

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
CHAPTER I: INTRODUCTION.....	1
Introduction.....	1
Background of the study.....	2
Statement of the problem.....	6
Research questions.....	7
Significance of the study	8
Conclusion	8
CHAPTER II: LITERATURE REVIEW.....	9
Introduction.....	9
Historical Background of CALL	10
CALL in the 1950s and 1960s	10
CALL in the 1970s and 1980s	11
CALL in the 1990s	12
Recent CALL.....	12
CALL Applications	13
Advantages and Disadvantages of CALL.....	15
Attitudes towards CALL.....	17
Effectiveness of CALL	20
Learning Styles	25
Types of learning styles	26
CALL and Learning Styles	28
Research on the relationship between Learning Styles and CAL.....	29
Research on the relationship between learning styles and CALL	32
Conclusion	34
CHAPTER III: METHODOLOGY.....	35

Introduction.....	35
Setting	35
Ankara University.....	35
Trakya University	36
Participants	37
Instruments & Materials	38
Longman English Interactive Online (Learning Management System) .	38
Success Pre-Intermediate/Intermediate Course Book Unit Tests	39
Learning Style Survey (LSS).....	39
CALL features questionnaire.....	41
Data Collection Procedures	42
Data Analysis.....	43
Conclusion	43
CHAPTER IV: DATA ANALYSIS.....	45
Introduction.....	45
Data Analysis Procedure.....	45
Results.....	46
What are the effects of online classes as supplementary materials on tertiary level EFL students' classroom achievement?	46
What is the relationship, if any, between learners' learning styles and their performance on the classroom achievement tests supported by online supplementary material?	48
How do students with different learning styles respond to the various features of the online program?	55
Conclusion	65
CHAPTER V: CONCLUSION.....	67
Introduction.....	67
Findings and Discussion	67
What are the effects of online classes as supplementary materials on	

tertiary level EFL students' classroom achievement?	68
What is the relationship, if any, between learners' learning styles and their performance on the classroom achievement tests supported by online supplementary material?	69
Perceptual Learning Styles	69
Extroverted/Introverted Learning Styles	71
Random-Intuitive/Concrete-Sequential Learning Styles	72
Closure-Oriented/Open Learning Styles.....	73
Deductive/Inductive Learning Styles	73
Field-Dependent/Field-Independent Learning Styles.....	74
How do students with different learning styles respond to the various features of the online program?	75
Perceptual Learning Styles	75
Extroverted/Introverted Learning Styles	76
Random-Intuitive/Concrete-Sequential Learning Styles	77
Closure-Oriented/Open Learning Styles.....	78
Deductive/Inductive Learning Styles	80
Field-Independent/Field-Dependent Learning Styles.....	81
Limitations	82
Pedagogical Implications	83
Suggestions for Further Research	85
Conclusion	85
REFERENCES.....	87
APPENDIX A: SAMPLE CLASSROOM ACHIEVEMENT TEST	95
APPENDIX B: LEARNING STYLE SURVEY (ENGLISH VERSION), INFORMED CONSENT FORM.....	104
APPENDIX C: LEARNING STYLE SURVEY (TURKISH VERSION), INFORMED CONSENT FORM.....	108
APPENDIX D: CALL FEATURES QUESTIONNAIRE	

(ENGLISH VERSION).....	111
APPENDIX E: CALL FEATURES QUESTIONNAIRE	
(TURKISH VERSION).....	113

LIST OF TABLES

Table 1 – Typology by Warschauer (2004).....	10
Table 2 – Students participating in the study	38
Table 3 – Ankara and Trakya University pre-test means	46
Table 4 – Ankara and Trakya University achievement test means	47
Table 5 - Cronbach alphas for learning style survey	48
Table 6 – Learning style dimensions average mean responses	49
Table 7 – Perceptual learning style preference and quiz means correlations	51
Table 8 – Introverted/Extroverted learning style preferences and quiz means correlations	52
Table 9 – Concrete-Sequential/Random-Intuitive learning style and quiz means correlation.....	53
Table 10 - Open/Closure Oriented learning style and quiz means correlations	53
Table 11 – Deductive/Inductive learning style preferences and quiz means correlations	54
Table 12 – Field-Independence and quiz means correlation.....	54
Table 13 – Field-Dependence and quiz results correlation	55
Table 14 – Responses to the CALL features questionnaire	56
Table 15 – Cronbach alphas for the collapsed groups, (LSS)	58
Table 16 – LSS and CALL features questionnaire correlation (visual)	59
Table 17 – LSS and CALL features questionnaire correlation (auditory)	59
Table 18 – LSS and CALL features questionnaire correlation (kinesthetic)	60
Table 19 – LSS and CALL features questionnaire correlation (extroverted).....	60
Table 20 – LSS and CALL features questionnaire correlations (introverted).....	61
Table 21 – LSS and CALL features questionnaire correlations (random-intuitive) ..	61
Table 22 – LSS and CALL features questionnaire correlation (concrete-sequential)	62
Table 23 – LSS and CALL features questionnaire correlations (closure-oriented) ...	63
Table 24 – LSS and CALL features questionnaire correlations (open)	63
Table 25 – LSS and CALL features questionnaire correlations (deductive).....	64
Table 26 – LSS and CALL features questionnaire correlations (inductive)	65

Table 27 – LSS and CALL features questionnaire correlations (field-independent) .	65
Table 28 – LSS and CALL features questionnaire correlations (field-dependent)	66