HACETTEPE ÜNIVERSITESI
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

UNIVERSITY PREPARATORY CLASS TEACHERS' ATTITUDES TOWARDS DISTANCE

ENGLISH LANGUAGE TEACHING IN TURKEY

Ayşe AVCIOĞLU

Master's Thesis

Ankara, 2022

With leadership, research, innovation, high quality education and change,

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TÜRKİYE'DEKİ ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRETİM GÖREVLİLERİNİN UZAKTAN

İNGİLİZ DİLİ ÖĞRETİMİNE YÖNELİK TUTUMLARI

Ayşe AVCIOĞLU

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Abstract

The purpose of this study is to reveal the university preparatory class teachers' attitudes towards distance English language teaching in Turkey. It has a mixed methods research design combining qualitative and quantitative methods. The participants of the study were 50 instructors from 6 different universities. The general attitudes of participants towards distance English language teaching were investigated through a questionnaire and their more personal attitudes through a semi-structured interview. The quantitative data obtained were analyzed using descriptive statistics and the qualitative data through thematic analysis. The results of the study revealed that teachers have both positive and negative attitudes towards distance ELT. According to the teachers, distance ELT is advantageous, especially in time management, accessibility, and online and digital facilities. It also enables to implement various productive teaching/learning methods. But, on the other hand, it has serious instructional disadvantages including lack of interaction, participation, motivation, focus, and self-discipline. Difficulties in teaching the four skills, hardness in working on phonology, difficulty in getting immediate feedback, stilted online dialogues, deterioration of communication skills, difficulties in classroom management, various technical and technological challenges, and several health problems are some further problems reported. The results also suggest that distance ELT could be made more effective by making some instructional improvements, using interactive online tools and e-materials more efficiently, providing teachers and students technical and technological support, and through training and guidance. Consequently, the results suggest that neither face-to-face nor distance education but probably a hybrid language teaching model would be the best method to teach the English language in today's world.

Keywords: distance English language teaching, distance education, face-to-face instruction, hybrid language teaching

Öz

Bu çalışmanın amacı Türkiye'deki üniversite hazırlık sınıfı öğretim görevlilerinin uzaktan İngiliz dili öğretimine yönelik tutumlarının ortaya çıkarılmasıdır. Çalışma nitel ve nicel yöntemlerin birlikte kullanıldığı bir karma araştırma tasarımına sahiptir. Çalışmanın katılımcılarını 6 farklı üniversiteden 50 öğretim görevlisi oluşturmuştur. Katılımcıların uzaktan İngiliz dili öğretimine yönelik genel tutumları bir anket aracılığıyla, daha kişisel tutumları ise yarı yapılandırılmış bir görüşme aracılığıyla araştırılmıştır. Elde edilen nicel veriler betimsel istatistikler kullanılarak, nitel veriler ise tematik analiz yönteminden yararlanılarak analiz edilmiştir. Çalışmanın sonuçları, öğretim görevlilerinin uzaktan İngiliz dili öğretimine yönelik hem pozitif hem de negatif tutumlara sahip olduklarını ortaya koymuştur. Öğretim görevlilerine göre, uzaktan İngiliz dili öğretimi özellikle zaman yönetimi, erişilebilirlik, ve çevrimiçi ve dijital olanaklar açısından avantajlıdır. Ayrıca, uzaktan İngiliz dili öğretimi çeşitli verimli öğretme/öğrenme yöntemlerinin uygulanmasına imkan verir. Diğer taraftan, uzaktan İngiliz dili öğretimi etkileşim, katılım, motivasyon, odaklanma ve öz disiplin eksikliği gibi öğretime yönelik ciddi dezavantajlara sahiptir. Dört beceriyi öğretmedeki zorluklar, fonoloji üzerinde çalışma zorluğu, anında geri bildirim alma zorluğu, doğallıktan yoksun çevrimiçi diyaloglar, iletişim becerilerinin bozulması, sınıf yönetimindeki zorluklar, çeşitli teknik ve teknolojik zorluklar ve çeşitli sağlık sorunları tespit edilen diğer bazı problemlerdir. Sonuçlar, uzaktan İngiliz dili öğretiminin, öğretime yönelik bazı iyileştirmeler yapılarak, etkileşimli çevrimiçi araçlar ve e-materyaller daha verimli kullanılarak, öğretmen ve öğrencilere teknik ve teknolojik destek sağlanarak ve eğitim ve rehberlik yoluyla daha etkili hale getirilebileceğini göstermektedir. Nihayetinde, sonuçlar, ne yüz yüze ne de uzaktan eğitimin, muhtemelen ancak bir hibrit dil öğretim modelinin günümüz dünyasında İngilizce öğretmek için en iyi yöntem olacağını göstermektedir.

Anahtar sözcükler: uzaktan İngiliz dili öğretimi, uzaktan eğitim, yüz yüze öğretim, hibrit dil öğretim modeli

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This thesis is dedicated to the memory of my dear grandfather Mehmet Avcıoğlu, who always loved me unconditionally. I know you're always watching and proud of me from afar. Sleep in the lights.

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Symbols and Abbreviations

CALL: Computer-Assisted Language Learning

DE: Distance Education

ELT: English Language Teaching

ICT: Information and Communication Technology

L2: Second Language

SLA: Second Language Acquisition

Chapter 1

Introduction

It is an undeniable fact that the world is globalizing day by day and this globalization covers not only economic but also political, technological, and cultural developments and changes. It is an interaction and integration of views, ideas, beliefs, attitudes, and habits including the ways people live, enjoy, dress, travel, eat, etc. And, the language is right at the core of this continuum. To be more precise, having a command of a global language - a globally spoken language - is of great importance to keep up in today's globalized world. Because, languages are the primary means of communication and interaction between humans, societies, and states. Therefore, living in such a small world compels each conscious person to learn at least one global language and this requirement has become more inevitable today than ever before. This is especially not only for prevailing in scientific and technological developments, or at least for not falling behind others but also for being an integral part of the cross-national and cross-cultural interaction and convergence. This is also for keeping abreast of all world events and affairs, and for keeping pace with the rapid change in every field in this globalizing world. In short, why learning a global language is so important today is that the language is an essential component of true globalization.

Among all global languages, the English language is indisputably the leading one. The unfolding of globalization and the development of the English language have always been hand in hand since the very beginning of globalization and therefore they could be described as *pull forces* for one another. Today, English has become the most widely spoken language in the world and a common language in almost every field of life. In particular, its widespread use in a variety of domains including economy, politics, culture, education, science and technology, medicine, trade, commerce, etc. has made it a global de-facto standard language. That is why the value and necessity of mastering the English language have steadily increased over time.

For a long time, language teaching and learning practices thrived under teachers' and students' responsibilities only. However, the case has completely changed now and just students' and teachers' endeavors are not enough anymore. In today's world, in order to achieve meaningful results in language education, not only a well-developed appropriate language teaching technology has to be used but also the total context of teaching should be considered in both human and pragmatic terms (Tudor, 2003). In this respect, teachers are now more than just a knowledge supplier; they are also guides and helpers on the way to continual learning. And, being aware of technical developments and new age requirements, today's second language teachers are no longer satisfied with teaching solely in traditional ways and along with the developing technology they have started to adopt new methods to attract students' attention in the classroom and keep their interests and motivation alive. Besides, students' roles in language learning have transformed from information receivers to explorers, in a way, today. In particular, contemporary learning approaches offer them new language learning methods which integrate technology into the learning process.

The invention of the computer was the turning point in the history of technology, and it has advanced at a breakneck pace since then. Computers began to be used in language teaching and learning in the 1960s when their advantages in language education were realized and widely accepted in the educational community. This new language-learning approach was called as Computer-Assisted or Aided, Language Learning (CALL) and it has made a huge progress in decades. As a result, many times the rapid and ongoing introduction of this new technology into language education has overtaken teachers' and developers' abilities to properly evaluate it (Levy, 1997). In particular, the developments in Information and Communication Technology (ICT) have had a significant impact on the development of CALL and this integration has provided considerable advancements in language learning, enabling classical language classrooms to turn into computer-assisted and technology-enhanced learning environments in which a

more efficient language learning could be realized through active participation of students with authentic interactions.

The 21st century is mostly regarded as the age of modern technology. This is because technology is in every part of our lives based on the changing demands. It seriously affects our lives and even the way we live and thus has a crucial and critical role in shaping our lives. One of those areas we feel the impact of technology is education. Over the past century, there has been a dramatic increase in the use of technology in education. In particular, digital and online learning technologies have been substantially developed for about two-three decades. At this point, the internet has a particular importance. It offers a variety of online learning tools and virtual teaching environments that help teachers in making their lessons more effective and enhance students' engagement in language learning. Having a worldwide reach, the internet enables English learners to access helpful language resources, communicate with native speakers directly, and thus to develop the speaking, listening, reading, and writing skills integratively via real-world situations (Yang & Chen, 2007).

As a result, all the above-mentioned developments and innovations in education and educational technology have brought about new educational models such as blended learning, flipped learning, and distance education. Blended learning is an educational strategy integrating online activities with traditional classroom instruction, and especially its Flipped classroom application paves the way for conferring the learning responsibility on students who have direct access to the course contents before the class (Capone et al., 2017). Although it is not a new method, distance education has also made great progress in the meantime. The term *distance education* refers to "an umbrella concept covering correspondence courses, televised teaching, radio-broadcast teaching, open learning, computer-assisted instruction, telematic, individualized learning and self-learning" (Sauvé, 1993). In line with the technological developments, distance education

has brought new language learning opportunities to new audiences all over the world (White, 2006).

Today, distance education and especially its computer-assisted and internet-based versions have become an integral part of modern education all over the world. Thanks to technological developments, even learners in remote geographic areas are provided with specialized distance courses that offer increased learner-teacher interaction (Gunawardena & McIsaac, 2004). In this respect, "Distance language learning provides an excellent opportunity for language learners to receive instruction in an adaptable environment" (Faramarzi et al., 2015). In particular, distance English language teaching (ELT) in virtual classrooms has substantially developed and become an alternative to the traditional ELT - the classical face-to-face ELT that took place in physical classrooms. Especially during the Covid-19 pandemic, distance education was almost the only way of maintaining education, including ELT. Although not enough yet, nowadays, there is a considerable amount of literature that examines this new model with its all aspects.

In this regard, the present study was designed to explore some aspects of distance ELT and thereby make a possible contribution to the relevant literature. Accordingly, the main purpose of this study is to reveal the attitudes of university preparatory class English teachers towards distance ELT in Turkey, and in particular, to find out the advantages, disadvantages, and shortcomings of distance ELT, to reveal teachers' concerns about distance ELT, to take teachers' suggestions for making distance ELT more effective and to reveal their preferences between distance and traditional ELT.

Throughout the study, the terms *teacher*, *instructor,* and *lecturer* will be used interchangeably according to the context.

Statement of the Problem

It was a few decades ago when the importance of learning a globally spoken language, and especially learning the English language, was seriously realized all around

the world. But fortunately, rapid globalization had also brought along numerous technological facilities, making language learning easier and faster, and enabled many new language teaching and learning strategies to develop. Among them, blended, flipped, and distance methods enriched by technological facilities had made remarkable progress. In particular their computer-assisted and web-based models had gained widespread acceptance in the realm of English language teaching and learning.

But there was still not sufficient evidence, and even not enough research in the area, proving the efficiencies of these distance and semi-distance methods and their superiorities over traditional ones when suddenly the Covid-19 pandemic struck and distance education happened to be almost the unique way of teaching/learning the English language in many countries, including Turkey. Radical changes began to occur in every facet of our lives. New measures such as travel restrictions, border closures, school closures, and country-wide lockdowns were enacted, social isolation became the new reality and school closures prompted a rapid shift from traditional to online education for many teachers and students (Bergdahl & Nouri, 2021).

As a result, distance education has been implemented in various forms all over the world during the pandemic period - without much pre-preparation, much pre-experience, and enough scientific data about its pros and cons. It has been an adversity not only for educational institutions, of all kinds and at every level, and teachers but also for students and parents. Especially at the beginning, there were serious problems in theory and application. But it was a sole and exclusive remedy, not a preference, and therefore, despite all challenges, it has both been maintained and been developed and improved in the course of time.

But now, there is a huge amount of experience about distance education, and in particular about distance ELT, and it is an opportunity, a requirement, and even a responsibility to utilize these experiences to see the advantages and disadvantages of distance education, to determine what is going right and what is not with it, to detect and

solve the accompanying problems, to find out how to improve it and how to make it more effective, and to decide how to shape its future positively and to what extent we should use it.

Aim and Significance of the Study

The main purpose of this study is to reveal the university preparatory class teachers' attitudes towards distance English language teaching in Turkey, and further to find out from which aspects their attitudes are positive and from which aspects they are negative, what the factors affecting their attitudes are, and to which extent these factors are effective. In particular, it is aimed by this study to find out the advantages and disadvantages of distance ELT, especially compared to the traditional one, from teachers' viewpoints; to determine the accompanying difficulties and problems, based on teachers' experiences; to reveal teachers' concerns about the distance ELT; to take their suggestions for making distance ELT more effective; and to reveal their preferences between the distance ELT and the traditional one. Moreover, it is also aimed by the present study to examine if there is a significant difference between state university instructors' and foundation university instructors' attitudes towards distance ELT.

This research study is significant for some reasons: First of all, the present study is probably among the first studies shedding light on distance ELT in Turkey, and therefore it is significant for its expected contribution to distance ELT studies and to the related literature. Secondly, as it is known, before the pandemic period the distance ELT was not so much in demand, particularly in Turkey. It was not a common practice in university preparatory classes and not very many students were taking advantage of its benefits. It was the pandemic period when the distance ELT began to be commonly experienced and when it received considerable attention. Therefore the results of the present study are based on the first serious experiences of distance ELT in Turkey and that is why this study is of great importance for the development and improvement works for distance ELT.

Moreover, this study is significant for creating awareness of problems faced during distance ELT, also addressing the solutions proposed by instructors themselves. All in all, the present study is significant for providing a comprehensive overview of the university preparatory class teachers' attitudes towards distance ELT and for presenting their constructive suggestions on making present distance ELT models more effective.

Research Questions

The purpose of this research is to reveal the attitudes of university preparatory class teachers towards distance ELT in Turkey. Accordingly, within the scope of this main purpose and in relation to the stated problem above, the following two main research questions (RQ1 & RQ2) and 15 sub-research questions (SRQ1.1 - SRQ1.6, SRQ2.1 - SRQ2.9) were addressed in the present study:

RQ1) What are the attitudes of teachers towards distance English language teaching?

SRQ1.1) What are the attitudes of teachers in terms of feasibility?

SRQ1.2) What are the attitudes of teachers in terms of e-facilities?

SRQ1.3) What are the attitudes of teachers in terms of time management and accessibility?

SRQ1.4) What are the attitudes of teachers in terms of psychological concerns?

SRQ1.5) What are the attitudes of teachers in terms of classroom management?

SRQ1.6) What are the attitudes of teachers in terms of technical and technological factors?

RQ2) What are the personal attitudes of teachers towards distance English language teaching?

SRQ2.1) From teachers' point of view, what are the advantages of distance ELT?

SRQ2.2) From teachers' point of view, what are the disadvantages of distance ELT?

SRQ2.3) What are teachers' concerns about the distance ELT if exists any?

SRQ2.4) In teachers' opinions, does the distance ELT lack face-to-face practicing?

SRQ2.5) From teachers' point of view, regarding ELT, is it possible to achieve all learning goals and objectives through distance education?

SRQ2.6) In teachers' opinions, what are the most outstanding positive sides of distance ELT?

SRQ2.7) In teachers' opinions, what are the most outstanding negative sides of distance ELT?

SRQ2.8) In teachers' opinions, how could the distance ELT be made more effective?

SRQ2.9) Which one do teachers prefer? Distance ELT or traditional one? Why?

The following table summarizes the research questions, the data collection methods and instruments, the description of the participants, and the data analysis methods of the study:

Table 1

Research Questions, Participants, Data Collection and Analysis

Research Questions	Data Collection Method	Instruments	Participants	Number of participants	Data Analysis
RQ1: What are the attitudes of teachers towards distance English language teaching?	Quantitative	Questionnaire	Preparatory class English instructors	50	Descriptive Statistical Analysis
SRQ1.1 – SRQ1.6	Quantitative	Questionnaire	Preparatory class English instructors	50	Descriptive Statistical Analysis

RQ2: What are the personal attitudes of teachers towards distance English language teaching?	Qualitative	Semi-structured Interview	Preparatory class English instructors	10	Thematic Analysis
SRQ2.1 – SRQ2.9	Qualitative	Semi-structured Interview	Preparatory class English instructors	10	Thematic Analysis

Assumptions

Within the scope of this research, the following assumptions were made:

1. The results of the study will contribute to work on developing and improving distance ELT at the higher education level.

2. The present study will close the research gap to some extent in the area and will shed light on new studies.

3. Each participant taught in English preparatory classes through distance education in at least one of the terms Fall 2020 and Spring 2021.

4. The participants in the questionnaire survey and semi-structured interviews will provide honest and sincere responses and answers, respectively.

Limitations

1. It would be better if the number of participants in the questionnaire survey was slightly increased. In fact, the link to the online questionnaire form was sent to a large number of potential participants, but the vast majority of them did not choose to participate in the study.

2. The Covid-19 pandemic was itself a limitation to the study. This is because reaching prospective participants to ask if they would participate in the study was only possible by email and probably many of these emails were left unread. Maybe, that is why participation from some universities is somewhat low.

3. The number of foundation universities involved in the study is just 1. In fact, it was tried to include a second foundation university in the study, but it couldn't be possible due to the long and hard permission process.

Definitions

Distance Education (DE). Distance education briefly means a form of education in which teacher and students do not physically face-to-face - that is, in which teacher and students are not in the same physical learning environment. From a more academic perspective, distance education can be defined as a form of education in which teachers and students are physically separated during the instruction and various technologies are used to facilitate student-teacher and student-student communication (Simonson & Berg, 2016).

Traditional Education. The meaning of the term traditional education (also called traditional learning) probably differs from culture to culture, from country to country. In this study, traditional education will mean physically face-to-face education, that is, a form of education in which - in contrast to distance education - teacher and students are in the same physical learning environment.

Blended Learning. Although there does not exist a precise definition, blending learning could generally be defined as a contemporary learning approach mainly combining several learning methods including both autonomous and instructor-led ones. It is "a mix of traditional instructor-led training, synchronous online conferencing or training, asynchronous self-paced study, and structured on-the-job training from an experienced worker or mentor" (Singh, 2003).

Flipped Learning. It is in fact a blended learning model defined as follows:

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group

space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

(Flipped Learning Network [FLN], 2014)

Computer-Assisted Language Learning (CALL). It could simply be defined as a language learning model enriched by computer-based technologies. According to Levy (1997) it is the study of computer applications for teaching and learning languages.

Second Language Acquisition (SLA). It refers to the study and the process of learning an additional language after mastering the native one. The additional language may sometimes be the third, fourth, or tenth language to be acquired, but it is still called a second language (L2) (Saville-Troike & Barto, 2016).

Information and Communication Technology (ICT). ICT refers to the up-to-date technology used for performing communication-related and information-related daily and professional tasks.

Digital Native. "A digital native is defined as a person that has grown up immersed in technology" (Devlin et al., 2013). It describes someone who has been living surrounded by technology and using it his/her entire life (Waughen, 2015).

Digital Immigrant. A digital immigrant is defined as someone who was born before the digital age but has adopted technology into his/her life to some extent (Waughen, 2015).

Chapter 2

Theoretical Basis of Research and Literature Review

Second Language Acquisition (SLA) and Language Teaching

Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language.

(Brown, 2006, p.1)

Being our primary means of communication, language is the way for sharing our feelings, views, ideas, and thoughts with others and it is what distinguishes us from animals and makes us human (Nishanthi, 2018). Language learning is a long-term process that lasts throughout the lifespan of a human being. Beyond communicative benefits, effective use of a language also brings about numerous cognitive developments such as problem-solving and critical thinking skills. A sizable literature has been built up on the benefits of learning a language for brain development. Exposing learners to a second language while they are still young allows them to maximize their language learning potential, shaping their brains at its most flexible stage (Amelia, 2016).

The study of how second languages are learned and the factors influencing the process is known as second language acquisition (Amelia, 2016). In brief, it is "the study of how nonprimary language learning takes place" (Gass, 2000). Since it is not just a second, or subsequent, language learning but also involves a language transfer as well, second language acquisition (SLA) is a sub-discipline of both psychology and linguistics (Whong, 2011). Accordingly, it both benefits from and contributes to such sub-disciplines as psycholinguistics, sociolinguistics, discourse analysis, and conversation analysis (Gass

et al., 2020). "The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances" (Saville-Troike & Barto, 2016).

Together with the rapid globalization of the world, it has become of great importance to learn a second language, especially a global one, not only for daily communication but also for a wide range of fields ranging from science and technology to education, medicine, art, and even to entertainment, etc. Therefore, the studies on SLA are much more essential today than ever before. In particular, English language learning has an exceptional importance and eminence nowadays. Among all languages in the world today, English is the most widely spoken one, being the common means of communication between people all over the world, and therefore can be regarded as a world language (Verghese, 1989). Today, it has become the international language for not only international relations and diplomacy but also business and commerce, and science and technology. (Larsen-Freeman & Long, 1991).

Technology Enhanced Language Learning

The age is the technology age and it is almost impossible to live without technology today. That is why state-of-the-art technologies have been continuously entering into all areas of our daily and professional lives, including education. Therefore, the rapid expansion of knowledge makes teaching a more challenging profession, on one hand, and modern technologies demand teachers to integrate these technologies into their teaching, on the other hand (Jung, 2005). In this respect, in order to improve the quality of education, and to motivate today's students and engage them in learning, investigating and understanding the progression and advancements in educational technology and the variety of methods for delivering knowledge is essential (Kentnor, 2015). Using technology in education gives students an active role in generating,

obtaining, manipulating, or displaying information, and allows them to think about knowledge, define their goals, make design decisions, evaluate their progress, and execute skills (Dhanda, 2015).

In line with the developments in educational technology, "The field of second (or foreign) language teaching has undergone many fluctuations and dramatic shifts over the years" (Celce-Murcia, 2001). As a result, second language teachers and learners in the 21st century need to grasp the nature of technology-mediated tasks that are required for language acquisition and assessment (Chapelle, 2001).

In recent years, the scope and complexity of language learning technologies and the learning environments in which students use these technologies have gained great importance (Hubbard, 2013). "As technology has come to play a more central role in language teaching, research, development, and practice have focused on three main areas: the technology itself (both applications and environments), interactional and learning tasks, and teacher education" (Hubbard, 2013). At the point reached today, thanks to the most recent developments in information technologies and language learning models, research communities and educational institutions all around the world have witnessed significant innovations in technology-enhanced language learning (Zou et al., 2018).

Accordingly, English language teaching and learning strategies have also undergone rapid and major changes over the years. Together with changing technology, the role and importance of English in international communication have significantly increased and large quantities of English have become available through the Internet and other electronic sources (Chapelle, 2003). Today, technological innovations and developments and such trends as teaching English at early ages and using it as a medium of instruction impel educators to search for more effective activities and resources for their classrooms (Richards & Rodgers, 2014).

Information and Communication Technologies (ICT)

Various definitions of ICT have emerged in time. However, the term ICT can generally be defined as "the modern method of gathering, storing, manipulating, processing and communicating desired types of information in a specific environment" (Vasudevaiah, 2016). The rapid progress in technology over the last half-century has had a huge impact on our daily lives, and in particular, together with the growth of information and communication technologies (ICT) many everyday functions and processes have been carried to the virtual world which is a competitive global platform (Skinner, 2010). While they are affecting every aspect of human life and undertaking critical roles in working environments, business, education, and entertainment (Ratheeswari, 2018), it has also been witnessed that ICTs promote economic development and even reduce poverty. They not merely increase productivity, competitiveness, and growth, but also boost output, employment, and export earnings (Qiang et al., 2003).

The two fundamental pillars supporting ICT are the computer and communication technologies both of which have a significant impact in the storage and dissemination of information, especially in the realm of education, culture, agriculture, science, and technology (Vasudevaiah, 2016), and by the development of both technologies, it has constantly been offering "new forms of online communities and new means of communicating and sharing information (Conole & Dyke, 2004).

ICTs provide students with unlimited access to course materials and resources and to a better communication with their teachers, at any time and from anywhere, thereby offering them tremendous educational benefits (Castro Sánchez & Chirino Alemán, 2011). The result of a literature review on ICT is as follows:

The use of ICT has been found to assist students in accessing digital information efficiently and effectively, support student-centered and self-directed learning, produce a creative learning environment, promote collaborative learning in a

distance-learning environment, offer more opportunities to develop critical (higher-order) thinking skills, improve teaching and learning quality, support teaching by facilitating access to course content.

(Fu, 2013, p.113-114)

In today's digital world, using ICTs in a classroom environment is also essential for enabling students to learn and apply necessary 21st century skills (Ratheeswari, 2018).

ICT and distance education are strongly interrelated in many respects. ICT plays a key role in the development and particularly in the implementation of distance education. Essentially, ICT is a group of technologies that provides students with various support services in distance learning (Vasudevaiah, 2016). Using ICTs in distance education offers numerous advantages to both teachers and students. Among them are faster content delivery, easy preparation of instructional materials, easy and quick access to educational resources, virtual classroom environment, lower cost, enhanced collaboration and interaction, computer-mediated communication, quick feedback, accessibility of time and place, more qualified teaching, etc. (Hassan & Mirza, 2020).

However, all these technological development increase the need for teacher training. But fortunately, in this regard, ICTs provide the needed support as well: "Information and communication technology (ICT) can provide more flexible and effective ways for professional development for teachers, improve pre- and in-service teacher training, and connect teachers to the global teacher community" (Jung, 2005).

Computer-Assisted Language Learning (CALL)

Technology has been exponentially advancing for tens of years, expanding to new areas. In this regard, it has been a long time since computer technology penetrated nearly every aspect of human life. 'Computer' is one of the most important technological inventions of the modern age for not only its widespread use in almost all areas of life but also its huge potential and high efficiency in performance (AlSaleem, 2020). Today, they

are integral parts of our ordinary lives and, what is more, it is not surprising that many of us are joined at the hip with our computers.

It is for this reason that education, and especially language education, and the computer cannot be considered separate from each other. In particular, with the emergence and development of multimedia computing and the Internet, the role of computers in language education has become an ever more important issue that language teachers are confronted with throughout the world (Warschauer & Healey, 1998). In this regard, the field of Computer-Assisted Language Learning (CALL) has developed as a sub-discipline of applied linguistics that studies language learning by using computer technology. Therefore, in the most general sense, the term CALL can be defined as "any process in which a learner uses a computer and, as a result, improves his or her language" (Beatty, 2010). From a somewhat different perspective, it could be defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997).

Students now efficiently make use of computers to access all kinds of internet resources as well as every type of multimedia for learning, research, and communication, and so do teachers to fulfill their instructional tasks ranging from searching for instructional resources on the internet to creating customized lesson materials for their students, storing them for future use, etc. Therefore, foreign language teaching could not abstain from this process for long, and for a more qualified and efficient foreign language education the facilities offered by the computer technology cannot be ignored (Stroia, 2012).

The role of technology in foreign language teaching has gained significant importance today. In almost all language classes, some form of technology is used as a supporting means to assist and enhance language learning, engage students in the learning process, provide authentic target language examples, and connect classrooms (Patel, 2014). The use of computers in language learning means to benefit from computer

technology to provide, enhance, and evaluate learning materials through using interactive computer features, learning modes, and the Internet (AlSaleem, 2020).

Distance Education

Related Terms

The terms *e-learning*, *online learning*, and *open learning* are strongly interrelated both with each other and with distance education. Therefore, in order to gain a better understanding of *distance education* these three terms should be explained first:

E-Learning. Simply put, the term *e-learning* stands for any kind of *electronic learning*, mostly realized through the Internet (Moore & Kearsley, 2012). It can also be defined as "technology-based learning in which learning materials are delivered electronically to remote learners via a computer network" (Eldeeb, 2014). E-learning can be considered a natural evolution of distance education and is continuously shaped by the developments in technology, delivery systems, communication, and educational paradigms (Sangrà et al., 2012).

Online Learning. The terms *online learning* and *e-learning* are generally used interchangeably. In online learning, there is an explicit emphasis on internet use. According to Carliner (2004), online learning refers to all kinds of learning that take place through the use of computers. In the broadest spectrum, the term could be defined as a teaching and learning approach based on acquiring and using the knowledge in an educational context through the collaborative use of the Internet and communication technologies (Dağ & Geçer, 2009).

Open Learning. The term refers to those learning situations in which learners can choose among various options in relation to such factors as time, place, instructional methods, modes of access, etc. (Caliskan, 2012). Open learning should be scalable and flexible in that it should be open to everyone, with no prior qualifications, and all barriers to

learning should be removed, providing a suitable form of education to learners with disabilities (Bates, 2005).

Distance Education

Distance education (DE) has traditionally been defined as a kind of planned learning that takes place through print or electronic communications media in a location or time different from that of the teacher (Gunawardena & McIsaac, 2004). Although differences of opinion still exist, there appears to be some agreement that DE is the teaching and learning process that takes place when a teacher and learners are separated by physical distance, and technology is employed to bridge the instructional gap (Willis, 1993). All in all, the overall approach of distance education attributes it a multidimensional meaning: "Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization" (Moore & Kearsley, 2012). The following is a still prevailing definition in respect thereof:

> The term 'distance education' covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization.

> (Holmberg, 1977, p.9)

Holmberg is most recognized for his theory of personal communication, between students and those supporting them (tutors, counselors etc.), of which central concepts are *personal non-contiguous interaction, individual learning, study pleasure, and motivation promoted by feelings of empathy and belonging* (Holmberg, 1997). In his theory, DE is based on deep learning that is guided and supported by non-contiguous means (Holmberg, 1997).

Consequently, the key elements of DE are the physical separation of teacher and learner, the influence of an educational organization, the use of convenient technical media to link teacher and learner, the provision of two-way of communication, occasional meetings for didacticity and socialization, the participation in an industrialized education (Keegan, 1980). The importance of non-contiguous and two-way communication between teacher and students for facilitating and supporting DE, as well as the importance of technology use for enabling the required two-way communication, was also emphasized by Garrison & Shale (1987). For a more effective DE, the media characteristics (e.g., sound, motion, etc.) are of great importance, and therefore, the instructional technology should be relatively transparent so as to allow the instructor and students to focus on the teaching and learning process (Willis, 1993).

Distance learning can be either synchronous or asynchronous of which the former is a same-time but different-place type of education carried out through networked multimedia computers or high-speed TV channels and the latter offers students to learn at different times and places (Syed, 2001). Today, although both types of DE are used, especially during the Covid-19 pandemic there seem to be more trends to the synchronous one or, at least, a mixed one. But, advances in computer and communication technologies offer us a vast amount of alternatives to design more effective distance education systems (Kose et al., 2002).

In line with the rapid development of DE, the role of teachers in DE has been another topic of discussion. Distance education is a learner-centered system diminishing the role of the teacher and promoting independent study in that teachers are mainly responsible for augmenting prepared course materials by providing explanations, references, and reinforcements (Beaudoin, 1990). According to a study on the role of the teacher in distance education conducted by Moore (1997), the roles of teachers in DE may be classified into two groups: First, teachers have the role of a content expert who contributes to the course development, arranges the content, sets boundaries for learning,

and thereby bridges from up-to-date knowledge to application; and second, they have a role in facilitating the learning process through creating interactional environments.

In a nutshell, DE gives us the opportunity to learn for life and it can be as efficient as the traditional one when DE courses are carefully planned in consideration with students' needs and profile and are enriched by appropriate methods and technologies (Kiryakova, 2009).

The History of Distance Education

The field of distance education has undergone a dramatic evolution throughout history. Many times, it showed a rapid rise. But sometimes it was approached with suspicion and concerned about quality control by many traditional educators (Casey, 2008). For a good understanding of DE, it is worthwhile to understand its history as well. Its origins can be traced back to misty antiquity, when early civilizations communicated with drums, fire and smoke, petroglyphs, and eventually with printed texts (Threlkeld & Brzoska, 1994). But the known history of DE is not too old and covers a period of about 3 centuries.

The history of distance education, or *correspondence education* as was then called, goes back to the 1700s when it was in the form of *teaching in writing* between students and tutors realized by means of so-called self-instructional texts (Holmberg, 1994), and it was Caleb Phillips from Boston, USA, who first offered distance training in shorthand via weekly lessons communicated by the postal delivery service (Clark, 2020). Correspondence education was the only method of distance education, allowing learners to overcome time and space restrictions to get an education, until the age of digital communication (Threlkeld & Brzoska, 1994).

In the progress of time, several models of distance education began to be offered. In the late 1800s, the University of Chicago launched the first major correspondence program, in the United States, in which teachers and students were separated by distance

(McIsaac & Gunawardena, 1996). In some countries correspondence education continued as so-called postal education which was based on periodic printing - weekly or monthly in general - and delivery of course materials while in some other countries, mostly in Latin America, radio broadcasting programs were begun to be used for distance education (Rumble, 1986). In 1910, the first instructional films were published in the United States and thus visual instruction began (Reiser, 2001). Current models of distance education mostly realized through the internet are the successors of correspondence schools that operated by delivering printed educational materials, and of later television, radio, or video-based courses and programs (Natriello, 2005).

As in almost all areas of life, the biggest innovations in distance education came with the 21st-century technological developments and especially with the invention of the computer and the internet. In particular, the invention of the internet caused a breakthrough change in distance education, especially in the field of healthcare technology, (Clark, 2020) and the advent of advanced information technologies brought about profound changes in the character of distance education (Lewis et al., 1999). As a result, for about two-three decades, together with ever-changing developments in computer-based and web-based technologies distance education has made great progress.

> Communication through computer technologies, the Internet and the Web has long ceased to be an innovation for most teachers, and they have settled down to confront the more interesting work involved in acquiring the skills needed for designing and delivering quality programs through those technologies.
>
> (Moore, 2013, p. xiv)

Distance education is the fastest growing kind of domestic and international education now and such concepts as networked learning, connected learning spaces, flexible learning and hybrid learning have expanded the scope and altered the nature of previous distance education models (Gunawardena & McIsaac, 2004).

Historical Development of Distance Education in Turkey

Distance education, which is an interdisciplinary field that dates back to about three centuries ago, came to the fore in Turkey after the establishment of the republic (Bozkurt, 2017). The studies on DE remained at the theoretical level until far into the 1950s when DE was implemented for the first time in Turkey. The first DE program in Turkey was implemented by the Banking and Commercial Law Research Institute of Ankara University Law Faculty in 1956 as a postal DE to provide in-service training to bank staff (Bozkurt, 2017). Afterward, works on DE by letter increased gradually. In 1958, a Postal Teaching Center was established within the body of the Ministry of National Education, and in 1974, the Ministry gave the Postal Teaching Center the authority of postal higher education and founded the Postal Vocational and Technical Education School within the body of this center (Bozkurt, 2017). In 1982, all these works were carried to higher education and the first Open Education Faculty of Turkey was established within the body of Anadolu University.

In the 1990s, internet and web technologies came more to the fore and thanks to the new development in these technologies distance education applications have become much more extensive (Kırık, 2014). Today, as in the whole world, there are many state and private institutions that offer various kinds of DE in almost every field and discipline in Turkey.

Regarding the current status of distance education in Turkey, strengthening the communication infrastructure, increasing the amount of technological investments, the use of web-based applications in distance education, and the continuous development of the internet have led to a more conscious learning policy (Kırık, 2014). However, the unexpected Covid-19 pandemic, which affected the whole world, required radical changes in many fields and sectors including education, and thus all educational institutions had to give more importance to internet-based distance education applications and technologies (Dolmacı & Dolmacı, 2020). Although various problems were encountered during this

rapid implementation of distance education at first, they were overcome in the progress of time as much as possible in the pandemic conditions.

Distance Language Learning

In line with the advancements in the field of DE, distance language learning has also made great progress in the last decades. It is probably one of the areas that has most benefited from the virtues of DE. Because, DE provides more individualized practices and more opportunities for genuine communication in the target language and offers many choices of sound learning activities for encouraging students to match their cognitive styles and preferences with the learning environment (Hokanson, 2000), thereby enabling a permanent language learning. This is also because aside from such practical aspects as flexibility, cost savings, and remote access, distance language education offers some further advantages such as student-centeredness, repeatability, opportunities to experience language episodes, and opportunity for rapid accumulation of knowledge about linguistic processes (Hokanson, 2000). That is why the convenience and potential of distance language learning environments have now been sensed and approved by many language learners, teachers and researchers all over the world (White, 2006).

But to enable learners to acquire the target language in more flexible and accessible settings, compared to the traditional ones, distance second language course design should be based on advanced distance learning pedagogy and driven by SLA theories and research (Ariza & Hancock, 2003). Moreover, for a fruitful distance language learning, the role of technology cannot be denied. It is a fact that for a successful online language teaching all necessary technological tools should be used to make the learning experience engaging (Blake, 2005). Therefore, a contemporary distance language learning should be integrated with all required technologies. At this point, it is important to note that, for effective incorporation of networked technology into language instruction,

language teachers should be provided with an appropriate physical context and with proper assistance (Kim, 2002), and their teaching environments should be equipped with all needed technological devices. This is especially because, by the marked increase in the interest in technology-integrated distance language learning, teachers will be challenged to maximize the benefits promised by new distance teaching/learning environments (Blake, 2009).

Besides, as distance language teaching expands, the philosophical, pedagogical and professional issues gain further importance and teacher identity is a significant factor in each of these domains (White, 2007), and therefore to create an effective and efficient online teaching environment, language teachers should develop further skills beyond technological competence, such as facilitating online socializing and community building (Compton, 2009).

As a result, in recent decades, the form and the scale of technology-mediated distance language education have so considerably expanded that, as a well-established means of language learning, it offers access to rich language learning opportunities for dispersed learner populations all over the world (White, 2017). At the point reached today, merely being equipped with full technology does not make a great deal of sense in distance education, particularly in distance language education, and more advanced qualifications are sought in order for an educational model to be respected. Therefore, today's distance language learning models call for both technological and pedagogical innovations and offer different combinations of individual and collaborative language learning environments (White, 2017).

Chapter 3

Methodology

This chapter presents the details of the methodology adopted throughout the study by addressing critical points. In what follows, the overall design of the research is outlined in five sections. The first section focuses on the research type and the second one on describing the research population and the participants of the study in detail. The data collection procedure is explained in the third section and the instruments used to collect the data are introduced in the fourth one. Lastly, the data analysis process is summarized in the fifth section.

Type of Research

First and foremost, a well-planned research design is a key step that helps researchers in ensuring that their methodologies are appropriate for their research objectives. Every researcher seeks to use an appropriate method for his/her research to get proper results. Some conduct a quantitative research which involves collecting numerical data and analyzing it by statistical methods, some conduct a qualitative research which involves collecting open-ended and non-numerical data and analyzing it by non-statistical methods, and some conduct a mixed methods research which involves different combinations of quantitative and qualitative research (Dörnyei, 2007). The mixed methods approach primarily aims to ensure data integrity. "Mixed methods involves the collection and 'mixing' or integration of both quantitative and qualitative data in a study" (Creswell, 2014). The core idea of mixed methods research is that integrating qualitative and quantitative methods, rather than using either method alone, provides a thorough understanding of the research problem (Creswell, 2014).

As detailed in the introduction, the primary concern of this study is to reveal the attitudes of university preparatory class English teachers towards distance ELT in Turkey, and in particular, to explore its possible advantages and disadvantages, to reveal

teachers' concerns about it, and to take their suggestions for a more effective distance language education.

To this end, the methodological approach adopted in this study is a mixed methods approach. That is, the present study is based on a mixed methods research that combines qualitative and quantitative methods. The sample of the study consisted of 50 instructors from 6 different universities in Turkey. Both quantitative and qualitative data gathering instruments were used to collect the required data and in this respect, the participants' attitudes towards distance ELT were measured by means of a questionnaire consisting of 25 5-point Likert-type items and by means of a semi-structured interview consisting of 8 open-ended questions. Each 5-point Likert-type item of the questionnaire had response options ranging from 'Strongly Disagree' to 'Strongly Agree'. The semi-structured interview questions were designed so as to reveal participants' more personal attitudes towards distance ELT.

Research Population and Participants

The target population of this research is all university preparatory class teachers in Turkey. Its study population, on the other hand, comprised all preparatory class English teachers of 6 different universities, in Turkey, which were determined by convenience sampling. These universities can be listed as follows: Hacettepe University, Middle East Technical University, Gazi University, Ankara Yıldırım Beyazıt University, Ufuk University, and Uşak University.

Hacettepe University, one of the leading universities in Turkey, is a state university located in Ankara. According to World University Rankings (2022), it is in the 601-800th band. It is a world-class research university that always aims to go further with its qualified education, contemporary training practices, and student-based teaching approach. The language of instruction at Hacettepe University is Turkish. However, some departments offer instructions in different languages such as English and German. Therefore, the

university has a School of Foreign Languages in which compulsory and optional foreign language teaching programs are carried out.

Middle East Technical University, one of the top-line technical universities both in Turkey and in the world, is a state university located in Ankara. It is ranked 601-800th in World University Rankings (2022). The language of instruction at Middle East Technical University is English and therefore a one-year compulsory English preparatory education is given in the School of Foreign Languages to those students whose English is not sufficient.

Gazi University, one of the oldest and leading universities in Turkey, is a state university located in Ankara. Although the language of instruction at Gazi University is Turkish, there are some exceptional departments that offer instructions in different languages such as English and Arabic. Therefore, its School of Foreign Languages has an English preparatory unit for compulsory and optional English preparatory programs.

Ankara Yıldırım Beyazıt University is a state university established in Ankara. It is one of the foremost universities in Turkey. Like Hacettepe and Gazi Universities, it has some departments whose language of instruction is English and therefore has a School of Foreign Languages offering compulsory and optional preparatory programs and courses in English and in other languages.

Uşak University, which is located in Uşak, is the last state university involved in our study. It is relatively new, compared to those given above, but a fast-growing university. Uşak University has a program in which the language of instruction is English, namely the English Language and Literature Bachelor's Degree Program. The curriculum of the program includes a one-year compulsory English preparatory education for those students whose English is insufficient. Also, some programs offer their students an optional English preparatory education. Therefore, the university has a School of Foreign Languages to conduct all these compulsory and optional English programs and all compulsory and elective English courses offered by the departments.

Ufuk University is the only foundation university involved in our study. It is located in Ankara. The Department of Foreign Languages conducts both English preparatory education and compulsory and elective English courses in other programs.

The reason for choosing these schools to carry out the present study is that at the very beginning of the study semi-structured interviews were planned to be conducted face-to-face and therefore it would be difficult to reach other regions due to the pandemic conditions. But later, due to the rise in the Covid-19 pandemic, the semi-structured interviews were decided to be conducted through an online form.

The sample of the study was selected from the study population by volunteer sampling and consisted of 50 instructors. In other words, the participants of the study consisted of 50 instructors selected voluntarily from English language preparatory class instructors of the above-mentioned 6 universities. Since the main purpose of our study is to measure English preparatory class teachers' attitudes towards distance English language teaching, having taught in English preparatory classes through distance education in at least one of the terms Fall 2020 and Spring 2021 was a prerequisite to participate in the study. Therefore, all 50 participants of the study were among those instructors who met this prerequisite. Consequently, out of 50 participants, 15 were from Hacettepe University, 11 from Middle East Technical University, 10 from Ufuk University, 9 from Ankara Yıldırım Beyazıt University, 4 from Gazi University, and 1 from Uşak University. That is, 40 of them were from state universities and just 10 of them were from the only foundation university.

Consequently, the participants of the first part, the questionnaire survey part, of the study consisted of all these 50 instructors comprising the study sample. The main prerequisite to participate in the second part, the semi-structured interview part, was having participated in the first part of the study. Therefore, the 10 participants of the semi-structured interview part were chosen among the 50 questionnaire participants on a voluntary basis.

Data Collection

The study was planned in Summer 2020 when all over the world distance education was being considered as an option for Fall Term 2020 due to the Covid-19 pandemic. First of all, a preliminary literature review was made and it was seen that there is a gap and need in the field. Next, the topic was determined, the outline of the study was sketched and the thesis proposal was given to the Hacettepe University Institute of Educational Sciences by the beginning of the term Fall 2020 when all educational institutions began the term with full distance education. After that, the research questions of the study were prepared, the data collection instruments were developed and the universities where the study would be conducted were determined, respectively. While determining the universities, the convenience sampling method was used due to the pandemic conditions. At the beginning of Spring 2021, in order to get the required research permission, the researchers applied to the Ethics Committee of Hacettepe University. After the study was approved by the Ethics Committee (a copy of the ethics approval certificate is given in Appendix-F), in order to get research application permissions from those universities where the study had planned to be conducted, the formal applications to their rectorships were made through the Hacettepe University Institute of Educational Sciences. In the meantime, the final preparations were made to conduct the questionnaire in the online environment. The online questionnaire form consisted of the following three parts:

> **The 1st part.** In the first part of the questionnaire, a brief and concise explanation about the scope of the study was given and the participants were reminded that having taught in English preparatory classes through distance education in at least one of the terms Fall 2020 and Spring 2021 is a prerequisite to participate in the study. After that, each participant was asked to confirm that he/she meets the prerequisite and wants to participate in the study.

The 2nd part. This part begins with presenting the first consent form - the one for the questionnaire. Following the consent form, each participant was asked to enter his/her name and surname (optional), the name of the institution he/she worked in, and his/her institutional email address in the required fields. After that, the participants were asked to confirm their volunteering and willingness to participate in this study under the conditions specified in the consent form. A copy of the consent form for the questionnaire survey is given in Appendix-A.

The 3rd part. This last part is the questionnaire part where the items of the questionnaire were presented sequentially, with response options ranging from Strongly Disagree to Strongly Agree under each item. A copy of the questionnaire is given in Appendix-B.

Of course, for the sake of the study, an ideal form is the one in which all required fields (except names and surnames which are optional) were filled. Therefore, the online questionnaire form was adjusted in such a way that for each item only one choice could be selected and that it was not possible to send the form without filling all required fields and without responding to all items.

The needed research application permissions from the 6 universities were granted between July 2021 and November 2021, and meanwhile, an email consisting of

- ✓ an explanation of the scope of the study and survey,
- ✓ a clarification of the prerequisites for participating in the study,
- ✓ an attached copy of the ethics approval certificate,
- ✓ an attached copy of the research application permission document given by the rectorship of the university in which the prospective applicant was working at that time,
- ✓ contact information of the researchers, and
- ✓ the link to the online questionnaire

were prepared for potential participants from each university. By the beginning of Fall 2021, upon the completion of the related permission procedures, the researchers began to get in contact with the administrations of foreign language schools or departments one by one and within the knowledge and under the control of the administrations they sent the pre-prepared emails to all their preparatory class instructors meeting the required prerequisites. Within a two-three months time period, the researchers tried to raise the number of participants by re-sending the same email to those instructors who hadn't participated yet. Thanks to the way the researchers reached the participants, the sampling method of the survey happened to be a volunteer sampling among all preparatory class English instructors of the above-mentioned universities.

By the end of the year, the number of participants in the questionnaire survey was approximately reached 50 and the semi-structured interviews were begun to be carried out. But at that time, the Covid-19 pandemic was still ongoing and it was not possible to conduct face-to-face interviews. Therefore, the semi-structured interviews were conducted through an online form. The 10 participants of the semi-structured interviews were selected among those who participated in the questionnaire survey, so as to be at least one interviewee from each university partaking in the research, as was planned. As for the sampling method, the participants of the semi-structured interviews were chosen as randomly as possible. But when this was not possible the convenience sampling was applied. After the participants of the semi-structured interviews were determined they were sent the link to the online interview form which consisted of the following three parts:

The 1st part. This part is devoted to reasoning why the semi-structured interviews were being conducted through an online form and to asking the participants to confirm that he/she had participated in the questionnaire survey of the study.

The 2nd part. As in the second part of the online questionnaire, this part begins with presenting the second consent form - the one for the semi-structured

interviews. Following the consent form, each participant was asked to enter his/her name and surname, the name of the institution he/she worked in, and his/her institutional email address in the required fields. After that, each participant was asked first to confirm that he/she is a volunteer and willing to participate in this study under the terms detailed in the consent form and then to confirm that he/she accepts to answer the semi-structured interview questions through an online form. A copy of the consent form for semi-structured interviews is given in Appendix-C.

The 3rd part. This last part is the one where the semi-structured interview questions were presented as open-ended questions. A copy of the semi-structured interview questions is given in Appendix-D.

At the beginning of 2022, having completed the data collection phase and thereby having collected all required data for the study, the researchers started the analysis of the data.

The quantitative data were analyzed by means of IBM SPSS (Statistical Package for Social Sciences) Statistical Software (Version 23). First of all, all the raw data were arranged so as to be ready for analysis, the reliability level of the questionnaire was calculated, and the normality of the data sets was checked using skewness and kurtosis values and also using Kolmogorov-Smirnov or Shapiro-Wilk tests of normality whenever required. After that, some descriptive statistics were used to examine the quantitative data in detail and some parametric tests were applied to compare subscale distributions. The qualitative data were analyzed through thematic (content) analysis. To this end, first of all, all interviewees, questions, and answers were coded to make the thematic analysis easier. All coded answers are presented in Appendix-E. After that, in regard to research questions, the answers were examined to determine the themes and sub-themes. The analysis was enriched by tabular presentations including frequencies and percentages of themes and sub-themes.

After completing the analysis of the data, the thesis started to be written in February 2022 and was completed in April 2022.

Instruments

The instruments used to collect the required data for the study are of two types, a questionnaire, and a semi-structured interview:

Instrument 1 - The questionnaire (survey instrument)

The quantitative data were collected by means of a questionnaire. The questionnaire was prepared to reveal English preparatory class teachers' attitudes towards distance ELT in Turkey and consisted of 5-point Likert-type items each of which has response choices ranging from Strongly Disagree to Strongly Agree ((1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree). All items of the questionnaire were prepared by the researchers. Each item was prepared to measure a different attitude towards distance ELT, mostly in comparison with traditional English language education. All in all, it consists of 25 items about feasibility (items 2, 3, and 13), e-facilities (items 4, 5, 6, and 7), time management and accessibility (items 9, 10, 11, and 12), psychological factors (items 14 and 23), classroom management (items 16, 17 and 18), technical and technological factors (items 20, 21, 24 and 25) and about some other individual issues (items 1, 8, 15, 19 and 22) as given in Appendix-B.

Instrument 2 – Semi-structured Interview

The qualitative data were collected by means of a semi-structured interview which consisted of 8 open-ended questions prepared by the researchers. The questions of the semi-structured interview were prepared so as to address the flaws and gaps of the questionnaire and to reveal further and more personal attitudes that couldn't be measured by the questionnaire. The questions were basically about the advantages and disadvantages of the distance ELT (question 1), ways of making the distance ELT more effective (question 2), concerns for the distance ELT (question 3), face-to-face practicing and the distance ELT (question 4), achieving learning goals and objectives in distance ELT (question 5), the most outstanding positive and negative sides of distance ELT

(questions 6 and 7) and preference between the distance and the traditional ELT (question 8) as given in Appendix-D where the *n*th question is coded as Q*n*.

Validity and Reliability Issues

All items of the questionnaire and all questions in the semi-structured interview were prepared by the researchers. They were prepared with great meticulousness so as to comprise the subject thoroughly and thereby provide the content validity. Moreover, to ensure reliability and validity, the items of the questionnaire and the questions of the semi-structured interview were prepared so as not to contradict each other and reciprocally. Besides, following their preparations, two different experts were consulted in an effort to increase the reliability and validity, and the instruments were arranged and improved in line with the experts' recommendations. To increase the reliability of the questionnaire further, instead of 3- or 4-point ones, 5-point Likert-type items were used. This is basically because a 5-point scale is much more reliable than 3- and 4-point ones. Also, while a 5-point scale is slightly less reliable than a 7-point one, it is both more comprehensive and easier to read out than a 7-point one. After all, the reliability level of the survey instrument (the questionnaire) was confirmed by calculating its Cronbach's alpha coefficient. As seen in Table 3, it was calculated as .879 (87.9%) and this indicates a strong internal consistency between items of the questionnaire and a high level of reliability.

Ethical Issues

1. The study was ethically approved by the Ethics Committee of Hacettepe University and the data gathering phase started after the ethics approval certificate was reached the researchers.

2. All required research application permissions were taken from the universities from which the participants of the study were chosen.

3. All participants were participated in the study completely voluntarily. Moreover, they all were informed about the study both by email and by pre-explanations placed in

the online questionnaire and semi-structured interview forms. Furthermore, two separate consent forms, one for the survey study and one for the semi-structured interviews, each

- ✓ clearly explaining the aim, scope, method, and rationale of the study, and the principles of conducting the study in a plain language, and thereby comprehensively describing the study,

- ✓ informing the participants about the voluntary participation and exclusion criteria,

- ✓ informing the participants that their participation in the study is completely voluntary and they have the right to withdraw from the study whenever they want, and

- ✓ assuring the participants that all personal data collected will be held in confidence and nobody except for those authorized will be able to reach them

were prepared and sent to the participants as being embedded in the online forms. Besides, each participant was asked to confirm that he/she is a volunteer and willing to participate in this study under the terms detailed in the consent form.

4. During the analysis of the qualitative data, the participants and their answers were coded as detailed in the data analysis section.

5. The contact information of the researchers was shared with all potential participants in emails sent for any possible questions about the study or about participation in the study.

Data Analysis

As previously stated, the current study has a mixed methods research design and therefore both quantitative and qualitative data were gathered using the questionnaire and semi-structured interviews detailed above:

The quantitative data analysis

After the quantitative data collection procedure was terminated, first the raw data gathered from the online questionnaire forms were arranged and those parts which would

not be included in statistical analysis (time stamps, email addresses, etc.) were subtracted. Then the remaining data were simplified through numerical coding. Namely, the response choices from Strongly Disagree to Strongly Agree were coded using integers from 1 to 5, respectively. Besides, in order to understand the results easier, the items of the questionnaire were divided into some subgroups according to their relevancies to sub-research questions. That is, the whole scale was divided into some subscales. Namely, those items pertaining to cost, planning, and conducting were grouped under the subtitle Feasibility (F), those pertaining to electronic and digital issues under the subtitle e-Facilities (eF), those related to saving of time, class hour arrangement, and accessibility from anywhere and at any time under the subtitle Time Management and Accessibility (TMA), those pertaining to boringness, stress and anxious under the subtitle Psychological Factors (PF), those related to students' attendances and attentions, together with those related to class control, under the subtitle Classroom Management (CM) and those pertaining to hardware, software and internet-based issues under the subtitle Technical and Technological Factors (TTF). These subscales are outlined in the table below in which the remaining questions are collected under the name Miscellaneous.

Table 2

Subscales & Item Numbers covered by Each Subscale

Subscale	Item Numbers
Feasibility (F)	2, 3, 13
e-Facilities (eF)	4, 5, 6, 7
Time Management and Accessibility (TMA)	9, 10, 11, 12
Psychological Factors (PF)	14, 23
Classroom Management (CM)	16, 17, 18
Technical and Technological Factors (TTF)	20, 21, 24, 25
Miscellaneous	1, 8, 15, 19, 22

A closer look at the items of the questionnaire shows that the items from 16 to 25 are not in favor of distance ELT while the rest are. These are the so-called negative items. Therefore, while the central tendency and dispersion measures of the distributions that belong to the whole scale and the subscales PF, CM, and TMA were being calculated, the responses to negative items were recoded in such a way that all 1s were converted to 5, all 2s to 4, all 4s to 2, all 5s to 1 while all 3s remained unchanged. But, in some cases where the analysis was performed only in terms of frequencies and percentages the unrecoded responses were used for convenience. Nevertheless, whenever required it will be reminded whether unrecoded or recoded results are considered, and by *recoded responses* it will be meant those responses among which the ones belonging to negative items were recoded.

After completing the recoding work, the subgrouped data were analyzed using SPSS statistical software. First of all, to confirm the reliability of the survey instrument (the questionnaire), the Cronbach's alpha reliability coefficient was calculated as given below in the table:

Table 3

The Reliability Level of The Questionnaire

Reliability Statistics	
Number of items	Cronbach's Alpha
25	.879

Cronbach's alpha reliability coefficient (Cronbach, 1951) is the most commonly used statistics to determine the reliability level (internal consistency) of a group of test items. As is known, a Cronbach's alpha value which is not less than .70 can be regarded as acceptable in social sciences. The Cronbach's alpha coefficient for the questionnaire was calculated as .879 (87.9%) and this indicates a strong internal consistency between items of the questionnaire and thereby a high level of reliability.

Thereafter, both the normality of the whole scale distribution and the normalities of the subscale distributions were tested. This is because for performing some parametric tests, one must be sure that the relevant distributions are normal. To test the normality, the skewness and kurtosis statistics were used since they are the most used and accepted statistics for testing the normality of a distribution in social sciences. According to Tabacknick & Fidell (2013), a distribution would be assumed to have a normal distribution if the skewness and kurtosis values are between –1.5 and 1.5. In this regard, using *recoded* responses for negative answers, the skewness and kurtosis values of the distributions, belonging to the subscales and the whole scale, were calculated as shown below:

Table 4

Central Tendency & Dispersion Measures, Skewness and Kurtosis Values

Scale	Items included	Number of participants	Mean of the responses	Standard deviation	Skewness	Kurtosis
Feasibility (F)	2, 3, 13	25	3.2000	.88577	.077	-.895
e-Facilities (eF)	4, 5, 6, 7	25	3.4650	.89216	-.521	.504
Time Management and Accessibility (TMA)	9, 10, 11, 12	25	3.5500	.76097	-.153	-.747
Psychological Factors (PF)	14, 23	25	3.1800	.87924	-.532	.559
Classroom Management (CM)	16, 17, 18	25	2.0200	.83682	.695	.137
Technical and Technological Factors (TTF)	20, 21, 24, 25	25	1.9400	.75180	.949	.783
The whole scale	All items of the questionnaire	25	2.9400	.53454	.236	.669

As seen in the table above all skewness and kurtosis values are between –1 and 1. That is, all of the above-listed distributions could be assumed to be normal and thus parametric tests could be applied. Of course, the most important distribution is the whole scale distribution and it has a further importance to test its normality. Therefore, to be sure that the normality of the whole scale distribution is satisfied, in addition to the skewness and

kurtosis statistics, the Kolmogorov-Smirnov test of normality was performed. The result is as follows:

Table 5

Test of Normality

Kolmogorov-Smirnov Test of Normality				
The whole scale	Number of items	Statistic	df	Sig.
	25	.094	50	.200

As seen in the table the Kolmogorov-Smirnov significance value is .200, greater than .05. That is to say, the whole scale distribution is not significantly different from normal and could be assumed to be normal. This result can also be observed from the frequency histogram below:

Figure 1

The Frequency Histogram of The Whole Scale
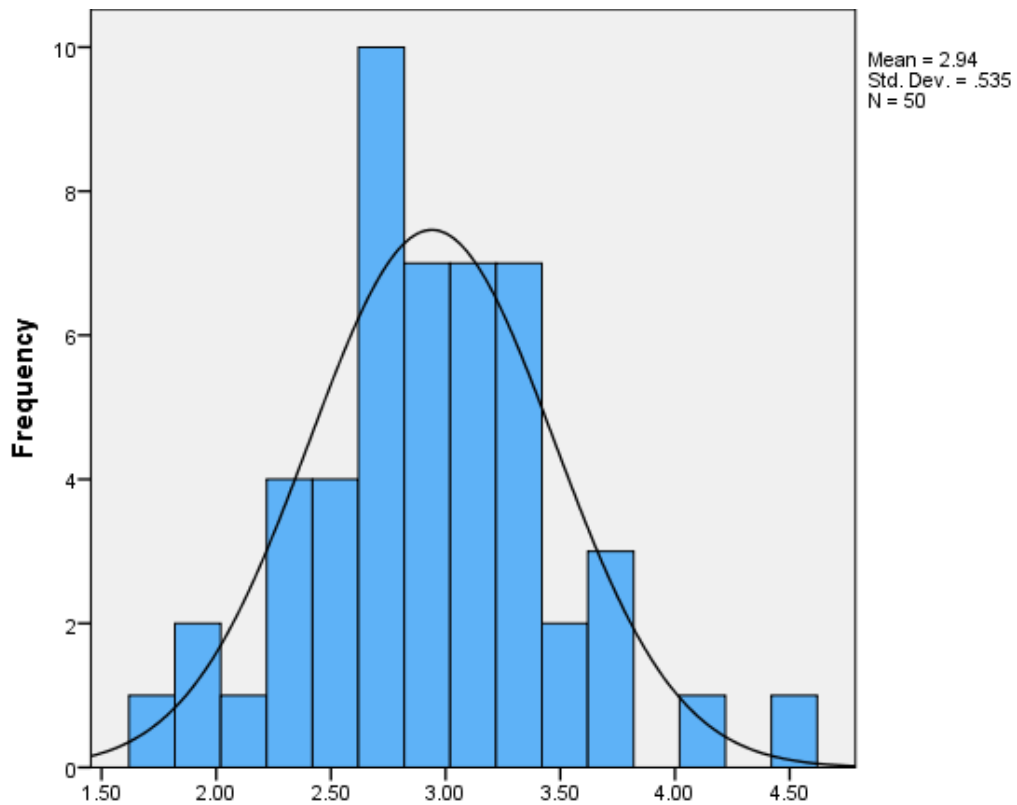
After completing the reliability and normality issues, the item-based and subscale-based descriptive analyses were performed and their results were used to find a possible answer to sub-research questions from SRQ1.1 to SRQ1.6 and thereby to the research question RQ1. And lastly, to explore the relationships between subscale-based results, some parametric tests were performed.

The qualitative data analysis

The semi-structured interview part of the current study was prepared to find a possible answer to each of the sub-research questions from SRQ2.1 to SRQ2.9, and thereby to the research question RQ2, and consisted of 8 open-ended questions. Namely, the 1st question of the semi-structured interview was prepared to answer the sub-research questions SRQ2.1 and SRS2.2, the 3rd one for SRQ2.3, the 4th one for SRQ2.4, the 5th one for SRQ2.5, the 6th one for SRQ2.6, and 7th one for SRQ2.7, the 2nd one for SRQ2.8 and the 8th one for SRQ2.9.

After the quantitative data analysis process was completed, the qualitative data obtained from semi-structured interviews were analyzed through thematic (content) analysis. Thematic analysis can briefly be defined as "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006) and was originally developed by Holton (1975) as a component of analyses of scientific works. It is aimed by thematic analysis to find repeated patterns of meaning through searching across a data set (Braun & Clarke, 2006).

To analyze the qualitative data, first of all, the semi-structured interview questions were coded as Q1, Q2, …, and Q8 in the ascending order they were placed in the online form and all 10 participants of the semi-structured interviews were coded as P1, P2, …, P10 where P stands for Participant. After that, the interviewees' answers were classified according to the questions and all were coded by assigning the code P$m.n$ for the answer given by the participant Pm to the question Qn. That is, for instance, P2.3 stands for the answer given by participant P2 to question Q3 of the semi-structured interview. All coded

answers are presented in Appendix-E. After that, the answers for each question were analyzed through thematic analysis, and the themes of the answers were determined through a careful reading. Upon the determination of the themes of the answers, the sub-themes supporting each theme were determined through further readings and then all themes and sub-themes were coded. The analysis was enriched by tabular presentations including frequencies and percentages of themes and sub-themes. After all, the results of the thematic analysis were used to find a possible answer to sub-research questions from SRQ2.1 to SRQ2.9 and the research question RQ2.

Chapter 4

Findings, Comments and Discussion

This chapter consists of three sections. In the first section, the results of the analysis of quantitative data obtained from the questionnaire survey were presented and examined. The second section is assigned to the examination of qualitative data obtained from semi-structured interview results. Lastly, the results of the analyses were discussed in the third section.

The Results of the Quantitative Analysis

As stated in the data analysis section, the responses to the questionnaire items were analyzed using SPSS statistical software. First of all, some basic descriptive statistics were calculated in order to use them to find a possible answer to each of the sub-research questions from SRQ1.2 to SRQ1.6 and thereby to the research question RQ1. To this end, the frequencies and related percentages of the responses and the item-based and subscale-based central tendency and dispersion measures were calculated. After that, to explore the relationships between the subscale-based and university-based results, some parametric tests were performed. The relationships between subscale distributions were investigated through a correlation analysis, and the results obtained from state university participants and from foundation university participants were compared using the t-test or Mann-Whitney U test. In what follows, the results of the quantitative analysis were summarized and arranged first according to research questions and then according to further analyses of sub-distributions and university-based distributions:

SRQ1.1) What are the attitudes of teachers in terms of feasibility?

As summarized in Table 2, items 2, 3, and 13 are the ones that are related to *Feasibility (F)* and which will enable us to answer the sub-research question SRQ1.1. The

frequencies and related percentages of the responses to these items are presented in the table below:

Table 6

Frequencies (f) & Percentages (%) for F Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
2. From my point of view, planning a distance English language teaching is easier than planning a traditional one since time control is more easily achieved.	*f*	6	16	9	13	6	50
	%	12	32	18	26	12	100
3. In my opinion, conducting a distance English language lesson is easier than conducting a traditional one since it doesn't require much physical effort.	*f*	8	18	7	13	4	50
	%	16	36	14	26	8	100
13. I think, distance English language teaching is less costly than the traditional one in many respects.	*f*	1	3	9	23	14	50
	%	2	6	18	46	28	100

According to the table above, the results for item 2 show that 44% of the participants (22 out of 50) think that planning a distance ELT is not easier than planning a traditional one while 38% of them (19 out of 50) think the opposite, since time control is more easily achieved, and the remaining 18% (9 out of 50) are not sure which is easier. That is, regarding time control more than two-fifths of them do not find planning a distance ELT easier. As for item 3, the results show that 52% of the participants (26 out of 50), more than half of them, think that conducting a distance English language lesson is not easier than conducting a traditional one, based on the needed physical effort, while 34% of them (17 out of 50) think the opposite and the remaining 14% (7 out of 50) are undecided. Regarding the 13th item, the results show that nearly three-fourths of the participants, namely 74% of them (37 out of 50), agree that distance ELT is less costly than the traditional one while just 8% of them (4 out of 50) think the opposite and the remaining 18% (9 out of 50) are not sure.

For a total assessment of feasibility items, the measures of central tendency and dispersion can be considered. According to Table 7 below, the mean response to feasibility items is 3.20 (out of 5) with a standard deviation of about .89. This may be interpreted as that regarding feasibility participants do not seem to definitely prefer one of the two methods. But a closer look at the item-based means shows that while the means of the responses to items 2 and 3 are relatively small (2.94 and 2.74, respectively), the mean of the responses to item 13 considerably differs upwards (3.92). Therefore, it would be more appropriate to conclude as an answer to SRQ1.1 that the participants tend to prefer the traditional ELT regarding planning and conducting issues while a vast majority of them seem to prefer the distance ELT regarding the cost.

Table 7

Central Tendency & Dispersion Measures for F Items

Item	Mean of the reponses	Standart deviation
2	2.94	1.252
3	2.74	1.242
13	3.92	.944
All F items (2, 3, 13)	3.20	.88577

SRQ1.2) What are the attitudes of teachers in terms of e-facilities?

From Table 2, items 4, 5, 6, and 7 are the *e-Facilities (eF)* items that will enable us to answer the sub-research question SRQ1.2. The frequencies and related percentages of the responses to these items are presented in the table below:

Table 8

Frequencies (f) & Percentages (%) for eF Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
4. I think distance English language teaching	*f*	4	9	13	18	6	50

could be made more effective than the traditional one thanks to numerous e-materials.	%	8	18	26	36	12	100
5. I consider distance English language teaching more advantageous than the traditional one since all online lesson materials can easily be stored digitally.	*f*	4	16	11	13	6	50
	%	8	32	22	26	12	100
6. I think the possibility of recording your lesson for future use is a big advantage of distance English language teaching.	*f*	2	6	8	23	11	50
	%	4	12	16	46	22	100
7. Thanks to distance English language teaching, we can enrich our lessons with well-known worldwide online teaching platforms.	*f*	1	7	1	29	12	50
	%	2	14	2	58	24	100

The results for the 4th item, given in the table above, show that 48% of the participants (24 out of 50), nearly half of them, believe that thanks to e-materials distance ELT could be made more effective than the traditional one while 26% of them (13 out of 50) think the opposite and the remaining 26% (13 out of 50) are not sure. For the 5th item, the results above show that regarding the easiness in digital storing 40% of the participants (20 out of 50), two-fifths of them, do not consider distance ELT more advantageous than the traditional one while 38% of them (19 out of 50) think the opposite and the remaining 22% (11 out of 50) are undecided. On the other hand, the results for item 6 show that 68% of the participants (34 out of 50), more than two-thirds of them, think that the possibility of recording a lesson for future use is a big advantage of distance ELT while only 16% (8 out of 50) think the opposite and 16% (8 out of 50) are not sure. Finally, regarding the 7th item, 82% of the participants (41 out of 50) think that thanks to distance ELT they can enrich their lessons with well-known worldwide online teaching platforms while only 16% of them (8 out of 50) think the opposite and just 1 participant (2%) is not sure.

As seen in Table 9 below, the total mean of the responses to e-facility items is approximately 3.47 with a standard deviation of about 0.89. Based on this result, it can be argued that regarding e-facility issues the participants consider the distance ELT as more advantageous than the traditional one. But a closer look at the item-based means shows that the mean response for item 5 (3.02) is relatively lower than those for items 4, 6, and 7

(3.26, 3.70, and 3.88, respectively). Therefore, it would be better to answer SRQ1.2 as follows: While the participants tend to think differently about the view that easiness in digital storing makes distance ELT more advantageous, they seem to agree that distance ELT could be made more effective than the traditional one via numerous e-materials and a majority of them agree that the possibility of recording a lesson for future use and the opportunity of enriching lessons with well-known worldwide online teaching platforms are big advantages of distance ELT.

Table 9

Central Tendency & Dispersion Measures for eF Items

Item	Mean of the responses	Standart deviation
4	3.26	1.139
5	3.02	1.186
6	3.70	1.074
7	3.88	1.003
All eF items (4, 5, 6, 7)	3.465	.89216

SRQ1.3) What are the attitudes of teachers in terms of time management and accessibility?

As summarized in Table 2, items 9, 10, 11, and 12 are the *Time Management and Accessibility (TMA)* items that will enable us to answer the sub-research question SRQ1.3. The frequencies and related percentages of the responses to these items are presented in the table below:

Table 10

Frequencies (f) & Percentages (%) for TMA Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
9. I prefer distance English language teaching to the traditional one because thanks to mobile	*f*	5	16	10	14	5	50

devices it provides to both me and my students an easy and quick access to the lesson wherever we are.	**%**	10	32	20	28	10	100
10. While teaching English language at a distance, I can easily and quickly check and give feedback to my students' assignments using online tools.	*f*	1	9	4	26	10	50
	%	2	18	8	52	20	100
11. It is an undeniable fact that distance English language teaching saves us time in many ways.	*f*	0	6	6	23	15	50
	%	0	12	12	46	30	100
12. I think, one of the advantages of distance English language teaching is that class hours are more flexible.	*f*	2	9	6	23	10	50
	%	4	18	12	46	20	100

According to the table above, the results for item 9 show that 38% of the participants (19 out of 50), more than one-third of them, agree that, thanks to mobile devices, distance ELT provides both the teacher and the students with easy and quick access to the lesson wherever they are, but more than two-fifths of them, namely 42% (21 out of 50), do not agree and 20% (10 out of 50) are undecided. As for the 10th item, the results show that 72% of the participants (36 out of 50) agree that they can easily and quickly check and give feedback on their students' assignments using online tools while teaching the English language at a distance. That is, for a big majority of the participants distance ELT offers a quick check and feedback possibility. Those who do not agree are 20% of all participants (10 out of 50) and those who are not sure are just 8% of them (4 out of 50). The results for the 11th item show that a vast majority of the participants, namely 76% of them (38 out of 50), agree that distance ELT saves them time in many ways, while only 12% of them (6 out of 50) disagree and 12% (6 out of 50) are undecided. For the 12th item, the results show that approximately two-thirds of the participants, namely 66% of them (33 out of 50), agree that more flexible class hours is an advantage of distance ELT, while 22% of them (11 out of 50) do not agree and 12% (6 out of 50) are undecided.

A total assessment can be made via central tendency and dispersion measures. As is seen in Table 11 below the mean of the responses to TMA items is 3.55 with a standard deviation of about .76. But the item-based means show that while items 10, 11,

and 12 support the total mean item 9 is somewhat lower, just below 3. Therefore, it can be concluded as an answer to SRQ1.3 that except for the effectiveness of mobile devices on accessibility the participants tend to confirm that regarding TMA issues the distance ELT is more advantageous than the traditional one.

Table 11

Central Tendency & Dispersion Measures for TMA Items

Item	Mean of the responses	Standart deviation
9	2.96	1.195
10	3.70	1.055
11	3.94	.956
12	3.60	1.125
All TMA items (9, 10, 11, 12)	3.55	.76097

SRQ1.4) What are the attitudes of teachers in terms of psychological factors?

As given in Table 2, items 14 and 23 are the items that are related to *Psychological Factors (PF)* and which will enable us to answer the sub-research question SRQ1.4. The frequencies and the percentages of the responses to these two items are presented in the table below:

Table 12

Frequencies (f) & Percentages (%) for PF Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
14. Contrary to the traditional one, distance English language teaching is not boring, for both me and my students.	f	7	18	17	6	2	50
	%	14	36	34	12	4	100
23. While teaching English language at a distance, being in front of a camera makes me stressed and anxious.	f	14	25	2	5	4	50
	%	28	50	4	10	8	100

According to the table above, the results for item 14 show that while only 16% of the participants (8 out of 50) agree on the view that compared to the traditional one distance ELT is not boring for both teachers and students, 50% of them (25 out of 50) think the opposite and 34% (17 out of 50) are undecided. That is, half of the participants seem to find distance ELT boring. But on the other hand, the results for the 23rd item show that whilst just 18% of the participants (9 out of 50) think that while teaching the English language at a distance, being in front of a camera makes them stressed and anxious, 78% of them (39 out of 50) think the opposite and 4% (2 out of 50) are undecided. That is, more than three-fourths of the participant are not troubled with being in front of a camera during distance teaching.

As mentioned in the data analysis section, item 23 is a negative item that is in favor of traditional ELT, and as stated there when calculating central tendency and dispersion measures of a group of items including some negative items the recoded responses were used for negative items. For this reason, in order to calculate the central tendency and dispersion measures given below in Table 13 the recoded responses were used for the 23rd item. As a result, as shown in Table 13, the ultimate response mean of PF items was calculated as 3.18, a little in favor of distance ELT, with a standard deviation of about .88. Roughly stating, it can either be argued that the participants do not evidently tend to favor any of the methods or be argued that they seem to prefer the distance one a little more, regarding CM. But it is seen that the means of the two items are quite distant from each other (2.56 vs. 3.80). Therefore, in order to answer SRQ1.4, it would be more appropriate to read the results as follow: Although a great majority of participants do not agree that being in front of a camera during teaching at a distance makes them stressed and anxious, many of them find distance ELT more boring, compared to the traditional one.

Table 13

Central Tendency & Dispersion Measures for PF Items

Item	Mean of the responses	Standart deviation
14	2.56	1.013
23	3.80 (recoded)	1.195
All PF items (14, 23)	3.18 (23-recoded)	.87924

SRQ1.5) What are the attitudes of teachers in terms of classroom management?

From Table 2 items 16, 17, and 18 are the *Classroom Management (CM)* items that will enable us to answer the sub-research question SRQ1.5. The frequencies and the percentages of the responses to these items are presented in the table below:

Table 14

Frequencies (f) & Percentages (%) for CM Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
16. I think it is difficult to ensure students' online attendance at the class during distance English language teaching.	*f*	1	10	2	21	16	50
	%	2	20	4	42	32	100
17. I think, it is more difficult to control the class in distance English language teaching compared to the traditional one.	*f*	1	5	8	20	16	50
	%	2	10	16	40	32	100
18. In my opinion, it is more difficult to keep students' attentions alive during distance English language teaching than the traditional one.	*f*	1	1	5	22	21	50
	%	2	2	10	44	42	100

According to the table above, the results for item 16 show that nearly three-thirds of the participants, namely 74% of them (37 out of 50), agree that it is difficult to ensure students' online attendance during distance ELT, while 22% of them (11 out of 50) think the opposite and just 4% (2 out of 50) are not sure. As for the 17th item, the results show that 72% of the participants (36 out of 50), nearly three-thirds of them, find it more difficult to control the class in distance ELT compared to the traditional one, while 12% (6 out of 50) think the opposite and the remaining 16% (8 out of 50) are undecided. The results for the 18th item show that a quite high percentage, namely 86%, of the participants (43 out

of 50) agree that it is more difficult to keep students' attention alive during distance ELT than the traditional one, while just 4% of them (2 out of 50) think the opposite and the remaining 10% (5 out of 50) are undecided.

For a total assessment, the means and standard deviations of the responses to CM items are given in Table 15 below. An important detail here is that although all CM items are negative, i.e. not in favor of distance ELT, all statistics in Table 15 below are from unrecoded responses. This is basically because the subscale CM does not have both negative and non-negative items together and currently no parametric test is needed. Consequently, according to the table, the total mean of the responses to CM items is 3.98, with a standard deviation of about .84, and is strongly supported by item-based means. Therefore, it can be concluded as an answer to SRQ1.5 that regarding CM a vast majority of the participants do not find the distance ELT more advantageous.

Table 15

Central Tendency & Dispersion Measures for CM Items

Item	Mean of the responses	Standard deviation
16	3.82	1.155
17	3.90	1.035
18	4.22	.864
All CM items (16, 17, 18)	3.98	.83682

SRQ1.6) What are the attitudes of teachers in terms of technical and technological factors?

As summarized in Table 2, items 20, 21, 24, and 25 are the items that are related to *Technical and Technological Factors (TTF)* and which will enable us to answer the sub-research question SRQ1.6. The frequencies and the percentages of the responses to these items are presented in the table below:

Table 16

Frequencies (f) & Percentages (%) for TTF Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
20. In my opinion, as a disadvantage of distance English language teaching, there always exists a probability that a teacher may need technical support for keeping her/his distance lesson's going on.	*f*	1	6	6	26	11	50
	%	2	12	12	52	22	100
21. Of course, the probability of a power or an internet loss is a disadvantage of distance English language teaching.	*f*	0	2	1	18	29	50
	%	0	4	2	36	58	100
24. As a negative side of distance English language teaching, some students may fail to reach all essential system requirements and this causes to unfair competition.	*f*	2	1	4	18	25	50
	%	4	2	8	36	50	100
25. Another factor which may cause to unfair competition is that distance English language teaching makes digital natives more advantageous than digital immigrants.	*f*	1	10	5	21	13	50
	%	2	20	10	42	26	100

According to the table above, the results for the 20th item show that 74% of the participants (37 out of 50), nearly three-fourths of them, agree that there always exists a probability that a teacher may need technical support for maintaining the continuity of his/her distance lesson and this is a disadvantage of distance ELT, while only 14% of them (7 out of 50) think the opposite and the remaining 12% (6 out of 50) are undecided. As for the 21st item, 94% of the participants (47 out of 50), nearly all of them, agree that the probability of a power or internet loss is a disadvantage of distance ELT, whilst only 4% of them (2 of 50) think the opposite and just 1 participant (2%) is undecided. The results for the 24th item show that a great majority of the participants, namely 86% of them (43 out of 50), agree that as a negative side of distance ELT some students may fail to reach all essential system requirements and this causes to unfair competition, while only 6% of them (3 out of 50) disagree and only 8% (4 out of 50) are undecided. For the 25th item, the results show that 68% of the participants (34 out of 50), more than two-thirds of them, agree that another factor that may cause to unfair competition is that distance ELT makes digital natives more advantageous than digital immigrants, while 22% of them (11 out of 50) do not agree and 10% (5 out of 50) are undecided.

A total assessment can be made via central tendency and dispersion measures. Like CM items, all TTF items are negative, i.e. not in favor of distance ELT, and so currently it is not deemed necessary to recode them. All in all, as is seen in Table 17 below, the ultimate response mean of TTF items is 4.06, with a standard deviation of about .75, and is strongly supported by item-based means. Therefore, it can be concluded as an answer to SRQ1.6 that regarding technical and technological factors a vast majority of the participants agree that the distance ELT is not advantageous.

Table 17

Central Tendency & Dispersion Measures for TTF Items

Item	Mean of the responses	Standart deviation
20	3.80	.990
21	4.48	.735
24	4.26	.986
25	3.70	1.129
All TTF items (20, 21, 24, 25)	4.06	.7518

RQ1) What are the attitudes of teachers towards distance English language teaching?

Before making an overall assessment to answer the research question RQ1, the responses to miscellaneous items should be examined since they directly contribute to the answer of RQ1:

Miscellaneous items. As summarized in Table 2, items 1, 8, 15, 19, and 22 are those items that do not have an obvious common subject. Therefore, they don't answer a sub-research question directly and only contribute to the answer of the research question RQ1, i.e., to the question "What are the attitudes of teachers towards distance English language teaching?". Consequently, since they are independent of each other, they will be

examined separately using unrecoded responses. The frequencies and the percentages

of the related responses are as follows:

Table 18

Frequencies (f) & Percentages (%) for Miscellaneous Items

Item		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Mean of the responses	Standard deviation
1. I think it basicly depends on the teacher herself/himself whether the distance English language teaching process is effective or not.	*f*	6	10	9	24	1	50	3.08	1.122
	%	12	20	18	48	2	100		
8. In my opinion, another advantage of distance English language teaching is that it enables us to use many cutting-edge teaching methods such as blended and flipped teaching more easily.	*f*	2	4	7	27	10	50	3.78	.996
	%	4	8	14	54	20	100		
15. In today's world, to adopt distance language teaching is a necessity for many reasons such as Covid-19 pandemic.	*f*	0	1	3	26	20	50	4.30	.678
	%	0	2	6	52	40	100		
19. Despite all of its disadvantages, I think learning goals can more easily be achieved through traditional English language education than the distance one.	*f*	1	8	8	22	11	50	3.68	1.058
	%	2	16	16	44	22	100		
22. In my opinion, one of the biggest disadvantages of distance English language teaching is that it compels us to a sedentary work and thereby may cause health problems.	*f*	1	6	8	21	14	50	3.82	1.044
	%	2	12	16	42	28	100		

According to the table above, the results for the 1st item show with a mean of 3.08 that

50% of the participants (25 out of 50), exactly half of them, think that it basically depends

on the teacher herself/himself whether the distance ELT process is effective or not, while

32% of them (16 out of 50) think the opposite and 18% (9 out of 50) are undecided. The

results for the 8th item show with a mean of 3.78 that 74% of the participants (37 out of

50), nearly three-fourths of them, think that distance ELT enables them to use many

cutting-edge teaching methods such as blended and flipped teaching more easily, while 12% of them (6 out of 50) think the opposite and 14% (7 out of 50) are not sure. The results for item 15 show with a high mean of 4.30 that 92% of participants (46 out of 50), nearly all of them, think that, in today's world, to adopt distance language teaching is a necessity for such reasons as the Covid-19 pandemic, while just 1 participant (2%) thinks the opposite and 6% (3 out of 50) are undecided. As for the 19th item, the results show with a mean of 3.68 that 66% of the participants (33 out of 50), about two-thirds of them, think that despite all of its disadvantages, learning goals can more easily be achieved through traditional English language education than the distance one. But 18% of them (9 out of 50) think the opposite and 16% (8 out of 50) are not sure. Lastly, the results for the 22nd item show with a mean of 3.82 that 70% of the participants (35 out of 50) think that, as one of its biggest disadvantages, distance ELT compels them to sedentary work and thereby may cause health problems, while 14% of them (7 out of 50) think the opposite and 16% (8 out of 50) are not sure.

Overall Assessment. To make an overall assessment and thereby answer the research question RQ1, the central tendency and dispersion measures given in the table below for the whole scale - with all negative items recoded - could be examined:

Table 19

Central Tendency & Dispersion Measures for The Whole Scale (negative items recoded)

Items	Mean of the responses	Standart deviation
The whole scale	2.94	.53454

According to the table, the mean of all responses is 2.94, with a standard deviation of .53454. This result tells us that the participants did not explicitly tend to favor any of the two teaching methods, distance or face-to-face. Therefore, in order to be able to make a precise judgement, it should be focused on the subscale-based and item-based means. All these means are listed below in the table:

Table 20

Subscale-Based & Item-Based Means

Subscale	Item	Mean	Subscale Mean	Subscale	Item	Mean	Subscale Mean
Feasibility	2	2.94	3.20	Classroom Management	16	2.18[*]	2.02
	3	2.74			17	2.10[*]	
	13	3.92			18	1.78[*]	
e-Facilities	4	3.26	3.465	Technical and Technological Factors	20	2.20[*]	1.94
	5	3.02			21	1.52[*]	
	6	3.70			24	1.74[*]	
	7	3.88			25	2.30[*]	
Time Management and Accessibility	9	2.96	3.55	Miscellaneous	1	3.08	
	10	3.70			8	3.78	
	11	3.94			15	4.30	
	12	3.60			19	2.32[*]	
Psychological Factors	14	2.56	3.18		22	2.18[*]	
	23	3.80[*]		[*] **: Recoded means**			

According to the statistics above it can definitely be argued that the participants find distance ELT more advantageous than the traditional one in terms of *time management and accessibility* and in terms of *e-facilities* with two exceptions that they differ from each other about *easy and quick access via mobile devices* and about *the digital storing facility*. On the other hand, the statistics above show that the participants evidently opt for the traditional ELT regarding *technical and technological factors* and *classroom management*. As for *psychological factors* and *feasibility*, although group-based means seem to indicate that the participants do not have a tendency towards one of the two teaching methods, the item-based means do not support this inference. To be more precise, the item-based means show that, regarding *psychological factors*, the participants seem to find distance ELT more boring, compared to the traditional one, but a great majority of them do not agree that being in front of a camera during teaching at a distance makes them stressed and anxious. Likewise, regarding *feasibility*, while the participants do not seem to find planning and conducting a distance ELT easier, they predominantly find it less costly.

Regarding the miscellaneous items, the participants think, with a big majority, that although distance ELT enables to use of cutting-edge teaching methods such as blended and flipped teaching more easily, learning goals can more easily be achieved through the traditional one. With a big majority, they accept on one hand that distance ELT compels them to sedentary work and thereby may cause health problems, and on the other hand that in today's world adopting distance language teaching is a necessity for many reasons. Finally, half of the participants think that it basically depends on the teacher herself/himself whether the distance ELT process is effective or not.

Comparison of Sub-Distributions

In data analysis section, based on skewness and kurtosis values, all subscale-based distributions were found to be normal. Therefore, in order to explore the relationships between the subscale-based results, any required parametric test could be used. Hence, to compare subscale distributions a *Pearson correlation* analysis was performed and the result of the analysis are presented in the following table:

Table 21

Correlations Between Subscale Distributions

Scale	Statistic	Feasibility	e-Facilities	Time Management and Accessibility	Psychological Factors	Classroom Management	Technical and Technological Factors
Feasibility	Pearson correlation (*r*)	1	**.590**	**.722**	.285	.267	.105
	Sig. (2-tiled)		**.000**	**.000**	.045	.061	.467
e-Facilities	Pearson correlation (*r*)		1	**.656**	**.529**	.283	.061
	Sig. (2-tiled)			**.000**	**.000**	.046	.672
Time Management and Accessibility	Pearson correlation (*r*)			1	**.497**	.281	.173
	Sig. (2-tiled)				**.000**	.048	.231
Psychological Factors	Pearson correlation (*r*)				1	**.550**	.175
	Sig. (2-tiled)					**.000**	.224

					1	.221
Classroom Management	Pearson correlation (*r*)					
	Sig. (2-tiled)					.123
Technical and Technological Factors	Pearson correlation (r)					1
	Sig. (2-tiled)					

According to the Pearson correlation analysis results given in the table above, all subscales are seen to be positively correlated with each other. In this regard, although there are some different classifications in the literature, the following classification for the absolute value of correlation coefficient is one of the most commonly used classifications and due to Evans (1996):

Absolute value of *r*	.00-.19	.20-.39	.40-.59	.60-.79	.80-1.00
Classification	Very weak	Weak	Moderate	Strong	Very strong

Based on this classification, Table 21 shows that there appears to be a moderate or strong correlation, which is significant at the level of .01, between some subscale distributions. Namely, there exists a strong positive correlation between their attitudes towards *Feasibility* and *Time Management and Accessibility* items ($r = .722$), meaning that many of those who find distance ELT advantageous in terms of *Feasibility* also find it advantageous in terms of *Time Management and Accessibility* and vice versa. Similarly, there exists a moderate positive correlation between participants' attitudes towards *Feasibility* and *e-Facilities* items ($r = .590$), a strong positive correlation between their attitudes towards *e-Facilities* and *Time Management and Accessibility* items ($r = .656$), a moderate positive correlation between their attitudes towards *e-Facilities* and *Psychological Factors* items ($r = .529$), a moderate positive correlation between their attitudes towards *Time Management and Accessibility* and *Psychological Factors* items ($r = .497$) and a moderate positive correlation between their attitudes towards *Psychological Factors* and *Classroom Management* items ($r = .550$).

State vs. Foundation

In this section, the results of the quantitative analysis are examined based on the university type (state or foundation). Namely, the subscale distributions are compared in terms of university type using the t-test or Mann-Whitney U test depending on the normalities of the related distributions. If both of the distributions to be compared are normal then the t-test could be used as a parametric test. On the other hand, if at least one of the distributions is not normal then the Mann-Whitney U test could be used as a non-parametric test since a parametric test cannot be used in such a case. Therefore, although all subscale distributions and the whole scale distribution were seen to be normal in the data analysis section, it should be checked if they are still normal when separated into university-based subgroups. This is because in their undivided original versions of size 50 it was found enough to check skewness and kurtosis values for normality testing, but in this current case, in order to decide whether a university-based distribution is normal or not, besides skewness and kurtosis values, also the Shapiro-Wilk statistics should be examined since each university-based distribution has a smaller size - 40 for state universities and 10 for the foundation one. As is known, the Shapiro-Wilk test is known to be one of the most suitable tests for testing the normality of distributions with sample sizes less than 50 (Shapiro & Wilk, 1965). As a result, to decide if a foundation-based (foundation university based) distribution is normal the Shapiro-Wilk statistics was used without looking at the skewness and kurtosis values since the sample size is quite small. But, to decide if a state-based (state university based) distribution is normal both the Shapiro-Wilk statistics and the skewness and kurtosis values were evaluated together. The following table consists of all needed statistics in this manner:

Table 22

University-Based Skewness & Kurtosis Values and Shapiro-Wilk Statistics

Scale	University type	Number of participants	Mean of the responses	Standard deviation	Skewness	Kurtosis	Shapiro-Wilk Statistic	Sig.

Feasibility (F)	State	40	3.1167	.89172	.154	-.955	.957	.133
	Foundation	10	3.5333	.81952	-.038	.016	.933	.475
e-Facilities (EF)	State	40	3.4000	.92300	-.518	.418	.965	.248
	Foundation	10	3.7250	.74021	.057	-.231	.973	.918
Time Management and Accessibility (TMA)	State	40	3.5625	.75053	-.182	-.870	.952	.092
	Foundation	10	3.5000	.84163	-.044	.157	.932	.465
Psychological Factors (PF)	State	40	3.2875	.77532	-.321	1.259	.939	.031
	Foundation	10	2.7500	1.16070	-.233	-1.306	.898	.206
Classroom Management (CM)	State	40	2.1083	.84188	.709	.222	.928	.014
	Foundation	10	1.6667	.75359	.649	-1.248	.811	.020
Technical and Technological Factors (TTF)	State	40	1.9563	.70458	.976	1.359	.926	.012
	Foundation	10	1.8750	.95924	1.099	.266	.846	.052
The whole scale	State	40	2.9530	.55053	.333	.736	.979	.664
	Foundation	10	2.8880	.48837	-.584	.199	.964	.833

According to Shapiro-Wilk statistics and also skewness and kurtosis values given in the table above it can be deduced that all foundation-based distributions except for the one belonging to the subscale *Classroom Management* (CM) could be assumed to be normal. The distribution belonging to the subscale CM could not be assumed to be normal since the Shapiro-Wilk test significance value (.020) is quite less than .05. As for the state-based distributions, the ones belonging to the subscales *Psychological Factors* (PF), *Classroom Management* (CM), and *Technical and Technological Factors* (TTF) could not be assumed to be normal since their Shapiro-Wilk test significance values (.031, .014, and .012, respectively) are less than .05. Here, it may be questioned whether their skewness and kurtosis values should be checked or not, for a final decision. In this respect, the skewness and kurtosis values (.709 and .222, respectively) for state-based CM distribution lay between –1 and 1, even between -.8 and .8. Therefore, its normality may furtherly be examined. But, even if it is assumed to be normal, the t-test cannot be used to compare the related means since foundation-based CM distribution is not normal, as just

examined above. Therefore, the state-based CM distribution is assumed to be not normal. The skewness value for state-based TTF distribution (.976) is seen to lay between –1 and 1. But, although it is between –1.5 and 1.5, its kurtosis value is not so small (1.359) and is near to 1.5. The same argument applies to the state-based PF distribution, which has a kurtosis value of 1.259. Therefore, the state-based TTF and PF distributions are assumed to be not normal. But it is worth mentioning here that if these two distributions were accepted as normal and the t-test were used to compare them the same results as those of Mann Whitney U test would be obtained - and it would be found that there is no significant difference between state university instructors' and foundation university instructors' attitudes towards distance ELT regarding TTF and PF.

As is seen from Table 22, all other state-based distributions could be assumed to be normal according to both the skewness and kurtosis values and the Shapiro-Wilk statistics. As a result, in order to compare the university-based distributions belonging to the whole scale and to the subscales F, EF, and TMA, the t-test and to compare those belonging to the subscales PF, CM, and TDF the Mann Whitney U test could be used. The following table presents the t-test statistics for independent state- and foundation-based subgroups:

Table 23

t-test Statistics for Independent State- & Foundation-Based Subgroups

Scale	University type	Number of participants	Mean of the responses	Standard deviation	Levene's Test for Equality of Variances (Sig.)	t-test for equality of means		
						t	df	Sig. (2-tailed)
Feasibility (F)	State	40	3.1167	.89172	.434	-1.341	48	.186
	Foundation	10	3.5333	.81952				
e-Facilities (EF)	State	40	3.4000	.92300	.519	-1.031	48	.308
	Foundation	10	3.7250	.74021				
Time Management and Accessibility (TMA)	State	40	3.5625	.75053	.889	.230	48	.819
	Foundation	10	3.5000	.84163				

The whole scale	State	40	2.9530	.55053	.586	.341	48	.735
	Foundation	10	2.8880	.48837				

According to the table, all significance values (.186, .308, .819 and .735) are greater than .05. That is to say, the means of the university-based distributions belonging to the whole scale and to the subscales F, EF, and TMA do not differ from each other significantly at the significance level of .05. In particular, the means of the whole scale distributions seem to be very close to each other, and so do their standard deviations. A similar result applies to the means and standard deviations of the subscale distributions for TMA. As a result, it can be concluded that there does not exist a significant difference between state university instructors' and foundation university instructors' attitudes towards distance ELT regarding the whole scale and the subscales F, eF, and TMA.

As for the subscales PF, CM, and TTF, the Mann-Whitney U test statistics are given below:

Table 24

Mann Whitney U Test Statistics

Scale	University type	Number of participants	Mean rank	Sum of ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Psychological Factors (PF)	State	40	26.70	1068.00	152.000	-1.190	.234
	Foundation	10	20.70	207.00			
Classroom Management (CM)	State	40	26.91	1076.50	143.500	-1.388	.165
	Foundation	10	19.85	198.50			
Technical and Technological Factors (TTF)	State	40	26.26	1050.50	169.500	-.745	.457
	Foundation	10	22.45	224.50			

According to the table above, all significance values of the Mann-Whitney U test (.234, .165, and .457) are seen to be greater than .05. It can therefore be argued that there does not exist a significant difference between state university instructors' and foundation

university instructors' attitudes towards distance ELT regarding the subscales PF, CM, and TTF at the significance level of .05.

The Results of the Qualitative Analysis

As stated in the data analysis section, the qualitative data obtained from semi-structured interviews were analyzed through thematic (content) analysis of the answers in terms of research questions. To this end, based on a thorough reading, the themes of the answers to each interview question and then through further and more detailed readings the sub-themes supporting the themes were determined. After that, all themes and sub-themes were coded and interrelated with each other, and they were used to answer sub-research questions from SRQ2.1 to SRQ2.9 and thereby answer the research question RQ2. The analysis was enriched by presenting the themes and sub-themes, together with their frequencies and percentages, in tabular forms. As some exceptions, it is not deemed necessary to search for themes or sub-themes while analyzing the answers to Q4, Q5, and Q9 since they are either approval/disapproval or preference questions. In what follows, the results of the thematic analysis of the qualitative data are summarized in terms of research questions:

SRQ2.1) From teachers' point of view, what are the advantages of distance ELT?

In order to answer the sub-research question SRQ2.1, the answers to the following first question of the semi-structured interview were analyzed:

Q1: "From your viewpoint, what are the advantages of distance English language teaching? What do you think about its disadvantages?"

A coded list of all answers to Q1 can be found in Appendix-E. The analysis of the answers showed that participants' considerations regarding the advantages of distance ELT could be categorized under 4 basic themes: Time Management and Accessibility (TMA), e-Facilities (eF), Productive Teaching and Learning (PTL), and Comfort, Health, and

Affordability (CHA). Moreover, it was also seen that these themes were supported by 11 sub-themes. These themes and sub-themes, together with their assigned codes and with the corresponding frequencies and percentages, are outlined in the following table:

Table 25

Themes & Sub-Themes for Advantages of Distance ELT

Theme Code	Theme	Sub-theme Code	Sub-theme	Sub-theme Frequency	Percentages of themes & sub-themes	
TMA	Time Management and Accessibility	TMA-1	Flexibility & Accessibility	8	26.67	**40.00**
		TMA-2	Efficient time management	4	13.33	
eF	e-Facilities	eF-1	Online learning tools and technologies	3	10.00	**23.33**
		eF-2	e-Materials	3	10.00	
		eF-3	Recordability of lessons for future use	1	03.33	
PTL	Productive Teaching and Learning	PTL-1	Variety in teaching/learning methods	3	10.00	**20.00**
		PTL-2	Productive teaching/learning atmosphere	2	06.67	
		PTL-3	Manageable learning process	1	03.33	
CHA	Comfort, Health and Affordability	CHA-1	Comfort	3	10.00	**16.67**
		CHA-2	Health	1	03.33	
		CHA-3	Affordability	1	03.33	
Total				30	100	**100**

Based on the above-summarized analysis, the theme-based and sub-theme-based evaluations on the advantages of distance ELT are presented below:

Time Management and Accessibility (TMA). It can immediately be observed from Table 25 that the participants find distance ELT advantageous especially in terms of *Time Management and Accessibility* (TMA). This is first because the total frequency of sub-themes under TMA is 12 out of 30, which corresponds to a percentage of 40%. This is also because most of the participants (9 out of 10) were seen to have emphasized the TMA-themed advantages of distance ELT. The following are their answers in respect thereof:

P1.1: "Advantages: It's time saving, ..., changeable class hours".

P2.1: "In online education, <u>I had no problem with catching up with the schedule</u> …"

P4.1: "<u>Flexible working hours</u>, <u>efficient time management</u> …"

P5.1: "<u>Flexible</u> and ..."

P6.1: "Advantages: <u>the convenience - you can teach English when and wherever it is convenient</u> …"

P7.1: "The advantages: … 2. <u>not having to spend time going to school and coming back home</u> & <u>accessibility and flexibility of time and place</u>"

P8.1: "<u>Accessibility of time and place</u>,…"

P9.1: "Advantages: …, <u>accessibility of time and place</u>, …"

P10.1: "From my point of view, … results in <u>a great deal of flexibility</u> and … ."

Upon the analysis of the answers above, 2 sub-themes were determined under TMA:

Flexibility & Accessibility (TMA-1). Among all sub-themes of the answers related to advantages of distance ELT, the sub-theme *flexibility and accessibility* is the most frequent one mentioned by 8 participants. According to their underlined statements "changeable class hours" (P1.1), "Flexible working hours" (P4.1), "Flexible" (P5.1), "the convenience - you can teach English when and wherever it is convenient" (P6.1), "accessibility and flexibility of time and place" (P7.1), "accessibility of time and place" (P8.1 & P9.1) and "a great deal of flexibility" (P10.1) above, one of the biggest advantages of distance ELT is its flexibility and accessibility.

Efficient time management (TMA-2). 4 participants find distance ELT *efficient in time management*, which can be deduced from their underlined statements "It's time saving" (P1.1), "I had no problem with catching up with the schedule" (P2.1), "efficient time management" (P4.1) and "not having to spend time going to school and coming back home" (P7.1).

e-Facilities (eF). As is seen in Table 25, 6 of the participants find distance ELT advantageous in terms of *e-Facilities* (eF) as well. The total frequency of the sub-themes under eF is 7 out of 30, corresponding to a percentage of 23.33%. Their answers, in this respect, are as follows:

P2.1: "Besides, <u>i could reach every kind of material i needed and benefit form İnternet sources easily. I did not need to get the materials copied, which I believe is very time consuming</u>".

P3.1: "<u>Preparing the materials and sharing them with the students are easier in distance education. It is also possible to make the materials more appealing and interactive for the students thanks to variety of applications such as padlet, mentimeter, canva etc</u>."

P4.1: "…the need <u>to use more digital resources and make students use them more</u> is another advantage, …."

P6.1: "… <u>lessons are recorded, so students access to these videos later</u>"

P9.1: "Advantages: … <u>Using and integrating online tools</u>, ..."

P10.1: " … <u>the biggest advantage of distance ELT is the chance to implement the use of technology into my lessons</u> ... on the other hand the teacher is able to check all of the Ss progress just by using <u>interactive web tools&applications</u>, simultaneously …"

Based on the answers above, 3 sub-themes were determined under the theme eF:

Online learning tools and technologies (eF-1). According to the answers, one of the major advantages of distance ELT is the availability of *online learning tools and technologies*, as one of the frequent sub-themes of eF. This is understood from the participants' statements "*It is also possible to make the materials more appealing and interactive for the students thanks to variety of applications such as padlet, mentimeter, canva etc."* (P3.1), "*Using and integrating online tools*" (P9.1) and "*the biggest advantage of distance ELT is the chance to implement the use of technology into my lessons ... interactive web tools&applications,*" (P10.1).

e-Materials (eF-2). The analysis of the answers showed that according to the participants another major advantage of distance ELT is the availability of *e-materials*, which is understood from their statements "*i could reach every kind of material i needed and benefit form Internet sources easily. I did not need to get the materials copied, which I believe is very time consuming*" (P2.1), "*Preparing the materials and sharing them with the*

students are easier in distance education" (P3.1) and "*to use more digital resources and make students use them more*" (P4.1).

Recordability of lessons for future use (eF-3). One of the participants lays emphasis on *the recordability of lessons for future use* by his/her statement "*lessons are recorded, so students access to these videos later*" (P6.1).

Productive Teaching and Learning (PTL). Table 25 shows that another theme regarding the advantages of distance ELT is *Productive Teaching and Learning* (PTL). The total frequency of sub-themes under PTL is 6 out of 30, corresponding to a percentage of 20%. The following are the participants' answers in respect thereof:

P2.1: "In online education, … i had the silent and calm atmosphere of teaching. …"
P5.1: "and it provides learner autonmy."
P9.1: "…, flexible teaching methods, …, variety of learning styles."
P10.1: "In virtual classrooms it is easier to prevent unnecessary interactions between the Ss. In addition, it is easier to monitor Ss. In a traditional classroom setting, it is impossible to check every single student's progress but on the other hand the teacher is able to check all of the Ss progress …, simultaneously. Finally, implementing distance teaching or hybrid teaching into a curriculum results in … variety in teachers' and students' experience."

Through the analysis of the answers above, 3 sub-themes were determined:

Variety in teaching/learning methods (PTL-1). According to some participants, distance ELT offers *various teaching/learning methods* including hybrid teaching and autonomous learning, which can be understood from their statements "*it provides learner autonmy*" (P5.1), "*flexible teaching methods, …, variety of learning styles.*" (P9.1) and "*implementing distance teaching or hybrid teaching into a curriculum results in … variety in teachers' and students' experience.*" (P10.1).

Productive teaching/learning atmosphere (PTL-2). According to the participants, distance ELT offers a *productive teaching/learning atmosphere* as seen from

their statements "*i had the silent and calm atmosphere of teaching*" (P2.1) and "*In virtual classrooms it is easier to prevent unnecessary interactions between the Ss*" (P10.1).

Manageable learning process (PTL-3). One of the participants finds it *easier to manage distance learning process*, compared to the traditional one, as understood from his/her statement "*it is easier to monitor Ss.* In a traditional classroom setting, it is impossible to check every single student's progress but on the other hand *the teacher is able to check all of the Ss progress …, simultaneously*" (P10.1).

Comfort, Health and Affordability (CHA). According to Table 25, distance ELT is also advantageous with regard to *Comfort, Health and Affordability* (CHA). The total frequency of the sub-themes under CHA is 5 out of 30, with a percentage of 16.67%. The answers in this respect are as follows:

> **P1.1:** "Advantages: It's…, <u>physically less tiring</u>, <u>safer under these pandemic circumstances</u>,"
> **P4.1:** " … as <u>there is no need to cummute</u>,"
> **P7.1:** "The advantages: 1. <u>having lessons from the comfort of your home</u>"
> **P8.1:** "…, <u>Affordability</u> for advantages of DE."

By the analysis of the answers above, 3 sub-themes were determined under CHA:

Comfort (CHA-1). According to the participants, distance ELT offers both teachers and students a *comfortable educational environment*. This is understood from their statements "*physically less tiring*" (P1.1), "*there is no need to cummute [commute]*" (P4.1) and "*having lessons from the comfort of your home*" (P7.1) above.

Health (CHA-2). One of the participants draws attention to *health safety* ensured by distance ELT, stating that "*safer under these pandemic circumstances*" (P1.1).

Affordability (CHA-3). One participant points out the *affordability* of distance ELT, by his/her statement "*Affordability*" (P8.1).

As a result, it can be concluded as an answer to RQ2.1 that according to the participants *time management and accessibility* (TMA) is the biggest advantage of

distance ELT. In particular, it was seen that *flexible working hours* and *accessibility of time and place* are the leading advantages under TMA. Based on the analysis of answers, it can be said as well that rich *e-facilities* and *productive teaching and learning* are other major advantages of distance ELT. Moreover, it was also found advantageous in such issues as *comfort, health, and affordability*.

RQ2.2) From teachers' point of view, what are the disadvantages of distance ELT?

In order to answer the sub-research question RQ2.2, again the answers to the first question of the semi-structured interview were analyzed and it was seen based on the analysis that the answers could be categorized under 3 basic themes: Instructional Problems (IP), Technical and Technological Problems (TTP) and Health Problems (HP). It was also seen that these themes were supported by 8 sub-themes. All themes and sub-themes, together with their assigned codes and with the corresponding frequencies and percentages, are outlined in the following table:

Table 26

Themes & Sub-Themes for Disadvantages of Distance ELT

Theme Code	Theme	Sub-theme Code	Sub-theme	Sub-theme Frequency	Percentages of themes & sub-themes	
IP	Instructional Problems	IP-1	Lack of interaction, participation, and feedback	7	21.21	57.58
		IP-2	Lack of motivation and focus	5	15.15	
		IP-3	Difficult classroom management and monitoring	5	15.15	
		IP-4	Lack of training	2	06.06	
TTP	Technical and Technological Problems	TTP-1	Technical and digital problems	8	24.24	27.27
		TTP-2	Unequal technological opportunities	1	03.03	
HP	Health Problems	HP-1	Psychological problems	2	06.06	15.15
		HP-2	Physical problems	3	09.09	
Total				33	100	**100**

Based on the above-summarized analysis, the theme-based and sub-theme-based assessments on the disadvantages of distance ELT are presented below:

Instructional Problems (IP). Problems related to *instructional issues* are the most frequently reported ones with a total frequency of 19 out of 33, corresponding to a percentage of 57.58%. This is basically because almost all participants (9 of them) were seen to have emphasized the IP-themed advantages of distance ELT. Their answers are as follows in respect thereof:

P1.1: "Disadvantages: <u>less interaction possibility</u>, … , <u>difficult to manage class</u> and <u>get attention of learners</u>."

P3.1: "<u>Not being able to see students</u>, …."

P4.1: "<u>Students can be easily distracted at home</u>. <u>Student interaction is not as much as it is in f2f environment</u>"

P5.1: "In terms of disadvantages sometimes <u>it is difficult to provide interaction</u>."

P6.1: "Disavantages: … <u>Participation is a real problem for online classes</u>. Also, <u>classroom management is a serious problem in an online environement</u>. <u>Students prefer to participate in online classes without camera, so it is difficult to check what they are doing during class time</u>."

P7.1: "The disadvantages: … 2. <u>not having face-to-face interaction with students</u>, which makes it <u>difficult to monitor the students' participation (especially while teaching/practicing productive skills)</u>. … 4. <u>the need for training teachers & students for the distance education process & the required technology</u> …"

P8.1: "<u>Inability to focus on screens</u>, …, <u>lack of teacher training</u>,"

P9.1: "Disadvantages: <u>Difficulty staying motivated</u>, <u>difficulty getting immediate feedback</u>,"

P10.1: "As for the disadvantages, …. The <u>second major problem I have encountered is being able to motivate Ss to participate in the lessons in a socially active way</u>. Even though they take part in the lesson and activities by typing or by speaking when presented with a question, <u>they tend to keep their cameras off during the lesson</u>. In my opinion, <u>this creates a huge problem</u>. There are certain "social rules&necessities" that are embedded into a traditional classroom setting. In an online setting, the student can bypass all of these by turning their camera off. This results in <u>lower motivation to actively take part in the lesson</u>. <u>Imagine a classroom that the Ss can come in and leave, lie down, sleep, watch a movie or eat any time they feel like it during the lesson. A virtual classroom can easily turn into that unless you are on point with your counter measures all the time</u>."

Upon the analysis of the answers above, 4 sub-themes were determined under IP:

Lack of interaction, participation, and feedback (IP-1). This is the most frequent sub-theme of IP reported by 7 participants. According to their statements "*less interaction possibility*" (P1.1), "*Student interaction is not as much as it is in f2f environment*" (P4.1), "*it is difficult to provide interaction*" (P5.1), and "*not having face-to-face interaction with students,*" (P7.1) above, distance ELT especially lacks *interaction* between teacher and students. Moreover, it is understood from their statements "*Participation is a real problem for online classes*" (P6.1), "*difficulty getting immediate feedback*" (P9.1) and "*second major problem I have encountered is being able to motivate Ss to participate in the lessons in a socially active way …* lower motivation *to actively take part in the lesson*" (P10.1) that distance ELT is disadvantageous in terms of *participation* of students in lessons and *getting immediate feedback* from students.

Lack of motivation and focus (IP-2). Two participants find distance ELT *lacking motivation*. This can be deduced from their statements "*Difficulty staying motivated*" (P9.1) and "*lower motivation*" (P10.1). Moreover, for three participants one of the disadvantages of distance ELT is the *lack of focus*, as understood from their statements "*difficult to … get attention of learners*" (P1.1), "*Students can be easily distracted at home*" (P4.1) and "*Inability to focus on screens*" (P8.1).

Difficult classroom management and monitoring (IP-3). Based on their statements "*difficult to manage class*" (P1.1), "*Not being able to see students*" (P3.1), "*classroom management is a serious problem in an online environement. Students prefer to participate in online classes without camera, so it is difficult to check what they are doing during class time*" (P6.1), "*difficult to monitor the students' participation (especially while teaching/practicing productive skills)*" (P7.1) and "*they tend to keep their cameras off during the lesson. In my opinion, this creates a huge problem … Imagine a classroom that the Ss can come in and leave, lie down, sleep, watch a movie or eat any time they feel like it during the lesson. A virtual classroom can easily turn into that unless you are on*

point with your counter measures all the time." (P10.1), it can be understood that the participants find classroom management and monitoring *difficult* in distance ELT, particularly because of closed cameras.

Lack of training (IP-4). Two participants mention the *need for training* for both teachers and students in distance ELT, which can be deduced from their statements "*the need for training teachers & students for the distance education process & the required technology"* (P7.1) and "*lack of teacher training"* (P8.1).

Technical and Technological Problems (TTP). According to 8 participants, *technical and technological problems* are among the leading disadvantages of distance ELT. The total frequency of sub-themes under TTP is 9 out of 33, corresponding to a percentage of 27.27%. Their answers in this respect are as follows:

> **P1.1:** "Disadvantages: …, technological problems, …".
> **P3.1:** "… and some technical problems related to the internet connection or pc are some of the disadvantages"
> **P4.1:** ", the need to use more digital resources … can also be a disadvantage for lecturers who are naot digital natives."
> **P6.1:** "Disavantages: Students need to deal with technological issues. Most of the time, they have internet connection problems. Due to this problem, they miss most of the classes"
> **P7.1:** "The disadvantages: 1. facing technical/internet-related problems. … 3. students' lack of equal facilities for distance learning (Internet access, a computer etc.)"
> **P8.1:** " …, Technology issues, …"
> **P9.1:** " …, technical problems"
> **P10.1:** "The internet speed and the quality of service that internet service providers offer, directly affects the quality and stability of distance teaching."

Upon the analysis of the answers above, 2 sub-themes were determined under IP:

Technical and digital problems (TTP-1). This is the most frequent sub-theme of TTP. Namely, 8 of the participants agree that *technical and digital problems*, including internet-based ones, pose a big disadvantage to distance ELT, which is understood from

their statements "*technological problems*" (P1.1), "*some technical problems related to the internet connection or pc*" (P3.1), "*the need to use more digital resources … can also be a disadvantage for lecturers who are naot [not] digital natives.*" (P4.1), "*Students need to deal with technological issues. Most of the time, they have internet connection problems. Due to this problem, they miss most of the classes*" (P6.1), "*facing technical/internet-related problems*" (P7.1), "*Technology issues,*" (P8.1), "*technical problems*" (P9.1) and "*The internet speed and the quality of service that internet service providers offer, directly affects the quality and stability of distance teaching.*" (P10.1).

Unequal technological opportunities (TTP-2). One of the participants lays emphasis on *unfair competition in reaching technological opportunities* by his/her statement "*students' lack of equal facilities for distance learning (Internet access, a computer etc.)*" (P7.1).

Health Problems (HP). This is the last theme revealed from the thematic analysis. The total frequency of sub-themes under HP is 5 out of 33, corresponding to a percentage of 15.15%. Below are the participants' answers in this respect:

P2.1: "On the other hand, i had quite an emotional distance with my students because they shied away from using cams and speaking."

P3.1: "…, sitting for long hours in front of the computers and ..."

P7.1: "5. health problems (eye strain & neck strain etc.)"

P8.1: "…, Sense of isolation, …, overall screen time for disadvantages of DE."

Based on the answers above, 2 sub-themes were determined under HP:

Psychological problems (HP-1). The *psychological problems* mentioned by participants consist of *senses of emotional distance* and *isolation*, which were deduced from their statements "*i had quite an emotional distance with my students because they shied away from using cams and speaking*" (P2.1) and "*Sense of isolation*" (P8.1) above.

Physical problems (HP-2). Three of the participants complain about *sedentary work* in front of computers and related problems, which is understood from their

statements "*sitting for long hours in front of the computers*" (P3.1), "*health problems (eye strain & neck strain etc.)*" (P7.1) and "*overall screen time*" (P8.1).

To sum up, it can be concluded as an answer to RQ2.2 that, according to the participants, *instructional problems (IP)* is the biggest disadvantage of distance ELT. In particular, problems such as *lack of interaction, participation, motivation, and focus*, *lack of training*, *difficulty in getting immediate feedback*, and *difficult classroom management and monitoring* were stated as the leading disadvantages of distance ELT under IP. From participants' point of view, *technical and technological problems* is another major disadvantage of distance ELT and this is followed by *health problems* including *psychological* ones such as *emotional distance* and *sense of isolation.*

RQ2.3) What are teachers' concerns about the distance ELT if exists any?

In order to answer the sub-research question RQ2.3, the answers to the following third question of the semi-structured interview were analyzed:

Q3: *"Do you have any concerns about distance English language teaching? If yes, what are they?"*

A coded list of all answers to Q3 can be found in Appendix-E. The analysis of the answers showed that, except for one, participants' concerns about distance ELT are problem-based concerns of which some sub-themes are among those determined for disadvantages of distance ELT. Therefore, although their codes are different, the names used for such common sub-themes are the same or similar. Consequently, participant concerns were categorized under the themes *Instructional Concerns (IC), Health Concerns (HC), and Mandatory Distance ELT (MD)* which were seen to be supported by 8 sub-themes. These themes and their sub-themes, together with the codes assigned to each theme and sub-theme and with the corresponding frequencies and percentages, are outlined in the following table:

Table 27

Themes & Sub-Themes for Teachers' Concerns about Distance ELT

Theme Code	Theme	Sub-theme Code	Sub-theme	Sub-theme Frequency	Percentages of themes & sub-themes	
IC	Instructional Concerns	IC-1	Lack of interaction, participation, and feedback	4	26.67	80.00
		IC-2	Lack of motivation and focus	1	06.67	
		IC-3	Difficult classroom management and monitoring	1	06.67	
		IC-4	Ineffective teaching environment	2	13.33	
		IC-5	Lack of self-discipline	2	13.33	
		IC-6	Difficulty in teaching the four skills	2	13.33	
HC	Health Corcerns	HC-1	Psychological concerns	2	13.33	**13.33**
MD	Mandatory Distance ELT	MD-1	Mandatory distance ELT	1	06.67	**06.67**
Total				15	100	**100**

Based on the above-summarized analysis, the theme-based and sub-theme-based evaluations on teachers' concerns about the distance ELT are presented below:

Instructional Concerns (IC). *Instructional Concerns* are the most frequently reported concerns of teachers about the distance ELT. Namely, they were reported by 7 participants, out of 10, with a total frequency of 12 out of 15 which corresponds to a percentage of 80%. The answers in respect thereof are as follows:

P1.3: "As an instructor, you are never sure about what your students learn or even whether they learn something or not. Also, I feel concerned about the limited interaction between me and learners."

P3.3: "Yes, but not many. I believe teaching some skills are really difficult in distance education such as speaking and listening. Moreover, during the exams and the tasks, monitoring could be a problem."

P5.3: "For skill-based classes reading can be hard to cover. …. For students who dont have autocontrol, it is painful."

P6.3: "Participation is a real problem for online classes because online learning requires self-discipline. Most of the students can easily miss many classes, so this problem affects their learning process to great extent."

P7.3: "I don't think teaching English fully online will be as effective as teaching English face-to-face."

P8.3: "effective teaching and lack of interaction between students/peer learning"

P9.3: "My concern is students' unwillingness to turn their camera on. They lose motivation and focus, which makes the learning process difficult."

The analysis of the answers above showed that 6 sub-themes of IP were addressed:

Lack of interaction, participation, and feedback (IC-1). This is the most frequent sub-theme addressed. According to the participants' statements "*As an instructor, you are never sure about what your students learn or even whether they learn something or not. Also, I feel concerned about the limited interaction between me and learners.*" (P1.3), "*Participation is a real problem for online classes ... Most of the students can easily miss many classes, so this problem affects their learning process to great extent.*" (P6.3), "*lack of interaction between students/peer learning*" (P8.3) and "*My concern is students' unwillingness to turn their camera on.*" (P9.3) given above, one of their basic concerns is *lack of interaction and participation.*

Lack of motivation and focus (IC-2). One participant's concern is the *lack of motivation and focus*, as understood from his/her statement "*They lose motivation and focus, which makes the learning process difficult.*" (P9.3).

Difficult classroom management and monitoring (IC-3). One other participant's concern is the *monitoring* problem, which can be deduced from his/her statement " *during the exams and the tasks, monitoring could be a problem.*" (P3.3).

Ineffective teaching environment (IC-4). Effectiveness of teaching is another concern for two participants, as understood from their statements "*I don't think teaching English fully online will be as effective as teaching English face-to-face.*" (P7.3) and "*effective teaching*" (P8.3).

Lack of self-discipline (IC-5). *Lack of self-discipline* is a serious concern for two participants. This can be deduced from their statements "*For students who dont have autocontrol, it is painful."* (P5.3) and "*online learning requires self-discipline*" (P6.3).

Difficulty in teaching the four skills (IC-6). For two participants, the *difficulty in teaching the four skills* in distance ELT is a big concern, as understood from their statements "*I believe teaching some skills are really difficult in distance education such as speaking and listening"* (P3.3) and "*For skill-based classes reading can be hard to cover"* (P5.3).

Health Concerns (HC). Two participants were seen to have some *psychological concerns (HC-1)* regarding *emotional distance* and *sense of isolation*, which can be deduced from their underlined statements below:

P2.3: "<u>In a world where People avoid each other and isolate themselves from the rest of the world, online education is highly likely to have an adverse effect on the emotional connection between individuals and make us more isolated and lonely.</u>"

P9.3: "…. In addition, it is like one-way traffic. The teacher is the only one (most of the time) to show himself/herself. <u>I sometimes get the feeling that I am talking to myself without seeing and hearing students</u>."

The answers above engender a frequency of 2 for the theme *Health Problems (HC)*, corresponding to a percentage of 13.33%.

Mandatory Distance ELT (MD). One participant's concern is *Mandatory Distance ELT (MD)*, which is understood from his/her statement "*I only have concerns regarding mandatory or "emergency" distance ELT. I believe these situations are heavily affected by the disadvantages of distance education that are listed above. I think that we don't need to have any concerns when distance ELT is a given choice to willing Ss.*" (P10.3). This is a new theme that is not problem-based. Since its frequency is just 1, it was assumed to have a namesake sub-theme, occupying a percentage of 06.67% among all sub-themes.

As a result, it can be concluded as an answer to RQ2.3 that most of the participants have some *instructional concerns* about distance ELT. In particular, *the lack of interaction, participation, and self-discipline, the loss of motivation and focus, ineffective teaching environment,* and *the difficulty in teaching the four skills* are among the utmost concerns. According to the results, *monitoring* is another concern, especially during exams and tasks. Moreover, they were seen to have some *psychological concerns* consisting of *feelings of emotional distance* and *sense of isolation*, and to have concerns about *mandatory distance ELT.*

RQ2.4) In teachers' opinions, does the distance ELT lack face-to-face practicing?

In order to answer the sub-research question RQ2.4, the participants' answers to the fourth question of the semi-structured interview were analyzed. The fourth question and the related answers are as follows:

Q4: *"According to many authorities, real advancement in language comes from face to face practicing. Do you think that the distance English language teaching lacks this face to face practicing?"*

P1.4: "Yes, I do. Face to face practising make it easier for a teacher to follow the development of learners. Also, it allows learners to ask their questions more easily without hesitation because they know their teacher better in class environment."

P2.4: "It absolutely lacks Facebook practicing yet we cannot see the facial expressions of our students due to the masks at school nowadays."

P3.4: "I believe the distance English lang teaching is kind of insufficient at some point. Face to face practicing has definitely its own magic since the teacher's job becomes easier in terms of motivating students and interacting with them."

P4.4: "In a way yes, but students got accustumed to breakout rooms which can help them intarcat [interact] more"

P5.4: "If you are active enough, you can manage amd [and] provide any kind of interaction through distance education. If you are a traditional teacher, no advancement can be seen in your face to face classes either."

> **P6.4:** "Yes, I think distance language learning lacks face to face practicing. Especially, in our online classes, learners participate in classes without cameras. They miss the opportunity of face to face practicing."
>
> **P7.4:** "Yes, exactly. Language practice is better with face-to-face interaction."
>
> **P8.4:** "Yes it does however via breakout rooms this can be solved. students need to be motivated for this kind of interactions."
>
> **P9.4:** "It lacks to some extent. Face-to-face education offers more in terms of effective teaching."
>
> **P10.4:** "I think it lacks a certain amount of needed face to face practicing regarding the speaking skill. It can be really hard to work on phonology in an online setting where the quality of the teachers' and Ss hardware have a great impact."

As seen above Q4 is an approval/disapproval question and therefore it is not so meaningful to search for themes or sub-themes. Consequently, it will be contented with the following brief report summarizing the answers:

According to the answers, all participants, except one (P5), seemed to either definitely agree or agree to some extent that distance ELT lacks the needed face-to-face practicing, especially lacks the speaking skill. This is basically caused by some characteristic shortcomings, of distance ELT, including students' hesitation to ask their questions in an online environment (P1.4), insufficient transfer of facial expressions (P2.4), participation in classes without cameras (P6.4), and hardness of working on phonology due to insufficient hardware (P10.4). For some participants, lack of motivation (P3.4) and interaction (P3.4, P4.4, and P8.4) and thereby an ineffective teaching environment (P9.4) go hand in hand with the lack of face-to-face practicing. But according to P4 and P8, all these problems could be overcome via breakout rooms to some degree. On the other hand, one of the participants thinks that it completely depends on the teacher himself/herself to manage and provide any kind of interaction through distance education (P5.4).

To sum up, it can be concluded as an answer to RQ2.4 that according to the participants, although could be prevented to some extent, distance ELT lacks face-to-face

practicing basically due to its idiosyncratic distance-based shortcomings mentioned above and due to some hardware-based technical problems.

RQ2.5) From teachers' points of view, regarding ELT, is it possible to achieve all learning goals and objectives through distance education?

In order to answer the sub-research question RQ2.5, the participants' answers to the fifth question of the semi-structured interview were analyzed. The fifth question and the related answers are as follows:

Q5: *"Regarding English language teaching, is it possible to achieve all learning goals and objectives through distance education?"*

P1.5: "No, it is not. You can teach whatever you should do. However, feedback and communication also play key roles in teaching, so it is possible to some extent"

P2.5: "I dont believe that distance education is enough for learning a language. The dialogues have to be life-like As much As possible and online speaking is short of creating a real life atmosphere."

P3.5: "I think not all of them but some of them might be achieved, but we can discuss how efficient it can be."

P4.5: "No"

P5.5: "By supporting the students how to study in distance education and with motivated learners you can achieve all learning goals"

P6.5: "It is impossible due to the reasons I mentioned before."

P7.5: "It is not completely impossible but I can say it is really difficult."

P8.5: "Not all of them especially social skills can not be achieved properly through distance education."

P9.5: "It is not possible to achieve all learning goals through distance education."

P10.5: "In an ideal setting, my answer would be "yes". I believe face to face education is not that different in this sense."

As seen above Q5 is an approval/disapproval question, like Q4, and therefore it will be contented with the following summary of the analysis:

According to the answers, five of the participants (P1, P2, P4, P6, and P9) find it impossible to achieve all learning goals and objectives through distance education,

regarding ELT. While two of them (P4 and P9) give no reason and one of them (P6) addresses reasons he/she mentioned before, for two of them this is because *distance ELT lacks feedback and communication which play key roles in teaching* (P1.5) and *online speaking is short of creating a real life atmosphere and therefore dialogues are not life-like* (P2.5).

Three participants (P3, P7, and P8), on the other hand, find it not *completely impossible* to achieve all learning goals and objectives in distance ELT. One of them believes that *not all but some goals and objectives might be achieved if the education is efficient enough* (P3.5), while one other finds it *really difficult* (P7.5). According to the third one, *some of the goals and objectives, especially social skills cannot be achieved properly through distance education* (P8.5).

The rest two participants (P5, and P10) find it possible to achieve all learning goals and objectives, in distance ELT, under some conditions. For one of them, *it is possible in an ideal setting* (P10.5), and for the other, *all learning goals can be achieved by motivating the learners and supporting them in how to study in distance education* (P5.5).

To sum up, it can be concluded as an answer to RQ2.5 that according to the participants, although not completely impossible, it is not so easy to achieve all learning goals and objectives in distance ELT. It may only be possible if

- ✓ all requirements for an efficient distance ELT are satisfied,
- ✓ an ideal setting is provided to all teachers and learners,
- ✓ the quality of online dialogues is significantly increased,
- ✓ a life-like environment is created in lessons as much as possible,
- ✓ all learners are motivated enough to participate in lessons, and
- ✓ all learners are supported on how to study.

RQ2.6) In teachers' opinions, what are the most outstanding positive sides of distance ELT?

In order to answer the sub-research question RQ2.6, the answers to the following sixth question of the semi-structured interview were analyzed:

Q6: *"What is the most outstanding positive side of distance English language teaching?"*

A coded list of the answers to Q6 can be found in Appendix-E. The analysis of the answers showed, as expected, that stated positive sides of distance ELT are closely related to its advantages stated as an answer to Q1 before. Therefore, the themes and sub-themes determined while answering the sub-research question RQ2.1 were re-used, together with their codes, here. Moreover, a new theme was determined and thus the participants' answers to Q6 were categorized under 5 themes. These themes and supportive sub-themes are outlined in the following table:

Table 28

Themes & Sub-Themes for The Most Outstanding Positive Sides of Distance ELT

Theme Code	Theme	Sub-theme Code	Sub-theme	Sub-theme Frequency	Percentages of themes & sub-themes	
TMA	Time Management and Accessibility	TMA-1	Flexibility & Accessibility	3	25.00	**33.33**
		TMA-2	Efficient time management	1	08.33	
eF	e-Facilities	eF-1	Online learning tools and technologies	1	08.33	**25.00**
		eF-2	e-Materials	2	16.67	
PTL	Productive Teaching and Learning	PTL-1	Variety in teaching/learning methods	2	16.67	**25.00**
		PTL-3	Manageable learning process	1	08.33	
CHA	Comfort, Health and Affordability	CHA-3	Affordability	1	08.33	**08.33**
PD	Professional Development	PD-1	Professional development	1	08.33	**08.33**
Total				12	100	**100**

Based on the above-summarized analysis, the theme-based and sub-theme-based assessments on the most outstanding positive sides of distance ELT are presented below:

Time Management and Accessibility (TMA). It can be seen from Table 28 that for some participants the most outstanding positive side of distance ELT is its efficiency in *Time Management and Accessibility (TMA)*. The total frequency of TMA sub-themes is 4 out of 12, which corresponds to a percentage of 33.33%. The following are the participants' answers in respect thereof:

    P1.6: "It's definitely time saving. You just focus on your lesson and you don't spend your energy on other things".

    P5.6: "Flexibility."

    P6.6: "the convenience-you can teach English when and wherever it is convenient"

    P7.6: "the convenience and flexibility it offers"

The analysis of the answers above showed that both 2 sub-themes of TMA were addressed:

Flexibility & Accessibility (TMA-1). According to 3 participants, the most outstanding positive side of distance ELT is its *flexibility and accessibility*, which is understood from their statements "Flexibility." (P5.6), "*the convenience-you can teach English when and wherever it is convenient*" (P6.6) and "*the convenience and flexibility it offers*" (P7.6).

Efficient time management (TMA-2). Regarding the most outstanding positive side of distance ELT, one of the participants emphasizes its efficiency in *time management*, stating that "It's definitely time saving. You just focus on your lesson and you don't spend your energy on other things*"* (P1.6).

e-Facilities (eF). As seen in Table 28, for some participants the most outstanding positive side of distance ELT is its precedence in *e-Facilities (eF)*. The total frequency of sub-themes under eF is 3 out of 12, corresponding to a percentage of 25%. The answers in this respect are as follows:

    P2.6: "Easy access to materials".

P3.6: "<u>The convenience of preparing interactive and appealing materials and sharing them with the students fast and easily without the need of photocopy</u>."

P8.6: "<u>Combining all the online components to the teaching process</u>"

Based on the answers above, 2 sub-themes were determined under the theme eF:

Online learning tools and technologies (eF-1). For one of the participants, the most outstanding positive side of distance ELT is the *avalibility of online learning tools and technologies*, as could be deduced from his/her answer "*Combining all the online components to the teaching process*" (P8.6).

e-Materials (eF-2). For two participants, the most outstanding positive side of distance ELT is the *availability of e-materials*, as understood from their answers "*Easy access to materials*" (P2.6) and "*The convenience of preparing interactive and appealing materials and sharing them with the students fast and easily without the need of photocopy*" (P3.6).

Productive Teaching and Learning (PTL). It was seen from the analysis of the answers that according to 3 participants the most outstanding positive side of distance ELT is related to the theme *Productive Teaching and Learning (PTL)*. The total frequency of sub-themes under PTL is 3 out of 12, corresponding to a percentage of 25%. Below are the participants' answers in respect thereof:

P4.6: "… and <u>showing the importance of independent learning for students</u>"
P9.6: "… and <u>customised learning atmosphere</u>"
P10.6: "<u>Being able to gather data about Ss engagement and progress easily</u>."

The analysis of the answers above showed that all 2 sub-themes of PTL were addressed:

Variety in teaching/learning methods (PTL-1). Regarding the most outstanding positive side of distance ELT, two participants point out that distance ELT *shows the importance of independent learning for students* (P4.6) and brings about a *customized learning atmosphere* (P9.6), thus emphasizing *the variety in teaching/learning methods*.

Manageable learning process (PTL-3). One of the participants states that *being able to gather data about Ss engagement and progress easily* (P10.6) is the most outstanding positive side of distance ELT, thereby pointing out the sub-theme *manageable learning process*.

Comfort, Health and Affordability (CHA*).* For one of the participants, the most outstanding positive side of distance ELT is its *affordability (CHA-3)* - a sub-theme under *Comfort, Health and Affordability* (CHA) - as understood from his/her answer "Affordability and …." (P9.6) which engenders a frequency of 1 out of 12 and so corresponds to a percentage of 08.33%.

Professional Development (PD). Regarding the most outstanding positive side of distance ELT, one of the participants mentions its contribution to *Professional Development* (PD), with his/her statement "*Professional development and …*" (P4.6). This is a new theme that was not used before and the number of incidents it was addressed is just 1 - indicating a frequency of 1 out of 12 and thereby a percentage of 08.33%. Therefore, for convenience, it was assumed to have a namesake sub-theme.

As a result, it can be concluded as an answer to RQ2.6 that, for most of the participants, the most outstanding positive side of distance ELT is its efficiency in *time management and accessibility*, its positive effect on *productive teaching and learning*, and its precedence in *e-facilities.* Besides, its *affordability* and its contribution to *professional development* can also be counted among its leading outstanding positive sides.

SRQ2.7) In teachers' opinions, what are the most outstanding negative sides of distance ELT?

In order to answer the sub-research question RQ2.7, the answers to the following seventh question of the semi-structured interview were analyzed:

Q7: *"What is the most outstanding negative side of distance English language teaching?"*

A coded list of the answers to Q7 can be found in Appendix-E. The analysis of the answers showed that almost all reported negative sides of distance ELT are among its disadvantages stated as an answer to Q1 before. Therefore, the same themes and sub-themes determined before while answering the sub-research question RQ2.2 were re-used, together with their codes, for the present analysis. These themes and supportive sub-themes are outlined in the following table:

Table 29

Themes & Sub-Themes for The Most Outstanding Negative Sides of Distance ELT

Theme Code	Theme	Sub-theme Code	Sub-theme	Sub-theme Frequency	Percentages of themes & sub-themes	
IP	Instructional Problems	IP-1	Lack of interaction, participation and feedback	4	30.77	
		IP-2	Lack of motivation and focus	4	30.77	**69.23**
		IP-3	Difficult classroom management and monitoring	1	07.69	
TTP	Technical and Technological Problems	TTP-1	Technical and digital problems	1	07.69	
		TTP-2	Unequal technological opportunities	1	07.69	**15.38**
HP	Health Problems	HP-1	Psychological problems	2	15.38	**15.38**
Total				13	100	**100**

Based on the above-summarized analysis, the theme-based and sub-theme-based assessments on the most outstanding negative sides of distance ELT are presented below:

Instructional Problems (IP). It can be seen from Table 29 that for 7 of the participants the most outstanding negative side of distance ELT is some *Instructional Problems (IP)* it gives rise to. The total frequency of IP sub-themes is 9 out of 13, which corresponds to a percentage of 69.23%. Below are their answers in respect thereof:

> **P3.7:** "Assessing: Administrating exams and trying to avoid both the possibility of cheating and the possible problems that sts can experience during/before the exam."
>
> **P4.7:** "Demotivated students who need f2f intarcation more than others."

> **P5.7:** "working form home can be distracting"
> **P7.7:** "lacking face-to-face interaction"
> **P8.7:** "lack of motivation and peer interaction."
> **P9.7:** "Sense of isolation and lack of communicational skill."
> **P10.7:** "Motivating students during the lessons for active participation and after the lessons for autonomous learning, ..."

The analysis of the answers above showed that 3 sub-themes of IP were addressed:

Lack of interaction, participation, and feedback (IP-1). According to 4 participants, the most outstanding negative side of distance ELT is the *lack of interaction, participation, and feedback* it causes, which is understood from their statements "*students who need f2f intarcation [interaction]*" (P4.7), "*lacking face-to-face interaction*" (P7.7), "*lack of … peer interaction.*" (P8.7) and "*and lack of communicational skill.*" (P9.7).

Lack of motivation and focus (IP-2). For 4 participants, the most outstanding negative side of distance ELT is the *lack of motivation and focus* it brings about, which can be deduced from their statements "*Demotivated students*" (P4.7), "*working form [from] home can be distracting*" (P5.7), "*lack of motivation*" (P8.7) and "*Motivating students during the lessons for active participation and after the lessons for autonomous learning*" (P10.7).

Difficult classroom management and monitoring (IP-3). Regarding the most outstanding negative side of distance ELT, one of the participants points out the difficulty in exam management by his/her statement "*Assessing: Administrating exams and trying to avoid both the possibility of cheating and the possible problems that sts can experience during/before the exam.*" (P3.7), which can be seen as an issue of *difficult classroom management and monitoring* in distance ELT.

Technical and Technological Problems (TTP). For two participants, the most outstanding negative side of distance ELT is related to *Technical and Technological Problems (TTP).* For one of them, its most outstanding negative side is possible *technical and digital problems (TTP-1)*, as understood from his/her answer "technical problems

such as internet connection." (P6.7), while the other mentions *unequal technological opportunities (TTP-2)* students have, with his/her statement "*All students cannot have the same environmental and financial opportunities. However, all students are expected to successfully complete their preparatory class without considering their situations. Students' conditions should be taken into account or they should be provided with the same opportunities.*" (P1.7) in this respect. As for the frequency and percentage statistics, the answers above engender a frequency of 2 out of 13, for the theme TTP, corresponding to a total percentage of 15.38%.

Health Problems (HP). For 2 participants, the most outstanding negative side of distance ELT is some *Psychological Problems (HP-1)* it brings about, a sub-theme under the theme *Health Problems (HP),* which can be deduced from their answers "*Emotional connection between students and teachers*" (P2.7) and "*Sense of isolation and …*" (P9.7). As for the frequency and percentage statistics, the answers above engender a frequency of 2 out of 13 for the theme HP, corresponding to a percentage of 15.38%.

As a result, it can be concluded as an answer to RQ2.7 that, for most of the participants, the most outstanding negative side of distance ELT is the *instructional problems* - especially lack of interaction, participation, communication skills, motivation, and focus - it gives rise to. Besides, some possible *technical and technological problems* and some *psychological problems* can also be counted among its leading outstanding negative sides.

SRQ2.8) In teachers' opinions, how could the distance ELT be made more effective?

To answer the sub-research question RQ2.8, the answers to the following second question of the semi-structured interview were analyzed:

Q2: *"In your opinion, how could the distance English language teaching be made more effective?"*

The list of the coded answers to Q2 can be found in Appendix-E. The analysis of the content showed that the suggestions in this respect would be categorized under 5 basic themes: *Instructional Precautions (IPc)*, *e-Precautions (ePc)*, *Technical and Technological Precautions (TTPc)*, *Training and Education (TE)* and *Improving Distance ELT (ID)*. It was also seen that these themes were supported by 13 sub-themes. All themes and sub-themes, together with their assigned codes and with the corresponding frequencies and percentages, are outlined in the following table:

Table 30

Themes & Sub-Themes for Ways of Making Distance ELT More Effective

Theme Code	Theme	Sub-theme Code	Sub-theme	Sub-theme Frequency	Percentages of themes & sub-themes	
IPc	Instructional Precautions	IPc-1	Requiring cameras to be turned on	3	08.82	**26.47**
		IPc-2	Multiple teaching/learning methods	2	05.88	
		IPc-3	Fun atmosphere and breakout rooms	2	05.88	
		IPc-4	Flexible class hours	1	02.94	
		IPc-5	Curricula, Rules, and Regulations	1	02.94	
ePc	e-Precautions	ePc-1	Using interactive online tools	3	08.82	**20.59**
		ePc-2	Providing additional e-materials	4	11.76	
TTPc	Technical and Technological Precautions	TTPc-1	Continuous technical support	3	08.82	**29.41**
		TTPc-2	Hardware, Software, and Internet support	5	14.71	
		TTPc-3	Infrastructural improvement	2	05.88	
TE	Training and Education	TE-1	Training & Guidance	5	14.71	**17.65**
		TE-2	Dedication & Responsibility	1	02.94	
ID	Improving Distance ELT	ID-1	Improving Distance ELT	2	05.88	**05.88**
Total				34		**100**

Based on the above-summarized analysis, the theme-based and sub-theme-based assessments are in what follows:

Instructional Precautions (IPc). It was seen that the participants' instructional suggestions could be classified under several sub-themes that could be totally called *Instructional Precautions (IPc)*. The frequency of all IPc sub-themes is 9 out of 34,

corresponding to a percentage of 26.47%. The following are the participants' answers in respect thereof:

P1.2: "Also, <u>it should be a must for students to turn their camera on during class</u>."

P3.2: "I think what we have done during this period has been effective. <u>I have encouraged sts to keep their cameras on</u>, <u>used break out rooms a lot</u> and … From the point of institution, I can say that <u>being flexible in terms of timing and class hours could make this process more effective</u>."

P5.2: "<u>By creating fun atmosphere</u> and …"

P6.2: "<u>It should be compulsory for students to participate in class with camera. So, teacher and learners can have real communication</u>. … <u>Hybrid learning can be a better option for students</u>."

P10.2: "… , <u>rules and regulations must be standardized for the conduct of lessons and exams nationwide. Specifically, every ELT department must work on a major overhaul of their curricula. The use of synchronous and asynchronous teaching can save a great deal of time for the skills that require a more hands on, face to face type of practice</u>. … In addition to these, <u>delving into learning analytics can provide the departments with more effective ways to implement curriculum changes</u>."

Upon the analysis of the answers above, 5 sub-themes were determined under IP:

Requiring cameras to be turned on (IPc-1). For some of the participants, one of the precautions that should be taken to make the distance ELT more effective is to require students to turn their cameras on. This is understood from their statements "*it should be a must for students to turn their camera on during class*" (P1.2), "*I have encouraged sts to keep their cameras on*" (P3.2), and "*It should be compulsory for students to participate in class with camera. So, teacher and learners can have real communication*" (P6.2).

Multiple teaching/learning methods (IPc-2). For 2 participants, to make the distance ELT more effective *teaching/learning methods* could be riched. This can be deduced from their statements "*Hybrid learning can be a better option for students.* (P6.2) and "*The use of synchronous and asynchronous teaching can save a great deal of time for the skills that require a more hands on, face to face type of practice.*" (P10.2).

Fun atmosphere and breakout rooms (IPc-3). According to the participants' statements "*used break out rooms a lot*" (P3.2) and "*By creating fun atmosphere*" (P5.2), using breakout rooms and creating a fun atmosphere could prevent lessons from being boring.

Flexible class hours (IPc-4). For one of the participants "*being flexible in terms of timing and class hours could make this process more effective*" (P3.2).

Curricula, Rules, and Regulations (IPc-5). One of the participants points out the importance of standardizing the rules and regulations and overhauling the curricula by his/her statement "…, *rules and regulations must be standardized for the conduct of lessons and exams nationwide. Specifically, every ELT department must work on a major overhaul of their curricula*. …, delving into learning analytics can provide the departments with more effective ways to implement curriculum changes." (P10.2).

e-Precautions (ePc). According to the participants, one of the ways for making distance ELT more effective is to equip it with more high-end e-facilities. In this respect, participants' suggestions could be classified under two sub-themes, both of which together are called as *e-Precautions (ePc)*. The total frequency of all ePc sub-themes was determined to be 7 out of 34, corresponding to a percentage of 20.59%. Below are the participants' answers in this respect:

P1.2: "Students should be provided with enough materials, ..."

P3.2: "… and prepared extra materials that can keep them on the task."

P4.2: "… students who are equipped with digital tools to … learn on their own and interact with eachother more."

P5.2: "By using tools and applications such as answer garden and google docs for collaboration among students."

P9.2: "Using online and interactive tools is a way to make it more effective."

P10.2: "Most importantly, providing Ss with exercises that are suitable to their levels and checking their progress using online tools during the lessons is an easier and more effective way to facilitate practice"

The sub-theme-based assessments of the answers above are as follows:

Using interactive online tools (ePc-1). Some participants were seen to believe that distance ELT could be made more effective through *using interactive online tools.* This can be deduced from their statements "*By using tools and applications such as answer garden and google docs for collaboration among students.*" (P5.2), "*Using online and interactive tools is a way to make it more effective*" (P9.2) and "*checking their progress using online tools during the lessons* is an easier and more effective way to facilitate practice" (P10.2).

Providing additional e-materials (ePc-2). For some participants, distance ELT could be made more effective through *providing* students with *additional e-materials,* which is understood from their statements "*Students should be provided with enough materials*" (P1.2), "*prepared extra materials that can keep them on the task"* (P3.2), "*students who are equipped with digital tools to … learn on their own and interact with each other more"* (P4.2) and "*providing Ss with exercises that are suitable to their levels … *is an easier and more effective way to facilitate practice" (P10.2).

Technical and Technological Precautions (TTPc). According to some participants, there are some *Technical and Technological Precautions (TTPc)* by which distance ELT could be made more effective. The total frequency of all TTPc sub-themes was determined to be 10 out of 34, corresponding to a percentage of 29.41%. The answers, in this respect, are as follows:

P1.2: "…appropriate environment and devices to join classes."

P2.2: "As long as each and every student has access to Internet it can be pretty effective."

P3.2: "In addition, helping students in need by providing technical support or equipment for them, which is something the institution where I work has been trying to do, can have the potential to make this process more effective."

P6.2: "Also, technical support related to internet connection or other tech problems should be provided."

P7.2: "1. <u>having better technical infrastructures & online learning management systems</u> 2. <u>having better/instant technical support when there is a problem</u> 3. <u>providing students with better facilities for distance English language teaching</u>"

P10.2: "In a broad view, <u>internet infrastructure must be improved,</u> <u>high-band internet service should be widespread in affordable prices,</u> <u>necessary hardware should be more affordable for students</u>, …"

The sub-theme-based assessments of the answers above are as follows:

Continuous technical support (TTPc-1). For some participants, *continuous technical support* should be provided to both teachers and students, as understood from their statements "*helping students in need by providing technical support…, can have the potential to make this process more effective*" (P3.2), "*technical support related to internet connection or other tech problems should be provided"* (P6.2) and "having better/instant technical support when there is a problem" (P7.2).

Hardware, Software, and Internet support (TTPc-2). For half of the participants, students should also be *supported* for essential *hardware and software* and be provided *Internet access*, if required, as can be deduced from their statements "appropriate environment and devices to join classes" (P1.2), "*As long as each and every student has access to Internet it can be pretty effective*" (P2.2), "*helping students in need by providing… equipment for them, …, can have the potential to make this process more effective*" (P3.2), "*providing students with better facilities for distance English language teaching*" (P7.2). and "*high-band internet service should be widespread in affordable prices, necessary hardware should be more affordable for students*" (P10.2).

Infrastructural improvement (TTPc-3). For 2 participants, an *infrastructural improvement* is needed, as understood from their statements "having better technical infrastructures & online learning management systems" (P7.2) and "*internet infrastructure must be improved*" (P10.2).

Training and Education (TE). Regarding how distance ELT could be made more effective, some participants emphasized the importance of *Training & Education (TE)*. There are two sub-themes in this regard. Their total frequency is 6 out of 34, corresponding to a percentage of 17.65%. The following are the corresponding answers:

P1.2: "Also, <u>educations and workshops should be increased for digital immigrant students and teachers</u>."

P2.2: "<u>There is also a necessity for a training programme for teachers on how to use online education</u>. I learned how to teach things online by trial and error."

P4.2: "I<u>t requires a dedicated teacher and responsible students</u> who are equipped with digital tools <u>to guide</u> and ..."

P5.2: "… and <u>guiding students for selfstudy</u>."

P7.2: "4. <u>training teachers for the distance education process & the required technology</u>."

The sub-theme-based assessments of the answers above are as follows:

Training & Guidance (TE-1). Half of the participants point out the importance of training and guidance, for a more effective distance ELT, with their statements "*educations and workshops should be increased for digital immigrant students and teachers*" (P1.2), "*There is also a necessity for a training programme for teachers on how to use online education*" (P2.2), "It requires … students … to guide" (P4.2), "*guiding students for selfstudy*" (P5.2) and "*training teachers for the distance education process & the required technology*" (P7.2).

Dedication & Responsibility (TE-2). For one of the participants, making distance ELT more effective *requires "a dedicated teacher and responsible students"* (P4.2).

Improving Distance ELT (ID). This is the last theme issued with respect thereof. It has just one sub-theme, a namesake one, with a total frequency of 2 and a percentage of 05.88%. Below are the corresponding answers:

P8.2: "<u>By focusing on and trying to solve disadvantages of distance education</u>."

P10.2: "<u>Student interaction can be a great source to determine what is working and what can be improved</u>."

According to the answers above, for 2 of the participants, one of the ways of making distance ELT more effective is to improve its currently applied models and this improvement could be done in two steps: First, *the current problems could be determined from students' points of view*, as deduced from P10.2, and then *by focusing on and trying to solve them* (P8.2).

As a result, it can be concluded as an answer to RQ2.8 that, according to the participants, distance ELT could be made more effective by taking some instructional, technical, technological, and digital precautions. To this end

- ✓ a contemporary online teaching environment that is enriched by modern teaching/learning methods, interactive online tools, and e-materials and which is supported by breakout rooms - and thereby far from being boring - should be created,

- ✓ any kind of needed technical and technological support should be provided to all teachers and students,

- ✓ the ways of encouraging students to turn their cameras on should be sought,

- ✓ curricula, rules, and regulations should be revised.

Moreover, some more time flexibility may be considered. Besides, determining and focusing on current problems would possibly be useful. Furthermore, training and guidance for both teachers and students are of great importance, beyond dispute, and finally, having dedicated teachers and responsible students is maybe what we really need.

SRQ2.9) Which one do teachers prefer? Distance ELT or traditional one? Why?

In order to answer the sub-research question RQ2.9, the participants' answers to the eight question of the semi-structured interview were analyzed. The eight question and the related answers are as follows:

Q8: *"Assuming that you have the opportunity to practice both, which one would you prefer? Distance English language teaching or face to face training? Why?"*

P1.8: "Definitely face to face. My self confidence and motivation increase when I see my students, their needs, their motivation. In other way, it is just so systematic and you dont really feel commitment to your job. Also, in my opinion it is much easier to practise your class in class environment by walking around, checking students' answers to questions, asking follow up questions etc."

P2.8: "Hybrid education would be the Best because we live in a digitalized age and we cannot lag behind İnternet use As teachers. Yet Face to Facebook training is also a must As i dont want to turn into cyborgs in the near future. I am a human Being with my flesh and my Blood and i want to see real People with real feelings. Without seeing their faces, reactions and emotions, education is Just conveying the information. Affection cannot be ignored."

P3.8: "Face to face"

P4.8: "Neither. I would prefer blended, as both have their advantages and disadvantages. If any school persists in going back to only f2f instruction, that would be a huge loss of experience and waste of time for students and lecturers."

P5.8: "Hybrid is my ideal one. If i have to choose, I would prefer distance education."

P6.8: "I would prefer face to face training because I have the opportunity to connect with, problem-solve, and network with other students in a face to face classroom."

P7.8: "face to face training"

P8.8: "Technologically supported face to face training cause English need to be practised socially in a classroom environment."

P9.8: "Face to face education. I can gain greater understanding of my students' behaviour. I can also navigate teaching and learning better in a classroom."

P10.8: "The history of gathering students in between four walls and teaching them with presentations and demonstrations while practicing together is not that old. Like every aspect of our modern lives, education is heavily affected by technology and it is evolving too. With this in mind, I would prefer distance ELT over face to face training because of its advantages. I think it is the way forward. I believe that in a couple of decades, education in languages will be a lot more personalized and assisted heavily with the use of AI technologies so I would rather be taking steps forward than sticking with traditional methods because that they feel more comfortable right now."

As seen from the answers, since Q8 is a preference question the number of themes is quite limited. Therefore, there is no need to code the themes. Instead, it will be contented with the following brief report summarizing the answers according to the participants' preferences:

Face-to-face training (traditional ELT). According to the answers, 6 of the 10 participants (P1, P3, P6, P7, P8, and P9) stated to prefer face-to-face training. While two of them gave no reason, for some participants this is basically because, in a classroom environment, teachers can *control the learning process easier*, as understood from their answers "*it is much easier to practise your class in class environment by walking around, checking students' answers to questions, asking follow up questions etc.*" (P1.8), "*I have the opportunity to connect with, problem-solve, and network with other students in a face to face classroom*" (P6.8) and "*I can also navigate teaching and learning better in a classroom.*" (P9.8). This is also because a physical classroom offers the *opportunity for social interaction*, thereby increasing the *self-confidence and motivation* of both teachers and students and enabling *permanent language learning*, as deduced from participants' answers "*My self confidence and motivation increase when I see my students, their needs, their motivation.*" (P1.8), "*English need to be practised socially in a classroom environment.*" (P8.8) and "*I can gain greater understanding of my students' behaviour.*" (P9.8). Moreover, for one of the participants, face-to-face training increases the *feeling of job commitment*, as understood from his/her statement "*In other way, it is just so systematic and you dont really feel commitment to your job*" (P1.8) for distance ELT. Lastly, one of the participants lays emphasis on technologically supported face to face training (P8).

Hybrid ELT. According to the answers, 3 of the 10 participants (P2, P4, and P5) stated to prefer a hybrid education. For one of them, hybrid education is the best because, on one hand, social interaction and affection are among the necessities of effective language learning and this can only be ensured in a classroom environment, and, on the

other hand, teachers should not lag behind to benefit from the virtues of the digital world (P2.8). For one other participant, both methods have advantages and disadvantages and going back to completely face-to-face instruction would be a huge loss of experience and a waste of time for students and lecturers (P4.8), and therefore blended learning, as a hybrid model, would be better. According to the third participant, hybrid education is the ideal one, but he/she also stated to prefer distance education if he/she has to choose one (P5.8).

Distance ELT. One of the participants (P10) stated to prefer the distance ELT for its advantages, pointing out that education has been heavily affected by technology in this modern era and that in a near future language education will be assisted heavily by the use of AI (Artificial intelligence) technologies (P10.8).

To sum up, as an answer to RQ2.9, for the above-mentioned reasons 6 out of 10 interviewees prefer face-to-face training while 3 of them prefer a hybrid education and the rest prefer the distance ELT.

RQ2) What are the personal attitudes of teachers towards distance English language teaching?

In order to answer RQ2, all the above-mentioned findings should be considered altogether. In this regard, it can be concluded as an answer to RQ2 that teachers find distance ELT both advantageous and disadvantageous in some respects. Namely, they find distance ELT advantageous especially in *time management and accessibility*, *e-facilities* and *productive teaching and learning*. They also find it advantageous in *comfort, health and affordability*. According to participants, it also has serious disadvantages. In particular, it brings about some *instructional problems* basically consisting of *lack of interaction, participation, motivation and focus*, *lack of training*, *difficulty in getting immediate feedback*, and *difficult classroom management and monitoring*. Besides, it is accompanied by some *technical and technological problems* including *internet-based ones*. Also, according to some participants, it leads to some *physical health problems*

mostly caused by *sedentary work*, and some *psychological problems* consisting of *senses of emotional distance* and *isolation*. In relation to these problems, participants were seen to have some *concerns* about distance ELT consisting mainly of such *instructional concerns* as the *lack of interaction, participation and self-discipline*, *the loss of motivation and focus, ineffective teaching environment*, *the difficulty in teaching the four skills*, the difficulty in *monitoring* - especially during exams and tasks. Moreover, they were seen to have some *psychological concerns* for the above-mentioned reasons and to have concerns about *mandatory distance ELT.* Moreover, according to the participants, although could be prevented to some extent, distance ELT seriously lacks face-to-face practicing due to its idiosyncratic distance-based shortcomings and some hardware-based technical problems, and especially due to students' hesitation to ask their questions, insufficient transfer of facial expressions, participation in classes without cameras, hardness of working on phonology. For some participants, the lack of face-to-face practice is accompanied by the lack of interaction and motivation, causing the efficiency of teaching to decrease. But according to the participants, all these problems could be partially overcome, distance ELT could be made more effective and all learning goals could be achieved to some extent by taking some instructional, technical, technological and digital precautions. To this end

- ✓ a contemporary and ideal online teaching environment which is enriched by modern teaching/learning methods, interactive online tools and e-materials and which is supported by breakout rooms - and thereby far from being boring - should be created,
- ✓ the quality of online dialogues should significantly be increased and a life-like environment should be created in lessons as much as possible,
- ✓ all learners are motivated to participate in lessons, and should be supported on how to study,

✓ any kind of needed technical and technological support should be provided to all teachers and students,

✓ the ways of encouraging students to turn their cameras on should be sought,

✓ curriculums and rules should be revised,

✓ current problems should be determined and dealt with.

Besides, some more flexibility in timing may be considered. Moreover, training and guidance for both teachers and students are quite important, and finally, having dedicated teachers and responsible students is maybe what we really need.

After all, the participants were seen not to prefer a full distance ELT. Rather they were seen to prefer a face-to-face or a hybrid ELT.

Discussion of the Results

In this section, the overall results of quantitative and qualitative analyses were integrated with each other and discussed under the following headings:

Advantages of distance ELT. The overall results of the study revealed that, according to university preparatory class teachers, distance ELT has many advantages. First and foremost, almost all participants accept that distance ELT is doubtlessly advantageous in *time management and accessibility*. This is because, distance ELT offers students and teachers *accessibility of time and place* in that it allows students, and teachers to some extent, to attend online classes from anywhere they are and also allows students to watch pre-recorded lessons at any time later. Moreover, compared to the traditional one, it offers both teachers and students some *flexibility in class hours*, in some force majeure cases. Besides, there is no need to commute in distance ELT. Consequently, it is *time-saving* for both teachers and students and thus enables *efficient time management*. The opportunity of easy and quick checking of assignments and giving feedback is its another advantage regarding *time management*.

Secondly, distance ELT is advantageous in *e-facilities*. In particular, it was found to be quite advantageous in offering *the opportunity of using online teaching/learning tools, technologies and platforms*, in *recordability of lessons for future use* and also in *availability of e-materials*, as supported by both quantitative and qualitative data. According to the participants, preparing interactive and appealing materials and sharing them with students are easier in distance education.

Thirdly, distance ELT was found to be *advantageous in enabling the use of various productive teaching/learning methods including hybrid methods such as blended and flipped learning, customized learning, autonomous learning* and *independent learning*. Moreover, the qualitative analysis revealed additionally that distance ELT offers a *productive teaching/learning atmosphere* and a *comfortable educational environment*.

In addition, compared to the traditional one, distance ELT was found to be *more affordable* in many respects. Besides, *manageable learning process*, *safety under pandemic conditions*, and *professional development* were seen to be mentioned as other advantages of distance ELT in qualitative responses.

Among all the above-mentioned advantages, *flexibility*, *accessibility*, *saving of time, availability of online learning tools, technologies* and *e-materials*, *convenience of preparing interactive and appealing materials and sharing them with students*, *independent learning, customized learning*, *manageable learning process*, *affordability* and *professional development* were seen to be regarded as the most outstanding positive sides of distance ELT.

Disadvantages of distance ELT. In some respects, distance ELT was found to be disadvantageous. First of all, the analysis of the data, especially of the qualitative one, revealed that distance ELT has some *essential instructional disadvantages* consisting mainly of

- lack of interaction, participation, motivation, focus, self-discipline and thereby lack of effectivity of teaching,

- difficulties in getting immediate feedback, in teaching the four skills, especially in speaking, listening, and reading,

- difficulties in *classroom management*, especially in *ensuring students attendance at online classes*, *controlling the class*, *keeping students' attentions alive during distance ELT* and *monitoring students and their participation (especially while teaching/practicing productive skills)*, most of which are basically due to students' unwillingness to turn their cameras on.

As another instructional disadvantage, for most of the participants, distance ELT seriously *lacks face-to-face practicing* basically due to its distance-based shortcomings and hardware-based technical problems. A closely related problem here is the *decrease in communication skills*. It can be deduced from the qualitative data analysis that students' communication skills do not develop as needed and even decrease in conjunction with the above-mentioned instructional problems, especially with the lack of face-to-face practicing, the lack of interaction, participation, and motivation, and with the difficulties in working on phonology. Although it may be possible to close these gaps and thereby stop the rot through online dialogues to some extent, according to some participants they are short of creating a real-life atmosphere and therefore are far from being effective and life-like.

A small but very important detail here is that most of the students do not prefer to turn their cameras on during distance ELT and this is maybe one of the bottommost reasons of the above-mentioned problems. Although it is a personal preference to turn on or off the camera during distance ELT, the qualitative data analysis showed that almost all teachers complain about this and the problems caused by closed cameras are not limited to those mentioned above. According to some participants, for instance, closed cameras make monitoring a big problem and this makes exam management and equitable assessment difficult.

Regarding disadvantages of distance ELT, another basic issue apart from instructional ones is that distance ELT was found to be disadvantageous, with considerably high percentages, regarding *technical and technological issues.* Namely, *the probability of facing with technical problems* including *internet-based ones, the probability of power or internet loss during distance ELT*, *unequal technological opportunities*, and *unfair competition caused by digital nativism and poverty* were reported as some major disadvantages of distance ELT. Probably, that is why many participants in the questionnaire survey do not find planning and conducting a distance ELT easier, compared to the traditional one. In this regard, *the lack of teacher and student training for distance education* and for its technology is another problem, reported in semi-structured interviews.

The results of the analyses revealed also that distance teaching compels teachers to a sedentary work and thereby causes some *physical health problems* such as eye strain which is basically due to excessive screen time and neck strain which is mainly due to sitting for long hours in front of computers without moving much. Besides, according to some participants, teaching English at a distance, many times without seeing and hearing students, brings about some *psychological problems* such as senses of emotional distance, isolation, and loneliness. And, probably for this reason, it was found to be somewhat boring, compared to the traditional one.

Among all the above-mentioned disadvantages, *lack of interaction*, *participation and communication skills*, *lack of motivation and focus*, *difficulties in online exams* which are mostly due to *closed cameras*, *technical problems*, *unequal technological opportunities*, and *senses of emotional distance and isolation* were reported as the most outstanding negative sides of distance ELT.

Concerns about distance ELT. As a result of the qualitative data analysis, it was seen that most of the participants have some instructional concerns about distance ELT. In this respect, one of their concerns is the *limited interaction and participation.* They think

that this is a real problem affecting the learning process to a great extent and one of its reasons is students' unwillingness to turn their cameras on. According to the results, *the loss of motivation and focus*, which makes the learning process difficult, an *ineffective teaching environment* in which teaching the four skills is difficult and *the lack of self-discipline* are among their utmost concerns. Another concern is *the monitoring problem*, especially during exams and tasks. Moreover, the results also showed that some participants have some *psychological concerns* consisting of *feeling of emotional distance* and *sense of isolation*. Namely, they reported that distance education damages the emotional connection between individuals and makes people more isolated and lonely and that most of the time a teacher has to talk without seeing and hearing students while teaching at a distance. One participant expressed his/her concern as the mandatory distance ELT, stating that it should be optional, based on students' willingness.

Face-to-face practicing and distance ELT. The qualitative data analysis revealed that, except one, all participants definitely agree or agree to some degree that distance ELT lacks a certain amount of needed face-to-face practicing, and especially lacks the speaking skill, mainly because of its peculiar distance-based shortcomings such as insufficient transfer of facial expressions, participation in classes without cameras, hardness of working on phonology due to insufficient hardware and even learners' hesitation to ask their questions in an online environment. According to the participants, the lack of face-to-face practice and the lack of interaction and motivation go together and lead to an ineffective teaching environment. But for some participants, the problem can be overcome via breakout rooms to some extent. On the other hand, one of the participants thinks that it completely depends on the teacher himself/herself to manage and provide any kind of interaction through distance education.

Learning goals in distance ELT. The qualitative data analysis showed, regarding ELT, that for half of the participants it is impossible to achieve all learning goals and objectives through distance education basically for its above-mentioned disadvantages. In

particular, this is for *the difficulty in getting immediate feedback and* for *the decline in communication skills*. According to the results, the online environment and especially *online speaking is short of creating a real-life atmosphere and therefore online* dialogues *are not life-like*. For some other participants, although it is really difficult to achieve all learning goals and objectives and even it is impossible to acquire social skills properly, some goals and objectives might be achieved if the education is efficient enough. For the rest two participants, on the other hand, it is possible *in an ideal setting by motivating the learners and supporting them in how to study in distance education*. As a result, it can be concluded that, although not completely impossible, it is not so easy to achieve all learning goals and objectives in distance ELT and according to the participants it may only be possible if

- ✓ all requirements for an efficient distance ELT are satisfied,
- ✓ an ideal setting is provided to all teachers and learners,
- ✓ the quality of online dialogues is significantly increased,
- ✓ a life-like environment is created in online lessons as much as possible,
- ✓ all learners are motivated enough to participate in online lessons, and
- ✓ all learners are supported on how to study.

More effective distance ELT. According to the participants, distance ELT could be made more effective through some instructional, technical, technological, and digital precautions. In particular, it could be possible through

- ✓ establishing a productive teaching environment enriched by modern teaching/learning methods, interactive online tools, and e-materials,
- ✓ creating a vibrant and engaging teaching atmosphere which is supported by breakout rooms and thereby far from being boring,
- ✓ providing all teachers and students with technical and technological support,
- ✓ encouraging students to turn their cameras on,
- ✓ revising curricula, rules, and regulations,

✓ providing some more flexibility in timing, especially in class hours,

✓ training and guiding both teachers and students for distance education,

✓ educating dedicated teachers and responsible students, and

✓ determining and focusing on current problems.

But, maybe beyond these, the results of the questionnaire survey revealed that it basically depends on the teacher herself/himself whether the distance ELT process is effective or not.

Distance vs Traditional ELT. The qualitative data analysis revealed that more than half of the interviewees stated to prefer face-to-face training to distance one basically because

✓ it is easier to control the learning process in a classroom environment,

✓ a classroom environment offers the opportunity for social interaction and increases self-confidence and motivation, which are essential components of language teaching/learning, and

✓ face-to-face training increases the feeling of job commitment for teachers,

Supporting this preference, the results of the quantitative analysis revealed that learning goals can more easily be achieved through the traditional ELT.

On the other hand, for some interviewees, a hybrid education, such as a blended one, is better because

✓ on one hand, a classroom environment enables the social interaction and affection that are of great importance for language development and, on the other hand, the virtual world offers numerous facilities for language teaching/learning, and

✓ going back to completely face-to-face instruction would be a huge loss of experience and a waste of time for students and lecturers.

Lastly, according to one interviewee, distance ELT is better than the traditional one for its advantages in this modern era. As a matter of fact, in this regard, the results of the

questionnaire survey revealed that adopting distance language teaching is a necessity in today's world.

Comparisons. The results of the quantitative analysis revealed that there exists a moderate or strong correlation between some subscale distributions. In particular, there exists a strong positive correlation between teachers' attitudes towards *feasibility* and *time management and accessibility*, meaning that many of those who find distance ELT advantageous in terms of feasibility also find it advantageous in terms of time management and accessibility and vice versa. Similarly, a strong positive correlation between their attitudes towards *e-facilities* and *time management and accessibility*.

Moreover, the results of the quantitative analysis also revealed that there does not exist a significant difference between state university instructors' and foundation university instructors' attitudes towards distance ELT.

Chapter 5

Conclusion and Suggestions

Summary of the Study

The presented study was conducted to reveal the university preparatory class teachers' attitudes towards distance English language teaching in Turkey. In this respect, the following research questions were addressed:

RQ1) What are the attitudes of teachers towards distance English language teaching?

SRQ1.1) What are the attitudes of teachers in terms of feasibility?

SRQ1.2) What are the attitudes of teachers in terms of e-facilities?

SRQ1.3) What are the attitudes of teachers in terms of time management and accessibility?

SRQ1.4) What are the attitudes of teachers in terms of psychological concerns?

SRQ1.5) What are the attitudes of teachers in terms of classroom management?

SRQ1.6) What are the attitudes of teachers in terms of technical and technological factors?

RQ2) What are the personal attitudes of teachers towards distance English language teaching?

SRQ2.1) From teachers' points of view, what are the advantages of distance ELT?

SRQ2.2) From teachers' points of view, what are the disadvantages of distance ELT?

SRQ2.3) What are teachers' concerns about the distance ELT if exists any?

SRQ2.4) In teachers' opinions, does the distance ELT lack face-to-face practicing?

SRQ2.5) From teachers' points of view, regarding ELT, is it possible to achieve all learning goals and objectives through distance education?

SRQ2.6) In teachers' opinions, what are the most outstanding positive sides of distance ELT?

SRQ2.7) In teachers' opinions, what are the most outstanding negative sides of distance ELT?

SRQ2.8) In teachers' opinions, how could the distance ELT be made more effective?

SRQ2.9) Which one do teachers prefer? Distance ELT or traditional one? Why?

To answer these research questions and thereby reveal the participants' attitudes towards distance ELT, a mixed methods research design was adopted and both qualitative and quantitative methods were used. The study population was all English language preparatory class teachers of the following 6 different universities which were determined by convenience sampling: Hacettepe University, Middle East Technical University, Gazi University, Ankara Yıldırım Beyazıt University, Ufuk University, and Uşak University. The sample of the study consisted of 50 instructors selected voluntarily from the study population. To collect the quantitative data a questionnaire survey was conducted. The questionnaire consisted of 25 5-point Likert-type items. Each item had response choices ranging from *Strongly Disagree* to *Strongly Agree.* The qualitative data were collected by means of a semi-structured interview which consisted of 8 open-ended questions which were designed to reveal more personal attitudes that the questionnaire remains insufficient to measure.

The quantitative data obtained from the questionnaire survey were analyzed by means of SPSS statistical software. To this end, first, the frequencies and related percentages of the responses and the item-based and subscale-based central tendency and dispersion measures were examined for item-based and subscale-based evaluations. After that, possible relationships between subscale distributions were investigated through a correlation analysis, and the results obtained from state university participants and from foundation university participants were compared using the t-test or Mann-Whitney U test.

The qualitative data obtained from semi-structured interviews were analyzed through thematic analysis of the answers. To this end, based on a thorough reading, the themes and supportive sub-themes of the answers were determined for each interview question. After that, all themes and sub-themes were coded, interrelated with each other, and summarized in terms of their frequencies and percentages, in tabular forms, for theme-based and sub-theme-based evaluations.

Pedagogical Implications

Based on the participant' attitudes, the results of the present study suggest that distance ELT has great advantages as well as serious disadvantages and shortcomings.

First of all, the results of this study suggest that distance ELT, especially its models implemented in the pandemic period, is considerably advantageous in *time management and accessibility*. In particular, it is advantageous in *accessibility of time and place, flexibility of class hours*, and *easiness and quickness in basic teaching affairs*. Therefore it is *time-saving*, also for many other reasons such as *not needing to commute*, and thereby is advantageous in *efficient time management.* In line with our findings, many recent studies (Godzhaeva & Tochilina, 2021; Demir et al., 2021; Kamal et al., 2021; Oliveira et al., 2018; Koppelman & Vranken, 2008) proved that *saving of time*, especially *time flexibility*, and *accessibility of time and place* are among the foremost advantages of distance language teaching and learning. The study conducted by Ahmad et al. (2019) showed that effective time management is very important for students' academic achievement, especially in distance education.

The present study suggests that distance ELT is advantageous in *e-facilities* as well, including *availability of didactic and interactive e-materials*, *convenience of preparing such interactive and appealing materials and sharing them with students*, *availability of online teaching/learning tools and technologies*, and *recordability of lessons for future use*. In accordance with our results, the study conducted by Koppelman & Vranken (2008)

revealed that recordability of lessons for future use is a prominent advantage of distance education. The results of another related study conducted by Ojo & Olakulehin (2006) showed that the use of multi-media and ICTs and provision of quality learning materials are among leading factors attracting students to distance learning.

In addition, distance ELT enables to create a *productive teaching/learning atmosphere*, offers a more *manageable learning process* and is more *affordable* compared to the traditional one in many respects. Besides, it offers the opportunity of implementing *various productive teaching/learning methods* including some customized *hybrid methods* such as blended and flipped ones. Moreover, it enables *autonomous and independent learning*, and thus helps professional development. In this regard, in a similar study conducted by Xiao & Hurd (2007), students appeared to shift to a more autonomous learning, by taking more responsibility for their studies, employing a range of strategies to facilitate their distance English learning, and using their own strengths. Furthermore, it offers a comfortable teaching/learning environment and is safer under pandemic conditions. In line with this result, the study conducted by Kamal et al. (2021) revealed that distance ELT offers more comfortable conditions for learning.

On the other hand, the results of this study suggest also that, besides these major advantages, distance ELT has some disadvantages and shortcomings as well. First and foremost, based on the results, distance ELT has some essential instructional disadvantages consisting mainly of *lack of interaction, participation, motivation, focus*, and *self-discipline*. Among underlying reasons for these drawbacks are the distance-based shortcomings and hardware-based technical problems. It is also for such reasons that distance ELT is accompanied by big challenges in teaching the four skills, especially in speaking, listening, and reading skills. In particular, it is quite hard to work on phonology due to insufficient hardware. Accordingly, distance ELT seriously *lacks face-to-face practicing and causes communication skills to deteriorate* in time. In line with our findings, it was remarked in a previous study that "The application of distance learning system to

foreign language teaching is a great challenge. The greatest problem is the lack of face-to-face communication with peers and the teacher" (Trajanovic et al., 2007). Also, the study conducted by Goodfellow et al. (1996) showed that a form of interaction that is closely comparable to a face-to-face discussion could not be achieved, through distance language education, since it lacks some important features of face-to-face communication and in particular since its technology distorts the normal use of body language required to manage interaction. The poorness of virtual class interaction and the weakness of verbal and nonverbal communication were also revealed by Koppelman & Vranken's study (2008).

In addition to all the above-mentioned lacks and problems, *learners' hesitation to ask their questions in an online environment*, *difficulty in getting immediate feedback*, *insufficient transfer of facial expressions*, and *participation in classes without cameras* are some other reasons that are responsible for the *decline in communication skills* and thereby lead to an *ineffective online teaching environment*. In this regard, online dialogues could be expedient to stop the rot to some extent, but they are reported to be short of creating a real-life atmosphere and thereby be far from being effective and from being life-like.

Classroom management is another issue that distance ELT is disadvantageous in. In particular, it is *difficult to ensure students' online attendance*, *keep students' attention alive* during distance ELT, *monitor students and their participation*, and thus *control the class*. While in traditional classrooms teachers can visually determine who is interested and involved and who is not, this task is quite difficult and time consuming in distance education (Willis, 1993). Difficult monitoring is also a big problem in exams and a major threat to fair assessment. Indeed, many times no one is there to watch over students and prevent cheating (Ojo & Olakulehin, 2006).

Probably one of the fundamental reasons for all the above-mentioned problems, especially for the monitoring problem, is students' preference not to turn their cameras on

during distance ELT. In fact, this is a common problem for almost all kinds of online education. What is more, it is a big threat to exams. Therefore, all background reasons for students' unwillingness to turn their cameras on should be investigated and this problem should be solved on a voluntary basis as soon as possible.

Among other major disadvantages of distance ELT suggested by the study are several *technical and technological problems* ranging from *infrastructural and internet-related ones* and *hardware- and software-based problems* to *instant problems like a power or internet loss during distance ELT*, *unequal technological opportunities*, and *unfair competition caused by digital nativism and poverty*. It maybe for such reasons that many *instructors do not find planning and conducting a distance ELT easier* and call attention to *the lack of teacher and student training for distance education and for its technology*. In line with this study, the studies conducted by Demir et al. (2021) and Koppelman & Vranken (2008) have also revealed that *technical and technological problems* are of major and common problems in distance education.

The present study suggest also that distance education causes such *health problems* as *eye and neck strains*, due to *sedentary work in front of computers for hours*, and such *psychological problems* as *senses of emotional distance, isolation, and loneliness*. According to instructors, distance education damages the emotional connection between individuals and makes people more isolated and lonely. These are probably why *many instructors find distance ELT boring*.

Basically due to the problems listed above, it seems almost *impossible to achieve all learning goals and objectives through distance education*. Even if all problems are solved or minimized, the online environment and especially online speaking would still be short of creating a real-life atmosphere and online dialogues, which are of utmost importance for the development of communication skills, will still be not life-like. Relatedly, it is impossible to acquire all social skills properly through distance education.

Consequently, teachers have some serious concerns about the distance ELT. Especially, *limited interaction and participation*, which are mostly due to students' unwillingness to turn their cameras on, *loss of motivation and focus*, which makes the learning process difficult, *ineffective teaching environment*, *difficulty in teaching the four skills*, *lack of self-discipline*, difficulty *in monitoring* (especially during exams and tasks), *feeling of emotional distance* and *sense of isolation* are of foremost concerns. In line with our findings, the results of the study conducted by Demir et al. (2021) showed that both teachers and learners have concerns about low-level motivation due to the lack of face-to-face interaction. Still another concern is the possibility of mandatory distance ELT. To remove such a concern, distance education including distance ELT should be optional as much as possible.

As outlined above, despite its advantages distance ELT has serious disadvantages and shortcomings, and teachers have serious concerns about it. That is why most of them do not prefer distance ELT to the traditional one and even prefer the traditional one. This is also because they find it easier to control the learning process in a classroom environment and believe that learning goals can more easily be achieved through the traditional ELT. In addition, they remark that a physical classroom offers the opportunity for social interaction and affection and increases self-confidence and motivation, which are essential for permanent language learning, and face-to-face training increases the feeling of job commitment.

Nevertheless, it may still be possible to remove or at least to minimize some problems and thereby make the distance ELT more effective through

- ✓ establishing a productive teaching environment in an ideal setting enriched by modern teaching/learning methods, interactive online tools, and e-materials,
- ✓ creating a vibrant and engaging teaching atmosphere that is supported by breakout rooms, thereby enabling peer interaction and thus far from being boring,

- ✓ ensuring students' attendance in online classrooms and encouraging them to turn their cameras on,

- ✓ motivating students to participate in online lessons, and encouraging them to interact more and give immediate feedback,

- ✓ motivating students to engage in learning activities and tasks, and supporting them in how to study,

- ✓ keeping students' attention alive and helping them to deal with distraction,

- ✓ creating a life-like environment in online lessons as much as possible,

- ✓ improving the four skills, especially the speaking, listening, and reading skills, focusing on phonology, and thus developing communication skills,

- ✓ increasing the quality of online dialogues by taking any needed precautions,

- ✓ helping students to not lose their existing social skills and even to develop them,

- ✓ helping both students and teachers to deal with such psychological problems as senses of emotional distance, isolation, and loneliness,

- ✓ helping both students and teachers to get rid of such health problems as eye strain and neck strain caused by sitting for long hours in front of computers,

- ✓ providing all teachers and students with continuous technical and technological support, in particular, supporting them with essential hardware and software and providing them with easy internet access,

- ✓ helping students to gain self-discipline,

- ✓ revising and improving the curricula, rules, and regulations,

- ✓ providing some more flexibility in timing, especially in class hours, as much as possible,

- ✓ training and guiding both teachers and students for distance education and for its technology, thereby removing the unfair competition caused by digital nativism and poverty,

- ✓ educating dedicated teachers and responsible students, and

- ✓ determining and focusing on current problems.

But, beyond these, the results of the present study suggest also that the effectiveness of distance ELT depends entirely on the teacher himself/herself. It is for this reason that having well-trained teachers is of great importance. In this regard, the need for teacher training comes to the forefront. This is because, virtual and traditional teaching environments involve different skills and responsibilities and therefore those language teachers trained for face-to-face classrooms could not be expected to become effective in an online teaching platform (Compton, 2009). This is also because many other problems could be more easily overcome with the help of language teachers trained for distance education and for its technology. Another essential issue is the need for continuous technical and technological support. In order to ensure an ongoing online teaching/learning process, it is of utmost importance to provide both teachers and learners with standby technical support and to back them up with essential hardware and software. Moreover, it is also important to revise and improve the curricula according to up-to-date needs and requirements. It should not be forgotten that "only a carefully prepared curriculum can make learning languages at a distance a format palatable for the students and the profession at large" (Blake, 2005).

Then, the question is that should we insist on distance ELT or leave it completely? At this point, based on the above-mentioned problems, one could justifiably argue that distance ELT should be left and it should be turned back to the traditional one as soon as possible. But, the results suggest also that, some advantages of distance ELT cannot be met by the traditional one - especially, its advantages in *efficient time management*, *accessibility of time and place*, *time flexibility*, *availability of e-materials, availability of online teaching/learning tools and technologies*, and *variety in productive teaching/learning methods*.

It is an undeniable fact that we live in the digital era and there has been an ongoing competition in digital technology. In this respect, it cannot be thought to isolate ourselves from this digital world and lag behind in this competition. As a matter of fact, it is

already impossible to keep the new generation, the generation Z, out of this virtual world completely. So, if this is the case, we could convert it into an advantage and one of the ways would be to channel their digital energies into distance language learning:

> Given the enthusiasm with which today's young people engage in social networking, it is quite possible that language students feel particularly comfortable connecting digitally with members of the target culture, which would enhance their digital communicative competence at the very least.

> (Blake, 2011, p. 30)

This would also probably protect them, to some extent, from any kind of digital harm - physical, psychological, or cognitive. On the other hand, all schools, teachers, and students have become substantially experienced in distance education, and more particularly in distance ELT, during the pandemic period. Accordingly, going back to completely face-to-face instruction would be a huge loss of experience and a waste of time for everyone. Besides, it should always be borne in mind that, in today's world, there always exists a probability of returning to distance education for such inevitable reasons as the covid pandemic. That is also why these experiences should not be lost and even should always be kept alive.

After all, the overall results of the study suggest that neither the traditional nor the distance ELT alone is the ideal method. Therefore, it would probably be the most suitable way to adopt a customized hybrid education model which combines the traditional (face-to-face) and distance teaching methods and the form of which is determined according to the needs and objectives. That is to say, its components may vary depending on the purposes for which it is developed. In particular, some more customized methods could be used for ELT, and in this regard blended and flipped learning methods would be taken into consideration. The promise of blended learning, for instance, rests on the strengths of both traditional and online teaching approaches (Albiladi & Alshareef, 2019). In that vein, the study conducted by Godzhaeva & Tochilina (2021) revealed that an integrated

distance learning rids classrooms of routine activities and enriches the learning process with more creative assignments, thereby promoting a more versatile disclosure of students' intellectual potential.

Suggestions for Further Studies

It is aimed by this study to explore the university preparatory class teachers' attitudes towards distance English language teaching in Turkey. The study was conducted with 50 participants from 6 different universities which are located in Ankara and Uşak.

First of all, a further study could be conducted with different universities in different cities and with an increased number of participants. In addition, based on the results of the present study, the items of the questionnaire and the interview questions could be revised and developed.

Secondly, the present study was conducted to reveal teachers' attitudes only, not those of students. Whereas, the main pillars of an educational program are not only teachers but also students as well. Therefore, a further study should be conducted to reveal university preparatory class students', and even high school students', attitudes towards distance ELT.

The families cannot be excluded from this discussion. The distance education process experienced during the pandemic period affected not only students and teachers but also their families as well. Therefore, in a separate study, their attitudes towards this process should also be searched for a possible contribution to the study field.

And, what is more, if the further studies suggested above could be conducted then their results should be compared both with each other and also with the results of the present study.

Conclusion

As a mixed methods research, this study was conducted to reveal the university preparatory class teachers' attitudes towards distance English language teaching in Turkey. The quantitative data were gathered by means of a questionnaire while the qualitative data through a semi-structured interview. The questionnaire was prepared to reveal more general attitudes towards distance ELT whilst the semi-structured interview to find out more personal attitudes and thus to complete the gaps in the questionnaire. The sample of the study consisted of 50 English language preparatory class instructors selected voluntarily from 6 different universities. The quantitative data were analyzed using descriptive statistics and the qualitative data through thematic analysis.

The results of the analyses revealed that teachers have both positive and negative attitudes towards distance ELT. First and foremost, they find it advantageous in *time management and accessibility*, especially in *accessibility of time and place*, *time flexibility*, *easiness and quickness* in basic teaching affairs, and thus in *saving of time* and *efficient time management*. They find it advantageous in *e-facilities* as well, particularly in *availability of didactic and interactive e-materials* and *convenience of preparing and sharing them*, *availability of online teaching/learning tools and technologies*, and *recordability of lessons for future use*. According to teachers, distance ELT enables to implement *various productive teaching/learning methods* including *hybrid methods*, and thus creates an *effective and more manageable teaching/learning environment*. It also enables *autonomous and independent learning* and thus helps *professional development*, and is more *affordable*.

The present study revealed as well that, according to the teachers, distance ELT has some instructional disadvantages including *lack of interaction*, *participation*, *motivation*, *focus*, and *self-discipline*. Moreover, *teaching the four skills* - especially *speaking*, *listening*, and *reading - is difficult* in distance ELT. In particular, it is *hard to work on phonology due to insufficient hardware*. *Learners' hesitation to ask their questions*,

difficulty in getting immediate feedback, *insufficient transfer of facial expressions* in an online environment, *stilted online dialogues*, and also *participation in classes without cameras* are some other problems reported in this respect. And those are all why *the online teaching environment is ineffective* and why distance ELT *lacks the gains of face-to-face practicing* and even *causes communication skills to deteriorate* in time. Another disadvantage of distance ELT is the difficulties it brings about in *classroom management* - especially in *ensuring students' online attendance*, *keeping their attention alive*, *monitoring their participation*, and *monitoring them in exams and tasks*.

Various technical and technological problems mainly consisting of *infrastructural and internet-related ones* and *hardware- and software-based problems*, *some instant problems like a power or connection loss during distance ELT*, *unequal technological opportunities*, and *unfair competition caused by digital nativism and poverty* are also among essential disadvantages of distance ELT. Several health problems, such as eye and neck strains, and several psychological problems, such as senses of emotional distance, isolation, and loneliness, are some other disadvantages reported.

In consequence, due to all the above-summarized problems, teachers have serious concerns and believe that it is almost impossible to achieve all learning goals and objectives through distance ELT. That is why the vast majority of them do not prefer to teach the English language only through distance education. Instead, most of them prefer the traditional ELT. This is also because, they find it easier to conduct a lesson and control the learning process in a classroom environment and believe that a physical classroom offers the opportunity for social interaction and affection and increases self-confidence and motivation, which are essential for permanent language learning. But, for some teachers, it is unacceptable not to benefit from technological opportunities in this modern era, and adopting distance language teaching is a necessity in today's world. Besides, turning back to completely traditional education would be a huge loss of experience and a waste of time for everyone. Therefore, it is suggested by the results of

this study that neither the traditional nor the distance ELT alone is the ideal method. Instead, a hybrid ELT model consisting of both traditional (face-to-face) and distance teaching methods and customized according to the specific needs and objectives would be the best.

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APPENDIX-A: Consent Form for the Questionnaire Survey

Ön Bilgilendirme

Merhabalar Sayın Hocam,

Katılmakta olduğunuz bu anket çalışması Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalında yürütülmekte olan "Türkiye'deki Üniversite Hazırlık Sınıfı Öğretim Görevlilerinin Uzaktan İngiliz Dili Öğretimine Yönelik Tutumları" konulu yüksek lisans tezi kapsamında yapılmaktadır. Anketimize katılmanız ülkemizde ve dünyada Covid-19 pandemisi sürecinde gerçekleştirilmiş olan uzaktan yabancı dil öğretimine, özellikle de uzaktan İngiliz dili öğretimine yönelik çalışmalara katkı sağlayacaktır. Bu çalışma Hacettepe Üniversitesi Etik Komisyonu tarafından onaylanmış olup Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü tarafından görev yapmakta olduğunuz üniversite rektörlüğünden gerekli uygulama izni alınmıştır. Ayrıca, ilgili etik komisyon ve rektörlük izinleri tarafınıza anket linki ile birlikte gönderilmiştir.

Eğer siz de 2020-2021 öğretim yılının Güz veya Bahar yarıyıllarından en az birinde uzaktan öğretim yoluyla İngilizce hazırlık sınıflarında ders vermiş iseniz bu deneyiminizi anketimize katılarak değerlendirebilirsiniz.

Değerli vaktinizi ayırarak araştırmamıza katkıda bulunduğunuz için şimdiden teşekkür ederiz.

Arş. Gör. Ayşe AVCIOĞLU

Katılımcı Onayı: 2020-2021 öğretim yılının Güz veya Bahar yarıyıllarının en az birinde uzaktan öğretim yoluyla İngilizce hazırlık sınıflarında ders verdim ve anket çalışmasına katılmak istiyorum.

GÖNÜLLÜ KATILIM FORMU (1)

Bu araştırma ile Türkiye'deki hazırlık sınıfı öğretim görevlilerinin uzaktan İngiliz dili öğretimine yönelik tutumlarının ortaya çıkarılması hedeflenmekte olup, araştırma 2 araştırmacı ve 5 üniversitenin İngilizce hazırlık sınıfı öğretim görevlileri arasından gönüllülük esasına göre seçilmiş siz dahil en az 30 katılımcı ile gerçekleştirilecektir. Araştırma hem nitel hem nicel

yöntemler içerecektir. Önce katılımcıların uzaktan İngiliz dili öğretimine yönelik tutumları her biri 5'li Likert tipi derecelendirme ölçeği ile hazırlanmış 25 sorudan oluşan bir anket vasıtasıyla ölçülecektir. Anket çalışması tamamlandıktan sonra ankete katılanlar arasından seçilecek en az 8 katılımcı ile uzaktan İngiliz dili öğretimine yönelik tutumları hakkında anket sorularının yetersiz kaldığı hususların ortaya çıkarılabilmesi için yarı yapılandırılmış görüşmeler yapılacaktır. Yapılacak görüşmelerinin yüz yüze görüşmeler şeklinde yapılması, olası pandemi koşulları vb. sebeplerle yüz yüze görüşmelerin gerçekleştirilememesi halinde ise kayıt altına alınacak telefon görüşmeleri şeklinde yapılması planlanmaktadır. Anketlerden elde edilecek nicel veriler SPSS programı kullanılarak tanımlayıcı istatistik ile, görüşmelerden elde edilecek nitel veriler ise tematik kodlama yolu ile analiz edilecek olup, analiz sonuçlarına dayalı olarak Türkiye'de yükseköğretim seviyesinde uzaktan İngiliz dili öğretimi ile ilgili çalışmalara muhtemel bir katkı sunabilmek adına bazı öneriler sunulacaktır. Her ne kadar anket formlarında ve görüşme kayıtlarında katılımcı bilgileri yer almayacak olsa da analiz sonuçlarının özetlenmesini ve değerlendirilmesini daha anlaşılır hale getirmek için gerekirse anket formları anketler online olarak alındıktan sonra rastgele bir sıralama ile *Katılımcı 1, Katılımcı 2, ...* şeklinde, görüşme kayıtları da aynı yöntemle *Görüşme 1, Görüşme 2, ...* şeklinde rumuzlandırılacaktır.

Anket sorularından herhangi birisine birden fazla yanıt verilmesi ya da hiç yanıt verilmemesi ilgili soruyu geçersiz kılacak ve ilgili soru değerlendirmeye alınmayacaktır. 5 veya daha fazla sorusu geçersiz olan anketler ile üzerine konu ile ilgili ya da ilgisiz yorum yazılmış anketler değerlendirme dışı bırakılacaktır.

Araştırmaya katılım tamamen gönüllülük esasına dayalı olup gönüllü katılım formunu doldurup onaylamanız bu araştırmaya kendi rızanız ile katılımcı olarak dahil olmak için tamamen gönüllü ve istekli olduğunuzu gösterecektir. Ayrıca yarı yapılandırılmış görüşmelere katılmanız halinde yapılacak görüşme ile ilgili ikinci bir gönüllü katılım formu imzalamanız veya onaylamanız gerekecektir. **Her ne kadar bu araştırmaya gönüllü olarak katılmış olsanız da, bu araştırmadan isteğiniz zaman ve koşulsuz olarak çekilme hakkına**

sahipsiniz. Araştırmanın herhangi bir aşamasında araştırmadan çekilmeniz size hiçbir sorumluluk getirmeyecektir.

Bu çalışma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmış olup, bu gönüllü katılım formunda yer alan kişisel verileriniz Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsünce belirlenen süre boyunca güven içinde saklanacak ve çalışmanın yürütüldüğü kurum dışında hiç kimseyle paylaşılmayacaktır. Anketlerden ve görüşmelerden elde edilecek ve kişisel bilgilerinizi içermeyen veriler ilgili kurullarca kabul edilmesi halinde yüksek lisans tezi olarak basılacak ve gerektiğinde araştırmacılar tarafından bilimsel makale olarak yayımlanabilecektir.

Onay vermeden önce ya da anket çalışması sonrasında varsa araştırma ile ilgili sormak istediğiniz sorularınızı email yolu ile sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz.

Adınız Soyadınız (opsiyonel) :

Çalıştığınız Kurum   :

Kurum e posta adresi   :

Araştırmaya Katılım Onayı   : Yukarıdaki bilgilendirme metnini okudum. Bu araştırmaya bu şartlarda kendi rızam ile katılımcı olarak dahil olmak için gönüllü ve istekliyim.

APPENDIX-B: The Questionnaire

DISTANCE ENGLISH LANGUAGE TEACHING ATTITUDES SCALE (DELTAS)

UZAKTAN İNGİİLİZ DİLİ ÖĞRETİMİ TUTUM ÖLÇEĞİ

This survey is designed to help us to reveal university preparatory class teachers' attitudes towards distance English language teaching in Turkey:

Bu anket Türkiye'deki üniversite hazırlık sınıfı öğretim görevlilerinin uzaktan İngiliz dili öğretimine yönelik tutumlarını ortaya çıkarmamıza yardımcı olması için tasarlanmıştır.

Statement (Açıklama)	(1) Strongly Disagree Kesinlikle katılmıyorum	(2) Disagree Katılmıyorum	(3) Neither agree nor disagree Ne katılıyorum ne katılmıyorum	(4) Agree Katılıyorum	(5) Strongly agree Kesinlikle katılıyorum
1) I think it basicly depends on the teacher herself/himself whether the distance English language teaching process is effective or not.					
2) From my point of view, planning a distance English language teaching is easier than planning a traditional one since time control is more easily achieved.					
3) In my opinion, conducting a distance English language lesson is easier than conducting a traditional one since it doesn't require much physical effort.					
4) I think distance English language teaching could be made more effective than the traditional one thanks to numerous e-materials.					
5) I consider distance English language teaching more advantageous than the traditional one since all online lesson materials can easily be stored digitally.					
6) I think the possibility of recording your lesson for future use is a big advantage of distance English language teaching.					
7) Thanks to distance English language teaching, we can enrich our lessons with well-known worldwide online teaching platforms.					
8) In my opinion, another advantage of distance English language teaching is that it enables us to use many cutting-edge teaching methods such as blended and flipped teaching more easily.					
9) I prefer distance English language teaching to the traditional one because thanks to mobile devices it provides to both me and my students an easy and quick access to the lesson wherever we are.					
10) While teaching English language at a distance, I can easily and quickly check and give feedback to my students' assignments using online tools.					
11) It is an undeniable fact that distance English language teaching saves us time in					

many ways.					
12) I think, one of the advantages of distance English language teaching is that class hours are more flexible.					
13) I think, distance English language teaching is less costly than the traditional one in many respects.					
14) Contrary to the traditional one, distance English language teaching is not boring, for both me and my students.					
15) In today's world, to adopt distance language teaching is a necessity for many reasons such as Covid-19 pandemic.					
16) I think it is difficult to ensure students' online attendance at the class during distance English language teaching.					
17) I think, it is more difficult to control the class in distance English language teaching compared to the traditional one.					
18) In my opinion, it is more difficult to keep students' attentions alive during distance English language teaching than the traditional one.					
19) Despite all of its disadvantages, I think learning goals can more easily be achieved through traditional English language education than the distance one.					
20) In my opinion, as a disadvantage of distance English language teaching, there always exists a probability that a teacher may need technical support for keeping her/his distance lesson's going on.					
21) Of course, the probability of a power or an internet loss is a disadvantage of distance English language teaching.					
22) In my opinion, one of the biggest disadvantages of distance English language teaching is that it compels us to a sedentary work and thereby may cause health problems.					
23) While teaching English language at a distance, being in front of a camera makes me stressed and anxious.					
24) As an negative side of distance English language teaching, some students may fail to reach all essential system requirements and this causes to unfair competition.					
25) Another factor which may cause to unfair competition is that distance English language teaching makes digital natives more advantageous than digital immigrants.					

APPENDIX-C: Consent Form for Semi-Structured Interviews

Ön Bilgilendirme

Merhabalar Sayın Hocam,

Bu form Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalında "Türkiye'deki Üniversite Hazırlık Sınıfı Öğretim Görevlilerinin Uzaktan İngiliz Dili Öğretimine Yönelik Tutumları" konulu yüksek lisans tezi kapsamında gerçekleştirilmesi planlanmış olan yarı yapılandırılmış görüşmelerin siz değerli katılımcılarına, görüşme sorularını pandemi koşulları vb. nedenlerle online olarak cevaplama imkanı sunabilmek için hazırlanmıştır.

Değerli vaktinizi ayırıp araştırmamıza katkıda bulunduğunuz için teşekkür ederiz.

Arş. Gör. Ayşe AVCIOĞLU

Katılımcı Onayı: Bu araştırmanın anket çalışmasına katıldım.

GÖNÜLLÜ KATILIM FORMU 2 (YARI YAPILANDIRILMIŞ GÖRÜŞMELER İÇİN)

Bu gönüllü katılım formu Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü bünyesinde hazırlanmakta olan ve Türkiye'deki hazırlık sınıfı öğretim görevlilerinin uzaktan İngiliz dili öğretimine yönelik tutumlarını konu alan yüksek lisans tezi kapsamında yürütülen ve anket çalışmalarına katılmış olduğunuz araştırmanın yarı yapılandırılmış görüşmelerine katılım şartlarını içermektedir.

Gönüllü Katılım Formu 1'de de belirtildiği üzere yapılacak görüşmeler yüz yüze görüşmeler şeklinde ya da olası pandemi koşulları vb. sebeplerle yüz yüze görüşmelerin gerçekleştirilememesi halinde kayıt altına alınacak telefon görüşmeleri şeklinde yapılacaktır. Görüşme kayıtları da analiz sonuçlarının özetlenmesini ve değerlendirilmesini daha anlaşılır hale getirmek için gerekirse *Görüşme 1, Görüşme 2, ...* şeklinde rumuzlandırılacaktır.

Görüşmelere katılım tamamen gönüllülük esasına dayalı olup bu gönüllü katılım formunu doldurup imzalamanız ya da onaylamanız bu araştırmanın görüşme kısmına katılımcı olarak dahil olmak için tamamen gönüllü ve istekli olduğunuzu gösterecektir. **Her ne kadar bu**

görüşmeye gönüllü olarak katılmış olsanız da, araştırmadan istediğiniz zaman koşulsuz olarak çekilme hakkına sahipsiniz. Araştırmanın herhangi bir aşamasında araştırmadan çekilmeniz size hiçbir sorumluluk getirmeyecektir.

Diğer taraftan, her türlü özel ve tüzel kişiliğin haklarını ihlal edecek ve itibarını zedeleyecek ifadeler içeren görüşmeler değerlendirme dışı bırakılacaktır. Değerlendirme dışı bırakılmış görüşme sayısının 2'yi geçmesi halinde, araştırmaya katılan diğer katılımcılar arasından seçilecek farklı katılımcılar ile değerlendirme dışı bırakılan görüşme sayısınca yeni görüşme yapılacaktır.

Bu çalışma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmış olup, bu gönüllü katılım formunda yer alan kişisel verileriniz Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsünce belirlenen süre boyunca güven içinde saklanacak ve çalışmanın yürütüldüğü kurum dışında hiç kimseyle paylaşılmayacaktır. Yapılacak görüşmelerden elde edilecek ve kişisel bilgilerinizi içermeyen veriler ilgili kurullarca kabul edilmesi halinde yüksek lisans tezi olarak basılacak ve gerektiğinde araştırmacılar tarafından bilimsel makale olarak yayımlanabilecektir.

Onay vermeden önce ya da görüşme sonrasında varsa araştırma ile ilgili sormak istediğiniz sorularınızı email yolu ile sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz.

Adınız Soyadınız   :

Çalıştığınız Kurum   :

Kurum e posta adresi   :

Araştırmaya Katılım Onayı   : Yukarıdaki bilgilendirme metnini okudum. Bu araştırmaya bu şartlarda kendi rızam ile katılımcı olarak dahil olmak için gönüllü ve istekliyim. Bu araştırmanın yarı yapılandırılmış görüşme sorularını online olarak cevaplamayı kabul ediyorum.

APPENDIX-D: Semi-Structured Interview Questions

Q1) From your viewpoint, what are the advantages of distance English language teaching? What do you think about its disadvantages?

Q2) In your opinion, how could the distance English language teaching be made more effective?

Q3) Do you have any concerns about distance English language teaching? If yes, what are they?

Q4) According to many authorities, real advancement in language comes from face to face practicing. Do you think that the distance English language teaching lacks this face to face practicing?

Q5) Regarding English language teaching, is it possible to achieve all learning goals and objectives through distance education?

Q6) What is the most outstanding positive side of distance English language teaching?

Q7) What is the most outstanding negative side of distance English language teaching?

Q8) Assuming that you have the opportunity to practice both, which one would you prefer? Distance English language teaching or face to face training? Why?

APPENDIX-E: Answers to Semi-Structured Interview Questions

In the following tables P*n.m* stands for the answer given by the participant P*n* to the interview question Q*m*:

Answers to the 1st question of semi-structured interview

P1.1	Advantages: It's time saving, physically less tiring, safer under these pandemic circumstances, changeable class hours. Disadvantages: less interaction possibility, technological problems, difficult to manage class and get attention of learners.
P2.1	In online education, I had no problem with catching up with the schedule because i had the silent and calm atmosphere of teaching. Besides, i could reach every kind of material i needed and benefit form İnternet sources easily. I did not need to get the materials copied, which I believe is very time consuming. On the other hand, i had quite an emotional distance with my students because they shied away from using cams and speaking.
P3.1	Preparing the materials and sharing them with the students are easier in distance education. It is also possible to make the materials more appealing and interactive for the students thanks to variety of applications such as padlet, mentimeter, canva etc. Not being able to see students, sitting for long hours in front of the computers and some technical problems related to the internet connection or pc are some of the disadvantages.
P4.1	Flexible working hours, efficient time management as there is no need to cummute, the need to use more digital resources and make students use them more is another advantage, which can also be a disadvantage for lecturers who are naot digital natives. Students can be easily distracted at home. Student interaction is not as much as it is in f2f environment.
P5.1	Flexible and it provides learner autonmy. In terms of disadvantages sometimes it is difficult to provide interaction.
P6.1	Advantages: the convenience - you can teach English when and wherever it is convenient lessons are recorded, so students access to these videos later Disavantages: Students need to deal with technological issues. Most of the time, they have internet connection problems. Due to this problem, they miss most of the classes. Participation is a real problem for online classes. Also, classroom management is a serious problem in an online environement. Students prefer to participate in online classes without camera, so it is difficult to check what they are doing during class time.
P7.1	The advantages: 1. having lessons from the comfort of your home 2. not having to spend time going to school and coming back home & accessibility and flexibility of time and place The disadvantages: 1. facing technical/internet-related problems 2. not having face-to-face interaction with students, which makes it difficult to monitor the students' participation (especially while teaching/practicing productive skills) 3. students' lack of equal facilities for distance learning (Internet access, a computer etc.) 4. the need for training teachers & students for the distance education process & the required technology 5. health problems (eye strain & neck strain etc.)
P8.1	Accessibility of time and place, Affordability for advantages of DE. Inability to focus on screens, Technology issues, Sense of isolation, lack of teacher training, overall screen time for disadvantages of DE.
P9.1	Advantages: Using and integrating online tools, flexible teaching methods, accessibility of time and place, variety of learning styles Disadvantages: Difficulty staying motivated, difficulty getting immediate feedback, technical problems
P10.1	From my point of view, the biggest advantage of distance ELT is the chance to implement the use of technology into my lessons. Even with a smartboard present in the physical classroom, it can be hard to engage students and motivate them to take part in interactive online activities. In a traditional classroom setting, Ss naturally prefer to engage in

conversations with their classmates and usually these conversations are not related to the topic of the lesson. In virtual classrooms it is easier to prevent unnecessary interactions between the Ss. In addition, it is easier to monitor Ss. In a traditional classroom setting, it is impossible to check every single student's progress but on the other hand the teacher is able to check all of the Ss progress just by using interactive web tools&applications, simultaneously. Finally, implementing distance teaching or hybrid teaching into a curriculum results in a great deal of flexibility and variety in teachers' and students' experience.

As for the disadvantages, there may be a long list depending on personal experiences but I am going to state the problems with the biggest impact on the quality of education according to my view. First one is the dependence on technological infrastructure of our country. The internet speed and the quality of service that internet service providers offer, directly affects the quality and stability of distance teaching. It is a given fact that there is not really anything the student or the institutes can do to improve the general state of this matter. The second major problem I have encountered is being able to motivate Ss to participate in the lessons in a socially active way. Even though they take part in the lesson and activities by typing or by speaking when presented with a question, they tend to keep their cameras off during the lesson. In my opinion, this creates a huge problem. There are certain "social rules&necessities" that are embedded into a traditional classroom setting. In an online setting, the student can bypass all of these by turning their camera off. This results in lower motivation to actively take part in the lesson. Imagine a classroom that the Ss can come in and leave, lie down, sleep, watch a movie or eat any time they feel like it during the lesson. A virtual classroom can easily turn into that unless you are on point with your counter measures all the time.

Answers to the 2nd question of semi-structured interview

P1.2	Students should be provided with enough materials, appropriate environment and devices to join classes. Also, educations and workshops should be increased for digital immigrant students and teachers. Also, it should be a must for students to turn their camera on during class.
P2.2	As long as each and every student has access to İnternet it can be pretty effective. There is also a necessity for a training programme for teachers on how to use online education. I learned how to teach things online by trial and error.
P3.2	I think what we have done during this period has been effective. I have encouraged sts to keep their cameras on, used break out rooms a lot and prepared extra materials that can keep them on the task. From the point of institution, I can say that being flexible in terms of timing and class hours could make this process more effective. In addition, helping students in need by providing technical support or equipment for them, which is something the institution where I work has been trying to do, can have the potential to make this process more effective.
P4.2	It requires a dedicated teacher and responsible students who are equipped with digital tools to guide and learn on their own and interact with eachother more.
P5.2	By using tools and applications such as answer garden and google docs for collaboration among students. By creating fun atmosphere and guiding students for selfstudy.
P6.2	It should be compulsory for students to participate in class with camera. So, teacher and learners can have real communication. Also, technical support related to internet connection or other tech problems should be provided. Hybrid learning can be a better option for students.
P7.2	1. having better technical infrastructures & online learning management systems 2. having better/instant technical support when there is a problem 3. providing students with better facilities for distance English language teaching 4. training teachers for the distance education process & the required technology.
P8.2	By focusing on and trying to solve disadvantages of distance education.
P9.2	Using online and interactive tools is a way to make it more effective.
P10.2	In a broad view, internet infrastructure must be improved, high-band internet service should be widespread in affordable prices, necessary hardware should be more affordable for

	students, rules and regulations must be standardized for the conduct of lessons and exams nationwide.
	Specifically, every ELT department must work on a major overhaul of their curricula. The use of synchronous and asynchronous teaching can save a great deal of time for the skills that require a more hands on, face to face type of practice. Most importantly, providing Ss with exercises that are suitable to their levels and checking their progress using online tools during the lessons is an easier and more effective way to facilitate practice. In addition to these, delving into learning analytics can provide the departments with more effective ways to implement curriculum changes. Student interaction can be a great source to determine what is working and what can be improved.

Answers to the 3rd question of semi-structured interview

P1.3	As an instructor, you are never sure about what your students learn or even whether they learn something or not. Also, I feel concerned about the limited interaction between me and learners.
P2.3	In a world where People avoid each other and isolate themselves from the rest of the world, online education is highly likely to have an adverse effect on the emotional connection between individuals and make us more isolated and lonely.
P3.3	Yes, but not many. I believe teaching some skills are really difficult in distance education such as speaking and listening. Moreover, during the exams and the tasks, monitoring could be a problem.
P4.3	No
P5.3	For skill-based classes reading can be hard to cover. I feel very comfortable without giving huge importance to grammar. For students who dont have autocontrol, it is painful.
P6.3	Participation is a real problem for online classes because online learning requires self-discipline. Most of the students can easily miss many classes, so this problem affects their learning process to great extent.
P7.3	I don't think teaching English fully online will be as effective as teaching English face-to-face.
P8.3	effective teaching and lack of interaction between students/peer learning
P9.3	My concern is students' unwillingness to turn their camera on. They lose motivation and focus, which makes the learning process difficult. In addition, it is like one-way traffic. The teacher is the only one (most of the time) to show himself/herself. I sometimes get the feeling that I am talking to myself without seeing and hearing students.
P10.3	I only have concerns regarding mandatory or "emergency" distance ELT. I believe these situations are heavily affected by the disadvantages of distance education that are listed above. I think that we don't need to have any concerns when distance ELT is a given choice to willing Ss.

Answers to the 4th question of semi-structured interview

P1.4	Yes, I do. Face to face practising make it easier for a teacher to follow the development of learners. Also, it allows learners to ask their questions more easily without hesitation because they know their teacher better in class environment.
P2.4	İt absolutely lacks Facebook practicing yet we cannot see the facial expressions of our students due to the masks at school nowadays.
P3.4	I believe the distance English lang teaching is kind of insufficient at some point. Face to face practicing has definitely its own magic since the teacher's job becomes easier in terms of motivating students and interacting with them.
P4.4	In a way yes, but students got accustumed to breakout rooms which can help them intarcat more
P5.4	If you are active enough, you can manage amd provide any kind of interaction through distance education. If you are a traditional teacher, no advancement can be seen in your face to face classes either.

P6.4	Yes, I think distance language learning lacks face to face practicing. Especially, in our online classes, learners participate in classes without cameras. They miss the opportunity of face to face practicing.
P7.4	Yes, exactly. Language practice is better with face-to-face interaction.
P8.4	Yes it does however via breakout rooms this can be solved. students need to be motivated for this kind of interactions.
P9.4	It lacks to some extent. Face-to-face education offers more in terms of effective teaching.
P10.4	I think it lacks a certain amount of needed face to face practicing regarding the speaking skill. It can be really hard to work on phonology in an online setting where the quality of the teachers' and Ss hardware have a great impact.

Answers to the 5th question of semi-structured interview

P1.5	No, it is not. You can teach whatever you should do. However, feedback and communication also play key roles in teaching, so it is possible to some extent.
P2.5	I dont believe that distance education is enough for learning a language. The dialogues have to be life-like As much As possible and online speaking is short of creating a real life atmosphere.
P3.5	I think not all of them but some of them might be achieved, but we can discuss how efficient it can be.
P4.5	No
P5.5	By supporting the students how to study in distance education and with motivated learners you can achieve all learning goals
P6.5	It is impossible due to the reasons I mentioned before.
P7.5	It is not completely impossible but I can say it is really difficult.
P8.5	Not all of them especially social skills can not be achieved properly through distance education.
P9.5	It is not possible to achieve all learning goals through distance education.
P10.5	In an ideal setting, my answer would be "yes". I believe face to face education is not that different in this sense.

Answers to the 6th question of semi-structured interview

P1.6	It's definitely time saving. You just focus on your lesson and you don't spend your energy on other things.
P2.6	Easy access to materials
P3.6	The convenience of preparing interactive and appealing materials and sharing them with the students fast and easily without the need of photocopy.
P4.6	Professional development and showing the importance of independent learning for students
P5.6	Flexibility.
P6.6	the convenience-you can teach English when and wherever it is convenient
P7.6	the convenience and flexibility it offers
P8.6	Combining all the online components to the teaching process.
P9.6	Affordability and customised learning atmosphere
P10.6	Being able to gather data about Ss engagement and progress easily.

Answers to the 7th question of semi-structured interview

| P1.7 | All students cannot have the same environmental and financial opportunities. However, all students are expected to successfully complete their preparatory class without considering their situations. Students' conditions should be taken into account or they should be provided |

	with the same opportunities.
P2.7	Emotional connection between students and teachers
P3.7	Assessing: Administrating exams and trying to avoid both the possibility of cheating and the possible problems that sts can experience during/before the exam.
P4.7	Demotivated students who need f2f intarcation more than others.
P5.7	working form home can be distracting
P6.7	technical problems such as internet connection.
P7.7	lacking face-to-face interaction
P8.7	lack of motivation and peer interaction.
P9.7	Sense of isolation and lack of communicational skill.
P10.7	Motivating students during the lessons for active participation and after the lessons for autonomous learning, due to the lack of widely accepted rules and standards.

Answers to the 8th question of semi-structured interview

P1.8	Definitely face to face. My self confidence and motivation increase when I see my students,their needs, their motivation. In other way, it is just so systematic and you dont really feel commitment to your job. Also, in my opinion it is much easier to practise your class in class environment by walking around, checking students' answers to questions, asking follow up questions etc.
P2.8	Hybrid education would be the Best because we live in a digitalized age and we cannot lag behind İnternet use As teachers. Yet Face to Facebook training is also a must As i dont want to turn into cyborgs in the near future. I am a human Being with my flesh and my Blood and i want to see real People with real feelings. Without seeing their faces, reactions and emotions, education is Just conveying the information. Affection cannot be ignored.
P3.8	Face to face
P4.8	Neither. I would prefer blended, as both have their advantages and disadvantages. If any school persists in going back to only f2f instruction, that would be a huge loss of experience and waste of time for students and lecturers.
P5.8	Hybrid is my ideal one. If i have to choose, I would prefer distance education.
P6.8	I would prefer face to face training because I have the opportunity to connect with, problem-solve, and network with other students in a face to face classroom.
P7.8	face to face training
P8.8	Technologically supported face to face training cause English need to be practised socially in a classroom environment.
P9.8	Face to face education. I can gain greater understanding of my students' behaviour. I can also navigate teaching and learning better in a classroom.
P10.8	The history of gathering students in between four walls and teaching them with presentations and demonstrations while practicing together is not that old. Like every aspect of our modern lives, education is heavily affected by technology and it is evolving too. With this in mind, I would prefer distance ELT over face to face training because of its advantages. I think it is the way forward. I believe that in a couple of decades, education in languages will be a lot more personalized and assisted heavily with the use of AI technologies so I would rather be taking steps forward than sticking with traditional methods because that they feel more comfortable right now.

APPENDIX-F: Ethics Committee Approval

Tarih: 17/05/2021
Sayı: E-35853172-300-00001569526

0001569526

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı   : E-35853172-300-00001569526   17.05.2021
Konu   : Ayşe AVCIOĞLU Hk. (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 11.03.2021 tarihli ve E-51944218-300-00001493303 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencisi **Ayşe AVCIOĞLU**'nun **Dr. Öğr. Üyesi İsmail Fırat ALTAY** sorumluluğunda yürüttüğü **"Türkiye'deki Üniversite Hazırlık Sınıfı Öğretim Görevlilerinin Uzaktan İngiliz Dili Öğretimine Yönelik Tutumları"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **23 Mart 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX-G: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

17/06/2022

Ayşe AVCIOĞLU

APPENDIX-H: Thesis Originality Report

17/07/2022

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Department of Foreign Language Education

Thesis Title: University Preparatory Class Teachers' Attitudes Towards Distance English Language Teaching In Turkey

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
17/07/2022	148	229578	17/06/2022	%12	1377654605

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Ayşe AVCIOĞLU	
Student No.:	N19132173	Signature
Department:	Foreign Language Education	
Program:	English Language Teaching	
Status:	⊠ Masters ☐ Ph.D. ☐ Integrated Ph.D.	

ADVISOR APPROVAL

APPROVED
Asst. Prof. Dr. İsmail Fırat ALTAY

APPENDIX-I: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

o Tezimle ilgili gizlilik kararı verilmiştir. [3]

17/06/2022

Ayşe AVCIOĞLU

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

[1] *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

[2] *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

[3] *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.