is deemed an approach where computers with interactive elements are used to present, promote and evaluate the instructional content (Davies, 2016). Furthermore, instructional use of computers may enable the language learners to receive feedback, and study at their own pace independently (Hoven, 1999). From this perspective, it promotes learner autonomy (Bork, 1993). Considering these pedagogical affordances, this study set out to explore the efficiency of computer-assisted software in secondary school language learning.

DynEd and Related Studies

DynEd gets its abbreviation from ‘Dynamic and Education’ (Önal, 2015). This software has been designed to learn English naturally and quickly (Ucur, 2010). DynEd is based on the proficiency levels set by the Common European Framework of Reference for Languages (DynEd, 2020). DynEd aims to improve oral, aural, and comprehension skills of language (Sarıcaoğlu, 2010). Thanks to its rich multimedia content with color graphics, animation, video, and voice recognition, DynEd is an interactive setting where it proceeds from beginner to advanced level. It allows students to study English at school and at home and it enables teachers to monitor and guide their students (MoNE, 2017).

DynEd has been used by MoNE in Turkey since the 2007-2008 semester. Thus, numerous studies in Turkey have investigated DynEd in terms of its effectiveness (i.e., Baz, 2010; Çakmak, 2012; Mete, 2010; Ucur, 2010; Uras, 2018). Although some studies point out the insufficient aspects of DynEd, it was often found efficient in increasing language achievement. Additionally, some studies investigated the impact of DynEd on students’ language attitudes and motivation (Baş & Kuzucu, 2009) and their language anxiety (Özek & Pektaş, 2016). Accordingly, it was found to improve the language attitudes and motivation and lessen the anxiety towards English. DynEd is therefore a subject worth investigating and this study explored whether similar results may be received in terms of its efficiency on language achievement, attitudes, and anxiety towards English learning. In doing this, gender and grade levels of the students were also explored in that gender (Imhof et al., 2007) and grade levels can be significant factors in analyzing computer-related behaviors and practices.

Method

Aims of the Study

The current study addressed the following research questions:

1. Do the experimental group differ according to:
 - a) attitudes towards English?
 - b) foreign language learning anxiety levels?
 - c) language achievement?

2. Do students' attitudes towards English, foreign language learning anxiety, and academic achievement levels differ significantly according to the gender and grade levels of students in experimental and control groups?

Research Design

To measure the effectiveness of DynEd on EFL students' attitudes towards English, language anxiety, and language achievement, this study employed a quasi-experimental design with pretest/posttest control and experimental groups.

Study Group

The study group was recruited from 6th and 7th grades at a state secondary school in Turkey. Simple random sampling was used for sampling the study group. Consent for participation in the study was obtained from all student guardians. The students were also told that participation in the study was voluntary and they could withdraw from the study at any time during the study. Participants ($N=119$) were between the ages of 12-15 (male $n=63$, female $n=56$; 6th graders $n=56$, 7th graders $n=63$). Experimental Group (EG) ($n=61$) and Control Group (CG) ($n=58$) were randomly assigned considering both grade levels. No significant difference in end-of-term English scores between EG and CG was found ($t= -.07$). Therefore, the groups were not different from each other in terms of language achievement considering their proficiency levels prior to the study.

Data Collection Instruments

Attitudes towards English scale. This scale has two dimensions (affective and behavioral) with 16 items that are based on a 5-point Likert format ($1=strongly disagree$ to $5=strongly agree$). It was originally developed by Orakcı (2017) in the native language of the study group (Turkish). Piloting of the scale ($n=15$) and expert opinions resulted in very minor revisions of the wording of the items (see Appendix A). Reliability analysis of the items had an acceptable level, $\alpha=.79$. To investigate whether/to what extent CG and EG differed in attitudes towards English, both groups were pre-and post-tested through using this scale. Since the main focus of this study is to investigate the attitudes towards English as a whole, dimensions of the attitudes were not focused on.

Foreign language learning anxiety scale. This scale has three dimensions (personality, communication, and evaluation) with 27 items that are based on a 5-point Likert format

(1=*strongly disagree* to 5=*strongly agree*). It was originally developed by Baş (2013) in the native language of the study group (Turkish). Piloting of the scale ($n=15$) and expert opinions resulted in very minor revisions of the wording of the items (see Appendix B). Reliability analysis of the items had an acceptable level, $\alpha=.84$. This scale was used to pretest and posttest the CG and EG to investigate whether/to what extent the groups differ in anxiety levels. Since the main focus of this study is to investigate the anxiety towards English as a whole, dimensions of the anxiety were not focused on.

Language achievement test. The first author compiled 20 multiple-choice items from the tests (prepared for 6th and 7th grade EFL students) published by Assessment and Examination Service affiliated with MoNE (2019) in Turkey. As MoNE publishes these tests after performing item analyses for validity, the second round of item analysis was not performed. The compiled test included grammar, vocabulary, and reading questions (See Appendix C). The perfect score on the test was 100 points. It was administered to the EG and CG at the end of the 6-week implementation.

Procedure

Before the start of the study, CG and EG students were informed about the purpose of the study, and EG's access to technical equipment (tablet, desktop PC, and mobile phone) to use DynEd was checked. Later, they were given the DynEd usernames and passwords to log into the system. DynEd coordinator informed the EG students about how to use the software properly. To avoid any technical inconvenience and misunderstanding, an online messaging group including the first author, DynEd coordinator, and students were created to promote fast and efficient communication.

The experimental procedure lasted for eight weeks, which is illustrated in the diagram below:

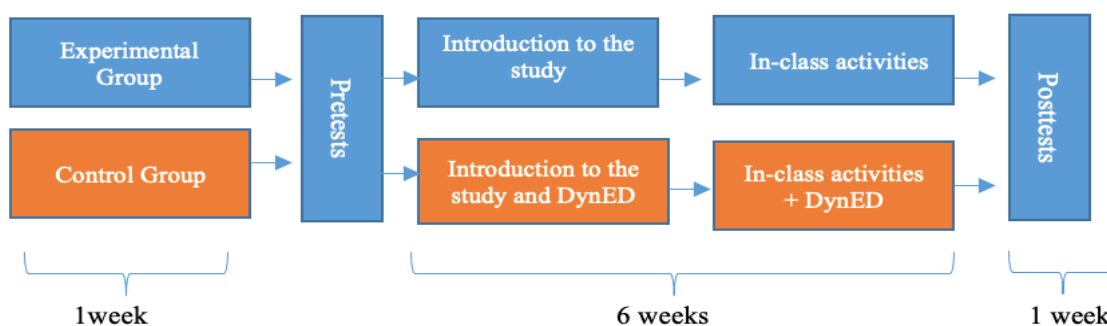


Figure 1. Diagram of the experimental procedure

CG and EG took the pretests of language attitudes and language anxiety level in the first week. CG and EG used the same instructional materials in the class with the same textbooks and activities. However, the students in EG used DynEd for six weeks outside of school time. During this period, all activities performed by the students on DynEd and their time spent on DynEd system were tracked regularly by the EFL teachers to check whether they were actively using the software. The student guardians were particularly asked to monitor the students to promote DynEd use. On the other hand, the students in CG did not receive any DynEd implementation. They continued to receive language education in the conventional setting. At the end of the 6 weeks, the students in CG and EG were given posttests to measure their language attitudes and language anxiety levels to investigate DynEd’s efficiency. Also, the students were given language achievement tests to make a comparison of the test scores between CG and EG.

Data Analysis

To compare pretests/posttests scores of the language anxiety and attitudes towards English within the groups, independent sample t-tests were run. Each group was compared in itself by analyzing the difference between pretests and posttests. Independent sample t-tests were also used to make a comparison of the language achievement tests scores between CG and EG. Preliminary data screening was done. No extreme outliers were detected. Shapiro-Wilk Normality test was also run and normal distribution was ensured ($p > .5$).

In the second round, ANCOVA was used to investigate pretest/posttest differences across CG and EG in language anxiety and attitudes towards English. Descriptive statistics in Table 1 below showed that skewness (-1/+1) and kurtosis (+2/-2) for language anxiety and attitudes were within an acceptable range (George & Mallery, 2010; Tabachnick & Fidell, 2013). No extreme outliers were found and data met other assumptions for running the ANCOVA test.

Table 1

Descriptive Statistics of All Variables

Groups	Variables	Tests	N	Skewness	Kurtosis
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Experiment Group	Attitudes towards English	Pretest	61	-.48	-.69
		Posttest	61	-.16	-.74
	Foreign language learning anxiety	Pretest	61	-.67	.60
		Posttest	61	-.31	-.21
	Language achievement	Pretest	61	-.05	-.71
		Posttest	61	-.42	-.58
Control Group	Attitudes towards English	Pretest	58	.40	.18
		Posttest	58	-.56	.62
	Foreign language learning anxiety	Pretest	58	-.56	-.07
		Son Test	58	-.38	-.13
	Language achievement	Pretest	58	-.93	.39
		Posttest	58	-.68	.12

To answer the second research question, independent samples t-test was run to assess whether test scores significantly differed for CG and EG, and to find out the language attitudes, language anxiety levels, and language achievement differed concerning demographic variables (gender and grade levels).

Findings

DynEd Use and Attitudes towards English

In this study, an independent sample t-test was employed to find out whether DynEd produced any difference in pretests/posttests within CG and EG in terms of attitudes towards English. Table 2 presents the analysis results below:

Table 2

Independent Samples t-test for the Differences in Attitudes towards English

Groups	Factor	Tests	N	Descriptive Statistics		
				Mean	SD	P-value
Experimental	Attitudes towards English	Pretest	61	3.14	.83	.00
		Posttest	61	3.60	.63	
Control		Pretest	58	3.16	.88	.00
		Posttest	58	3.65	.56	

Compared to pretests ($M=3.14$, $SD=.83$), the posttest results showed that the students in EG had better attitudes ($M=3.60$, $SD=.63$) at the end of the 6th week period. This difference was found significant ($t(60)=-3.70$, $p<.05$). Similar results were also observed for the CG between the pretest ($M=3.16$; $SD=.88$) and posttest ($M=3.65$; $SD=.56$). This difference was also significant for the CG ($t(57)=-3.69$, $p<.05$). This finding means that students in both groups improved their attitudes towards English at the end of the 6th week period.

However, for the comparison between CG and EG in terms of the language attitudes, ANCOVA analysis presented that there was not a significant difference between the EG and CG considering the attitudes towards English ($F_{1,117}=2.28$, $p>.05$).

DynEd Use and Language Learning Anxiety

An independent sample t-test was employed to find out whether DynEd had a significant difference in pretests/posttests in CG and EG about their foreign language learning anxiety levels. The analysis results are illustrated in Table 3 below:

Table 3

Independent Samples t-test for the Differences in Foreign Language Learning Anxiety Levels

Groups	Factors	Tests	N	Descriptive Statistics		
				Mean	SD	P-value
Experimental	Foreign language learning anxiety	Pretest	61	2.99	.37	.19
		Posttest	61	3.07	.34	
Control		Pretest	58	2.93	.48	.00
		Posttest	58	3.17	.37	

As the descriptive statistics showed in Table 3 that posttests revealed that the students had higher foreign language learning anxiety levels in both CG and EG at the end of the 6th-week period. This increase was found significant for EG ($t(60)=-1.31$, $p>.05$) and CG ($t(57)=-3.05$, $p<.05$). However, the ANCOVA analysis result pointed out that there was not a significant difference between the EG and CG in terms of the foreign language anxiety levels ($F_{1,117}=1.27$, $p>0.05$). To conclude, although there was a difference in the anxiety levels within the groups, this difference was not observed between the groups.

DynEd Use and Language Achievement

Independent samples t-test was run to explore whether there was a significant difference between tests scores of CG and EG. Mean scores for the experimental group (M=68.2, SD= 15.8) were nearly two points higher than the control group (M=66.5, SD=15.9). However, the mean scores across groups did not differ significantly, $t(117) = -.72, p > .05$. This finding means DynEd use had no significant difference in the test scores of the students.

Analysis of Language Attitudes, Language Anxiety, and Language Achievement for Demographic Variables

An independent sample t-test was run to investigate whether demographic variables (gender and grades) created a significant difference in factors such as students' language attitudes, language anxiety, and language achievement. The analysis results are presented in Table 4:

Table 4

Descriptive Statistics and Independent Samples T-test for the Differences in the Language Attitudes, Language Anxiety, and Language Achievement in terms of Gender

Groups	Factors	Gender	N	Descriptive statistics		
				Mean	SD	P-Value
Experiment Group	Attitude towards English	Female	33	3.61	.70	.95
		Male	28	3.60	.54	
	Foreign language learning anxiety	Female	33	3.05	.36	.66
		Male	28	3.09	.32	
	Language achievement	Female	33	67.21	17.71	.57
		Male	28	69.50	13.57	
Control Group	Attitude towards English	Female	30	3.71	.53	.37
		Male	28	3.58	.59	
	Foreign language learning anxiety	Female	30	3.25	.34	.08
		Male	28	3.08	.38	
	Language achievement	Female	30	64.26	15.19	.17
		Male	28	69	16.60	

Accordingly, gender had no significant difference for students in EG in terms of language attitudes ($t(59) = .55, p > .05$), language anxiety levels ($t(59) = -.42, p > .05$), and language achievement

($t(59)=-.55$, $p>.05$). Similar results were also obtained for the students in CG with reference to language attitudes ($t(56)=.891$, $p>.05$), language anxiety levels ($t(56)=.08$, $p>.05$), and language achievement ($t(56)=-.17$, $p>.05$).

Table 5

Descriptive Statistics and Independent Samples T-test for the Differences in Language Attitudes, Language Anxiety, and Language Achievement in terms of Grades

Groups	Factors	Grades	Descriptive statistics			
			N	Mean	SD	P-Value
Experiment	Attitude towards English	6th grade	29	3.61	.66	.91
		7th grade	32	3.59	.60	
	Foreign language learning anxiety	6th grade	29	3.07	.31	.96
		7th grade	32	3.07	.36	
	Language achievement	6th grade	29	66.41	15.92	.39
		7th grade	32	69.93	15.87	
Control	Attitude towards English	6th grade	27	3.55	.48	.66
		7th grade	31	3.75	.56	
	Foreign language learning anxiety	6th grade	27	3.20	.33	.72
		7th grade	31	3.14	.39	
	Language achievement	6th grade	27	67.6	15.88	.42
		7th grade	31	65.5	15.98	

Table 5 shows that grades produced no significant difference for the students in EG with regard to the language attitudes ($t(59)=.103$, $p>.05$), language anxiety levels ($t(59)=.042$, $p>.05$), and language achievement ($t(59)=-.865$, $p>.05$).

Discussion and Implications

DynEd Use and Attitudes towards English

An independent sample t-test analysis revealed that students in EC and EG had better language attitudes at the end of the 6th week period. Although each group was observed to have improved

their attitudes, ANCOVA results reported that there was not a significant difference between the groups in terms of the attitudes toward language. This finding means that DynEd did not produce a remarkable difference in the students' language attitudes towards English. This is similar to İnal and Korkmaz's study (2019) where DynEd was not found efficient in creating any impact on the students' attitudes towards English. One reasonable explanation for this finding may be that the student guardians were not involved in tracking the students' online activities on the system and that the students may therefore be left alone during the implementation period. This may hinder the improvement of better attitudes towards English. Future research, therefore, should focus on parental involvement in instructional learning. Drawing on the related literature (İnal & Korkmaz, 2019), another possible reason is that students might feel anxious about doing extracurricular activities online, thereby resulting in lower attitudes towards English. Therefore, the students must be given some extracurricular assignments/activities to create familiarity with them. This will help them develop extramural English considering the third space theory. Students' understanding of the extracurricular activities may be changed into positive thinking, thereby facilitating the link between home and school.

DynEd Use and Language Learning Anxiety

An independent sample t-test analysis of the pretest/posttest showed that students in the CG and EG had higher foreign language learning anxiety levels at the end of the implementation period. However, this increase was non-significant for the comparison between CG and EG groups. In other words, DynEd did not create any difference in lessening the language anxiety levels. This finding is also in line with the study conducted by Aydın and Zengin (2008) who pointed out that foreign language anxiety was found to be higher in Turkey. This present study, therefore, showed higher anxiety levels in both CG and EG students. Coupled with the extra responsibilities of the students in EG- that is, logging into the system daily, spending active time on the system, performing the activities and assignments, - DynEd use may pressurize the students, thereby increasing their language anxiety. This finding highlights the need for follow-up where the students and teachers periodically come together to evaluate the problems the students experience throughout the instructional learning. This may help connect first and second spaces of learning and develop digital skills.

DynEd Use and Language Achievement

To explore whether DynEd had any difference in the posttest scores of CG and EG, independent samples t-test was employed. Accordingly, there was no significance found between the test scores of students in CG and EG. This finding is in line with other studies (Çıtak, 2019; Şengel et al., 2014) that showed DynEd did not produce any significant impact on the students' language achievement. One possible explanation of this finding may be that the students might not be familiar with the DynEd system. Another reason is that DynEd offers individualized learning, which means students can study at their own pace. However, to achieve in such a system, students must be aware of their abilities, skills, and interests. Thus, one possible implication of this study is to focus on developing student autonomy to benefit more from instructional technologies. This may be possible by assigning extramural English activities for pairs of students to let them monitor/evaluate their practices during the process.

Language Attitudes, Language Learning Anxiety, and Language Achievement for Demographic Variables

This study investigated whether language attitudes, language learning anxiety, and language achievement in CG and EG differ in accordance with some demographic variables. One of them is gender. Accordingly, the results showed that gender did not create any difference in CG and EG students' language attitudes, language learning anxiety levels, and language achievement. This finding is in line with the study conducted by Selçuk (2016) who showed that gender did not produce significant results in terms of the DynEd's impact on language achievement. Even though it is not particular to the DynEd use, Hussain et al. (2011) showed that gender is significant to the English language anxiety and attitudes. However, CALL is a specific area; thus, further studies should focus on gender differences considering computer-related behaviors and practices.

Similarly, in this study, grades were not reported as a significant variable for the language attitudes, learning anxiety, and language achievement of the students in CG and EG. This finding is partially consistent with the study by Shaikh et al. (2021) who found that grade levels did not create any difference in the attitudes of the DynEd user students. This finding may be explained by the fact that DynEd is produced for promoting EFL learning for all grades and ages and it offers language content regardless of the proficiency level. Therefore, it is understandable that DynEd did not create any difference in this study in terms of the grade levels as every DynEd user is provided with the same content.

Conclusion And Recommendations

The main finding of this study showed that DynEd did not produce any difference in the students' attitudes towards English, foreign language learning anxiety, and language anxiety. It also revealed that the gender and grades for these variables created no significant difference. These findings provide evidence for the following recommendations:

(1) Parental involvement should be encouraged to increase the effectiveness of DynEd. This may be feasible through periodic meetings with student guardians to inform them about how to support DynEd use. Alternatively, this involvement can be built by connecting home and school through sharing information via bulletins and e-mails, if possible. Therefore, the student guardians will be informed about the students' activities in the system.

(2) Students' familiarity with DynEd should be improved. All students may not be experienced with instructional technologies. Thus, more laboratory work may be needed to improve the student exposure to DynEd. This may improve the digital abilities of the students.

(3) To promote learner autonomy for promoting DynEd use, more practices of DynEd must be performed in school laboratories with the guidance of EFL teachers and out-of-school time with parental involvement. At this point, collaboration with the student guardians should be established to explore ways of increasing learner autonomy. Thus, the third space for learning can be facilitated.

(4) DynEd curriculum developers can develop content following the grade levels and age; thus, learners can study at their own pace and level, accordingly. This may increase motivation for using DynEd in language classrooms.

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APPENDICES

Appendix A- Scale for Attitudes towards English (In original version-Turkish)

İngilizce Tutum Ölçeği		Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1	İngilizce dersinde hata yapmaktan korkarım.	1	2	3	4	5
2	İngilizce derslerinde sıkılıyorum.	1	2	3	4	5
3	İngilizce çizgi film seyretmekten keyif alırım.	1	2	3	4	5
4	İngilizce dersine çalışmaktan zevk alırım.	1	2	3	4	5
5	İngilizce öğrenmenin gereksiz olduğunu düşünüyorum.	1	2	3	4	5
6	İngilizce kitap okumaktan zevk alırım.	1	2	3	4	5
7	İngilizce benim en çok korktuğum derslerden biridir.	1	2	3	4	5
8	Çalışma zamanımın çoğunu İngilizce dersine ayırmak isterim.	1	2	3	4	5
9	İngilizce şarkılar dinlemekten zevk alırım.	1	2	3	4	5
10	İngilizce derslerine karşı çok az ilgim vardır.	1	2	3	4	5
11	İleride İngilizceyle yakından ilgili bir meslek seçmek isterim.	1	2	3	4	5
12	İngilizce dersi hiç bitmesin istiyorum.	1	2	3	4	5
13	İngilizce dersiyle ilgili her şey ilgimi çeker.	1	2	3	4	5
14	Dersler arasında en çok İngilizce dersinden hoşlanırım.	1	2	3	4	5
15	İngilizce ile ilgili aktiviteler yapmaktan hoşlanırım.	1	2	3	4	5
16	İngilizce oyunlar oynamaktan hoşlanırım.	1	2	3	4	5

Appendix B- Foreign language learning anxiety (In original version-Turkish)

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Yabancı Dil Öğrenme Kaygısı Ölçeği					
Yabancı dil dersinde konuşurken kendime fazla güvenirim.	1	2	3	4	5
Yabancı dil öğrenme konusunda üzerimde herhangi bir baskı hissetmem.	1	2	3	4	5
Yabancı dil dersinde oldukça heyecanlanırım.	1	2	3	4	5
Yabancı dil dersinde konuşurken heyecanlanır ve tedirgin olurum.	1	2	3	4	5
Yabancı dil dersinde başarısız olmam durumunda karşılaşılabileceğim sorunlar beni endişelendirir.	1	2	3	4	5
Yabancı dil dersinde hata yapmaktan oldukça korkarım.	1	2	3	4	5
Okulda yabancı dil derslerinin daha fazla olmasını isterdim.	1	2	3	4	5
Yabancı dil dersinde genellikle rahatımdır.	1	2	3	4	5
Öğretmenim, sınıfta bana yabancı dilde soru sorduğunda cevap vermekte zorlanırım.	1	2	3	4	5
Yabancı dil sınavlarında oldukça heyecanlıyım ki, sınavlarda bildiklerimi de unuturum.	1	2	3	4	5
Kendimi yabancı dil konuşan insanlar arasında bulsam asla tedirginlik duymam.	1	2	3	4	5
Yabancı dil dersinde konuşurken kendime oldukça güvenirim.	1	2	3	4	5
Yabancı dil dersinde gönüllü olarak sorulara cevap vermekte istekliyimdir.	1	2	3	4	5
Yabancı dilde konuşurken diğer öğrencilerin beni anlamayacağından korkarım.	1	2	3	4	5

Appendix C-Language Test

1. Khan: What time does your school finish?
Leo: It finishes at 15: 50
Altı çizili saat hangi seçenekte doğru yazılmıştır?
A) quarter past three
B) Ten past three
C) Ten to four

D) half past three

2. Lauren ?

Emily: I usually play a snowball.

- A) Where do you go in winter
- B) Why do you like playing games
- C) How do you feel on snowy days
- D) What do you do on winter holidays

3. I) I always do something after school.
(II) At first, I do my homework and take a nap.
(III) I brush my teeth before sleep.
(IV) Then, I go out with my friends.

Metnin akışını bozan cümle hangisidir?

- A) I B) II C) III D) IV

4. Our teacher is very punctual because she always - - - - .

- A) stays at home and watch TV
- B) arrives at school on time
- C) misses the meetings
- D) has a healthy life style

5. John: What does she look like?

Mary: She is - - - - .

Boşluğa hangi kelime getirilmelidir?

- A) generous B) talkative
- C) short D) mean

6. I think my mother is a TV addict because she - - - - .

- A) prefers reading to watching TV
- B) likes changing TV channels
- C) watches TV for long hours
- D) wants to be a scientist

7. Your mother usually watches series on TV and you want to learn her thoughts about watching TV series. How do you ask?

- A) Who is a TV addict in our family
- B) What do you think about TV series

- C) What are the bad sides of watching TV
D) Why do you always watch these boring series
8. Derek is fond of wild life, he never - - - .
A) misses documentaries
B) protects their habitat
C) feeds street animals
D) likes wild animals
9. Alice :I love reading books.
Tom : - - - - do you read a book?
Alice :Three hours everyday.
Tom :That's great!
A) Where B) What time
C) How many D) How often
10. Sarah is a.....person because she dislikes working hard.
A) lazy B) honest
C) punctual D) hardworking
11. My brother John is very selfish because he always - - - - .
A)thinks only about himself
B)takes care of poor people
C)spends time with her friends
D)buys presents for her friends
12. Amanda :After school, I always rest at home for two hours, and then I have dinner with my family.
Sue ?
Amanda :Never. I feel so tired.
A) What do you do in the evenings
B) What do you usually have for dinner
C) Where do you generally have dinner
D) How often do you go out in the evenings
13. Next weekend, my grandparents are their 70th wedding anniversary with a great party.
A) helping B) inviting
C) engaging D) celebrating

14. Megan :How about going to the cinema?
Amy : - - - -
Megan :Then, let's go and watch a comedy film. It's funny.
Amy :That's OK!

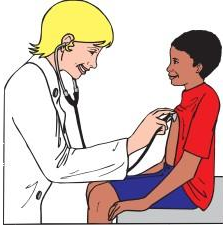
- A)What kind of a movie is it?
B)Why do you like comedies?
C)Hope to like it!
D)Sounds good!

15. I. No, thanks.
II. Would you like to go camping?
III. I think the woods are dangerous.
IV. Why not?

Karışık olarak verilen cümlelerin anlamlı bir bütün oluşturacak şekilde sıralandığı seçeneği işaretleyiniz.

- A) IV - I - III - II B) II - I - IV - III
C) II - IV - I - III D) IV - III - I - II

16. Don't forget to take your umbrella because it is.....outside.
A) freezing B) raining
C) cold D) hot



17.

Verilen görseli ifade eden seçeneği işaretleyiniz.

- A)She can dye and design hair.
B)She draws and paints pictures.
C)She can examine people.
D)She works at the school

18. Hazel : Can your father take us to the museum?

Jessica : - - - - . He is ill now.

- A)I'm sorry, he can't
- B)See you later, then
- C)Of course, he can
- D)Sorry, I don't understand

19. I work at cafes and restaurants. I can serve food and drinks. I can also Show you the empty tables. What do I do?

- A) A pilot. B) A waitress.
- C) A dentist. D) An architect

20. Terry:It's nearly six pm. We will be late. - - - - .

Dave: I will be ready in five minutes.

Terry: OK, I am waiting for you.

- A) Be quick B) Be quiet
- C) Save energy D) Use the air conditioner

Geniş Özet

Teknoloji hayatın önemli bir parçası haline gelmiştir. Gündelik hayat dışında, 2000'lerden sonra, teknoloji eğitimde özellikle de yabancı dil olarak İngilizcenin öğretiminde yaygın halde kullanılmaktadır. Geleneksel eğitim yöntemlerinin yabancı dil becerilerini geliştirmede yeterli olmadığı görülmüştür. Dolayısıyla, teknolojinin sunduğu fırsatların, İngilizce dil becerilerini geliştirme amacıyla kullanılması gerektiği alanyazın tarafından desteklenmektedir. Teknoloji, ev ve okul arasındaki ilişkiyi (üçüncü alan) kuvvetlendirir. Gerek öğrenci sayısındaki artış, gerekse bilgiye ulaşmadaki hızın artışından kaynaklı olarak öğretmenin rolü öğretici rolünden rehberlik eden kişi rolüne evrilmiştir. Bu gerçeklikler doğrultusunda, Türk Milli Eğitim Bakanlığı bilgisayar destekli öğretim uygulamalarının tasarımlarına ağırlık vermektedir. Çünkü, bu uygulamalar okul dışı İngilizce pratiğini desteklemektedir. Buna istinaden, Bakanlık Dynamic Education (DynEd) isimli eğitim yazılımını İngilizce öğretimi için hayata geçirmiştir. İngilizce öğretimi için yaygın olarak kullanılması tavsiye edilen bu yazılımın öğrencilerin İngilizceye dair tutum, başarı ve kaygılarına yönelik etkisinin araştırılması ihtiyacı doğmaktadır. Çünkü, araştırmaların sonuçlarına göre, DynEd yazılımı ile daha etkili ve farklı uygulamalar yapılabilir ve durumla ilgili paydaşlar

bilgilendirilebilir. Bu yüzden, bu çalışma, Türkiye'deki ortaokul öğrencilerinin DynEd kullanımlarının onların İngilizce başarılarına, İngilizceye karşı tutumlarına ve yabancı dil öğrenmeye yönelik kaygı seviyelerine olan etkisini araştırmıştır. Ayrıca, DynEd kullanan öğrencilerin İngilizceye yönelik tutumları, yabancı dil öğrenme kaygıları ve akademik başarı düzeyleri cinsiyet ve sınıf seviyesi değişkenlerine göre anlamlı bir şekilde farklılaşp farklılaşmadığını da incelemiştir.

Bu çalışmada, yarı deneysel eşitlenmemiş kontrol gruplu son test araştırma deseni kullanılmıştır. Çalışma 2 grupla (deney ve kontrol grubu) yürütülmüştür. Çalışma, Van ilinin İpekyolu ilçesinde bulunan bir ortaokulda yürütülmüştür. Altıncı ve yedinci sınıfta okuyan 61 öğrenci deney grubunda, 58 öğrenci kontrol grubunda olmak üzere toplam 119 öğrenci katılmıştır. Uygulama sürecinin başında, deney/kontrol grubundaki öğrencilere, ön test olarak İngilizceye yönelik tutumlarını öğrenmek amacıyla tutum ölçeği ve yabancı dil öğrenmeye dair kaygı düzeylerini belirlemek için kaygı ölçeği uygulanmıştır. DynEd uygulaması 6 hafta sürmüştür. Bu süreç boyunca, deney grubundaki öğrencilerin sistemde aktif olup olmadıkları İngilizce öğretmenleri tarafından düzenli kontrol edilmiştir. Öğrencilerin sistemde ne gibi etkinliklere katıldıkları ve ilerleme durumları detaylı olarak belgelendirilmiştir. Kontrol grubundaki öğrencilerle normal müfredat konuları işlenmiş ve gerekli akademik destek verilmiştir.

Gruplar içinde dil kaygısının ön test/son test puanlarını ve İngilizceye yönelik tutumları karşılaştırmak için bağımsız örneklem t-testleri uygulanmıştır. İkinci olarak, dil kaygısı ve İngilizceye yönelik tutumlarda kontrol/deney grubu arasındaki ön test/son test farklılıklarını araştırmak için ANCOVA kullanılmıştır.

Deney ve kontrol grubunun İngilizceye yönelik tutumlarıyla ilgili olarak, ön test ve son test karşılaştırıldığında, 6. haftanın sonunda deney grubundaki öğrencilerin daha iyi tutumlara sahip olduğu görülmüştür. Bu fark anlamlı bulunmuştur. Ön test ve son test arasında kontrol grubu için de benzer sonuçlar gözlenmiştir. Bu fark, kontrol grubu için de anlamlıdır. Ancak dil tutumları açısından deney ve kontrol grupları arasında karşılaştırma yapıldığında, ANCOVA analizi İngilizceye yönelik tutumlar açısından bu iki grup arasında anlamlı bir fark olmadığını ortaya koymuştur. Bu sonuçlara göre, öğrenci velileri öğrencilerin çevrimiçi etkinliklerini sistem üzerinden takip etmemiş olabilir ve bu nedenle öğrenciler uygulama sürecinde yalnız bırakılmış olabilir. Bu, İngilizceye karşı daha iyi tutumların gelişmesini engelleyebilir.

Yabancı dil öğrenme kaygısıyla ilgili olarak, son testler öğrencilerin 6.haftanın sonunda hem kontrol hem de deney grubunda daha yüksek yabancı dil öğrenme kaygı düzeylerine sahip olduklarını ortaya koymuştur. Bu artış, deney ve kontrol grubu için anlamlıdır ancak ANCOVA analizi sonucuna göre, yabancı dil kaygı düzeyleri açısından deney ve kontrol grubu arasında anlamlı bir fark bulunmamıştır. Bu sonuçlara göre, öğrencilerin sisteme günlük giriş yapma gibi sorumluluklarından dolayı dil kaygısı artmış olabilir. Bu bulgu, öğrencilerin öğrenme sürecinde yaşadıkları sorunları değerlendirmek için öğrenci ve öğretmenlerin periyodik olarak bir araya gelmelerinin önemini göstermektedir. Bu, birinci ve ikinci öğrenme alanlarını birbirine bağlamaya ve dijital becerileri geliştirmeye de yardımcı olabilir.

Dil başarısıyla ilgili olarak, DynEd'in kontrol ve deney gruplarının son test puanlarında herhangi bir fark olup olmadığını araştırmak için bağımsız örnekler t-testi kullanılmıştır. Öğrencilerin kontrol ve deney gruplarındaki test puanları arasında anlamlılık bulunmamıştır. Bunun bir nedeni, öğrencilerin DynEd sistemine aşina olmaması olabilir. Diğer bir neden ise DynEd'in bireyselleştirilmiş öğrenme sunmasıdır, bu da öğrencilerin kendi hızlarında çalışabilecekleri anlamına gelir. Böyle bir sistemde başarıya ulaşmak için öğrencilerin yeteneklerinin, becerilerinin ve ilgi alanlarının farkında olmaları gerekir. Bu nedenle, öğretim teknolojilerinden istifade etmek için öğrenci özerkliğini geliştirmeye odaklanılmalıdır. Bu süreç boyunca kendi uygulamalarını izlemelerine izin vermek için öğrencilere okul dışı İngilizce aktiviteler verilebilir.

Kaygı, tutum ve başarının cinsiyet ve sınıf seviyesine göre farklılaşıp farklılaşmama hususuyla ilgili olarak, cinsiyet ve sınıf seviyesi, anlamlı bir farklılık oluşturmamıştır. Her DynEd kullanıcılarına aynı içerik sağlandığı için DynEd'in sınıf seviyeleri açısından bir fark yaratmadığı anlaşılabilir.

Tüm bu sonuçlara göre: (1) DynEd'in etkinliğini artırmak için ebeveyn katılımı teşvik edilmelidir. Bu, öğrenci velileri ile DynEd kullanımını nasıl destekleyebilecekleri konusunda bilgilendirmek için periyodik toplantılar yoluyla mümkün olabilir.

(2) Öğrencilerin DynEd'e aşinalıkları geliştirilmelidir. Tüm öğrenciler öğretim teknolojileri konusunda deneyimli olmayabilir. Bu nedenle, öğrencinin DynEd ile haşır neşir olabilmesi için daha fazla laboratuvar çalışmasına ihtiyaç duyulabilir. Bu, öğrencilerin dijital yeteneklerini geliştirebilir.

(3) DynEd kullanımını teşvik etmek, okul laboratuvarlarında İngilizce öğretmenlerinin rehberliğinde ve okul dışı zamanlarda ebeveyn katılımıyla daha fazla DynEd uygulaması yapılmalıdır. Bu noktada, öğrenci özerkliğini artırmanın yollarını araştırmak için öğrenci velileriyle iş birliği yapılmalıdır. Böylece, öğrenme için üçüncü alanın kullanımı artırılabilir.

(4) DynEd müfredat geliştiricileri, sınıf seviyelerine ve yaşa göre içerik geliştirebilir; böylece, öğrenciler kendi hızlarında ve seviyelerinde çalışabilirler. Bu, DynEd'in kullanma motivasyonunu artırabilir.

ETİK BEYAN: An investigation into the effectiveness of DynED: Attitudes towards English, language learning Anxiety, and Language Achievement” başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır ve veriler toplanmadan önce Van Yüzüncü Yıl Üniversitesi Girişimsel Olmayan Klinik araştırmalar Etik Kurulu’ndan 27.05.2021 tarih ve E-85157263-604.01.02-56533 sayılı etik izin alınmıştır. Karşılaşılacak tüm etik ihlallerde “Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun” hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederim.