EVALUATION OF COMPUTER BASED FOREIGN LANGUAGE LEARNING SOFTWARE BY TEACHERS AND STUDENTS

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ABSTRACT
The aim of this study is to evaluate Computer Based Foreign Language Learning software called Dynamic Education (DYNED) by teachers and students. The study is conducted with randomly chosen ten primary schools with the participants of 522 7th grade students and 7 English teachers. Three points likert scale for teachers and five points likert scale for students are used for data collection. The findings show that the software has partly sufficient qualities from the point of teachers; the students have indecisive views about the software.

INTRODUCTION

The fast development of current science and technology leads humanity to the economic and social competition. The developing societies are conscious about the possibility of progress with the quality of education in this process. It is explicit that technology should be used in the education and growth of individuals having the ability of solving problems and free and creative views.

Alkan (2005) refers that teachers have to facilitate infinitely teaching to more students in less time. It should be required to develop new educational techniques and methods. Teachers and students have to improve their ability of searching and using the information on their own. It should be developed that new equipment is often searched in order to provide better and faster learning and teaching in this course. The systematic studying of learning has more importance.

Yalın (2000) defines the computer based education as the usage of teaching a subject and concept by courses which are put into the system of computer in order to consolidate the behaviors got before. There are three subjects which are frequently used in the computer based education: private lesson, exercise and simulation.
Seferoğlu (2006) suggests that the computer based education has some advantages;

- Offering individual and interactive learning,
- Providing the students the possibility of repetition,
- Using the difficult teaching techniques which was impossible in the classroom,
- Taking advantage of computer's color sound and graphics,
- Guiding students to think and search,
- Encouraging students to increase their self-confidence.

We have to learn a foreign language at least in our country like other countries because its importance increases day by day. It can be especially thought that it is certainly true of teaching English as a foreign language in the 4th grade of primary school in view of the importance and place of English between other World languages.

Warschauer and Liaw (2010) address that many adult students have had difficulties with traditional education and face substantial barriers to learning. The emerging technologies described above provide nontraditional means by which literacy and language skills can be developed through authentic communication, collaboration, networking and scaffolding. They think that these technologies give learners vast opportunities to use English on a daily basis in meaningful contexts in and out of school.

Witt (1999), Marimuthu & Soo (2005) and Springer (2012) argue that one of the most essential subjects in teaching English is the computer based language learning and the students will become more creative when they find practicing areas referring to creativity themselves in learning foreign language. They suggest that the learning gained in the classroom reach to the practicing areas thanks to computer based application by students.
Gündüz (2005) suggests that recent years have shown a boom of interest in using computers for foreign language teaching and learning. The use of computers in the language classroom was of concern only to a small number of specialists in western countries a decade ago. However, with the advent of multimedia computing and the

Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world.

Sarıçoban (2006) talks about some advantages of computer based language learning, and rows them as follow;

a. CALL increases students' motivation.
b. CALL programs present the learner the novelty, to teach the language in different and more interesting learning conditions, and present language through games and problem-solving techniques.
c. They also provide immediate feedback for error correction.
d. Using the computer in teaching languages can offer various types of activities with considerable potential for learning situations. For instance, recent computers have DVD drives for audio-visual input for discussions on a certain story/topic in speaking, listening, and writing skills.
e. CALL programs, besides teaching a foreign language, will provide the learner with some sort of computer literacy, which is becoming essential in our modern society and which could be of great help in future training programs.
f. It improves the students' scientific thinking anility,
g. It supports group work activities through network,
h. It improves individual learning abilities,
i. It provides the students with the opportunity to revise,
j. It forces students to investigate and search,
k. It increases individual's self-confidence,
l. It provides teachers with the opportunity to deal with their students' problems closely and improve (overcome) them.

The Ministry of National Education pays attention to computer based language learning areas which are thought to be helpful for teaching English. In our schools, The Information Technology (IT) classes have been established, some software have been sent and computer education about the softwares has been given to the teachers. Also, The Ministry of National Education continues the setting of interactive boards into schools as a part of FATİH Project and educational programmes about this subject to the teachers. The Ministry of National Education aims to provide contemporary and constructivist education to the students.

Taşcı (1994) suggests that it can be possible if these devices can be adapted to this education and advantages of computers are attained in education. Another saying, the success of computers in education is directly related to the success of teaching softwares. The developments of computer hardware provides that these equipments have unique potential. The informative softwares provide the usage of this unique potential.

DynEd was founded in 1987 by a team of language teachers, engineers, and artists. It produced and brought to market the world's first computer-assisted language teaching CD-ROM and received a patent for its innovative design. Now, after more than 20 years of experience, DynEd has the world's most comprehensive lineup of award-winning computer-based English Language Teaching (ELT/ESL) solutions (http://www.dyned.com/us/about/).

For Petrie (2003) currently, a few educational software packages for English language learners have some advantage of speech recognition technology. DynEd has produced New Dynamic English (2001) for adult learners and Let's Go (2001) for child learners. The children's version allows the user to orally produce a single word at a time, while the adult version allows the user to produce either a single word or an entire sentence in response to video or graphic cues and then receive feedback on the pronunciation of the user's production. If a minimum level of understandability is not reached, the program encourages the user to try again. One current drawback of New Dynamic English is that if the uttered sentence is very close in sound to the intended answer, the program may not catch an error. For example, if the learner uttered a sentence with "is" instead of "isn't" - a serious difference in meaning - the learner may not be alerted of the difference.

Baş (2010, p.14-39), suggest that "One of the recent educational technology for language teaching, more specifically English Language teaching, is the Computer Assisted Language Learning (CALL) method. In recent years, some of the countries such as China, France, Malaysia, Korea, Miyanmar, and Turkey are using an English Language teaching software named DynED, which stands for Dynamic Education. In these countries, this software is used in a way that it assists English language teaching process at schools."

DynEd's courses cover all proficiency levels and include a range of age-appropriate courses, for kids in school to adults in leading corporations, airlines, and vocational schools. In addition, DynEd courses are supported by an

award-winning Records Management System, Mastery and Placement tests, extensive teacher-support materials, including lesson plans, teacher-training, mentoring, and a newly released Teacher Training Course that helps teachers blend technology into their teaching (http://www.dyned.com/us/about/).

Brown, Campbell & Weatherfor (2008, p.37-53), say that "DynEd's New Dynamic English (NDE) consists of audio, video, flash animations, record and listen buttons, and voice recognition technology, all of it integrated to give the user a more engaging, high context experience. DynEd gives students a better sense of having learned something with its records manager (showing completion rates), study score (indicating good study habits), mastery test scores (implying a mastery of the material), and placement tests (which can show improvement in overall level if administered at the beginning and the end of the course). Furthermore, DynEd provides a wealth of assessment information for teachers via the Records Manager, including time spent, completion percentages, scores on individual tasks, Study Scores, and Mastery Test scores. The Records Manager also provides detailed data on information such as the number of times the student used each of the control buttons."

Lares, Asis & Yudelmo (2008, p.36-44), believes that "This program helps students to improve their English proficiency and it gives a new way of learning process which is totally different from the conventional ones as teachers and learners no longer have to rely on printed materials for their language drills as well as their examinations, but which are directly provided by the software."

The researches show that the computer based courseware DYNED software has an active role in the learning foreign language. (Bas and Kuzucu, 2009; Bas, 2010; Meri, 2012; Kagaoan, Muya, Tibayan & Tenorio, 2012; Bingham and Larson, 2006), but Yiğit (2012) suggests that there are some difficulties, too.

THE STUDY

The aim of this study is to evaluate Computer Based Foreign Language Learning software called Dynamic Education (DYNED) by teachers and students. The two research questions to be answered for this study listed below;

1.What are the views of teachers of English about DynED software?
2.What are the views of 7th grade students about DynED software?

Survey model has been used in order that the research aims to assess the current subject and it is descriptive research. The research involves 522 of 7th grade students and 7 teachers of English in Kozan, Adana. In the sample, ten schools were chosen randomly among the primary schools in Kozan between 2009 and 2010 education years. When performing this research, we make use of DynED which is computer based language learning used in primary schools in order to make the essential indication and teaching software evaluation form (1998, p.205-219) and student examination form (1998, p.103) belonging to Şimşek.

The assessment of survey presented to the teachers to determine the educational qualifications of software is three point likert scale. When evaluating the data, we use arithmetic average (X) and standard deviation (Ss) of questions are looked in the survey to comprehend whether the software has the educational quality or not. In the software evaluation survey for teachers, for every question, we get the information like INADEQUATE, PARTLY ADEQUATE and ADEQUATE. The answer codes change between 1.00 and 3.00. In the software evaluation survey, the score interval is stated at below by regarding every question which is 0.67 point and three units (2/3);

1.00 – 1.67 INADEQUATE
1.68 – 2.35 PARTLY ADEQUATE
2.36 – 3.00 ADEQUATE

To evaluate the educational qualification of software, five points scale is used. When evaluating the data, we use arithmetic average (X) and standard deviation (Ss) of questions are looked in the survey to comprehend whether the software has the educational quality or not. The answer codes of each question in five point scale for students. change between 1.00 and 5.00. In five point scale for students, the score interval is stated at below by regarding every question which is 0.80 point and five units (4/5);

1.00-1.79 I don't agree
1.80-2.59 I don't partly agree
2.60-3.39 I am indecisive
3.40-4.19 I partly agree

4.20-5.00 I agree

FINDINGS

In this session, we put emphasis on findings which were gained from data in the end part of method stage.
In the evaluation of software by students, there are some findings of evaluation of survey related to software. The findings were acquired by basing on students' opinions.
The evaluation survey performed to the students consists of 5 items. At Table 1, the arithmetic average (*X*) and standard deviation (Ss) of the answers and also group based average of general qualities of software are given.

Table 1. The students' views about the software general qualities

	Software general qualities	N	*X*	Ss
1	I don't have any problem when using this software	522	2,71	1,57
2	I like using this software	522	2,72	1,62
3	I learn something when using this software	522	2,74	1,55
4	I think this kind of software will help other lessons	522	2,83	1,65
5	I want these softwares to use at other lessons	522	2,95	1,73
Main average of the group			2,79	

1.00-1.79 I don't agree
1.80-2.59 I don't partly agree
2.60-3.39 I am indecisive
3.40-4.19 I partly agree
4.20-5.00 I agree

Table 1 presents, the group's main average is 2,79 which is about the general qualities of software. It is seen that 1st matter (2,71) relating to software general qualities has the least main average (I don't have any problem with using this software) and 5th matter (2,95) has the highest average (I want to use this kind of software in other subjects). Accordingly; in accordance with the students' views, an indecisive aspect about software general qualities comes out.

In the part of teachers' software evaluation; there are some findings about drawing teachers' attention to the software, providing invariability, informing the students about learning targets, reminding the essential data for lesson, presenting data and helping, exercise and feedback, evaluation of success, remembering, developing the transition and evaluating the software from the point of success.

Table 2. Range of students' attractions

	Students' attraction and providing of continuation	N	*X*	Ss
1	The beginning of software draws the students' attraction and recesses for new data in their minds.	7	2,42	0,53
2	The whole or a part of the subject software is planned to draw students' attention and care	7	2,71	0,48
3	Students are often given the opportunity to form an interaction with the software.	7	2,00	0,81
4	The duration of lesson is convenient with the duration of their attention.	7	3,00	0,00
5	Colours, graphics and sound effects don't prevent the students to reach their educational targets.	7	2,95	1,73
6	Colours, graphics and sound effects draw the attention of students	7	2,71	0,75
7	Colours, graphics and the sound qualities are practical and suitable for education psychology.	7	2,71	0,75
8	The course software is close to the user and student likes using the programme.	7	2,57	0,53
9	The course software is attractive for student.	7	2,71	0,48
10	Thanks to course software, students are interested in the subject of course software.	7	2,57	0,53
11	The formal structure of software promotes the students to do best and well.	7	2,42	0,78
12	Students are satisfied with studying with the course software.	7	2,42	0,78
Main average of the group			2,50	

At Table 2; the main average of the group is determined as 2,50 when evaluating ranges according to drawing attentions of students. In the group, the 4th matter has the least main average with 1,85 (This is suitable for the

duration to which students will give their attention; the 5th matter has the most main average with 3,00 (Colors, graphics and sound qualities don't prevent students to reach their targets).
In accordance the teachers' views, it appears that the matters of survey, which are related to students' attraction and ensure its continuity, are at qualified level as educational.

Table 3. The range of students according to informed about learning targets

	Informing the students about the learning targets	N	*X*	Ss
1	The learning targets are told students in a clear way.	7	1,85	0,69
2	The learning targets are described as students' behaviours.	7	2,28	0,75
3	The content of course software is matched with the educational targets.	7	2,14	0,89
The main average of group			2,09	

The Table 3 shows; the main average of the group is determined as 2,09 when evaluating ranges according to informing the students about the learning targets. In the group, the 1st matter has the least main average with 1,85 (The learning targets are told students in a clear way) the 2nd matter has the most main average with 2,28 (The learning targets are described as students' behaviours).

In accordance with teachers' views, it appears that the matters of survey, which are related to informing students about learning targets of survey, are at partly qualified level as educational.

Table 4. Reminding the essential data for course

	Reminding the essential data for course	N	*X*	Ss
1	The requested foreknowledge, the preparedness situation of students and ability are appropriate for the target students.	7	2,00	0,81
2	Reading level is appropriate for target students.	7	2,28	0,75
3	Software branches out to the parts of repetition and retrieval when needed.	7	2,00	0,81
4	Essential foreknowledge and abilities are stated in order that students can communicate with software.	7	1,85	0,69
5	Foretest is performed in order that students can communicate with software and can specify essential fore skill.	7	2,00	0,81
6	Course links the old data with new data which will be learned.	7	2,14	0,89
7	Cognitive learning equipments are provided in order that students can remember new data and contact new data with old data.	7	2,28	0,75
Main average of the group			2,07	

It is seen at the Table 4; the main average of the group is determined as 2,07 when evaluating ranges according to reminding the essential knowledge for the course. In the group, the 4th matter has the least main average with 1,85 (Foreknowledge and abilities are stated in order that students can communicate with software) the 2nd and the 7th matter have the most main average with 2,28 (The reading level is appropriate. Foreknowledge and abilities are stated in order that students can remember the new data and communicate the new data with the old data by cognitive learning equipment).

In accordance with teachers' views, it appears that the matters of survey, which are related to reminding the essential data for the course, are at partly qualified level as educational.

Table 5. Presenting the data and helping

	Presenting the data and helping	N	*X*	Ss
1	Data is presented logically.	7	2,42	0,78
2	Before teaching difficult, complicated concepts and rules, the easier ones should be taught.	7	2,71	0,48
3	Essential explanations and instructions are clear and comprehensible to complete each one of course.	7	2,00	0,81
4	Essential explanations and instructions are clear and comprehensible to complete each one of course.	7	2,28	0,75
5	New data, concepts and rules are suitable and sufficient examples, imitations and presentations are presented.	7	2,28	0,75
6	Examples, explanations and imitations are comprehensible and related to real life.	7	2,42	0,78
7	Course software, uses the screen actively and it can express a certain concept. It avoids from crowd and unnecessary data.	7	2,42	0,78

8	Students can control the imitation which they want to learn, examples or the number of explanations in so far.	7	2,00	0,81
9	Student can form an interaction with the whole or a part of course software in accordance with the ability of students.	7	2,71	0,48
10	In course software, the chances are provided like practising during lesson time or testing themselves.	7	2,71	0,48
11	To explain the important concepts, there are methods and different testing possibility more than one.	7	2,00	0,81
12	Illumination or underlining is used as clue in order that main concepts can be better understood.	7	2,57	0,78
13	The strategies like summary, revision and giving the main details are provided in order that students can take the main ideas.	7	1,85	0,89
Main average of group			2,33	

The Table 5 presents, the main average of the group is determined as 2,33 when evaluating ranges according to presenting the data and helping. In the group, the 13rd matter has the least main average with 1,85 (The strategies are provided like summary, revision and giving the outline to help students get the main ideas), the 2nd, 9th and 10th matter have the most main average with 2,71 (Before teaching difficult and complicated concepts, the easier and more simple ones should be taught. In accordance with the ability of students, they can form an interaction with the whole or a part of course software. In course software, the opportunity like practising during lesson time or testing themselves are provided for students).

In accordance with teachers' views, it appears that the matters of survey, which are related to presenting the data and helping, are at partly qualified level as educational.

Table 6. Practise and feedback

Practice and feedback		**N**	***X***	**Ss**
1	Students are provided opportunities like exercise, practising with questions sufficiently to consolidate the new learned data.	7	2,71	0,48
2	For students, some question forms (multiple choice, completing true or false) are developed.	7	2,57	0,78
3	Course software proceeds in a flexible way about accepting the different answers/synonmys, capital-small letter) of students and evaluating.	7	2,14	0,89
4	When students answer wrongly, the right answer is provided feedback.	7	2,57	0,78
5	The suitable data is given for the correct and wrong answers of students.	7	2,57	0,78
6	Feedback are suitable and related to students' answers.	7	2,42	0,78
7	Encouraging is effective for students positively.	7	1,85	0,89
8	Feedbacks are given immediately.	7	2,57	0,78
9	Feedbacks have several forms	7	2,28	0,95
10	Feedbacks provide the repetition.	7	2,42	0,78
11	Course software gives the number or percent of right answers for students.	7	2,57	0,78
Main average of the group			2,42	

As seen at Table 6; the main average of the group is determined as 2,42 when evaluating ranges according to practicing and feedback. In the group, the 7th matter has the least main average with 1,85 (Encouraging is positive and effects students positively), the 1st matter has the most main average with 2,71 (The opportunities like exercise and practicing with problems and questions fairly are provided for students to reinforce the new data).

Accordingly, in accordance with teachers' views, it appears that the matters of survey, which are related to practising and feedback, are at qualified level as educational.

Table 7. Range according to evaluating the success

Evaluating the success		**N**	***X***	**Ss**
1	There is a pretesting for determining the level of student.	7	1,71	0,75
2	The opportunities, like testing on their own ad feedback, are placed into the course.	7	2,28	0,75
3	Course software records the errors which the students make at the end of the software or another course.	7	2,57	0,78
4	In course software, there is an ending test for measuring the success of learning.	7	2,57	0,53

5	There is a consistency between the content of courses, abilities and aims of the software.	7	2,42	0,53
Main average of the group			2,31	

At the Table 7, the main average of the group is determined as 2,31 when evaluating ranges according to evaluating the success. In the group, the 1st matter has the least main average with 1,71 (There is a pre testing for determining the level of student), the 3rd and the 4th matters have the most main average with 2,57 (Course software records the errors of students and errors found in the test at the end of course or course software. In course software, there is an ending test to measure the success of learning).
In accordance with teachers' views, it appears that the matters of survey, which are related to evaluating the success, are at partly qualified level as educational.

Table 8. Range according to the condition of developing transition and remembering

Developing transition and remembering		**N**	***X***	**Ss**
1	Important concepts are differently identified and explained in order to support the learning of student.	7	2,57	0,53
2	When the course software is needed, the level of problems are obstructed.	7	2,14	0,69
3	Course software encourages the students to develop their abilities and data by providing several of different activities and helping sources.	7	2,14	0,89
4	Students can find the data of software in their real life.	7	2,14	0,69
5	Software students prepare themselves for the experience which they will meet in the future.	7	2,57	0,53
Main average of the group			2,31	

As seen at Table 8; the main average of the group is determined as 2,31 when evaluating ranges according to evaluating the success. In the group, the 2nd, 3th and 4th matters have the least main average with 2,14 (When the course software is needed, the level of problems are obstructed. Course software encourages the students to develop their abilities and data by providing several of different activities and helping sources. Students can find the data of software in their real life), the 1st and the 5th matters have the most main average with 2,57 (Important concepts are differently identified and explained in order to support the learning of student. Software students prepare themselves for the experience which they will meet in the future).

Accordingly, in accordance with teachers' views, it appears that the matters of survey, which are related to the condition of developing transition and remembering, are at partly qualified level as educational.

Table 9. Range according to the success of course software

Range of course software success		**N**	***X***	**Ss**
1	Course software practice its teaching targets (book, subject, area tours) less expensively and more successfully than other teaching ways.	7	2,28	0,75
2	I think this course software is educational.	7	2,28	0,75
3	Software needs some supportive materials and areas for students' learning the subject.	7	2,71	0,48
4	The packet of course software contains essential supportive areas and materials in order that teachers and students can use.	7	2,28	0,75
5	There are proofs that software reaches to its aim.	7	2,14	0,69
Main average of the group			2,33	

At the Table 9, the main average of the group is determined as 2,33 when evaluating ranges according to the success of course software. In the group, the 5th matter has the least main average with 2,14 (There are proofs that software reaches to its aim), the 3th matter has the most main average with 2,71 (Software needs some supportive materials and areas for students' learning the subject.).
In accordance with teachers' views, it appears that the matters of survey, which are related to the success of course software, are at partly qualified level as educational.

CONCLUSIONS

The findings show that software has partly adequate qualities from the side of teachers, but students has an indecisive manner against the software.

With this research, it appears that there are some suggestions for users can be listed;
1) Course software can be improved in the side of reminding the essential data for course and informing the student about the course targets.

2) Students can use the software when finding the main ideas with the strategies like giving the main details, revision and summary.
3) The activities, which can strengthen the creativity of student, can be increased.
4) A pretesting can be improved for determining the level of students.
5) The duration for courses can be increased when regarding the time to which students can give their attention.
6) The activities which are prepared with computer based teaching softwares need to be searched its practicability with contemporary theory of learning and contribution to the success of students.

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