

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING**

**PROBLEMS FACED BY ENGLISH LANGUAGE INSTRUCTORS
WHILE TEACHING ENGLISH ONLINE DURING THE COVID 19
PANDEMIC**

PREPARED BY

BERİL KIRAÇ

MASTER THESIS

ANKARA 2021

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THESIS ADVISOR

ASST. PROF. AHMET REMZİ ULUŞAN

ANKARA – 2021

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Online during the Covid-19 Pandemic

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Beril KIRAÇ
Ankara 2021

ÖZET

Beril KIRAÇ

COVID 19 Pandemi Sürecinde İngilizce Öğretim Görevlilerinin İngilizceyi Çevrimiçi Öğretirken Karşılaştıkları Problemler

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
İngiliz Dili Eğitimi Anabilim Dalı
Tezli Yüksek Lisans Programı**

2021

Beklenmedik Covid-19 Pandemisiyle eğitim kurumları kapandı ve ön hazırlık yapılamadan uzaktan eğitime başlandı. Birçok öğretmen gibi İngilizce öğretim görevlileri de çevrimiçi eğitimde zorluk yaşadı. Bu çalışmanın amacı İngilizce öğretim görevlilerinin Covid-19 Pandemisi süresince İngilizceyi çevrimiçi öğretirken karşılaştıkları problemleri keşfetmektir. Çalışma, Ankara’da bulunan 3 üniversitede gerçekleştirildi. Veri 2020-2021 Bahar döneminde toplanmıştır. Araştırmacı tarafından çevrimiçi bir anket hazırlanmıştır. Veri SPSS programı kullanılarak analiz edilmiştir. Sonuçlardan yola çıkılarak bulunan problemlerden biri standardizasyon eksikliği diğeri öğrenci-öğretmen iletişimi eksikliğidir. Bunların yanında diğer sonuçlar göstermiştir ki; Kullanılan konferans sistemi aktiviteler ve görevler için uygun değildir. Çevrimiçi sınıf yönetimi zordur. Öğrenciler çevrimiçi derslerde soru soramamaktadırlar. Teknik problemlerle ilgili eğitimler eksiktir. Öğrenci-öğretmen etkileşimi öğrencileri ya da öğretmenleri olumlu etkilememektedir. Öğretim görevlileri çevrimiçi derslerin, öğrencilerdeki ilgi ve motivasyon eksikliğinden dolayı, geleneksel yüzyüze eğitimden daha ilgi çekici olduğunu düşünmemektedirler.

Anahtar Kelimeler: Uzaktan eğitim, İngiliz dili eğitimi, İngilizce öğretim görevlileri, Çevrimiçi öğrenme

ABSTRACT

Beril KIRAÇ

Problems Faced by English Language Instructors while Teaching English Online during the Covid-19 Pandemic

**Başkent University
Institute of Educational Sciences
Department of Foreign languages
English Language Teaching Master Program**

2021

With the unexpected Covid -19 Pandemic, the educational institutions shut down and started distance education without any preparation made previously. Like many teachers, English language instructors also had difficulties while teaching online. The aim of this study was to explore the problems faced by English language instructors while teaching English online during the Covid-19 pandemic. The study was conducted in three universities in Ankara. Data were collected in 2020-2021 spring term. An online questionnaire was prepared by the researcher. The data were examined through SPSS. It was concluded from the findings that there were some problems, such as lack of standardization and lack of student-teacher interaction. Moreover, other results showed that the videoconferencing systems used were not suitable for activities and tasks. Online class management was difficult. Students could not ask questions easily in an online lesson. Trainings about technical issues were missing. The student-teacher interaction did not affect students or instructors positively. Instructors thought that online lessons did not attract students more than traditional face-to-face lessons due to lack of interest and motivation.

Key Words: Distance education, English language teaching, English language instructors, Online learning

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ABBREVIATIONS

CALL	Computer Assisted Language Learning
CLT	Communicative Language Teaching
DE	Distance Education
EFL	English as a Foreign Language
ELT	English Language Teaching
ESP	English for Specific Purposes
IAI	Interactive Audio Instruction
ICT	Information Communication Technologies
IRI	Interactive Radio Instruction
LMS	Learning Management System

CHAPTER I

INTRODUCTION

In this chapter, statement of the problem, the purpose and the significance of the study are given.

1.1. Statement of the Problem

In 2020, unexpectedly, a virus spread all over the world. Social distancing was required between individuals to prevent the spread of the virus. Many precautions were taken and are still being taken. One of them is about the education system. Education had to switch from traditional in-class education to distance education. Billy (2020) notes:

Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting over 91% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners.

During the Coronavirus period, distance education has become a necessity not a choice. In Turkey, all schools and universities have been closed, and they have started distance education via television, video conference systems and online learning platforms. In universities, the lessons started to be taught online, sometimes synchronously and sometimes asynchronously (Tastanbek et al., 2021). Many universities were not ready for this huge and sudden change. A lot of instructors did not know much about teaching online as they had not been trained for this unexpected situation. There was not any chance to postpone it. There was little time to do some courses for instructors about distance education. In this period, it has been inevitable for institutions, lecturers, students and administrators to encounter problems related to distance education. Hodges et al. (2020) state:

The threat of COVID-19 has presented some unique challenges for institutions of higher education. All parties involved—students, faculty, and staff—are being asked to do extraordinary things regarding course delivery and learning that have not been seen on this scale in the lifetimes of anyone currently involved.

In their study, Hernández and Flórez (2020) state that in online learning, teachers and students are expected to overcome many challenges. During the Pandemic, teachers take

their lessons from traditional classroom to virtual classroom via “learning management systems, video conferences apps, blogs, online games, and collaborative spaces” (p. 227). It was expected that students gather information and interact with other students and teachers by using technological devices. The problem was that not all students knew how to use Information Communication Technologies (ICT). They had difficulty in following the lessons, which caused uneasiness and loss of interest. Teachers had to deal with these problems. This pandemic forced instructors to change their teaching methods.

There are also many opinions about the positive aspects of distance education. It is said that online learning is simple to use and that it can even reach rural and remote locations. In terms of transportation, accommodation, and the overall cost of institution-based learning, it is considered to be a significantly less expensive way of education. Another appealing feature of online learning is the ability to arrange or plan one's time for completing courses offered online. Blended learning and flipped classrooms started to develop by combining face-to-face lessons with technology; this form of learning environment can help students learn more effectively (Dhawan, 2020).

1.2. Purpose of the Study

In this study, the purpose is to determine problems faced by English Language instructors while teaching English online within the scope of lesson preparation and presentation, technical support and teacher-student interaction during the Coronavirus pandemic. The aim of this study is not to suggest a model but to look at it from the perspective of English language instructors and collect valuable data for future model building studies.

1.3. Significance of the Study

It will be an opportunity to see the problems of distance education in detail while teaching English online. There was no other period in which distance education was used so extensively around the world.

1.4. Research Questions

In this research it is aimed to find answers to the following questions:

1. What are the problems about lesson preparation and presentation faced by English language instructors while teaching English online?

2. What are the problems about teacher-student interaction faced by English language instructors while teaching English online?

3. What are the problems about technical support faced by English language instructors while teaching English online?



CHAPTER II

REVIEW OF LITERATURE

2.0. Introduction

A person's greatest strength is his/her ability to learn. We use our capacity to learn different things at every stage of our lives. The need for education arises because of our ability and capacity to learn. The problems of our education were tried to be solved with traditional solutions, but unfortunately it failed. As a result, new solutions were searched. Traditional education had problems, such as lower capacity to spread, standardization problems, inability to function, inequalities for chances and potentials, inefficient use of resources, and low levels of quality in education. Since these problems couldn't be solved, the authorities headed towards advanced education technologies. With the new scientific and technologic improvements, a new discipline was born. "This discipline, named 'Distance Learning', gives equal opportunities, supports lifelong education, contributes to realize the education's individual or social aims, benefits from education technologies, rests on learning by one's own" (Kaya, Erden, Çakır and Bağrsakçı, 2004, p. 166). "A great many scholars argue that the era of an open, flexible, student-centered, interactive learning of high quality, free of spatial and time restrictions is forthcoming" (Anastasiades, 2008, p. 30).

Many researchers agree on some common points about distance education. In distance education, students and teachers are physically separated (Özer, 1990; Balaban, 2012). For the advantages of distance learning, some common ideas are:

1. the flexibility of time (Sokolova et al., 2008; Balaban 2012; Kör, 2013; Arkorful and Abaidoo, 2014; Fojtik, 2018)
2. the individuality (Fojtik, 2018)
3. students' own pace (Özer, 1990; Dhull and Sakshi, 2017; Sokolova et al., 2018; Demircan, 2020)
4. reaching more individual (Balaban 2012)
5. flexibility of place (Özer, 1990; Kaya, 2002; Sokolova et al., 2008; Balaban, 2012; Arkorful and Abaidoo, 2014)
5. interaction (Al and Madran, 2004; Miyamoto et al., 2017)
6. being economical (Özer, 1990; Dhull and Sakshi, 2017; Sokolova et al., 2018; Demircan, 2020).

Some common issues for the disadvantages of distance education include:

1. internet and poor connection (Dhull and Sakshi, 2017; Şener et al., 2020; Tastanbek et al., 2021)
2. technical problems (Galusha, 1998; Balaban, 2012; Yüce, 2019; Cho and Berge, 2002; Şener et al., 2020; Erarslan and Arslan, 2020; Can, 2020; Fatima, 2020)
3. lack of or little student –teacher interaction (Cole et al., 2014; Şener et al., 2020)
4. lack or little face-to-face interaction between student and teacher (Cho and Berge, 2002; Dhull and Sakshi, 2017)
5. teachers’ training (Galusha, 1998; Cho and Berge, 2002; Alberth, 2011; Bower, 2011)
6. lack of or little feedback (Jones, 1996; Galusha, 1998; McIsaac et al., 1999; Bower, 2001; Erarslan and Arslan, 2020)
7. workload (Şener et al., 2020)
8. students’ lack of or little motivation (White, 2003; Dhull and Sakshi, 2017; Şener et al., 2020; Fatima, 2020)
9. feeling of isolation (White, 2003; Dhull and Sakshi, 2017) 10. instructors’ lack of experience (Yüce, 2019)

2.1. What is Distance Learning?

Also called e-learning (Balaban, 2012), Distance Learning is defined in different ways. According to Kaya et al. (2004, p. 166):

Distance Learning is a teaching technique via various settings and teaching units in which communication and interaction is particularly prepared. It is between the planners and students. It is when there isn’t any chance to conduct in-class activities due to the limitations of traditional teaching-learning methods.

Bozkurt (2017, p. 87) defines it as:

Distance Learning is an interdisciplinary field. It tries to put the limitations away between the sources of teacher and learning. It uses present technologies with a pragmatic approach to practice this aim.

Another definition is given by Kaya (2002) as:

It includes various studies in every level, it is without teachers’ continuous or periodically supervising. It is at a course or where the students are. It includes

the benefits of education gained through lesson planning, lesson management and guidance. (p. 12)

“According to Moore and Kearsly (1996), Distance Learning is a planned learning in different environments. It has special teaching techniques and special curriculum designing technique besides doing special practices and organizations” (Moore and Kearsly, as cited in Şirin, 2015, p. 16).

For Balaban (2012) “distance education is the learning activities performed in the situations that student and teacher is separated physically” (p. 17).

Ekmekçi (2015, p. 391) explains distance education as follows:

In a general sense, distance education, some call it open learning, mainly serves learners who cannot attend face-to-face courses or programs for one or another reason. Learners stay at home or office and follow the course, do the assignments, and interact with each other and the teacher via internet. In other words, they take the responsibility of their own learning, which means that learner autonomy is of great importance.

It is seen that there are different definitions of ‘Distance Learning’. After having analyzed those closely-related definitions, Kör (2013) underlines some important characteristics of distance education. First of all, distance education consists of individuals who do not have the opportunity to have traditional education. Teacher and students are not in the same place (see also Özer, 1990). In distance education, the time arrangement is flexible. The students’ ages can be different. The materials and lesson contents are specifically prepared. In distance education, printed materials, radio, TV and computers are used. There is a high level of communication between teacher and student. Attri (2012) also emphasizes the importance of distance education when individuals need to complete their education but cannot do it in the regular and traditional face-to-face education system.

In this study, the term “distance education” is used for the physical separation of students and teacher. It describes the form of teaching and learning through some platforms or learning management systems on which both instructors and students get together online synchronously and asynchronously. Printed or online materials are used over the internet for the presentation of a course. The terms “distance education”, “online learning”, and “e-learning” are used interchangeably.

2.2. History of Distance Learning

Distance education is not a new concept. It has long been used for some courses in universities. Distance education, which started with letters and television, continues today with the use of the internet and computer. It is independent of time and place. It is important to reach more and more individuals for education (Balaban, 2012). In Turkey, in 1990s, with the internet and web technologies distance education became more prevalent. Anadolu University's open education faculty was the most common with distance education programs. There were graduate and undergraduate programs and in-service trainings. In 2000s, the number of distance education centers in universities increased. As computers and the internet became significant, institutions started to improve their infrastructures, lesson materials and lesson contents according to these new technologies (Devran and Elitaş, 2017). For Taşpınar and Tuncer (2008), the most important things that technology has offered to education are computers and the internet.

Distance education started before the internet. There are various stages of distance education. Özer (2011, p. 9) puts these stages in a chronological order as:

1. Education with letters
2. Radio and television
3. Open universities
4. Teleconferencing
5. Internet/Web

The history of distance education started with shorthand lessons in Boston Newspaper in 1728. In 1837, Sir Isaac Pitman taught shorthand lessons by letters. In 1883, a university was opened. Its education was through letters. In the beginnings of twentieth century, it was thought that as a new technology, the radio could be used in the field of education. Iowa State University gave the first distance education on the radio in 1921. Later, in 1934, the same university established first educational television. With teleconferencing, communication was made via satellite in 1965 and in 1970s teleconferencing showed up with the use of speakers, receivers and microphones. “British Open University” was opened in 1969. The computers became significant in 1990s with the use of satellite technologies (Özer, 2011, p. 10).

In the present, we use different e-learning models for distance education. The commonest examples are as follows:

- Tv/ satellite / open education
- Video conferencing

- Asynchronous learning
- Web or CD-ROM
- PC based, internet, live virtual class
- Live sound, application sharing and video
- Mixed models
- Live virtual class, asynchronous, face to face (Balaban, 2012, p. 16).

In Table 2.1., Burns (2011) shows the types of distance education and gives examples for each model:

Table 2.1. Types (“Generations”) of distance education and major examples of each (p.10).

Types of Distance Education	Examples
Correspondence model	• Print
Audio-based models	• Broadcast: IRI • Narrowcast: IAI (via audio tape or CDs) • Two-way radio • Audio conferencing and telephone • Broadcast radio
Televisual models	• Broadcast television (educational and instructional) • Videoconferencing • Video
Computer-based multimedia models	• Interactive video (disc and tape) • CD-ROMs • Digital videodiscs (DVDs/VCDs) • Interactive multimedia
Web-based models	• Computer-mediated communication • Internet-based access to World Wide Web resources • Online courses (e-learning) • Online conferences (webcasts and webinars) • Virtual Classes/schools (cyber schools) and universities
Mobile models	• Hand-held devices • Portable media players (podcasting) • Cell phones and smart phones • Tablets • E-readers

2.3. Advantages of Distance Learning

For Özer (1990), the reason why distance education has spread and improved depends on some main ideas. Firstly, distance education creates economical and effective education

opportunities for individuals who have certain limitations. Secondly, individuals can have different kinds of education whenever they need. With distance education, individuals can both work and study at the same time in their own environment with their own pace and learning styles. The fact that distance education materials are new and improved, affects the traditional education materials' quality in a better way.

Fojtik (2018), in his study, identifies the most important advantages of distance education for students as follows:

- opportunity to study at work,
- the possibility to study in time, which the student determines himself,
- the possibility to individually plan the work and study mode,
- not to attend school daily,
- the ability to process and forward tasks over the Internet (p. 16).

For Demircan (2020), another advantage is “unlimited use of material” (p. 11). Furthermore, Dhull and Sakshi (2017) indicate that learners have equal opportunity at distance education.

Sokolova et al. (2018) also add some other positive features:

- Studying remotely, at a convenient time, anywhere in the World (Ammanni and Aparanji, 2016; Demircan, 2020).
- Save money on training, transportation and accommodation
- Cost savings for education
- Reducing the amount of the equipment in learning process
- Making the science available with world-wide scientists
- Remote training of teachers
- Students can learn at their own pace (Demircan, 2020) and repeat the lessons
- Shy students can ask questions easily.
- Receiving quick feedback (Ammanni and Aparanji, 2016)
- An alternative to full time education for disabled people

For Balaban (2012) the advantages of distance education are listed as follows:

- Less time (Demircan, 2020; Ammanni and Aparanji, 2016)
- Lower cost (Demircan, 2020)
- More students (Yenilmez et al., 2017)
- More opportunity for education
- More production and spread of knowledge

- Easier and faster communication
- More learning
- More satisfaction
- Creating and gaining more value (p. 3).

2.4. Problems and Disadvantages of Distance Learning

Fojtik (2018) states that when teaching is concerned, there are some difficulties:

- Students and many teachers have little or no experience with this form of teaching,
- Teachers feel they can use the same pedagogical and didactic practices as in full-time teaching,
- Teaching requires students to be highly motivated and able to deal with time efficiently,
- Complex and demanding preparation of teaching and study materials,
- The need for thorough technical security. (p. 16)

One of the biggest problems is the changing roles of instructors. They should adapt to their new roles very quickly. Because of online learning, they have new roles, such as developing and designing the content, creating graphic arts and producing media. However, many instructors have resistance to these new roles because having new roles means they do not have one job but many. They have only one salary for one job (Govindasamy, 2002).

Students need more personal contact. They are used to traditional lessons, so they miss them. In distance learning, they may have some communication problems with teachers, and they cannot arrange their time properly. They can have problems with understanding some subjects, and some may have motivational problems (Fojtik, 2018).

Students may have problems in evaluating themselves due to the lack of daily or weekly contact with teachers (Attri, 2012). “The absence of real-time face-to-face interaction – and the range of functions it fulfils – is central to the challenges of language learning at a distance” (White, 2003, p. 22).

Erarslan and Arslan (2020) note that there are some disadvantages affecting online learning. These disadvantages are mostly about students, their attitude, readiness and autonomy. Their ability to manage the time is another issue. Other problems can be technological (Demircan, 2020), such as infrastructure or the poor connection (Gao and Zhang, 2020; Yenilmez et al., 2017). The online learning platforms may be too difficult to

use. The interaction levels are very important (Şener et al., 2020). There is usually little (Bower, 2001) or no interaction. On the contrary, in their study Gao and Zhang (2020) found that one of the advantages of online learning is “lively teacher-student interaction” (p. 12). Another problem is insufficient or late feedback (Bower, 2001) which causes the students to feel isolated. “The lack of immediate feedback contributes to the feeling of isolation among students” (McIsaac et al., 1999, p. 129). It seems that not only feedback but “this lack of communication leads to students feeling isolated” (Jones, 1996, p. 142). According to White (2006), “feedback plays a crucial role in the distance learning process, not only as a way of giving students a response to their performance, but in supporting the learning process, taking an interest in students’ learning and providing encouragement” (p. 254). What Hurst et al. (2018) state on this issue is also noteworthy:

Concerning assessments, the effective feedback should occur during the process while there is time to make changes. The main purpose is to increase quality and not judge quality which requires a shift away from the current emphasis on ‘results’ towards focusing more on ‘route’. (p. 37)

Cole, Shelley and Swartz (2014) highlight some points about satisfaction and dissatisfaction with online courses. It is seen from the results that there is some dissatisfaction with the structure and clarity of online lessons for some students. Another issue is instructor’s online teaching ability. Some students are not satisfied with the compatibility of online learning with their learning styles. Lack of interaction including both the student-instructor and the student-content is the most important reason for students’ dissatisfaction with online learning. Jones (1996) highlights that being one-way is natural in distance education. McIsaac et al. (1999) add that communication problems in distance education are due to television and print which are one-way.

In distance education, instructors do not have the opportunity to develop their work. Moreover, they do not develop themselves. As a result, the educational quality standards cannot be met. If instructors do not improve their technological skills, such as using computer and the internet technologies, this leads to problems in becoming academic advisors and showing students a way to reach the target knowledge. When instructors do not have the ability to use the technology, they fail in uploading the materials (Gao and Zhang, 2020) for the use of students. In addition, they fail in recording the lessons and uploading them (Devran and Elitaş, 2017).

Sokolova et al. (2008) also find some drawbacks in their study: Students can ask questions, but without live interaction, it is difficult to check if the answer is understood or

not. The time of a lesson cannot be the same with the time of an online presentation. The students may have problems studying on their own. In distance learning, tests are generally used for assessments. However, they are not good in developing some skills for students, such as thinking freely and adapting the knowledge. Trained personnel should be available for technological necessities.

Balaban (2012) underlines some risks of distance education. The content can be insufficient. The technological infrastructure may not be suitable. Some software may be ineffective to use (Yenilmez et al., 2017). There may be some structural problems in organizations. The documentation about education or user guide may be missing. Moreover, the lack of training for users is an important concern. Communication and support units might be unavailable. There may be low numbers of demand and economic issues.

Muilenburg and Berge (2001) in their factor analytic study define ten barriers to distance education:

1. Administrative Structure: The problems of managing distance learning problems with the existing administrative structure,
2. Organizational change: The resistance of organizations to change (Cho and Berge, 2002),
3. Technical expertise, support, and infrastructure: Many instructors lack the knowledge. Their organizations lack the staff for assistance. The classrooms or laboratories may not have the required technology,
4. Social Interaction and program quality: Participants lack person to person contact. There may be some problems with the quality of courses programs and student learning (Bower, 2001),
5. Faculty compensation and time: Distance education needs more time (Bower, 2001). Lack of grants for distance learning projects,
6. Threat of Technology: The need for teachers may be less. His/ Her job security is threatened,
7. Legal Issues: There may be problems with copyright, piracy, policies, some rights, viruses and hackers,
8. Evaluation/effectiveness: There is a lack of effective evaluation methods and a lack of researchers supporting the effectiveness of distance learning,
9. Access: There may be problems with the internet (Yusuf, 2020), software, necessary equipment,

10. Student-support services: Identifying a student can be a problem. Another point is provision of student services, such as advisement, library services, admissions, and financial aid.

Galusha (1998) writes about some barriers to distance education. The first one is about technology. Moreover, there may be financing problems. It may be difficult to find the suitable hardware. Sometimes the cost of hardware and other technological equipment is very high. Internet problems may be another issue.

For Galusha (1998), the second significant barrier is about the content and standards of lessons. Curriculum should be developed for distance education. They should be the same as in traditional learning. When students are considered, they do not have a face-to-face interaction with teacher (Yenilmez et al., 2017), so the students cannot get feedback. In the same way, Gao and Zhang believe that teachers cannot monitor students “and give timely feedback through non-verbal means, such as eye contact” (p. 9). They feel isolated. They aren’t experienced in distance learning therefore learning becomes a barrier.

Galusha (1998) emphasizes that lack of teacher and technical support is another concern which leads to isolation and insecurity. Students have problems with the use of computer and internet. Training is also important for teachers. They need training for these technical problems, and they need training (Bower, 2001) for course development and technological issues. Because of the fact that they are usually prepared for traditional teaching methods (Gao and Zhang, 2020), they need support to adapt themselves to distance learning. They should change their traditional teaching style.

For Galusha (1998), another barrier for teachers is that they do not accept this way of teaching. They prefer traditional ways of teaching. Beaudoin (1990) adds that “this is a difficult and threatening situation for teachers, most of whom are themselves products of classroom-bound education and whose professional identities are linked to the traditional image of the teacher at the front of the classroom and at the center of the process.”

Leontyeva (2018) finds in her study that there are lots of teachers trying to use traditional in-class teaching styles since preparation for distance education needs more time. Furthermore, White (2003) also states that “more time is required for the different stages of course planning, design, development and evaluation” (p. 73).

Yüce (2019) indicates that technology enables traditional English classes to be online. However, this can be challenging for both students and instructors. There can be some problems about the software used for online English classes. Managing a class due to technical problems can be another problem which should be solved with “technologically

well- equipped classrooms” (p. 84). Gao and Zhang (2020) add that “since the teacher and students were not in one actual room during online teaching, as is usually the case, class management became more challenging” (p. 9).

Can (2020)’s recent study shows that students are not willing to attend live lessons and watch lesson videos. This may be because of poor internet connection, insufficient technical infrastructure, lack of computers, lack of necessary hardware and lack of technical knowledge about the systems and programs. Students prefer written materials and lesson presentations more.

2.5. Online Implementation of ELT through Communicative Approach

Online language teaching has become an obligation due to the Pandemic. New curriculums have been prepared to handle the situation. It is vital to continue with what have been achieved in second language acquisition in classes. What González-Lloret (2020) states is very important:

When developing an online language teaching curriculum (beyond a simple emergency teaching patch), it is important to uphold the same rigor and base our curriculum in methodological and pedagogic choices based on second language acquisition and educational research, and keep in mind that interaction is critical to developing second language skills. (p. 260)

Communicative approach is popular among many language courses starting from 1970s (Hampel and Stickler, 2005). According to Canale and Swain (1980), aim is to develop communicative competence where “there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse” (p. 20).

Heng (2014) emphasizes some points about Communicative Language Teaching (CLT):

CLT is based on the premise that language is a means of communication and therefore the main goal of learning a language is to be able to communicate effectively and appropriately. In other words, the teaching and discussions of grammatical rules which have been receiving considerable attention in every classroom before are now replaced by the use of various tasks and activities designed to build learners' fluency and communication skills. (p. 1)

2.5.1. Use of activities

Conrad and Donaldson (2004) give the definition of “an activity” as:

An activity that is categorized as a game includes tasks that provide an element of engagement, decision making, and knowledge acquisition from a new perspective. Activities that are categorized as simulations explore and replicate real-life situations. Role playing is an element of many simulations; in role playing, the student is asked to represent and experience a character type from an everyday experience. (p. 93-94)

The activities used in distance education is a debatable topic. According to González-Lloret (2020), teachers had problems while dealing with teaching online in the beginning of 2020. They were given many advices about online teaching techniques, materials, activities and platforms for the second language learning. One of the issues was technology-mediated tasks. There can be some activities for collaboration. They are like small group works in traditional education. They improve language interaction. Pair works or small group works can be done in videoconferencing services like Zoom or WhatsApp for synchronous learning and Google documents or forums for asynchronous learning. Authentic tasks are available with a large selection of sources; “including shopping (for books, clothing, gadgets, food, etc.); banking; selecting a restaurant for take-out; making or canceling reservations at a hotel, for an excursion, or for a flight; finding a tutor, a yoga class; or checking the weather anywhere in the world” (p. 263).

In CLT, student-student and student-teacher interactions thrive through communication. There should be cooperation among students through group and pair work activities. With these activities the students learn what and how to say. In order to have students learn the foreign language in a social context, teachers should use activities, such as role playing, dramas and games. These activities will encourage the real communication. It is significant to emphasize the functional properties of the target language (Desai, 2015). The results of the research by Omar et al. (2020) on interactive learning activities and especially on their effect on speaking skill show that these activities improve speaking ability. These activities include “creative drama, role-playing, problem-solving, discussion and group” (p. 1012). The communication in the traditional methods is one-way, as a result, they are not useful.

Role playing is a way to teach the foreign language culture. Thus, students learn to communicate in different social and cultural conditions. The scenarios will change according to the level of students. The scenarios should be interesting. The students can practice what

they have learned (Kodotchigova, 2002). According to Sahoo (2008), students improve their conversations with role playing.

Sahoo (2018) states that teaching can be done through different methods. Games may be used for vocabulary teaching. “English teacher should conduct vocabulary games, puzzles, jumbled words, and anagrams, to improve their vocabulary in friendly atmosphere” and he/she “has to involve students in conversations and role-plays to improve their general English and to avoid stage fear in students” (p. 109).

2.5.2. Use of authentic materials

For Kılıçkaya (2004), the use authentic materials in English as a Foreign language (EFL) teaching is very common today. The idea of being authentic is emphasized more than being instructive. Authentic materials mean “exposure to real language and its use in its own community”. Communication should be used in a natural context, such as articles from real magazines or newspapers. Authentic materials are effective when learning a language, but the concern is when and how to use them. Learning the culture of the target language is necessary to understand the meaning.

Tamo (2009) lists the advantages and disadvantages of using authentic materials. Some advantages are:

- They provide real language and real discourse.
- They motivate students.
- Same materials can be used in different lesson contexts.
- They contain different types of texts, such as books, articles and newspapers.
- They encourage reading because of different interesting topics

Oğuz and Bahar (2008) add that authentic materials improve students’ “creativity, discovery, awareness and development” (p. 329). These materials provide real life experiences. They are available anywhere. Students can access a huge number of materials on the net. Adam et al. (2010, p. 432) inform that there are different types of authentic materials. These are: “published material (paper-based) (magazines, journals, etc), audio-visual material (radio, T.V.) or materials available on the Internet (an almost limitless resource varying from news to the latest articles available on-line)”.

For Tamo (2009), some disadvantages are:

- They can be difficult to understand
- Vocabulary may be irrelevant to the students’ needs

- They may be difficult for lower levels
- Instructors may spend too much time preparing them.

Oğuz and Bahar (2008) add that these materials should be chosen very carefully according to students' levels, ages, needs and interests. Otherwise, they become ineffective.

For Ariane (2017), one of the concerns of language teaching is the active participation of EFL students. Authentic materials and interactive activities are used for students' motivation and communication. Moreover, teaching materials should attract students' attention and motivate them. An authentic textbook is critical when teaching and learning the language in real life situations. There should be a link between the language used in the classroom with the language used in real life. For interactive lessons, Krishan et al. (2020) state that:

Classroom teachers and lecturers could make the e-lectures or e-learning more interactive by adding games, and other fun tasks. These games may take the form of situational activities. Games will expose learners to new vocabulary, phrases, and making decisions which are higher-order thinking skills. (p. 8-9)

Hampel and Stickler (2005) highlight that the use of authentic materials is necessary because these materials make the online environment suitable for communicative tasks. The communication should be meaningful. Teachers should know “how to use virtual environments in the context of useful approaches to language learning (e.g., the communicative approach)” (p. 315). In a CLT class, there is sharing information and negotiating meanings, understanding other students, and being understood by other students (Heng, 2014).

2.6. Important Factors for Success in Distance Education

In order for distance education programmes to be successful and effective, they must be different and suitable to meet the requirements of distance education. They should provide the same knowledge and skills as in a traditional learning. To do these, it is necessary to recognize the problems of distance learning centers and distance learning programmes. In Bilgiç and Tüzün (2015)'s study, these problems are found to be related to students, instructors and administration. Some other problems are technical. When the problems of instructors are examined, it is seen that they resist to distance education. Their workload, competencies, motivation, adaptation and age are listed among the problems of distance learning. Additionally, some instructors lack experience, and they cannot use e-mail systems

or discussion platforms effectively. Online lessons should be planned to ensure students' participation. Students' readiness levels, computer knowledge and technical skills are important. Instructors and distance education departments should use up-to-date technology with appropriate strategies to reduce the problems caused by the lack of face-to-face interaction. Computer knowledge and skills of instructors in universities are very important. There should be activities and support programs that will provide instructors with some skills (Bilgiç and Tüzün, 2015).

Volery and Lord (2000) find three important factors for success in online learning. The first one is technology, its accessibility, design and its level of interaction; the second one is the instructor, his/her attitude towards students, his/her technical knowledge and interaction abilities. The third one is students' previous use of the technology. In addition, instructors should improve their technical skills. Student-teacher interaction level is very important.

This calls for a shift in the academic role from the intellect-on-stage and mentor towards a learning catalyst. It is therefore the ability to catalyse students so they can discover their own learning that is crucial. (p. 222-223)

Selim (2007) says that in order to be successful in online education, there are some things, both environmental and technological, that need to be done as a student and as a teacher. Also, the network should be secure. It should be easy to access. E-learning models are critical for success, too. These models are synchronous, asynchronous and mixed. Adoption of the models by instructors is significant. It can be via short lessons or some chatting. Students' motivation and commitment are very important because these concepts affect the pace of their learning.

2.6.1. Teacher's role

In their skills pyramid, Hampel and Stickler (2005, p. 317) list seven features of a teacher for a successful teaching;

1. Basic ICT competence
2. Specific technical competence for the software
3. Dealing with constraints and possibilities of the medium
4. Online socialization
5. Facilitating communicative competence
6. Creativity and choice
7. Own style.

Sherry (1995) states that for a successful presentation, a teacher needs to know about the process of how the knowledge is delivered and how the instructional design is used. They need training, guidance and practice about some issues, such as instructional design, using multimedia in a live class, presentation techniques, using the appropriate activities and student-teacher interaction. According to Terblanché (2015), teaching online differs from traditional teaching, as a result the trainings of these methods differ. Instructors who want to be good at online teaching, should learn “a number of specific skills, including facilitation, online interaction and instructional skills” (p. 554). Hampel and Stickler (2005, p. 312) add that “much effort and cost in creating online material can be wasted without the adequate training of teachers to present and support the learning”.

In traditional education teacher is the center of knowledge, but in online learning teacher is the catalyst for students. In this learning process, students and teachers should work together without the limits of time and space (Galusha, 1998). Since the teacher is not the source of knowledge, the knowledge is not from one place; the students should find the knowledge in different places. On the internet, students can access the information about their lessons and homework. There can be forums for students to chat. Materials and other sources should be on the Web (McIsaac et al., 1999).

Bower (2001) mentions the changing roles of instructors and students. They both need different skills in distance education. The teacher is not the center anymore but the student. Students study on their own and in this process, teachers are the connection between the sources and students. These changes can cause some insecurities and challenges among instructors. To help the instructors there should be support for their transition from traditional roles to new ones. Training is very significant. It should be effective and suitable. There can be workshops to improve instructors’ teaching abilities in a distant education class.

Olson (2005) also writes about the instructors’ transition from being the center to being a motivator. They should encourage the students to study and learn themselves (Olson, 2005). The teacher should have the ability to use the technology and support learning. The roles of teachers are changing (Gao and Zhang, 2020) in distance education. They are mediators between theory and practice. For Beaudoin (1990) teacher is a mediator between the students and resources. They are “facilitators” (Bower, 2001, p.4; Terblanché, 2015, p. 546; Rao, 2018), “mentors” (Terblanché, 2015, p. 546), guides (Rao, 2018), “the resource integrator and the supervisor” (Gao and Zhang, 2020, p. 8), “intermediaries” (Bower, 2001, p. 4). “It changes power and authority relationships between teachers and students and often

encourages more equal and open communication than occurs in traditional educational settings” (Attri, 2012, p. 43).

For a successful distance learning, Webster and Hackley (1997) emphasize instructors’ characteristics. Their attitude towards technology, teaching style and their knowledge of the technology influence the learning process. Alberth (2011) also adds that teachers should have positive attitude. For him, it is necessary that instructors have technical knowledge and their teaching style improve student-student and student-teacher interaction. Liaw et al. (2007) suggest that the difficulty level of technology is not an issue if the users’ attitude is positive towards it. When users have positive attitudes towards e-learning, they intend to use it more.

2.6.2. Interaction

McIsaac et al. (1999) and Korres (2015) state that the most important issue for an effective online course is interaction. According to McIsaac et al. (1999), a very strong interaction among students is necessary for discussions and sharing ideas. Interaction is a must between student and teacher and among students, otherwise students feel isolated in the class due to lack of motivation. Olson (2005) suggests that instructors can arrange some office hours and some contact ways to solve the isolation problem. The interaction should be strengthened by teaching styles.

As Sung and Mayer (2012) state, one of the important concepts in online learning environments is social presence related to social interaction. Online social presence is an important factor for the improvement of interaction. “Social presence in online learning environments refers to the degree to which a learner feels personally connected with other students and the instructor in an online learning community” (p. 1738). Features of online distance education, as well as the tactics and knowledge that the student provides, can influence the learner's feeling of online social presence. For instance, calling the learners by name or by the name of their team is a strategy to improve social presence. Students’ feedback is significant regarding social presence especially in higher education. They can use critical thinking and search for knowledge. Showing value and respect to what learners are doing, as in an activity, is another strategy for improving students’ social presence.

2.6.3. Course design and management

Advance planning is a requirement for distance learning. Both students and instructors should make a great effort to do things on time (Bušelić, 2012). As Bower (2001) states:

An important key is open communication. Faculty should be represented throughout the planning and implementation stages of distance education efforts.
(p. 4)

Managing of an online class cannot be the same as face-to-face class in terms of turn-taking. It should be organized in a different way (Hamper and Stickler, 2005). There should be training about it (Yunus, 2020).

Content quality and development is very significant. Educational content should be interactive; some tools, such as videos, audios, and images can be used. Moreover, there should be multimedia support. The content shouldn't be difficult to understand and learn. Distance education should be active and creative (Yıldız and İşman, 2016). "Results of studies of distance learning courses indicate that interactive qualities appear to be a major factor in determining course quality as reflected in student performance, grades, and course satisfaction" (Appanna, 2008, p. 9). Teaching materials should be easy to understand. The instructions should be clear. Materials should be chosen carefully and modified for distance education. Foreign language teachers usually prepare their own materials for specific purposes and necessities. In these materials some elements are important. They are: "specific features of a distance education system, principles of teaching and learning of a foreign language, content relevance, learners' needs, and their learning styles" (Memić-Fišić and Bijedić, 2017, p. 45).

"Having clear rubrics and standards to design and assess online courses is a key component of online education" (Montiel-Chamorro, 2018, p. 20). Shanker and Hu's study (2008) show that if a distance education lesson is designed well, the students' level of satisfaction gets higher. However, students in a traditional classroom experience even higher levels of satisfaction if they are also given access to online learning materials. This means that online materials for a successful distance education lesson can also be used in traditional in-class lessons to learners' satisfaction. Another criteria of successful distance education is the quality of course delivery. The design of the course is also crucial to its success. Without face-to-face interaction between teacher and student, tools must be supplied to imitate and measure students' critical thinking abilities.

2.6.4. Self-assessment

With distance education, assessing a student in an online environment becomes an issue. Various strategies are used to evaluate a student for a better understanding of student's improvement. The strategies can be new, or the old ones can be adapted. Online assessments should be related to the course content and course presentation. Peer assessment can be used in an online discussion, a task or a group work. In the online assessment process, portfolios and journals can be used. They are useful when the instructor is "creating a dialogue with the students by asking questions of the entries, challenging assumptions, raising awareness, and so on, through the process" (p. 168). However, it is important that students make self-assessment (Buchanan, 2004). As McMillan and Hearn (2008) state:

Self-assessment is more accurately defined as a process by which students 1) monitor and evaluate the quality of their thinking and behavior when learning and 2) identify strategies that improve their understanding and skills. That is, self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. (p. 40)

2.6.5. Technical infrastructure and support

Communication infrastructure is the most important element of online teaching. The programmes of distance learning must be of high quality. They should meet the needs of students. The technical infrastructure should be continuously improved. The internet speed must be increased. There should be more wireless areas (Arat and Bakan, 2011). "In the higher educational establishments, technological infrastructure is usually not developed at a sufficiently high level, while the required internal skills are also low" (Leontyeva, 2018, p. 4). Can (2020) states that security, accessibility and practicability are necessary. National platforms should be used, and they should be improved.

Technical support is very crucial for the success of distance learning. Not only the teachers but also students need it. Some training courses can be done for teachers about creating a class, creating online quizzes, uploading documents. All the documents in face-to-face learning should also be available in distance learning (Alberth, 2011). In his study, Olson (2005) highlights that:

It is crucial that the instructor is technologically capable and able to perform basic troubleshooting tasks (adding a student at the last minute, modifying

students' passwords, changing the course settings, adding course materials). Organization skills go hand in hand with control of technology. (p. 238)

2.7. ELT Today

“There is nothing except change. Change is the law of nature” (Sahoo, 2018, p. 107). The trends, methods and developments have been changing in English language teaching, especially in the last ten years. The technology is prevalent in our lives. It is in our everyday activities. The popular technological advancement is the internet. It changes our way of communication, study, work, entertainment and socialization. In English Language teaching traditional education has adopted innovative methods for learning, teaching and acquiring knowledge. New methods put students at the center. The technological improvements have paved the way for online learning. Students can study on tablets and smart phones. Due to new ideas that emphasize student-centeredness, new activities are adopted to encourage students' reflection and interaction. Learning is supported with meaningful activities, such as solving problems, playing games and puzzles (Sahoo, 2018).

There are many different methods in English Language teaching. Besides traditional methods, new educational technologies are becoming popular. The level of scientific and technological advancement of education and society in general is reflected in teaching methods. The most important thing is to adequately and competently combine traditional and new teaching methods. The use of computer in education helps to create and develop new methods. The computer technologies also help the existing ones to spread. New Information technologies help students in many ways, such as:

- Presentation of information in texts, audios, videos, slides or graphics,
- Activating students' critical thinking, problem-solving and communicating skills,
- Searching, finding, analyzing, organizing and presenting the right information,
- Communicating,
- Creating an authentic environment
- And writing in English (Shishkovskaya et al., 2015).

As indicated by Rao (2020), the most significant factors for students to be successful in their academic lives and careers are their ability to use digital technologies and their proficiency in English language. Communicative competence is needed for a better understanding and use of language. Today, almost all higher education institutions provide the opportunity to speak the language with technological equipment and laboratories. In

addition, the methods and approaches in English learning are also updated for this last process.

In Table 2.2. below, Rao (2020) gives the changes throughout the time of English language learning. In chronological order, three categories are emphasized: the structure, the function and the interaction. In previous methods, Grammar Translation, Oral Approach (Direct Method), Situational Approach and Audio-lingual Approach, grammatical rules and structure were important. Then Communicative Approach, the English for Specific Purposes (ESP) Approach, the Silent Way and the Total Physical Response emphasizes the functional side, the communication. Methods, such as Content-based instruction, Task-based language teaching and Competency-based instruction, use the language for interaction, for social network:



Table 2.2. Summary of teaching methods and their components (Rao, 2020, p. 4).

Time	Teaching methods	Theories of language	Theory of language learning
1800- present	Grammar Translation	Structural view	-
1850s – 1930s	Oral approaches (Direct Method)	Structural view	Natural method (based on child language learning)
1940s – 1970s (in the US)	Audio-Lingual Approach	Structural view	Behaviourism (language =habit formation)
1950s-1970s (in the UK)	Situational Approach	Structural view	Behaviourism (language =habit formation)
1970 – present	Communicative Approach	Functional view	Attention to learning process and attention to how language is used to communicate
1970 – present	ESP Approach	Functional view	Attention to learning process and attention to how language is used to communicate
1970s Present	Humanistic Approaches: - Silent Way -Total Physical Response - Suggestopedia	Functional view	Attention to learning process and attention to how language is used to communicate
1990 – present	Content-based instruction	Interactional view	Attention to learning process and attention to how language is used to communicate
1990 – present	Task-based language teaching	Interactional view	Based on Learner needs
1990 – present	Competency-based instruction	Interactional view	Based on Learner needs

2.7.1. Computer assisted language learning (CALL)

The use of computer is very common in numerous teaching and learning environments. In other words, it is called CALL, which is considered as a general term. The internet is used for language learning, interaction and exchanging information and ideas. There are many tools to be used in online learning. One of them is E-books. E-Books are not traditionally

printed but are in electronic version. They can be used in the class for teaching and learning. They can improve some skills like note making or application. Learners can share them with other learners. Images, graphics, videos, audios can be added. Another tool is Audiobooks (Ammanni and Aparanji, 2016) which can be on the internet as e-audiobooks with lots of choices. They improve learners' understanding of English, support critical thinking and strengthen pronunciation (Gündüz, 2009). Webinars help to learn grammar. They are interactive seminars on the internet. There are "live presentation, lecture or work-shop that, happens in real time as users participate through chatting, video-chatting, file-sharing or asking questions with a microphone" (Ammanni and Aparanji, 2016, p. 3). Interactive White Boards can be used for motivation. Mobile applications with games, quizzes, dictionaries and podcasts improve students' language. In the 21st century audio-visual aids are available. These aids make learners active and motivated (Ammanni and Aparanji, 2016).

2.7.2. Education technologies

Education technologies were developing at the second half of the 20th century. Computers started to be used in 1950s and from that time it is still improving. The computer-mediated communication and the internet changed the use of computers for language learning at the end of the 20th century. Computers are tools for information processing and communication. In the world, with the use of multimedia the use of computers has become very significant for teachers who teach language (Gündüz, 2005). She states that:

The internet enables students of English to:

- Correspond in English by e-mail with other classes in other parts of the world;
- Develop individual-pen-pals to write to at out of class time;
- Communicate in real-time chat rooms;
- Share opinions and ideas across cultures on sports, music, food, hobbies, etc.;
- Conduct international surveys for class work;
- Read and listen to up to date news. (p. 210)

2.7.2.1. Multimedia

For Bates (2019), discussions about the educational technology have been done for many years. In a digital age, the importance of using media and technologies in a proper way is another issue.

To Bates (2019), the six key building blocks of media are:

1. face-to-face teaching
2. text
3. (still) graphics
4. audio (including speech)
5. video
6. computing (including animation, simulations and virtual reality). (p. 314-315)

For Shyamlee and Phil (2012), the multimedia technology becomes available for English classes as a reform with the development of science and technology. “It’s proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class” (p. 151). Multimedia technology is necessary because it cultivates the interest and motivation of students. It encourages students to participate in activities. It offers opportunities for communication, and it helps students to think more positively. It improves interaction between teacher and student. It gives chance to find richer contents and more real-life language materials. It creates more authentic environment for learning English. It offers liveliness and visibility with images and pictures. It is flexible, it can be used outside the class. However, while using this technology there can be some problems. The lack of speaking communication may be a problem due to audio, visual and textual materials. Too much use of multimedia may limit students’ thinking capacity, but in order to strengthen students’ thinking ability in language teaching, an atmosphere should be created where teachers ask questions and get answers.

2.7.2.2. SAMR model

When using technologies in education Puentedura (2014) suggests four levels of application called SAMR Model:

- Substitution: Technology provides a substitution for educational activities without functional change.
- Augmentation: Substitution of educational activities with a better functional change.
- Modification: Technology allows the tasks to be designed again.
- Redefinition: Technology allows the newly created tasks.

This suggestion is linked to Bloom’s Revised Taxonomy that is;

- Substitution - Remember/ Understand

- Augmentation – Apply
- Modification – Analyze/ Evaluate
- Redefinition – Create

In addition to the integration of SAMR and Bloom described above, two more ingredients are necessary for the best results:

- a clear motivation for the change -- the best results are obtained when a teacher has a strong reason for changing existing practice that is independent of the introduction of technology.
- a clean app flow, designed to move through the tasks, that is as simple as possible, avoiding needless complexity -- e.g., in transferring work products from one app to the next (Puentedure, 2014).

2.7.2.3. Information and communication technologies (ICT)

As Varshneya (2017) informs, ICT is considered to be a sub-field in the field of educational technology. It is a general term including “any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning” (p. 7). Ammanni and Aparanjani (2016) state that ICT is a necessity in the 21st century. Due to being interactive and dynamic, students can have the chance to manage their own learning and gather information. It is a tool for “educational change and reform” (Ammanni and Aparanji, 2016, p. 1). For Kannan and Munday (2018), the integration of ICT has affected language learning in the last few decades. “Information and Communications Technology (ICT) is the term used mostly in education circles to describe how technology in general is used and applied to teaching and learning” (Kannan and Munday, 2018, p. 14). “ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.” (Varshneya, 2017, p. 7).

Especially in the times of Covid-19, the use of ICT tools become necessity because these tools allow teachers to upload materials, record videos, teach online and organize webinars by using different applications, such as videoconferencing systems. With the help of these tools, students can easily access any websites, do homework, find, and read articles,

essays, and pdfs. Moreover, many universities and schools use ICT for online exams (Raheem and Khan, 2020).

According to Ammanni and Aparanji (2016), there are some advantages and disadvantages of ICT. One of the advantages is student's independent learning. ICT enhances student's interaction and collaborative learning. It provides authentic materials. Learners can quickly get the information they need. It is motivational. One of the disadvantages is the lack of human interaction. Students may use this technology in a needless way, such as watching a film. Learners should be extremely self-disciplined and self-directed. Technical infrastructure should be suitable. Some support is needed for ICT tools. Teacher is a mediator. Communication is between students.

2.7.2.3.1. Videoconferencing

Schiller and Mitchell (1993) define video conferencing as “a new form of communications technology which allows students and lecturers to interact at a distance” (p. 41). They add that it “can be one-way video, two-way audio or two-way video and audio” (p. 42). Schiller and Mitchell's study (1993) show that the techniques used in video conferencing is different from the techniques used in a classroom. It requires different way of teaching and interacting. This may be a challenge for teachers. There are various techniques for teachers to present a lesson. Teachers should talk less and support the lessons with activities, graphics, other visual materials and questions. Materials should be redesigned for video conferencing

Moorhouse et al. (2021) state that with the global Covid-19 teaching synchronously through videoconferencing systems become available with its challenges. It needs specific requirements when dealing with this new technological advancement. Their study shows that there are three competencies for instructors when teaching synchronously online. The first of these is technological competencies. There are problems about the internet, videos, speakers and late muting. In order to solve these problems both students and instructors need flexibility. Instructors should have some knowledge about the tools and the platform they use. They can improve themselves professionally. It is also necessary to know the use of interaction. The second is online environment competencies. Online environment is not the same as traditional class environment. It is difficult to attract students and to conduct activities online. Instructors should be able to design the lessons and materials according to this new environment. The lessons should be simple, and the instructions, questions and

explanations should be clear. The time should be used effectively. The third is online teacher interactional competencies. The biggest problem is that teachers talk too much, and the lessons turn out to be teacher centered. It may be overcome by using the videoconferencing systems productively.

2.7.2.3.2. Learning management systems (LMSs)

LMSs can be used for learning. These systems are online platforms where instructors and students can log in with a password. Videos and lecture notes in pdf or ppt format can be found on these platforms (Bates, 2019). These systems are used to manage distance education. They may be used for lesson delivery via videoconferencing, for some administrative works, for communication among support staff and instructors and for students' assessment. For synchronous learning, videoconferencing systems use messaging tools in online platforms (Yapar, 2018). It is very clear that learning management systems are beneficial in distance learning because they are usable anytime and anywhere. The instructors can easily change the content of lesson by changing the questions order, or settings. The updates can be done quickly. Instructors can create more individual tests for students. The viscosity of the systems is more inspiring and attractive. With LMS, lessons are more innovative, and instructors use the time more efficiently. The lessons need to be interactive (Tumskiy, 2019). Video conferencing is like a virtual class. Students can ask questions and teachers can answer using e-mail and messaging (Kulalmolial, 2020).

2.7.2.3.3. Mobile learning

Another emerging technology is mobile learning (m-learning). It is attractive because learners can have communication and information. In addition, since learning is individualized, they can socialize and develop higher order thinking skills. Being accessible and independent of time, places and communities makes it the best technology. The devices used for this technology are portable devices, such as mobile phones, tablet computers or laptops. They are in small size, universal, portable and interactive (Sönmez et al., 2018). He states that:

The distinguishing aspect is that m-learning applies for portable small technology tools while e-learning uses all learning and teaching technologies, including mobile learning ones. M-learning applications generally reach to the learner via e-learning means. (p. 14)

2.7.3. Tools and sources

Technology has an important influence on education contexts. Learning and teaching contexts varies a lot. These contexts differ from gaming platforms to projects based on collaboration. At the center of these contexts, the application of computer-mediated communication tools become popular to support language teaching and learning. Kessler (2018) writes about computer mediated tools that have gained potential:

These tools have typically been identified as either synchronous or asynchronous. Communication using synchronous tools tends to resemble face-to-face spoken communication and includes technology such as texting, chats, and microblogging. In contrast, asynchronous communication typically involves a period of time between turn-taking and involves technology such as e-mail, online discussions, and blogging. (p. 208)

To Krishan et al. (2020), many technologies affect our lives, including education. Online sources, lessons and content gain popularity. Especially during the Covid-19 era, free online resources have become popular for online learning. “Free Online Learning can be defined as instructional environments provided and supported by the Internet” (Krishan et al., 2020, p. 2). Free online reading and writing sources can provide real communication in a real environment with a real audience. “It has, therefore, been proven that online learning creates a genuine platform and learning space for EFL learners” (Krishan et al., 2020, p. 4).

Another good thing about these online resources is listening activities which can be found in different difficulty levels. Transcripts of these listening activities can also be available. Blogging is another activity that connects the readers worldwide. It is an inspiration for writing, which has important steps like planning, content and organization. It can be a chance for passive learners to express themselves and to improve their language learning and writing skills. Learners can also meet at forums and group discussions to share their ideas and interests (Krishan et al., 2020).

Online dictionaries are time saving when they are compared to traditional ones. Students can “easily access” (Demircan, 2020, p. 14) them. When a particular word is entered in the search box, its meanings, examples, phonetic symbols, synonyms, antonyms, and other information appear. pronunciation of a target word is another advantage of online dictionaries.

There are some websites for learners and teachers to use as platforms for learning and teaching English. Teachers can upload materials and students can find variety of activities,

such as “matching, word puzzles, cloze passages, or filling in missing letters” (Krishnan, 2020, p. 7).

In online classes, instructors need to communicate with students easily and immediately. WhatsApp is very popular tool used for communication among instructors and between instructor and students. Jasrial (2018) states that “WhatsApp is regarded as the newest innovation of English language teaching strategy” (p. 151). With its features instructors and students can interact online. These features (p. 152) are text and voice messaging, video and voice calling, photo, document and video sharing, group chatting. Messages and calls are secured with end-to-end encryption. The application can be on web or desktop. It can be downloaded from its website. Many researches “have proved that WhatsApp is one of the best ICT tools for teaching English language” (p. 153). Many activities based on four skills (reading, listening, writing, speaking) are available on this application. Students have a great opportunity to practice English language skills, to socialize, to connect with peers and to get help and support. They feel more confident, enthusiastic and independent. Thus, they will have more positive attitudes towards learning English.

As Peter (2021) states, using E-content, which is also known as digital content, is popular nowadays. The Pandemic has changed the system of education from traditional training to teacher-led online training. In English language teaching, e-content and digital education is a benefit to overcome the effects of pandemic where students cannot attend traditional in-class lessons. With the use of e-content, instructors can convert multimedia tools into different formats to teach a lesson or to deliver the tools to learners. E-content is a very effective tool for the education system. It should be organized in order to improve students’ standards. Students can study at their own pace and knowledge. “Any recent trends of development in concept in accordance with the subject matter can be easily accessed by the learner as soon as it is available online” (p. 57).

For Paradipkumar (2017), “electronic content (e-content) which is also known as digital content refers to the content or information delivered over network based electronic devices/gadgets or that is made available using computer network such as internet” (p. 186). This type of content includes many elements, such as lessons, graphics, animations, audios and videos. There are some advantages that they can be used in different formats and on different platforms. They can be accessible from anywhere and anytime. They can encourage new learning ways and collaboration. They can be updated repeatedly. Due to not being printed, they do not get physically deteriorated. On the contrary, there are some

disadvantages that they can be difficult for some students to benefit from these contents. As a result, students fail to reach their aims. Because of online learning, the absence of a classroom and a teacher can make students feel isolated. When using computers, there is always a risk of technical problems. Students and teachers should have some computer skills. The virtual environment is not same as real environment. It is not easy to transfer face-to-face communication to online education. “Nothing can replace human contact ever” (p. 188).

2.7.4. Skills in ELT

Hurst et al., (2018) and Kaçar (2020) discuss 4 skills in ELT in the 21st century. For Hurst et al. (2018, p. 36), the first one is *Communication*. Today, in speaking activities “noticing” and “increasing awareness” are emphasized. The distinction between formal and informal conversations can be made. However, in traditional learning, there is little communication in the class because of teacher centeredness. Writing activities “must include an understanding of ‘communication’. They should not be just “tasks designed to practise specific grammar or lexical items” (Ibid).

Hurst et al. (2018) name the second skill is *Collaboration*. Being able to work as a group is today’s one of the most significant skills. Students should help and support each other. Teamwork is difficult to manage so teachers must carefully form groups of students with different abilities. The responsibilities should be shared equitably. Moreover, “cooperative learning activities through innovative and user-friendly multimedia tools can promote collaboration among learners” (Yüce, 2019, p. 84).

Critical thinking is the third skill. The aim is to “prepare learners to work cooperatively, to analyse and understand different perspectives, through activities, for example, based on problem solving” (Hurst et al., 2018, p. 38). “It requires careful and intentional development of specific skills in processing information, considering beliefs, opinions, solving problems” (Vdovina and Gaibisso, 2013, p. 56). To promote critical thinking, students should participate in class actively and there should be interactive activities. With interactive activities “students have a better chance to improve their self-consciousness, their understanding of their abilities and of their limits and thus paving the road to self-improvement as learners, as future professional, and as individuals” (Vdovina and Gaibisso, 2013, p. 58).

The last skill is *creativity*. Teachers should help students to be more creative with student-centered activities and tasks. It is teacher's duty to promote student's creativity. Students should take the teacher as an example (Hurst et al., 2018).

Rao (2018) states that for the past five decades, learner autonomy has been a major issue in foreign language acquisition. Learners are expected to learn independently with the assistance of technology, online sources and online education. They should occasionally be encouraged to learn a language or subject on their own. The teacher should help students to develop independent learning. Learner autonomy encourages students to learn in their own way. Students are no longer completely dependent on their teachers anymore. Students study on their own without much help from teachers. However, the teacher's role is not totally ignored; it is necessary to improve the autonomy of the learners. With learner autonomy, students can be creative in role playing, problem solving and discussions. They can use the language in real life. They can work collaboratively with peers.

2.8. Types of Learning in Distance Education

Online learning influences traditional classroom learning. New teaching and learning models and designs are emerging due to this influence (Bates, 2019).

2.8.1. Classroom type online learning

Classroom type online learning is based on classroom teaching methods which uses technological tools. The format and principles have changed little. This type of teaching is done through live, streamed video which learners may watch anywhere. Another technology is the recorded video that learners can watch anywhere and also anytime. Moreover, they can also watch the video many times (Gao and Zhang, 2020).

2.8.2. Synchronous and asynchronous learning

In traditional education, learning takes place at a certain time and place whereas in distance education, education is not in a classroom, it is at home or workplace. In synchronous learning, education takes place in its own time through convenient technologies. In asynchronous learning, education can take place at any time (Alkan Meşhur and Alkan Bala, 2015) using videos, CD-ROMs, e-mails or prints (White, 2003). In Figure 2.1., White (2003) shows the possibilities of time and place according to the types of learning:

	Same Time	Different Time
Same place	ST-SP (classroom teaching, face-to-face tutorials, workshops)	DT-SP (learning centre/ self-access centre)
Different place	ST-DP (synchronous distance learning)	DT-DP (asynchronous distance learning)

Figure 2.1. Combinations of time and place in learning contexts (p. 8).

According to Alkan Meşhur and Alkan Bala (2015, p. 9) there are two types of distance education when the application method is considered, Synchronous Learning and Asynchronous Learning. In Synchronous Learning, the lessons are “watched through jointly prepared reports, using audio and video materials, or with an environment where ideas can be exchanged through any means of communication”. Whereas in Asynchronous Learning, online technology which involves e-mail, electronic mailing list, conference system, online discussion boards and blogs is used. “Previously, voice tapes, telephone, teleconference, radio, television, tele-courses, microwave broadcasts, video and satellite broadcasting have been used to convey the programs to students”.

2.8.3. Collaborative learning

In Collaborative Learning, pair work or group work including three or four students is an important technique. The significant thing, especially in language learning, is that students learn while doing. Using new words or making new sentences, creating something new or communicating with others are very essential. The main target is that students have the chance to do something meaningful in the class. With the Pandemic, Collaborative learning comes out of the class, and it becomes applicable on videoconferencing software. It seems possible to achieve this by preparing lesson videos in virtual classrooms, working in pairs or groups using some tools, and doing some activities via e-mail, social media and learning management systems. Furthermore, whiteboard tool and chat rooms can be used in these software tools (Healy, 2020).

2.8.4. Blended learning

As Garrison and Kanuka (2004) state, blended learning is the combination of “text-based asynchronous internet-based learning with face-to-face approaches” (p. 96). It is also called hybrid learning (Balaban, 2012; Pardede, 2012). According to Su (2019), blended learning is becoming more popular in higher education. The traditional classroom approaches and technology based online learning approaches are used together. Blended learning is flexible. It can take place anytime and anywhere. It is student-centered. However, creating a sense of learning community is one of the problems that may arise. It is important to create a motivating and encouraging environment. When students feel safe and accepted in an environment, their positive attitudes affect the learning process. Their sense of belonging and trust is significant in developing a sense of community. Teachers should encourage students to get to know each other with some activities. Another difficulty is teacher’s recognition of students’ needs. Teacher should be aware of each student’s different needs and plan the course accordingly.

Blended Learning is one of the most popular methods around the world. CALL in language teaching is also a blended learning because it is a combination of ICT applications and face-to-face education. Teachers can access various materials and tools for teaching language on the internet. They can also use teleconferencing systems and synchronous and asynchronous tasks. The combined use of ICT and face-to-face education enriches the materials. It improves the student-teacher interaction and students’ interaction in computer based interactive tasks and activities (Pardede, 2012).

Marsh (2012, p. 4-5) lists the advantages of blended learning as follows:

- provides a more individualized learning experience
- provides more personalized learning support
- supports and encourages independent and collaborative learning
- increases student engagement in learning
- accommodates a variety of learning styles
- provides a place to practice the target language beyond the classroom
- provides a less stressful practice environment for the target language
- provides flexible study, anytime or anywhere, to meet learners’ needs
- helps students develop valuable and necessary twenty-first century learning skills.

2.8.5. Flipped learning

In Flipped learning, the materials for learning are given to students before the lesson. These materials are later discussed with other students and with problem solving activities in the class. “A "flipped classroom" is an instructional strategy and a type of blended learning focused on student engagement and active learning, giving the instructor a better opportunity to deal with mixed levels, student difficulties, and differentiated learning styles during in-class time” (Kulalmolial, 2020, p. 2144). In flipped learning, there are online lessons and online discussions. This type of learning is different from traditional learning because it is not teacher-centered anymore, but student-centered. The lesson starts outside the class with the introduction of course materials and then continues with activities and detailed discussions. The teacher-student interaction is more individualized and less instructive. As Kulalmolial (2020) informs:

In a flipped classroom, 'content delivery' may take a variety of forms. Often, video lessons prepared by the teacher, or third parties are used to deliver content, although online collaborative discussions, digital research, and text readings may be used. It has been claimed that the ideal length for the video lesson is eight to twelve minutes. (p. 2145)

2.8.6. Gamification, game-based learning and educational games

Due to different emerging technologies, the 21st century learners need challenging, engaging and motivating learning process. They need different learning experiences, which becomes a difficulty for teachers. Consequently, teachers are adopting new approaches. Two of them are Gamification and Game-Based Learning. In higher education, these approaches are used for changing social situation with game-like situations. Gamification is used for students' motivation and teachers aim to change the behaviors of students with fun and game-like environments. It “is the practice of using game design elements, game mechanics and game thinking in non-game activities to motivate participants” (Al-Azawi et al., 2016, p. 133). It empowers collaboration, concentration, creativity, motivation, and enjoyment. However, some gamification activities may be boring or meaningless. The objectives may not be defined well. Game-Based Learning “is game-play with defined learning outcomes and with the idea to get students to play in order to fulfill a learning objective” (Figuerola-Flores, 2016, p. 517). “The difference is that learning based games will turn a singular learning objective from an e-learning course into a game whereas Gamification takes the

entire eLearning process and turns it into a game” (Al-Azawi et al., 2016, p. 134). Figueroa-Flores (2016) states that there are numerous resources for both approaches that can be found in software, online and mobile applications.

Apart from these two approaches, there are educational games. An educational game should be designed and used for learning and teaching. They are used for teaching a specific subject. Elements of fun and educational themes should be mixed for learner’s motivation and engagement (Al-Azawi et al., 2016).

2.9. Studies in the Literature Related to the Research

Different problems have been reported by the researchers. In their study, Gürer, Tekinarslan and Yavuzalp (2016) made a semi-structured face-to-face interview with 12 instructors. The aim was to explore the opinions of instructors about online teaching. The questions were based on technology, support, administration, learning and teaching process and content. The results reveal that although internet problems are available, technical infrastructure does not create any problems. It is sufficient for learning process. For the instructors, technical support given by the distance education centers in universities is sufficient. To many participants in the study, group meetings should be held before the online lessons start, and teachers should get prepared for those lessons. The lesson plans and materials should be ready before online lessons. However, these arrangements and meetings are not made, the performance, motivation, participation and attitudes of students and teachers are negatively affected. It is seen from the results that some participants are content with materials, but the contents of some lessons may be missing and insufficient. Instructors report that students’ interest, attendance and performance are low due to their insufficient level of competency for distance learning and lack of face-to-face interaction. At face-to-face learning, teacher and student interaction is one-to-one and individual situations of students can be easily observed. Teachers can plan different activities to enhance students’ motivation. According to the findings, teachers have resistance to teach lessons completely online. This may be because they do not have experience in teaching online.

In Erfidan (2019)’s study both qualitative and quantitative methods were used. He applied a questionnaire to 1695 students. A semi-structured interview was made with 20 students and with 10 instructors. The aim was to explore both students’ and instructors’ opinions on distance learning. The results about instructors’ opinions reveal that they prefer traditional learning. The reason for this may be because instructors are inexperienced about

distance education. Instructors do not prefer distance learning because it lacks teacher-student interaction, and this inhibits students' communication skills. Technical infrastructure should be improved. There should be more professional opportunities. The practicability of distance learning is another issue. Different lesson contents should be prepared for each faculty or department. There may be some inconsistency between the content of lessons and the exam questions. The use of multimedia is not enough. The system of absenteeism should be improved. System sometimes doesn't work, and it takes time to start it again. For the advantages, distance learning may help to reduce instructors' workload. Instructors suggest that there should be a platform where teachers and professional support meet. Instructors need support while preparing written materials or videos. They recommend working together on a platform and exchanging ideas with each other. Sherry (1995) also has the same view and states that there should be a support for teachers because distant education is new to them. Teachers need to communicate with experienced teachers, have advice and take them as role models.

In Gao and Zhang (2020)'s study, three EFL instructors were interviewed. The findings show that there are some challenges that the participants faced while teaching online. The first challenge is their inadequate knowledge and skills for online teaching. The second one is the internet problems. It is insufficient. The third is class management. Students and teachers are not in one class as a result, instructors cannot observe students and they cannot give immediate feedback. Additionally, it is seen from the interviews that there is also a difficulty in uploading the materials and recording the files.

In their research, Bilgiç and Tüzün (2015) aimed to explore the problems of web-based distance education programmes. The problems were classified as student-related, instructor-related, administration related, technical and others. In the research, a semi-structured interview was applied to the administrators of distance education centers. Then according to the needs, the interview was carried out with selected staff responsible for content development and exam organization. Considering the problems arising from the instructors in web-based teaching programs, it is seen that the instructors do not have enough ambition and curiosity. They have worries about distance education because they are not used to it. They have difficulty in adapting themselves to different teaching methods and they stick to traditional in-class methods. It is reported that the instructors do not usually use their emails for communication. The students cannot get answers to their question when they send emails because instructors rarely check their emails. In the same way Sadeghi (2019) adds that "some teachers delay responses to students' messages without apparent reason, and

communication is sometimes not enough” (p. 85). For a better communication, instructors prefer to create WhatsApp groups.

Another problem seen in Bilgiç and Tüzün (2015)’s study is that the instructors should have computer skills and enough experience to teach online because the lack of these skills causes difficulties throughout the process of distance education. Hampel and Stickler (2005) comment on this issue as follows:

Online teachers need different skills than those normally employed by tutors trained to teach languages in a face-to-face classroom and they also require different skills compared to online teachers of other subjects. The asynchronicity of communication in written conferencing and the lack of non-verbal clues in audio-conferencing are examples of new challenges for online language tutors. (p. 312)

There should be activities and support programmes for instructors before online education begins.

Technology has many problems. Students may not have suitable equipment and hardware. Developing course materials is another concern. Curriculum and evaluation materials should be developed. The content of the lessons is significant. Internet connection can be very risky if it is the only one to rely on. “Relying solely on the Internet for courseware and communications transmission is risky” (Galusha, 1998, p. 16). Moreover, distance programs with video conferencing also have problems like physical environment and equipment setup. The problems of instructors are their attitude towards distance learning, students, lack of support, wrong use of technology, and the necessary training about the material and course development (Falowo, 2007).

The aim of Yeşilfidan (2019)’s study was to explore the problems, solutions and suggestions of instructors who use “Learning Management” and “Virtual class” systems (p. iii). An e-mentoring application was developed for evaluation, needs, development and recommendations. A questionnaire was applied to 10 instructors who used the e-mentoring application for seven weeks. There were interviews with distance education staff and mentor expert. From the findings of the study, the problems faced by instructors while teaching with distance learning are listed as follows:

- Administrative problems
- Systematical problems
- Individual problems related to academicians

- Individual problems related to students
- Testing, evaluation and reporting problems
- Lack of counseling

The results reveal that the important problems may be the lack of administration's support, the lack of standardization and the lack of knowledge in administrative process. Some instructors face problems with adaptation because of their resistance. The lessons aren't efficient enough due to lack of lesson standardization and lack of online lesson teaching abilities. Some instructors have problems with the use of technology. They have no or little preparation period before online lessons and this leads some difficulties (Yeşilfidan, 2019).

Ömeroğlu (2019), in his study, found some problems about distance education in a university. The data was collected from the interviews with 25 participants, and a questionnaire applied in this interview. The participants were instructors who taught in virtual classrooms in distance education system. According to the results, many participants (%60) think that the present distance education system is unsuccessful, and it is insufficient. Instructors also state that existing lesson materials are not sufficient and successful. The lesson materials should be qualified and well prepared. There should be other materials different from the materials used in lessons. A lot of instructors (%82) think that online lessons are not as effective as formal education. A class environment is needed for an effective learning. Although it is difficult to arrange, the scheduling of online lessons should be appropriate for instructors and students for motivation and participation. The study shows that some lessons, such as language learning are not suitable for online learning because the students need to practice what they have learned. The technical problems negatively affect the effectiveness of lessons. Students don't often participate the lessons and it affects the lessons' efficacy. Many instructors are willing to teach lessons face-to-face in a traditional classroom. For a permanent learning, there should be classroom interaction. % 60,76 of the instructors state that the existing platform they have used is not suitable for interaction. Moreover, in the platform it is difficult to ask questions to students and get answers from them. Face-to-face feedback was very significant and the most effective one. In the results, it is seen that the low participation of the students affects the motivation of the instructors.

Yusuf (2020) aimed to explore the challenges of instructors while teaching online, and to find solutions for these challenges. 20 educators from three faculties participated in the survey. 13 educators were female, and 7 educators were male. All the participants taught online fully for the first time. The results reveal that instructors use synchronous and

asynchronous teaching methods. Synchronous learning allows educators to communicate in the virtual class. Asynchronous learning allows them to upload videos and audios and reading materials. In the results, Yusuf (2020) lists 6 major findings as follows (p. 209):

1. Students were less focused on online teaching and learning;
2. Learning platform/medium was not satisfactory;
3. Students were without basic learning tools, such as books and laptops (which were left behind in their residential colleges);
4. Internet access was not satisfactory to the extent that lectures needed to be extended from the actual lecture period;
5. Poor internet access to educators causing disruption to learning time; and
6. Students did not attend the online lectures.

Şevik and Yücedağ (2021)'s study was on 40 Turkish EFL teachers from secondary and high schools. 28 participants were female. 12 participants were male. A qualitative research design was adopted. The researchers developed an online questionnaire, and it was conducted to participants. The aim was to find out the opinions of the teachers about distance education. The results show that none of the teachers has any training on distance education. Additionally, all the teachers have experienced distance education formally for the first time. Many participants state that being free of time and place is an advantage. Some participants find distance education useful because students can study at their own pace. The “internet connection problems”, “absence of internet”, “lack of technological devices”, “technical problems” and “lack of technological knowledge about the DE” are found to be the most prevalent challenges (p. 184). Electricity problems are also mentioned by only male participants. Student attendance is low. In the results, it is seen that many teachers state that distance education is not useful because of interaction problems. Student-student and student-teacher interaction seem to be ineffective. Many teachers agree that they need training on distance education to gain necessary skills and knowledge.

Yüce (2019) investigated the problems of online foreign language teaching. A questionnaire was implemented to 30 language instructors at a state university. The participants had experience on teaching language online. The results show that online foreign language teaching is not problematic. In online education students' speaking, listening, reading and writing skills can be improved. There are not serious problems with the teaching of vocabulary, grammar and pronunciation. With the highest percentage (83.4%) “instructor's lack of experience” is the first problem. There are “technical problems” due to “insufficient technological equipment”. These may cause student's loss of concentration on

activities during a lesson. The instructors report problems about “face-to-face interactions” with students and among students (p. 82). Instructors do not have difficulty in concentrating on activities in lessons.

Şener et al. (2020) explored technical, pedagogical and institutional problems of 39 ELT instructors at a private university in İstanbul. A Likert type survey and open-ended questions were used to collect the data. Only one instructor had previous experience on teaching fully online. According to the findings, some instructors (n=16) state that they have been given required technical equipment. 38 instructors state that they have received technical support. 22 participants received pedagogical training. Some instructors experience workloads during online education. 31 instructors indicate that managing face-to-face classroom is easier than managing virtual classroom. The most common problem is internet connection problems and audio and video problems. Other than this, many instructors state that students lack motivation, they do not interact during lessons, and they lack autonomy. There are standardization and communication problems during DE. “Results coming from the open-ended part of this study, especially, fills a greater gap in the existing literature, due to the lack of studies which focus on teachers’ experiences of online teaching” (p. 354).

In a study by Tastanbek et al. (2021), online teaching experiences of English Instructors in a university in Kazakhstan were investigated. A mixed method research was done with 14 participants. The results reveal that more than half of the participants are content with the learning platforms and equipment. However, many participants (42.9%) are neutral about having technical support and 21.4% of the participants are not satisfied with the item. It is stated that instructors themselves are responsible for solving their own technical problems and students’. For internet speed, connection and digital literacy, the instructors are neutral and satisfied. The items do not seem to be problematic. According to the findings, student-teacher interaction is an issue due to not seeing or hearing the students on platforms, which affects the instructors negatively. The professional development opportunities are average. 9 out of 14 instructors believe that their feedback is effective. 5 instructors are unsure about the item. The most effective assessment tools are indicated as group work (57%) and quizzes (35%).

CHAPTER III

METHODOLOGY

3.0. Introduction

In this research, the aim is to determine the problems faced by English language instructors while teaching English online and to explain the problems as quantitative variables with their dimensions. It is also included in the research to investigate whether the levels of the aforementioned problems depend on the variables of gender, age, professional seniority as an English Instructor and online teaching experience as an online English Instructor.

In this part of the study, research objectives, data collection tools, validity and reliability of tools, questionnaire, research model and statistical analysis methods used during data analysis are defined.

3.1. The Research Design

To achieve the aims of this research a quantitative research tool was used. A quantitative tool was an online questionnaire with 26 items. 22 items were presented in a Likert scale type whereas 4 demographic questions were multiple choice. To collect high numbers of statistical data, the researcher chose to apply a questionnaire to the participants. Statistical analysis was used to analyze the items in questionnaire.

Using questionnaires as a data collection is popular among survey design methods. They are popular in different fields including education. Questionnaires may consist different types of items, such as Likert-Scale. The advantages of questionnaire can be numerous; Firstly, the data collection is done in a relatively short period. Secondly, questionnaires can be used for large numbers of participants. Also, there can be different items to collect the data, such as true or false items or giving short answers, are among choices. Lastly, they can be applied in different ways, by mailing, by telephone or in a written form. As for the disadvantages, the questionnaire may not be answered by many participants. They are not easy to control. They are difficult to make. They have the possibility to be answered incorrectly (Griffie, 2012).

Considering the research purposes and research questions, the research was carried out in the statistical research model, it can be visualized as in Figure 3.1.

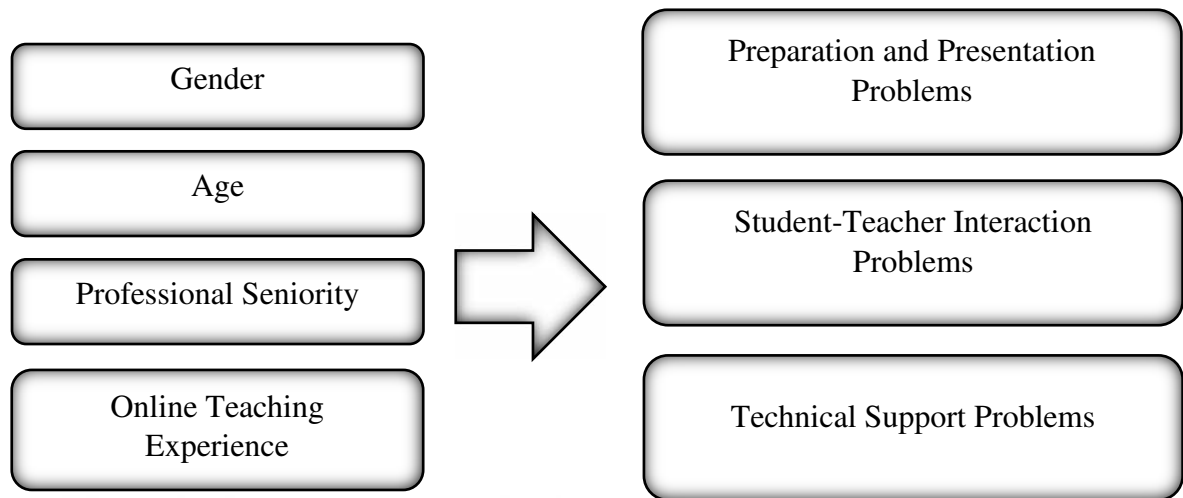


Figure 3.1. Research model.

3.2. Participants and Sampling

The aim of this study was to explore English language instructors' problems while teaching online at university level. Participants were identified as English language instructors working at 8 universities in Ankara. In the process of getting permissions to apply the online questionnaire to the instructors, three out of eight universities gave permission for this research. The data were collected at 2020-2021 Spring term. The process lasted 7 weeks and the link to the questionnaire was sent to instructors via their administrations and 203 English language instructors volunteered to complete the questionnaire. Purposive sampling was used while choosing the participants. "A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study" (Crossman, 2020).

Participants were described in terms of gender, age, professional seniority and online teaching experience. Table 3.1., 3.2., 3.3. and 3.4. describe the demographic information about the participants in detail.

3.2.1. Distribution of participants by gender

As seen in Table 3.1., the current study included 168 females (82.3%) and 35 males (17.2%). The total number of participants was 203, which formed 100.0%.

Table 3.1. Gender ratio of the participants.

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	168	82.3%
	Male	35	17.2%
	Total	203	100.0%

3.2.2. Distribution of participants by age

Table 3.2. shows that the ages varied between 21-31 included 42 participants with a percentage of 20.7%, 32-42 included 92 participants with a percentage of 45.3%, 43-53 included 60 participants with a percentage of 29.6%, 54-64 included 8 participants which formed 3.9% and 65+ included one participant which formed .5%.

Table 3.2. Age ratio of the participants.

Variable	Category	Frequency (n)	Percentage (%)
Age	21-31	42	20.7%
	32-42	92	45.3%
	43-53	60	29.6%
	54-64	8	3.9%
	65+	1	.5%
	Total	203	100.0%

3.2.3. Distribution of participants by professional seniority

Table 3.3. shows that the professional seniority of the participants varied between 0-5 Years included 26 participants with a percentage of 12.8%, 6-11 Years included 70 participants with a percentage of 34.5%, 12-17 Years included 46 participants with a percentage of 22.7%, 18-23 Years included 36 participants which formed 17.7% and 24+ Years included 25 participants which formed 12.3%.

Table 3.3. Professional seniority ratio of the participants.

Variable	Category	Frequency (n)	Percentage (%)
Professional seniority	0-5 Years	26	12.8%
	6-11 Years	70	34.5%
	12-17 Years	46	22.7%
	18-23 Years	36	17.7%
	24+ Years	25	12.3%
	Total	203	100.0%

3.2.4. Distribution of participants by online teaching experience

Table 3.4. shows that the online teaching experience of the participants varied between 0-1 Year included 160 participants with a percentage of 78.8%, 2-5 Years included 35 participants with a percentage of 17.2%, and 6+ Years included 8 participants which formed 3.9%.

Table 3.4. Online teaching experience ratio of the participants.

Variable	Category	Frequency (n)	Percentage (%)
Online teaching experience	0-1 Year	160	78.8%
	2-5 Years	35	17.2%
	6+ Years	8	3.9%
	Total	203	100.0%

3.3. Data Collection

Online survey method was used as data collection tool in the study. A questionnaire was developed by the researcher. The questions were prepared by the researcher as a result of the literature review. After the application of the pilot questionnaire, its analysis was made. Some items were excluded, and some corrections were made for the preparation of the main questionnaire.

3.3.1. Pilot questionnaire

Within the scope of the research, it was aimed to develop 3 separate scales. In this context, the explanatory factor analysis and reliability analysis findings obtained from the item pool created in this part of the research and the data collected for the purpose of pilot application were reported.

3.3.1.1. Dataset and methodology

A 29-item question pool was determined for the scale to be developed within the scope of the study, and the data obtained by applying 148 samples of the question pool was transferred to the IBM SPSS 22.0 version.

The data obtained were analyzed by calculating the Z-Scores of the scale items in terms of deviant (extreme) values. Since it is known that the Z-Score value exceeding 3.29 is considered as a deviant value, it was decided to examine the mentioned observations (Tabachnick and Fidel, 2013, p. 73). When the S-Score values were examined, it was seen

that 4 observations contained deviant values. Since the aforementioned deviant value rate was below 5%, 4 observations were excluded from the study without any suspicion of information distortion (Tabachnick and Fidel, 2013, p. 77). After cleaning the data, explanatory factor analysis applications were started.

Explanatory factor analysis is a statistical technique used to determine variables, which form relatively independent and consistent subsets in a single dataset. Variables related to each other but largely independent of other subsets of variables are combined as factors. It is thought that the factors reflect underlying processes that create correlations between variables (Tabachnick and Fidel, 2013, p. 612-613).

Kaiser Meyer Olkin (KMO) sampling adequacy value and Bartlett sphericity test statistics were examined before the explanatory factor analysis. The Kaiser Meyer Olkin measure of sampling indicates adequacy of k-item scale in measuring the phenomenon. Scales consisting of many different questions can be developed to measure a phenomenon. What value does the current scale have in this space of scales? The Kaiser Meyer Olkin sampling adequacy value is a value that reveals adequacy of current sample of k items in measuring the phenomenon compared to its counterparts. The value must be greater than 0.5. As the value gets closer to 1, it indicates that current scale is highly efficient in measuring the phenomenon (Özdamar, 2016, p. 150-151).

Bartlett's sphericity test determines whether the items of the current scale are interrelated and whether the scale consists of at least one or more sub-dimensions. If Bartlett's sphericity test's probability value is $p > 0.05$, it means that the items of scale are independent of each other, or their level of correlation is not sufficient. The Sig. < 0.05 level means that the scale is sufficiently effective to measure the phenomenon's sub-dimensions (Özdamar, 2016, p. 151).

Cronbach's Alpha reliability analysis was performed to determine scale reliability levels. Sum of the variances of questions in a Cronbach's Alpha scale is divided by overall variance. Alpha coefficient is used to determine if the questions in a scale form a homogeneous structure in groups. It takes a value between 0 and 1. A negative alpha value indicates that the reliability is impaired. In social sciences, reliability levels corresponding to Cronbach's Alpha reference values can be defined as shown in Table 3.5.:

Table 3.5. Cronbach's Alpha reference values.

Range	Level of reliability
Alpha <0.50	Insufficient Level of Reliability
0.50<Alpha<0.70	Generally accepted reliability level
0.70<Alpha<0.80	Good reliability level
0.80<Alpha<0.90	Very good reliability level
0.90<Alpha	Perfect reliability level

(Özdamar, 2016, p. 114).

3.3.1.2. Analysis of the pilot questionnaire

Explanatory factor analysis and reliability analysis findings of 3 different scales to be developed within the scope of the study are presented in this section.

3.3.1.2.1. Lesson preparation and presentation scale

In the varimax rotational explanatory factor analysis applied to the first scale it is seen that some items have inverse correlations with others. Since no negative item was designed in the scale item pool, varimax rotations were repeated by removing the items in question one-by-one. These items and factor scores are as follows; “4. I have changed my traditional in-class teaching style in online teaching.” (F. S= -0.816), “11. Presenting an online lesson in a virtual class is easier than presenting a lesson in a traditional face-to-face class.” (F. S= -0.790). It was seen that two questions in the scale item pool were contiguous to more than one factor with less than 0.100 factor score difference. These items are as follows; “5. In my institution there are some courses useful about preparing and presenting an online lesson.” (F. S = -0.339) and “15. I need help while preparing an online lesson.” Finally, the item “16. Preparing an online lesson takes more effort than preparing a traditional in-class lesson.” is a factor on its own, and factor analysis was repeated by excluding it from the scale. In the final factor analysis, it was seen that the scale has a structure of 4 components. The scale structure in question and the validity and reliability findings of the structure are as in Table 3.6.:

Table 3.6. Lesson presentation and preparation scale exploratory factor and Cronbach's Alpha reliability analysis.

Item	Component				% of Variance	Cumulative %	Cronbach's Alpha
	1	2	3	4			
9. Group work activities can be done easily in online learning.	.917				%17.964	%17.964	0.561
8. Pair work activities can be done easily in online learning.	.869						
3. In distance education, I can easily use the materials that I use in face-to-face education without any modification.		.802			%17.238	%35.202	0.583
2. Distance education is appropriate for teaching English.		.689					
10. Tasks can be done successfully in an online class.		.584					
1. In my institution there are standards about the preparation and presentation of an online lesson.		.540			%15.551	%50.754	0.705
13. The video conferencing system that we use is adequate for activities and tasks.			.872				
12. The video conferencing system that we use is adequate for preparing and presenting an online lesson.			.821				
6. I always use multimedia (such as audio, video and animation) in my online lessons.				.753	%14.782	%65.536	0.502
7. I use authentic materials in my online lessons.				.708			
14. I can successfully upload the lesson materials, necessary materials and videos for the use of students.				.597			
Kaiser Meyer Olkin Measure of Sampling Adequacy					KMO=0.544		
Bartlett's Test of Sphericity					$\chi^2(55) \approx 382.512^*$		
					Sig.=0.000		

*It symbolizes statistical significance at significance level of (%5); $\chi^2(78) \approx$ Approximate Chi-Square test statistics (value in parenthesis shows degree of freedom)

When Table 3.6. is examined, it is seen that the sampling level of the scale is sufficient (KMO> 0.5) and there is a sufficient level of relationships between the items in the scale to measure the upper phenomenon ($\chi^2(55) \approx 382.512$, Sig. <0.01). It is seen that all of the factor loads for items are greater than 0.5. According to variance ratios explained by the scale, four factors together could explain 65.5% of total variance. It is a positive finding that the

said ratio is over 50% (DeVellis, 2012, p. 73-114). Reliability coefficients show that the factors 1, 2, and 4 are at generally accepted reliability level ($0.50 < \text{Alpha} < 0.70$) and factor 3 is at good reliability level ($0.70 < \text{Alpha} < 0.80$).

3.3.1.2.2. Student-teacher interaction scale

In the first factor analysis applied to the second scale, all items of this scale had positive and sufficient factor scores. Findings of factor and reliability analysis applied without removing any item from the scale are reported in the Table 3.7:

Table 3.7. Student-teacher interaction scale exploratory factor and Cronbach's Alpha reliability analysis.

Item	Component			% of Variance	Cumulative %	Cronbach's Alpha
	1	2	3			
22. In online teaching, student-teacher interaction affects student's performance positively.	.908			%25.955	%25.955	0.870
23. In online teaching, student-teacher interaction affects instructor's performance positively.	.856					
19. I can easily answer students' questions in an online lesson.		.720		%22.705	%48.660	0.636
21. Managing an online class is easier than a face-to-face class.		.655				
18. Students can easily ask questions in an online lesson.		.643				
24. In distance education, taking and giving feedback is easy.		.619				
17. Distance education attracts my students more than traditional education.			.881	%20.579	%69.239	0.712
20. Student-teacher interaction level in online learning is higher than in traditional learning.			.834			
Kaiser Meyer Olkin Measure of Sampling Adequacy				KMO=0.681		
Bartlett's Test of Sphericity				$\chi^2(28) \approx 376.259^*$ Sig.=0.000		

* It symbolizes statistical significance at significance level of (%5); $\chi^2(28) \approx$ Approximate Chi-Square test statistics (value in parenthesis shows degree of freedom)

As seen from Table 3.7., the sampling level of scale is sufficient ($\text{KMO} > 0.5$) and the relationships between the items in the scale are at a sufficient level to measure the upper phenomenon. ($\chi^2(28) \approx 376.259$, Sig. < 0.01) is seen. When the factor loads for scale items are examined, it is seen that all of them are greater than 0.5. Total variance ratio that the

scale can explain with three factors is 69.2%. When reliability coefficients are examined, it is seen that the Factor 1 is very good reliability level ($0.80 < \text{Alpha} < 0.90$), Factor 2 is generally accepted ($0.50 < \text{Alpha} < 0.70$), and Factor 3 is good reliability level measurement tools ($0.70 < \text{Alpha} < 0.80$).

3.3.1.2.3. Technical support scale

In the third scale, item "29. I can solve some technical issues to help students." (F.S = -0.801) has a negative factor score while item "26. I need help for technical issues." is observed that it alone constitutes a factor. Findings of reliability and exploratory factor analyses conducted after removing the mentioned items from the scale are given in the Table 3.8.:

Table 3.8. Technical support scale exploratory factor and Cronbach's Alpha reliability analysis.

Item	Component 1	% of Variance	Cumulative %	Cronbach's Alpha
25. In my institution, the technical staff always supports instructors about technological problems.	.876			
27. In my institution, there are some useful courses about basic technical issues.	.821	%60.399	%60.399	0.666
28. In my institution, technical infrastructure is sufficient for distance education.	.609			
Kaiser Meyer Olkin Measure of Sampling Adequacy			KMO=0.569	
Bartlett's Test of Sphericity			$\chi^2(3) \approx 83.500^*$ Sig.=0.000	

*It symbolizes statistical significance at significance level of (%5), $\chi^2(78) \approx$ Approximate Chi-Square test statistics (value in parenthesis shows degree of freedom)

Sampling level of scale is adequate ($KMO > 0.5$) and relationships between items in the scale is at sufficient level to measure the upper phenomenon. ($\chi^2(3) \approx 83.500$, Sig. < 0.01) It is seen that all of the factor loads for items are greater than 0.5. The variance explained by the scale is 60.4% and reliability of scale is at generally accepted level.

3.3.2. Main questionnaire

After piloting, necessary corrections and eliminations of the items were made. In accordance with the experts' opinions about the items, the main questionnaire form was created for research purposes, and it consisted of 2 parts. While the first part is the personal information form containing the variables of gender, age, professional seniority as an English instructor and professional seniority as an online English instructor, the second part is a Likert-type section consisting of lesson preparation and presentation, student-teacher interaction and technical support subsections. It was categorized as 3 separate scales. The Likert Scale of the questions is (1=Strongly Disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree and 5=Strongly agree). The first 11 questions in the Likert type are categorized as problems encountered in lesson preparation and presentation, the next 8 questions are about problems experienced in student-teacher interaction, and the next 3 questions are about problems encountered in technical support.

3.3.2.1. Analysis of the main questionnaire

Data collected by the survey method in scope of the study was recorded in the Office software and after necessary numerical coding was done here, they were transferred into Statistics Package Software, variables were defined, and all necessary statistical analyses were carried out with this software.

The first part of findings section includes descriptive and demographic statistics of students included in the research. The second part presents frequency distributions, mean and standard deviation values of answers to the scale items, in order to reveal general statistics about scale items. There are descriptive statistics and normal distribution statistics of scale and sub-dimension values obtained from the sum of items of scale and sub-dimensions in the third part. And the fourth part provides findings on the hypothesis tests chosen depending on distribution and research question type.

Since it was seen that distribution of scales and sub-dimensions were close to normal distribution, the parametric hypothesis tests were utilized in order to determine differences between the groups, because they are known to be more reliable in the same conditions where normal distribution conditions are met.¹

¹ Although H_1 is true, type 2 error probability which can be defined as the result of the research finding the H_0 hypotheses true, is higher in non-parametric tests (Kalaycı, 2006, p.85).

Independent sample t-test was used to test the hypotheses based on determination of difference between two groups. Null and alternative hypotheses for the independent sample T-test are as follows:

$H_0: \mu_1 = \mu_2$ (There is no statistically significant difference between the means of the two groups.)

$H_1: \mu_1 \neq \mu_2$ (There is a statistically significant difference between the means of the two groups.)

Different statistics are calculated for the variance homogeneity and heterogeneity in the independent sample T-test. For this reason, Levene F variance homogeneity test results should be taken into account in order to decide which test statistic to consider. If Levene F test statistic significance level is $\text{Sig.} > 0.05$, the t-test statistic calculated for variance equation should be taken into account; otherwise, the t-test statistic calculated for the case of variance inequality should be used.

If $\text{Sig.} > 0.05$ when the t-test statistic (t) significance value (Sig.) calculated for the case of variance homogeneity is compared to the selected significance level (5%) H_0 hypothesis should be rejected and H_1 hypothesis should be accepted, or vice versa. If a statistically significant difference is found as result of the test, the group with higher level can be decided by comparing the means of groups (Karagöz, 2016, p. 383-391).

One-way analysis of variance (ANOVA) tests was used during the analysis of the hypotheses, which are based on determining the differences between more than two groups. Null and alternative hypotheses for the ANOVA test are as follows:

$H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_m$ (There is no statistically significant difference between m pieces of group means.)

$H_1: \mu_1 \neq \mu_2 \neq \mu_3 \neq \dots \neq \mu_m$ (At least one of m group means differs from others in a statistically significant manner.)

If $\text{Sig.} > 0.05$ when ANOVA test statistic (F) significance value (Sig.) calculated similarly with the independent sample t-test is compared to the selected significance level H_0 hypothesis should be rejected and H_1 hypothesis should be accepted, or vice versa. If a statistically significant difference is detected as result of the test, Post Hoc pairwise comparison tests should be conducted to determine the group or groups that are the source of difference. Post hoc pairwise comparison tests are in two different groups to produce reliable statistics for cases of variance homogeneity and heterogeneity. For this reason, Levene F test should be applied in order to check homogeneity of variance. If the variance is homogeneous ($\text{Sig.} > 0.05$) it is known that Tukey and Scheffe tests would be reliable;

otherwise (Sig. <0.05), Tamhane's T2 and Dunnett's T3 tests should be used. The groups among which significant differences were found as result of Post Hoc tests selected depending on variance homogeneity were included in the reports in order of magnitude, in addition to ANOVA tests, by taking into account the signs of average differences (Karagöz, 2016, p. 419).

It is known that the number of members of the groups compared during ANOVA test should be more than 10. For this reason, numbers of members in all groups were examined in order to increase the reliability of the test (Kalaycı, 2006, p. 133).

3.4. Limitations of the Study

As previously mentioned, this study was conducted only at three universities in Ankara. The number of participants was limited. It was aimed to reach 869 instructors in eight universities. However, three universities participated in this research. If more cities and more universities were included in the study, the number of participants would be higher, which may affect the results of this study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.0. Introduction

In this part of the study, the findings obtained as result of analysis conducted on survey data and discussions of the research findings are presented. Starting with the participants' descriptive statistics, then, the frequency distributions of each item in the scales are presented and discussed. Finally, hypothesis tests related to research questions are presented.

4.1. Findings

4.1.1. Research questions

This study focuses on three survey questions. The research questions according to the research purposes are as follows:

1. What are the problems about lesson preparation and presentation faced by English language instructors while teaching English online?
2. What are the problems about teacher-student interaction faced by English language instructors while teaching English online?
3. What are the problems about technical support faced by English language instructors while teaching English online?

4.1.2. Descriptive findings

Descriptive statistics of the instructors included in the study are given in Table 4.1.:

Table 4.1. Descriptive statistics.

Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	168	82.8%
	Male	35	17.2%
	Total	203	100.0%
Age	21-31	42	20.7%
	32-42	92	45.3%
	43-53	60	29.6%
	54-64	8	3.9%
	65+	1	.5%
	Total	203	100.0%
Professional seniority	0-5 Years	26	12.8%
	6-11 Years	70	34.5%
	12-17 Years	46	22.7%
	18-23 Years	36	17.7%
	24+ Years	25	12.3%
	Total	203	100.0%
Online teaching experience	0-1 Year	160	78.8%
	2-5 Years	35	17.2%
	6+ Years	8	3.9%
	Total	203	100.0%

4.1.2.1. Distributions of instructors by gender

Distribution of instructors by gender is as follows; 82.8% Female (n=168), 17.2% Male (n=35).

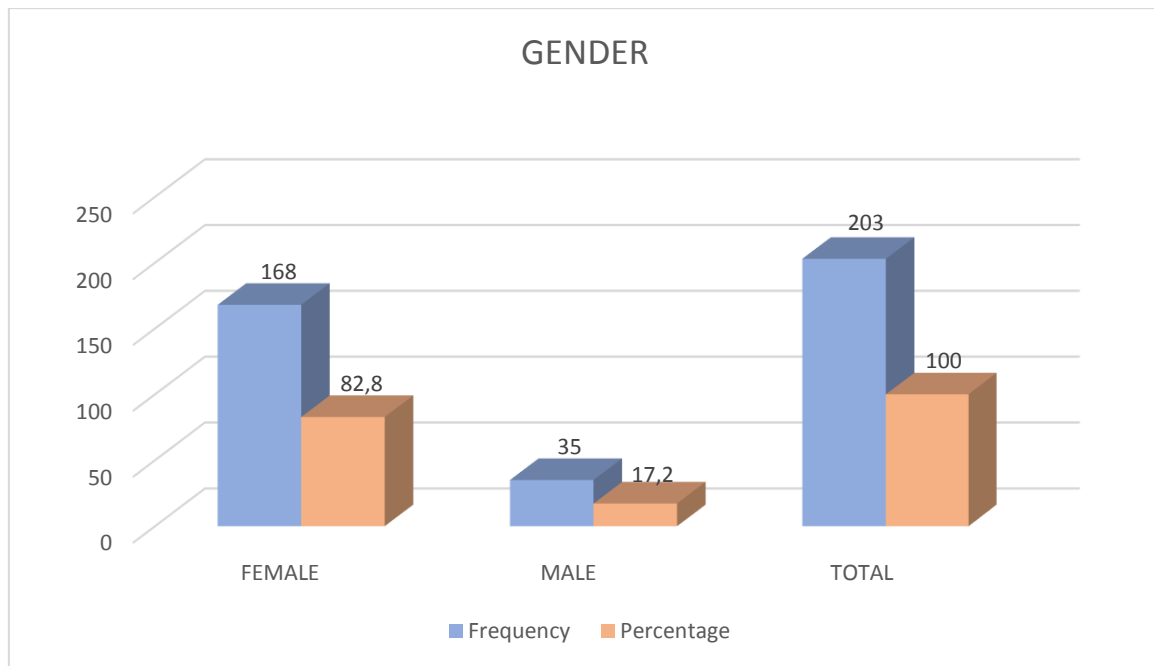


Figure 4.1. Distribution of instructors by gender.

When the distribution of instructors by gender is examined in Table 4.1 and Figure 4.1., it is seen that female lecturers are the majority in this research.

4.1.2.2. Distribution of instructors by age

Distribution of instructors by age groups is as follows; 21-31 years old: 20.7% (n=42); 32-42 years old: 45.3% (n=92); 43-53 years old: 29.6% (n=60); 54-64 years old: 3.9% (n=8), 65+ years old: 0.5% (n=1).

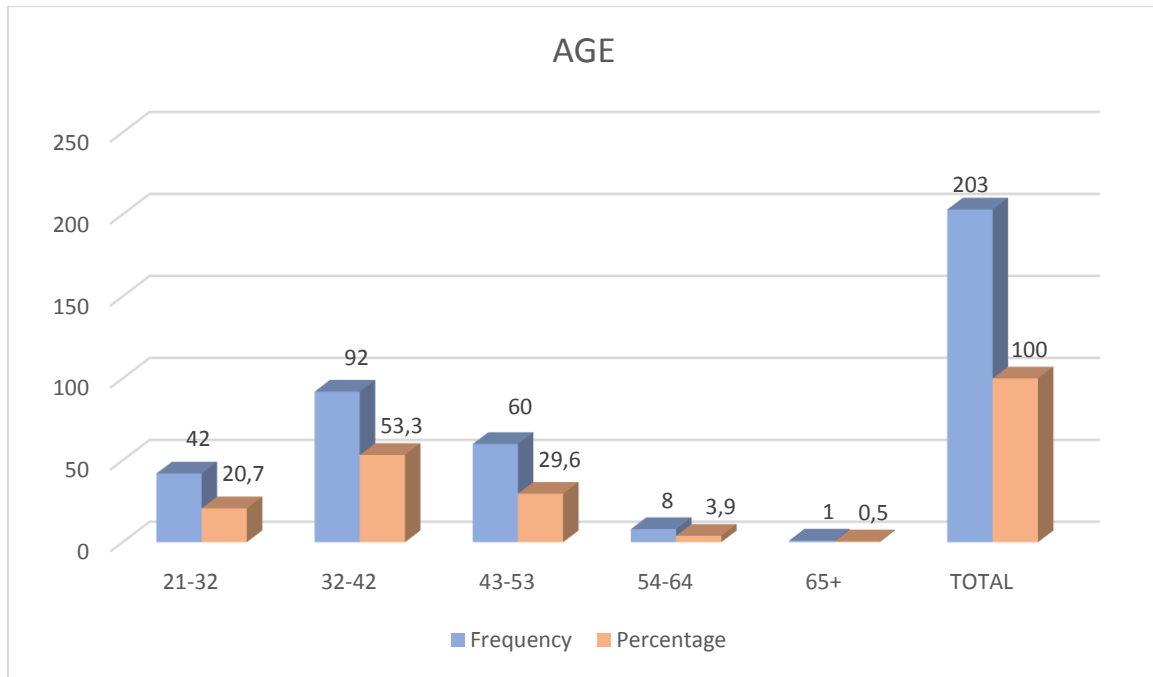


Figure 4.2. Distribution of instructors by age.

Table 4.1 and Figure 4.2. show that the group with the highest percentage is between ages 32 and 42. The group with the second highest percentage is between the ages of 43-53. The lowest percentage is for the ages 65+ with only one participant.

4.1.2.3. Distribution of instructors by professional seniority

Distribution according to professional seniority is as follows; 12.8% 0-5 Years (n=26), 34.5% 6-11 Years (n=70), 22.7% 12-17 Years (n=46), 17.7% 18-23 Years (n=36), 12.3% 24+ Years (n=25).

When the distribution according to professional seniority is examined in Table 4.1 and Figure 4.3, it is seen that 12.8% of the participants have 0-5 years (n=26) of experience, 34.5% them have 6-11 years (n=70) of experience, 22.7% of them have 12-17 years (n=46) of experience, 17.7% of them have 18-23 years and 12.3% of them have 24+ years of experience.

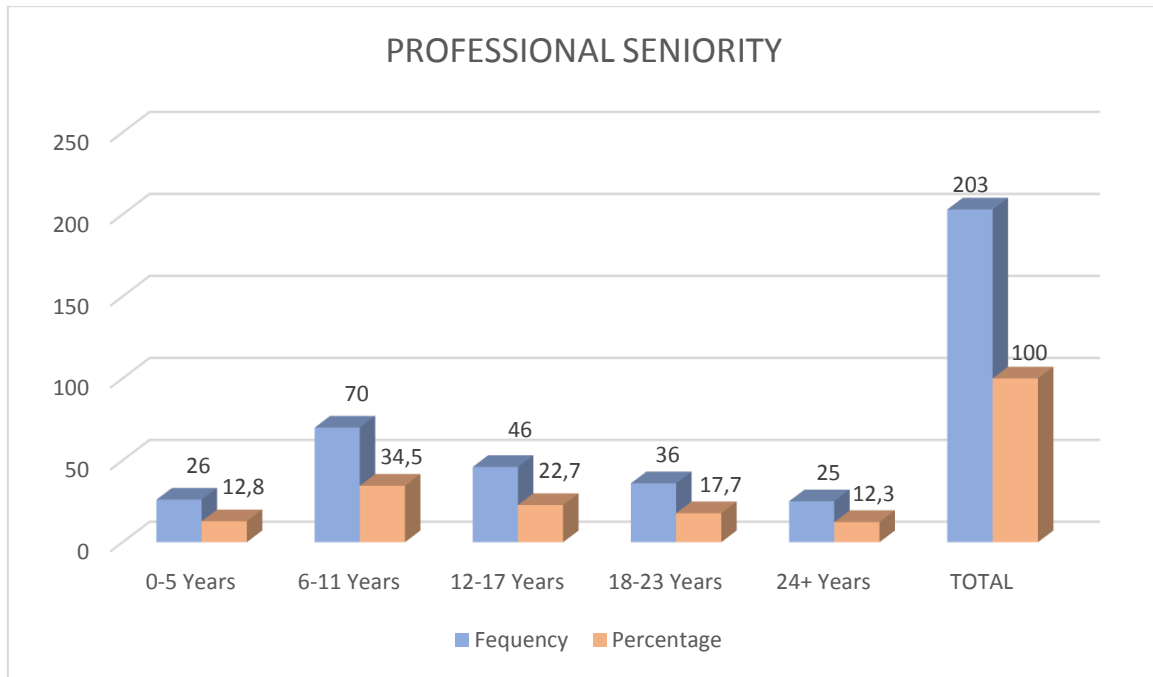


Figure 4.3. Distribution of instructors by professional seniority.

In Table 4.1 and Figure 4.3., the professional seniority results show that most of the instructors have experience in teaching English. The instructors who have 6-11 years of experience have the highest percentage within the sample group. The group of instructors with the second highest percentage have 12-17 years of experience.

4.1.2.4. Distribution of instructors by online teaching experience

Distribution according to online teaching experience is as follows; 78.8% 0-1 Year (n=160), 17.2% 2-5 Years (n=35), 3.9% 6+ Years (n=8),

When the distribution according to online teaching experience is examined in Table 4.1. and Figure 4.4., it is seen that 78.8% of the participants have 0-1 year (n=160) of experience, 17.2% them have 2-5 years (n=35) of experience and 3.9% of them have 6+ years (n=8) of experience.

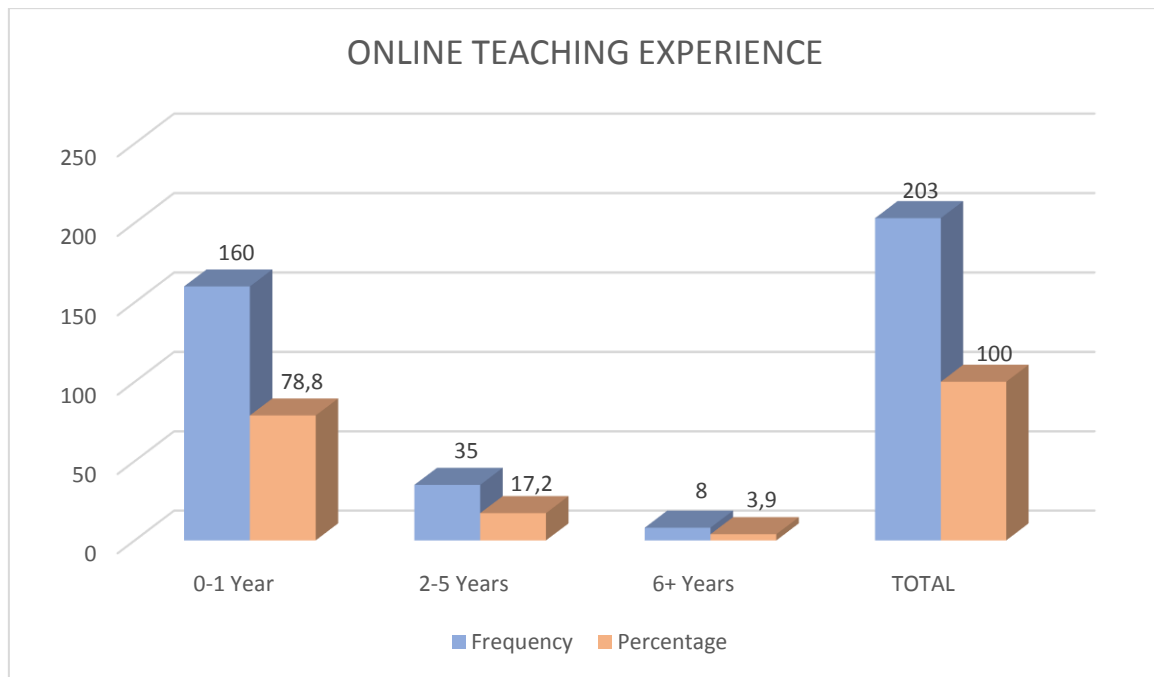


Figure 4.4. Distribution of instructors by online teaching experience.

The results in Figures 4.3. and 4.4. display that although the professional seniority of the instructors is high, their online teaching experience is low. It may be because of the reason that distance education had not been an obligation until this pandemic started. Instructors were teaching face-to-face in a classroom environment. They did not often teach online.

4.1.3. Frequency analysis

In this part of the study, the frequency distributions of the answers to the scale questions and the mean and standard deviations are presented.

4.1.3.1. Frequency analysis findings for the first scale

Frequency analysis findings for the first scale are shown in Table 4.2.:

Table 4.2. Frequency analysis 1.

Item	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean	Standard deviation
	n	%	n	%	n	%	n	%	n	%		
1. Group work activities can be done easily in online learning.	16	7.9	34	16.7	44	21.7	83	40.9	26	12.8	3.34	1.14
2. Pair work activities can be done easily in online learning.	4	2.0	41	20.2	65	32.0	81	39.9	12	5.9	3.28	0.92
3. In distance education, I can easily use the materials that I use in face-to-face education without any modification.	24	11.8	84	41.4	34	16.7	53	26.1	8	3.9	2.69	1.10
4. Distance education is appropriate for teaching English.	9	4.4	16	7.9	25	12.3	90	44.3	63	31.0	3.90	1.07
5. Tasks can be done successfully in an online class.	7	3.4	19	9.4	41	20.2	100	49.3	36	17.7	3.68	0.98
6. In my institution there are standards about the preparation and presentation of an online lesson.	25	12.3	84	41.4	44	21.7	41	20.2	9	4.4	2.63	1.07
7. The video conferencing system that we use is adequate for activities and tasks.	35	17.2	75	36.9	47	23.2	37	18.2	9	4.4	2.56	1.11
8. The video conferencing system that we use is adequate for preparing and presenting an online lesson.	3	1.5	36	17.7	68	33.5	83	40.9	13	6.4	3.33	0.89
9. I always use multimedia (such as audio, video and animation) in my online lessons.	10	4.9	25	12.3	60	29.6	80	39.4	28	13.8	3.45	1.03
10. I use authentic materials in my online lessons.	3	1.5	42	20.7	57	28.1	88	43.3	13	6.4	3.33	0.92
11. I can successfully upload the lesson materials, necessary materials and videos for the use of students.	3	1.5	11	5.4	17	8.4	107	52.7	65	32.0	4.08	0.87

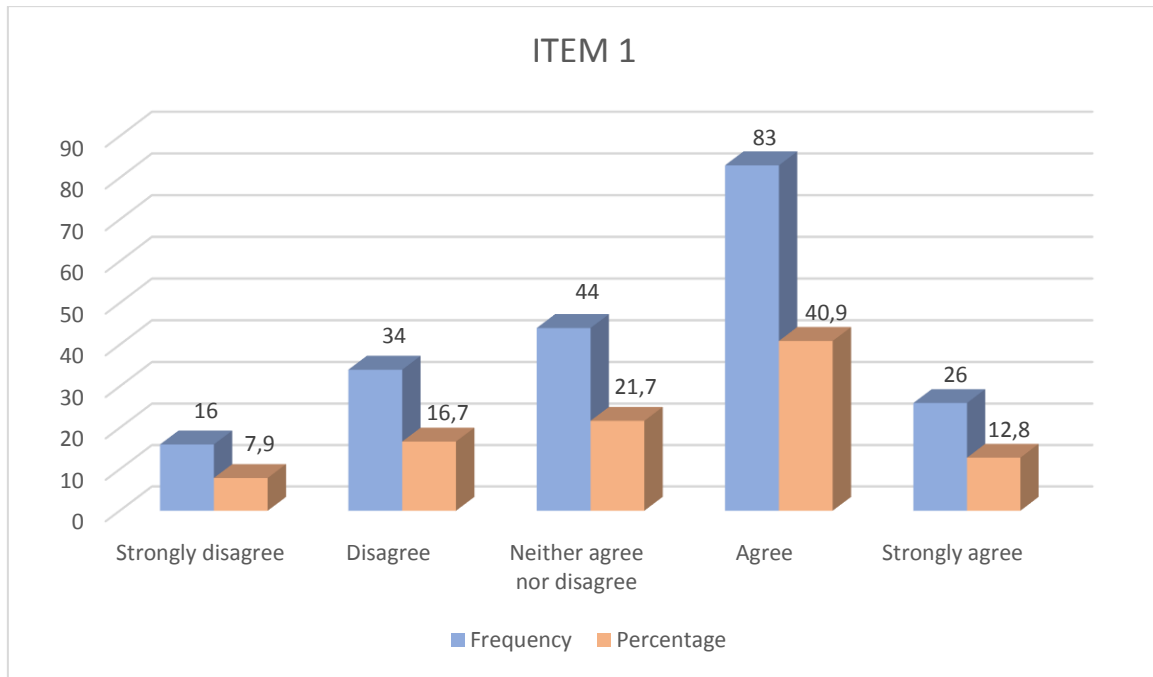


Figure 4.5. Frequency distribution of the responses to item 1.

“1. Group work activities can be done easily in online learning.” In the frequency distributions of the responses to the item, it is seen that 7.9% of the participants strongly disagree ($n=16$) with the item, 16.7% of them disagree ($n=34$) and 21.7% of them neither agree nor disagree ($n=44$) with the item. 40.9% of the participants agree ($n=83$) and 12.8% of them strongly agree ($n=26$) with the item. When the item average (3.34 ± 1.14) is examined, it is seen that the mean of the sample is close to the answer “neither agree nor disagree”. It may be said that although some participants have difficulties in group work activities, many participants used these activities easily.

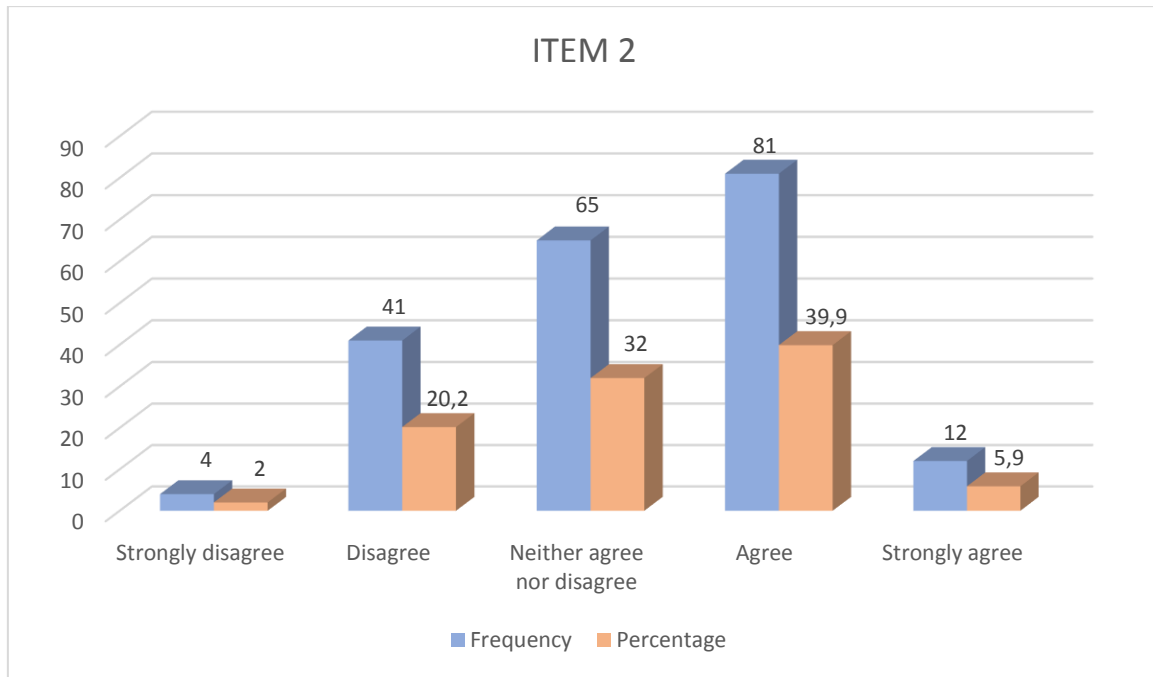


Figure 4.6. Frequency distribution of the responses to item 2.

“2. Pair work activities can be done easily in online learning.” The frequency distributions of the responses to the item show that 2.0% of the participants strongly disagree ($n = 4$) and 20.2% of them disagree ($n = 41$) with the item. 32.0% of the participants neither agree nor disagree ($n = 65$) with the item. 39.9% of the instructors agree ($n = 81$) and 5.9% of them strongly agree ($n = 12$) with the item. When the item mean (3.28 ± 0.92) is examined, it is seen that the sample mean is close to “neither agree nor disagree”. In the results, it is observed that many instructors are undecided to use pair work activities online. Still, there is a huge number of instructors that are in favor of pair work activities.

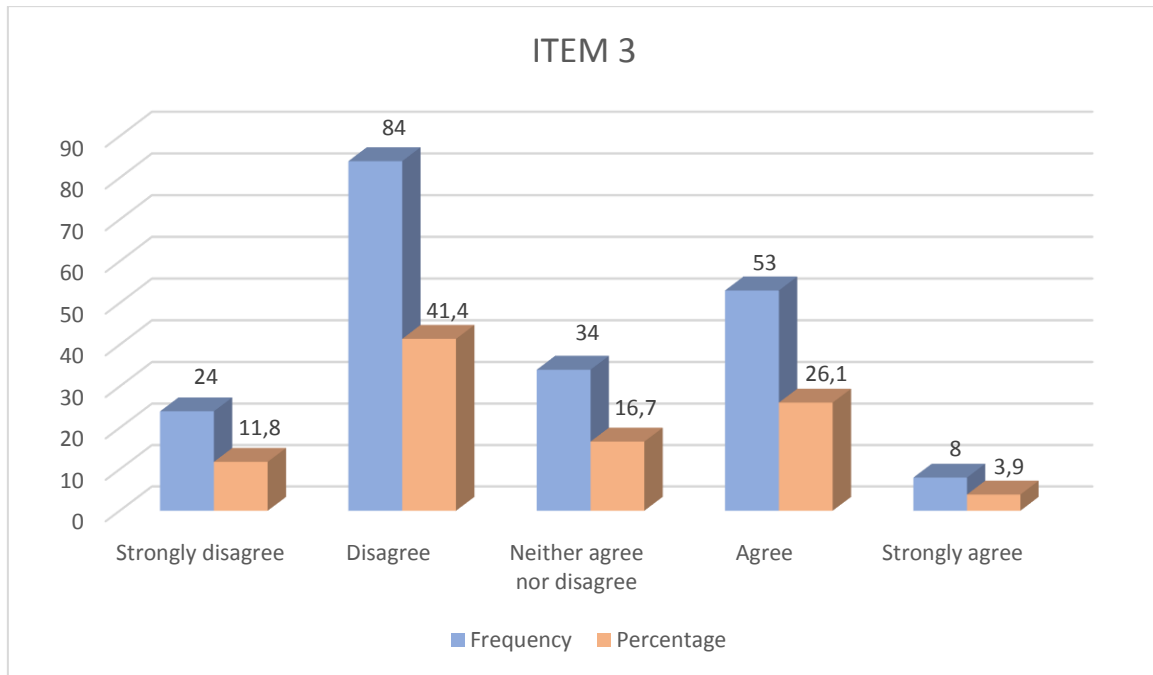


Figure 4.7. Frequency distribution of the responses to item 3.

“3. In distance education, I can easily use the materials that I use in face-to-face education without any modification.” The frequency distributions of the responses to the item are as follows; 11.8% of the participants strongly disagree ($n = 24$), 41.4% of them disagree ($n = 84$), 16.7% of them neither agree nor disagree ($n = 34$), 26.1% of the instructors agree ($n = 53$) and 3.9% of them strongly agree ($n = 8$) with the item. When the item mean (2.69 ± 1.10) is examined, it is seen that the sample mean is close to the answer “neither agree nor disagree”. The results may show that traditional materials need some change in order to be used widely.

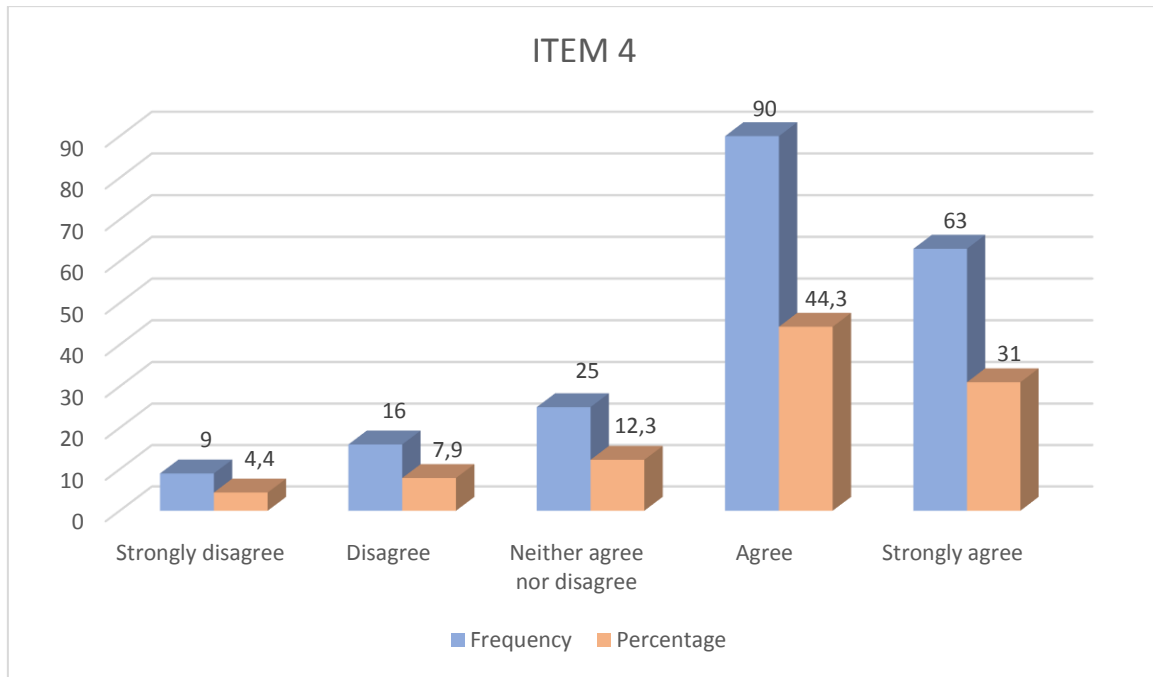


Figure 4.8. Frequency distribution of the responses to item 4.

"4. Distance education is appropriate for teaching English." The frequency distributions of the responses to the item are as follows; 4.4% of the participants strongly disagree ($n = 9$) and 7.9% them disagree ($n = 16$). It is also seen from the results that 12.3% of the instructors neither agree nor disagree ($n = 25$), 44.3% them agree ($n = 90$) and 31.0% of them strongly agree ($n = 63$) with the item. When the item mean (3.90 ± 1.07) is examined, it is seen that the sample mean is close to the answer "agree". The results reveal that a vast number of participants think that English can be taught online.

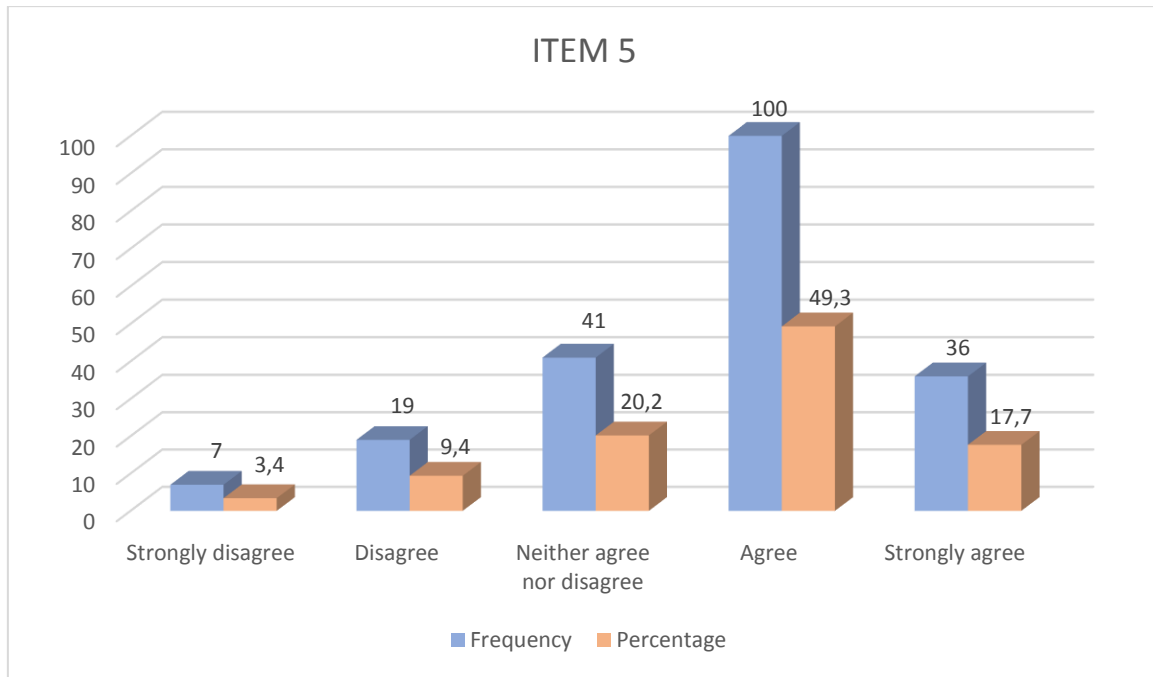


Figure 4.9. Frequency distribution of the responses to item 5.

“5. Tasks can be done successfully in an online class.” According to the frequency distributions of the responses to the item, 3.4% of the participants strongly disagree ($n=7$), 9.4% of them disagree ($n=19$) and 20.2% of them neither agree nor disagree ($n=41$) with the item. Moreover, 49.3% of the instructors agree ($n=100$) and 17.7% of them strongly agree ($n=36$) with the item. When the item mean (3.68 ± 0.98) is examined, it is seen that the mean of the sample is close to the answer “neither agree nor disagree”. It can be said that 136 instructors are able to do tasks successfully, 41 instructors are undecided about the item and 26 instructors seem to have problems with doing tasks online.

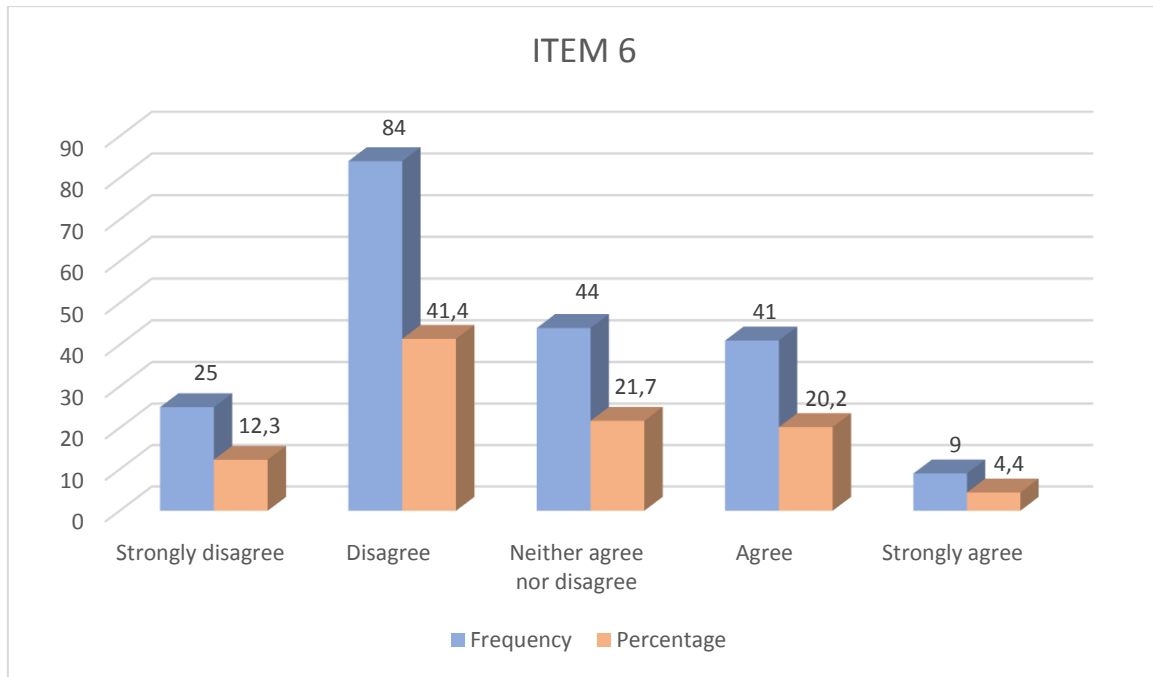


Figure 4.10. Frequency distribution of the responses to item 6.

“6. In my institution there are standards about the preparation and presentation of an online lesson.” The frequency distributions of the responses to the item show that 12.3% of the participants strongly disagree ($n = 25$), 41.4% of them disagree ($n = 84$), 21.7% of them neither agree nor disagree ($n = 44$), 20.2% of them agree ($n = 41$), and 4.4% of them strongly agree ($n = 9$) with the item. When the item mean (2.63 ± 1.07) is examined, it is seen that the mean of the sample is close to “neither agree nor disagree”. The results show that more than half of the participants do not agree with the item. It may mean that the majority have some standardization issues in presentation and preparation of online lessons. There are still some numbers of participants who are undecided and who have positive attitude towards the item.

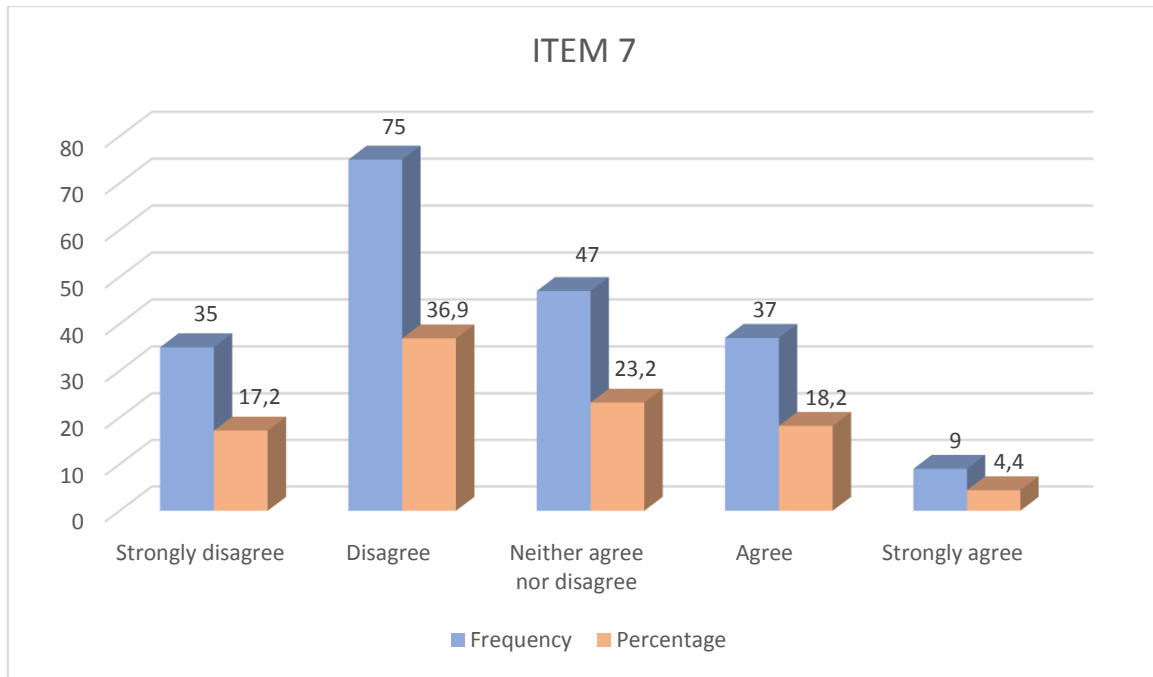


Figure 4.11. Frequency distribution of the responses to item 7.

“7. The video conferencing system that we use is adequate for activities and tasks.” The frequency distributions of the responses to the item are as follows; 17.2% of the instructors strongly disagree ($n = 35$), 36.9% disagree ($n = 75$), 23.2% neither agree nor disagree ($n = 47$), 18.2% agree ($n = 37$) and 4.4% strongly agree ($n = 9$). When the item mean (2.56 ± 1.11) is examined, it is seen that the mean of the sample is close to “neither agree nor disagree”. The responses for this item may indicate that video conferencing systems are not effective for all the participants when activities and tasks are concerned.

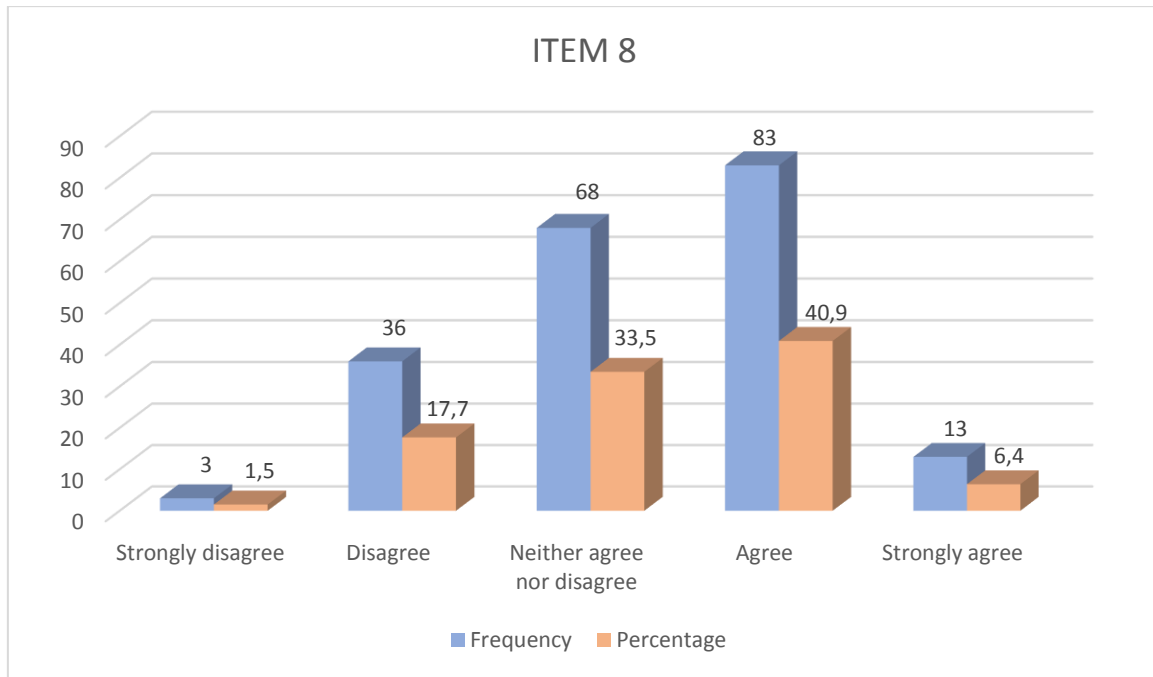


Figure 4.12. Frequency distribution of the responses to item 8.

"8. The video conferencing system that we use is adequate for preparing and presenting an online lesson." The frequency distributions of the responses to the item are as follows; 1.5% strongly disagree ($n = 3$), 17.7% disagree ($n = 36$), 33.5% neither agree nor disagree ($n = 68$), 40.9% agree ($n = 83$), 6.4% strongly agree ($n = 13$). When the item mean (3.33 ± 0.89) is examined, it is seen that the sample mean is close to "neither agree nor disagree". It is seen that although a large number of instructors can use the system successfully for preparing and presenting a lesson, there are many instructors who are undecided about the item. This may show that these systems should be improved.

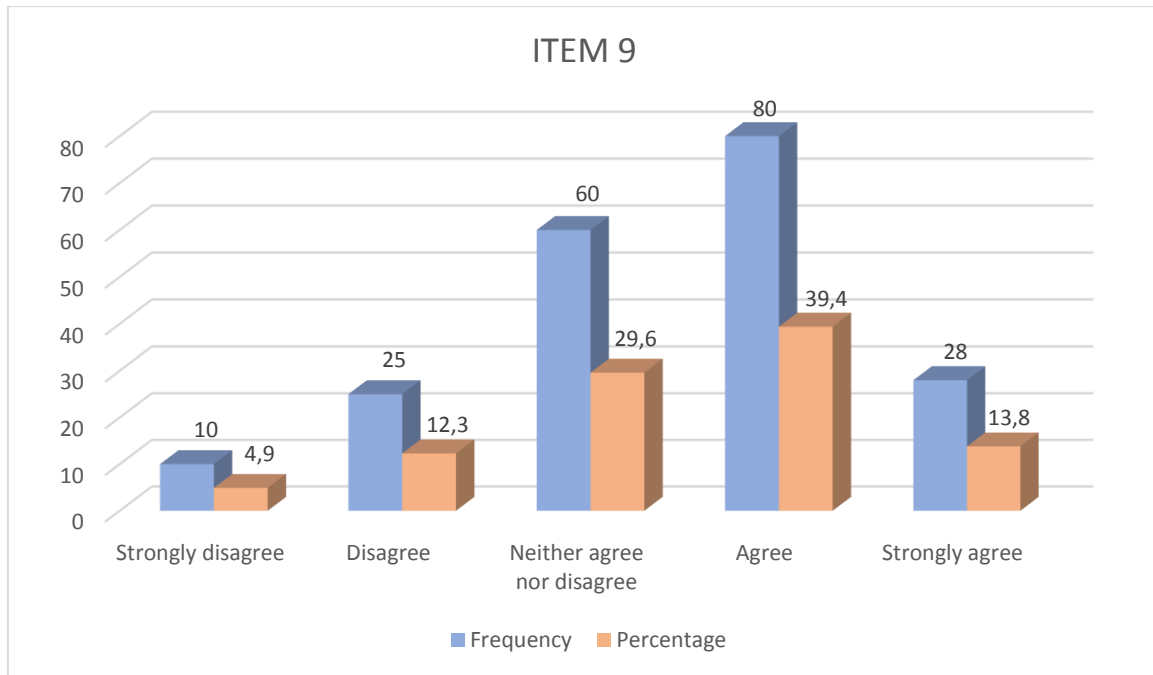


Figure 4.13. Frequency distribution of the responses to item 9.

"9. I always use multimedia (such as audio, video and animation) in my online lessons." It is seen in the frequency distributions of the responses to the item that 4.9% of the participants strongly disagree ($n = 10$), 12.3% of them disagree ($n = 25$), 29.6% neither agree nor disagree ($n = 60$), 39.4% agree ($n = 80$) and 13.8% strongly agree ($n = 28$). When the item mean (3.45 ± 1.03) is examined, it is seen that the sample mean is close to "neither agree nor disagree". The results may be an indication that many instructors create an effective online environment by using multimedia in online lessons.

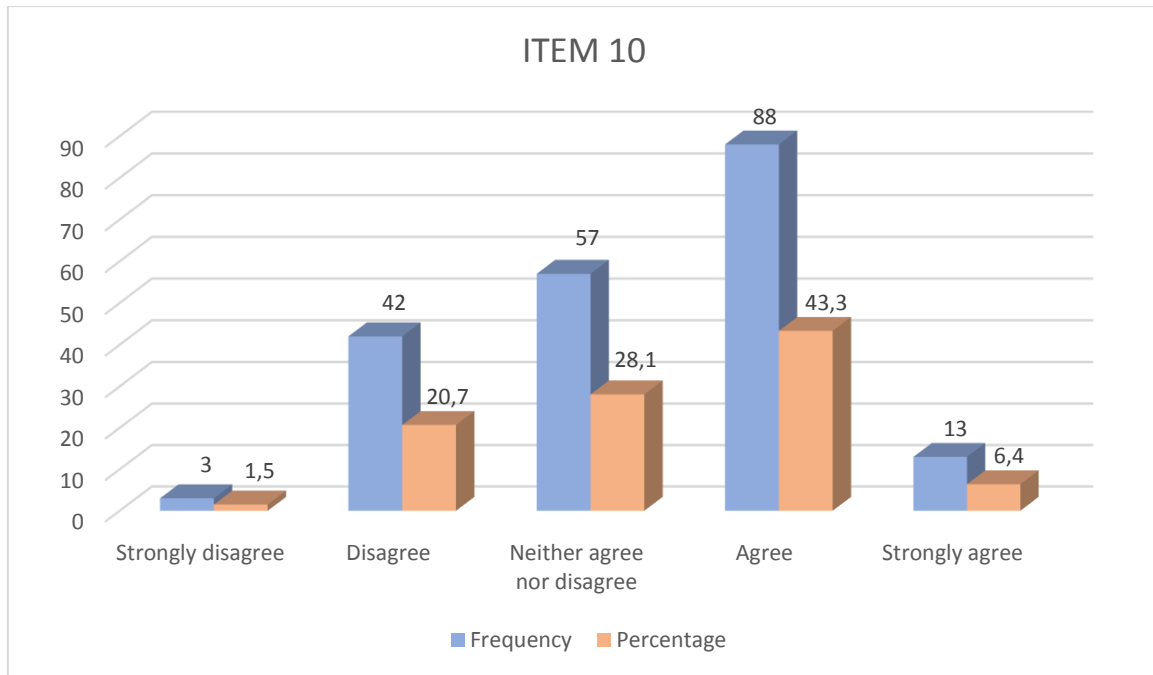


Figure 4.14. Frequency distribution of the responses to item 10.

"10. I use authentic materials in my online lessons." The frequency distributions of the responses to the item are as follows; 1.5% strongly disagree ($n = 3$), 20.7% disagree ($n = 42$), 28.1% neither agree nor disagree ($n = 57$), 43.3% agree ($n = 88$), 6.4% strongly agree ($n = 13$). When the item mean (3.33 ± 0.92) is examined, it is seen that the mean of the sample is close to "neither agree nor disagree". It can be concluded from the results that authentic materials are used by a large number of participants and it may help to create an interactive learning environment which is necessary for communicative language learning.

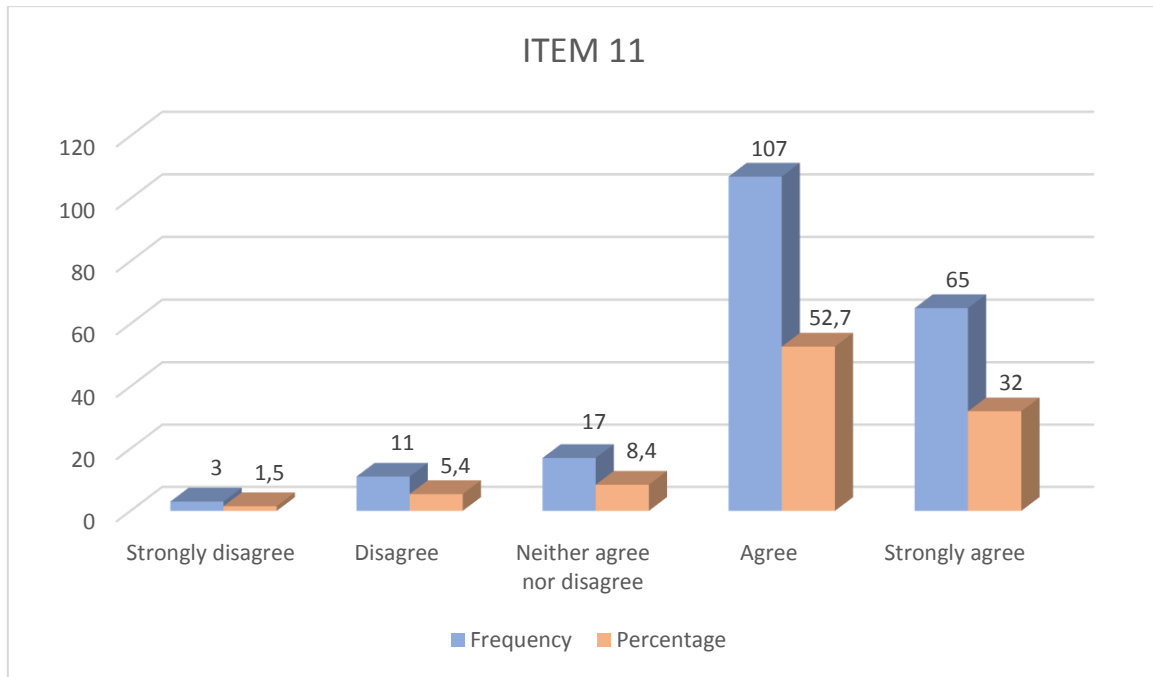


Figure 4.15. Frequency distribution of the responses to item 11.

"11. I can successfully upload the lesson materials, necessary materials and videos for the use of students." The frequency distributions of the responses to the item are as follows; 1.5% of the participants strongly disagree (n=3), 5.4% of them disagree (n=11), 8.4% of them neither agree nor disagree (n=17), 52.7% of them agree (n=107) and 32.0% of them strongly agree (n=65) with the item. When the item mean (4.08 ± 0.87) is examined, it is seen that the sample mean is close to "agree". It is seen that a huge number of participants do not have problems in uploading materials and videos. This may indicate that the instructors have the relevant skills.

4.1.3.2. Frequency analysis findings for the second scale

Frequency analysis findings for the second scale are as in Table 4.3.:

Table 4.3. Frequency analysis 2.

Item	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean	Standard deviation
	n	%	n	%	n	%	n	%	n	%		
1. In online teaching, student-teacher interaction affects student's performance positively.	34	16.7	67	33.0	64	31.5	33	16.3	5	2.5	2.55	1.03
2. In online teaching, student-teacher interaction affects instructor's performance positively.	14	6.9	74	36.5	41	20.2	57	28.1	17	8.4	2.95	1.12
3. I can easily answer students' questions in an online lesson.	4	2.0	24	11.8	31	15.3	111	54.7	33	16.3	3.71	0.94
4. Managing an online class is easier than a face-to-face class.	56	27.6	94	46.3	30	14.8	15	7.4	8	3.9	2.14	1.03
5. Students can easily ask questions in an online lesson.	26	12.8	77	37.9	33	16.3	50	24.6	17	8.4	2.78	1.20
6. In distance education, taking and giving feedback is easy.	10	4.9	56	27.6	52	25.6	66	32.5	19	9.4	3.14	1.08
7. Distance education attracts my students more than traditional education.	29	14.3	57	28.1	43	21.2	54	26.6	20	9.9	2.90	1.23
8. Student-teacher interaction level in online learning is higher than in traditional learning.	27	13.3	95	46.8	33	16.3	43	21.2	5	2.5	2.53	1.05

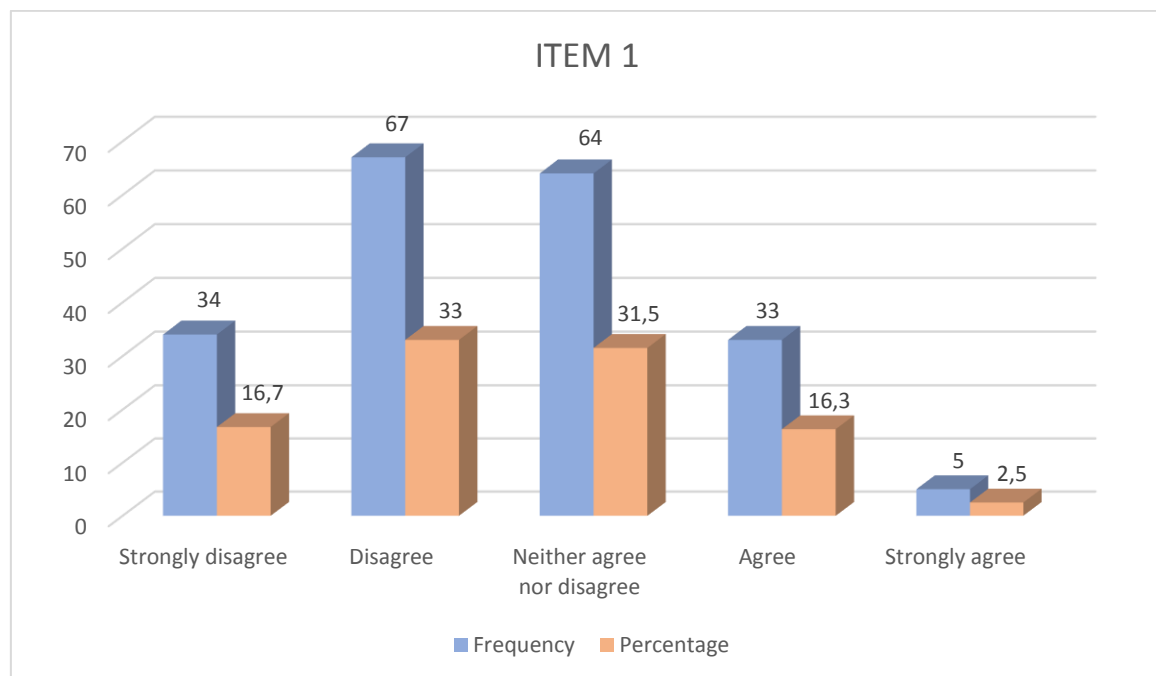


Figure 4.16. Frequency distribution of the responses to item 1.

"1. In online teaching, student-teacher interaction affects student's performance positively." The frequency distributions of the responses to the item are as follows; 16.7% of the instructors strongly disagree (n = 34), 33.0% disagree (n=67), 31.5% neither agree nor disagree (n=64), 16.3% agree (n=33), 2.5% strongly agree (n=5). When the item mean (2.55 ± 1.03) is examined, it is seen that the sample mean is close to "neither agree nor disagree". There is a large number of instructors who disagree with the item and who are undecided, which may be an indication of interaction problems.

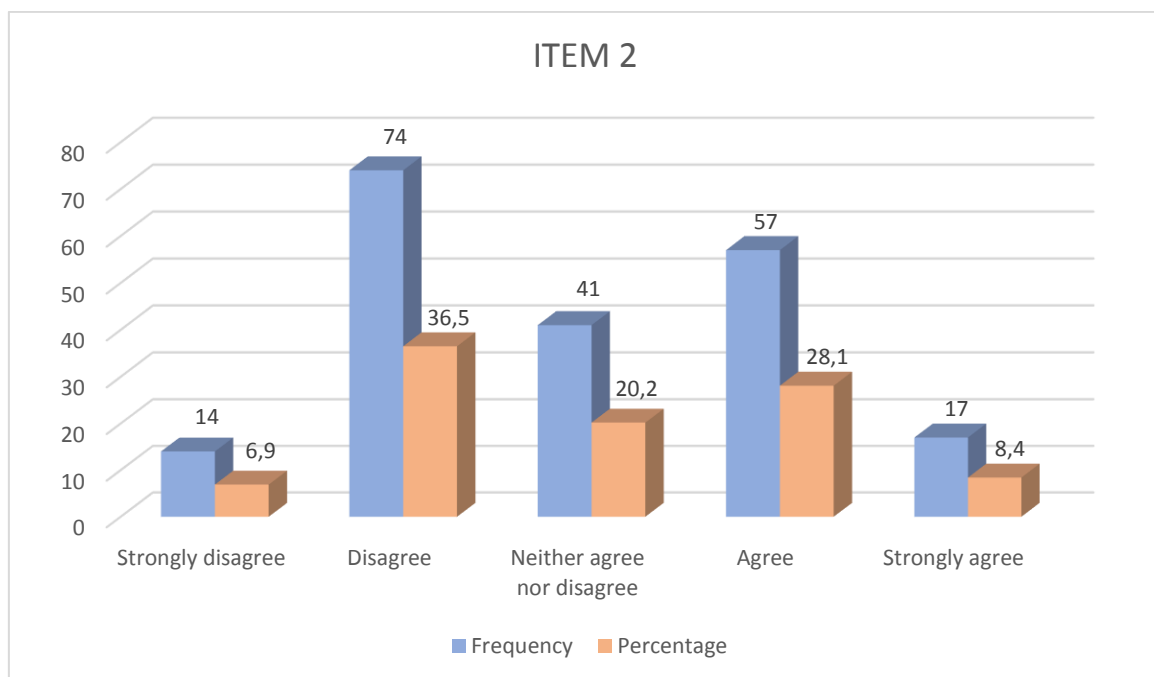


Figure 4.17. Frequency distribution of the responses to item 2.

"2. In online teaching, student-teacher interaction affects instructor's performance positively." The frequency distributions of the responses to the item are as follows; 6.9% strongly disagree (n = 14), 36.5% disagree (n=74), 20.2% neither agree nor disagree (n=41), 28.1% agree (n=57), 8.4% strongly agree (n=17). When the item mean (2.95 ± 1.12) is examined, it is seen that the sample mean is close to "neither agree nor disagree". Based on the results, it can be said that there are many instructors who disagree and agree with the item. It can be concluded that interaction problems have negative effect on some instructors' performance.

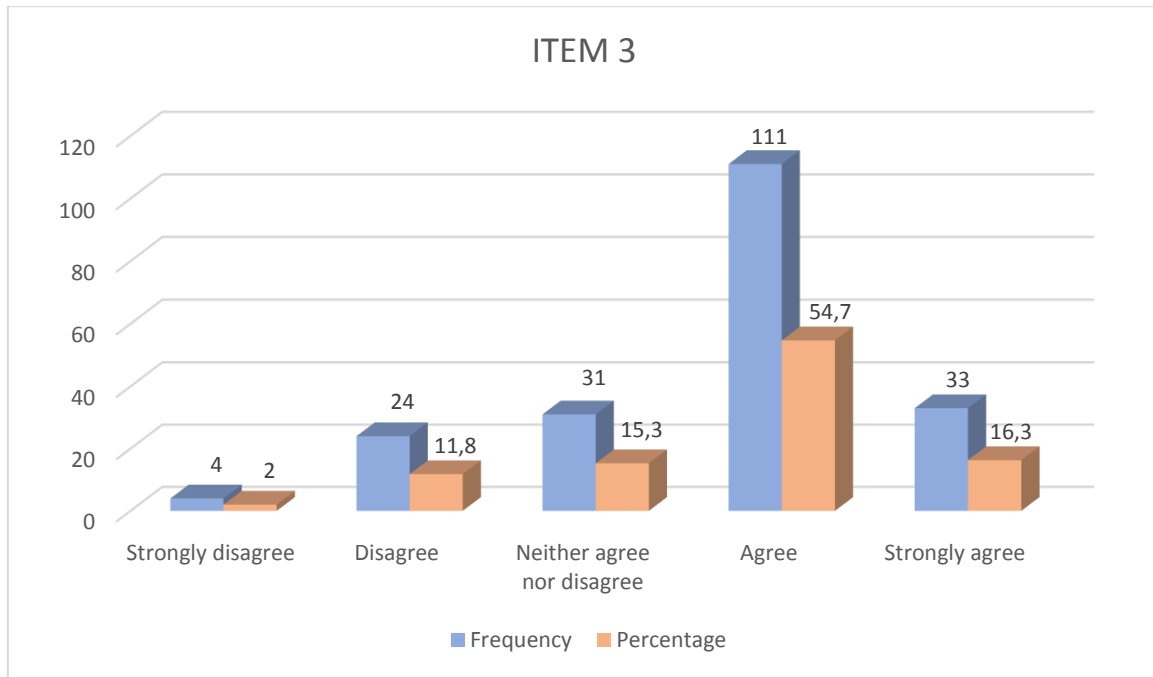


Figure 4.18. Frequency distribution of the responses to item 3.

"3. I can easily answer students' questions in an online lesson." The frequency distributions of the responses to the item are as follows; 2.0% strongly disagree ($n=4$), 11.8% disagree ($n=24$), 15.3% neither agree nor disagree ($n=31$), 54.7% agree ($n=111$), 16.3% strongly agree ($n=33$). When the item mean (3.71 ± 0.94) is examined, it is seen that the sample mean is close to "agree". Based on the percentages it is seen that a few number of instructors have problems with this item.

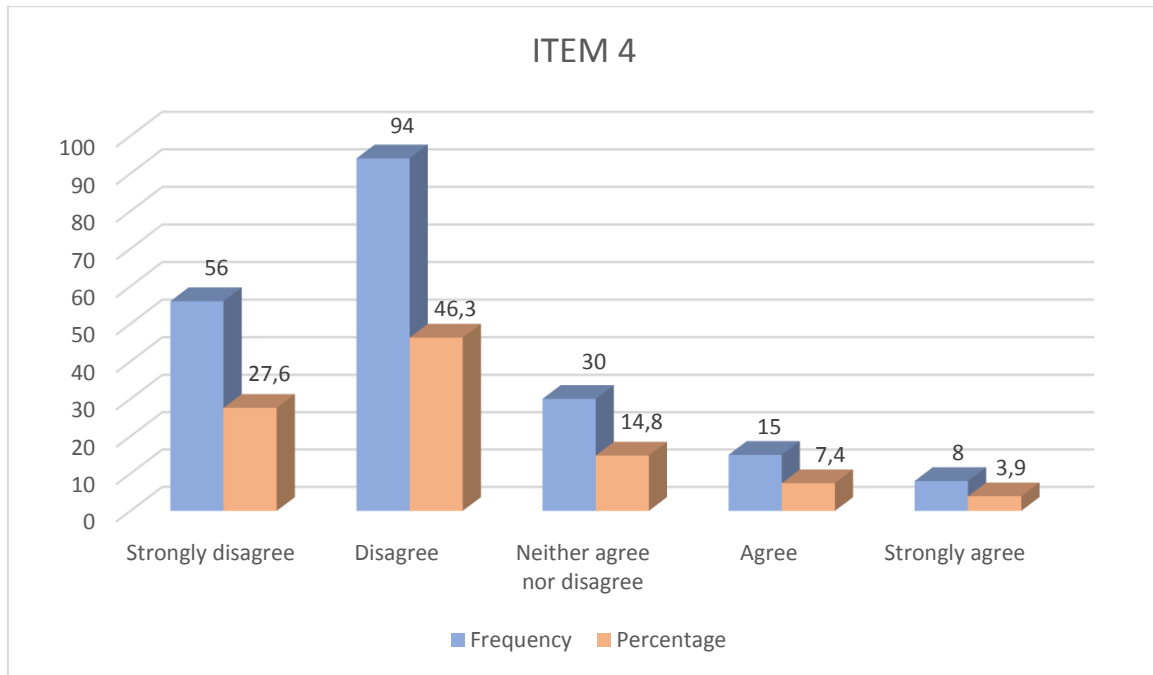


Figure 4.19. Frequency distribution of the responses to item 4.

"4. Managing an online class is easier than a face-to-face class." It is seen in the frequency distributions of the responses to the item that 27.6% of the instructors strongly disagree ($n=56$), 46.3% of them disagree ($n=94$), 14.8% neither agree nor disagree ($n=30$), 7.4% of them agree ($n=15$) and 3.9% of them strongly agree ($n=8$) with the item. When the item mean (2.14 ± 1.03) is examined, it is seen that the sample mean is close to "disagree". Based on the number of participants it is seen that a vast number of instructors have difficulty in managing an online class.

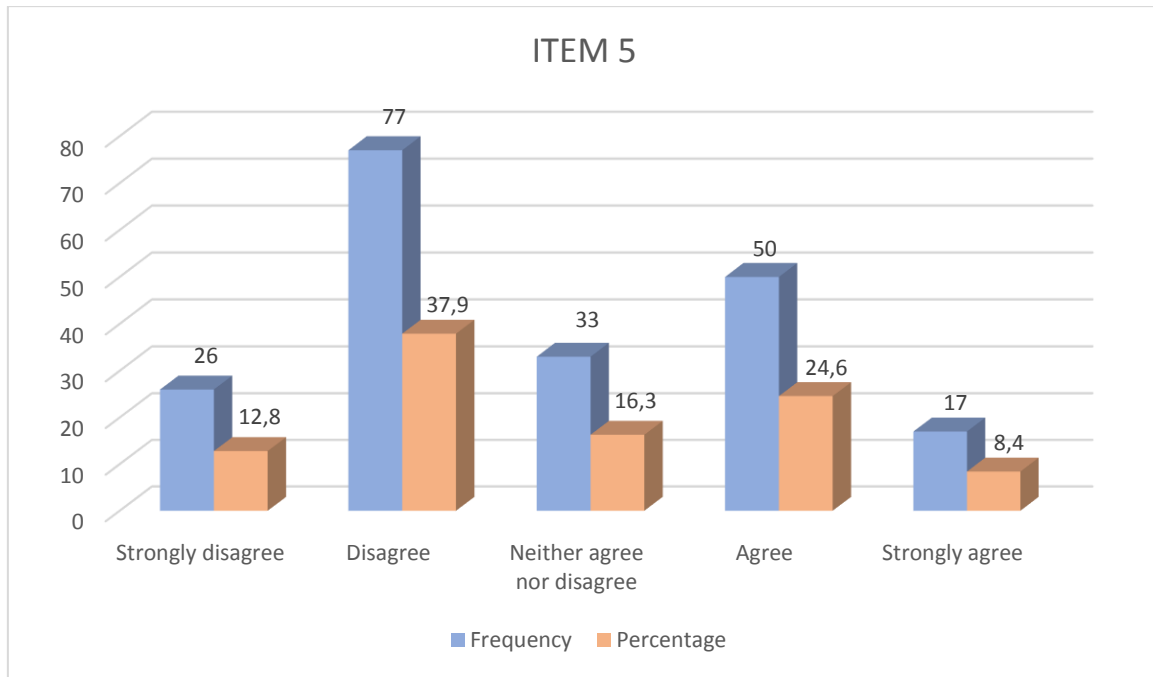


Figure 4.20. Frequency distribution of the responses to item 5.

“5. Students can easily ask questions in an online lesson.” The frequency distributions of the responses to the item are as follows; 12.8% of the instructors strongly disagree ($n=26$), 37.9% of them disagree ($n = 77$), 16.3% neither agree nor disagree ($n=33$), 24.6% agree ($n=50$), 8.4% strongly agree ($n=17$). When the item mean (2.78 ± 1.20) is examined, it is seen that the sample mean is close to “neither agree nor disagree”. The results show that a large number of instructors think that students have difficulty in asking questions which may arise from technological problems or students may not prefer to ask questions.

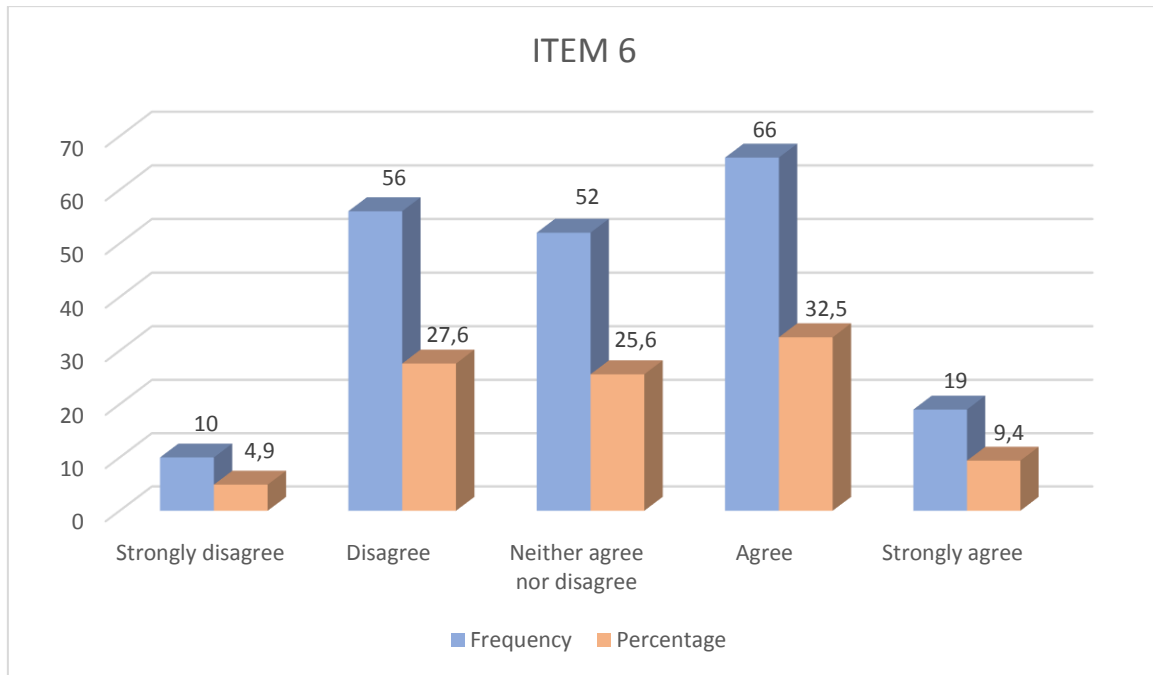


Figure 4.21. Frequency distribution of the responses to item 6.

“6. In distance education, taking and giving feedback is easy.” The frequency distributions of the responses to the item show that 4.9% of the participants strongly disagree (n=10), 27.6% of them disagree (n=56) and 25.6% of them neither agree nor disagree (n=52) with the item. It is also seen that 32.5% of the participants agree (n=66), 9.4% of them strongly agree (n=19). When the item mean (3.14 ± 1.08) is examined, it is seen that the sample mean is close to “neither agree nor disagree”. The majority seem to have positive attitude towards the item. However, there are many instructors who are undecided and who disagree. It may be because of low interaction levels which may change in different classes.

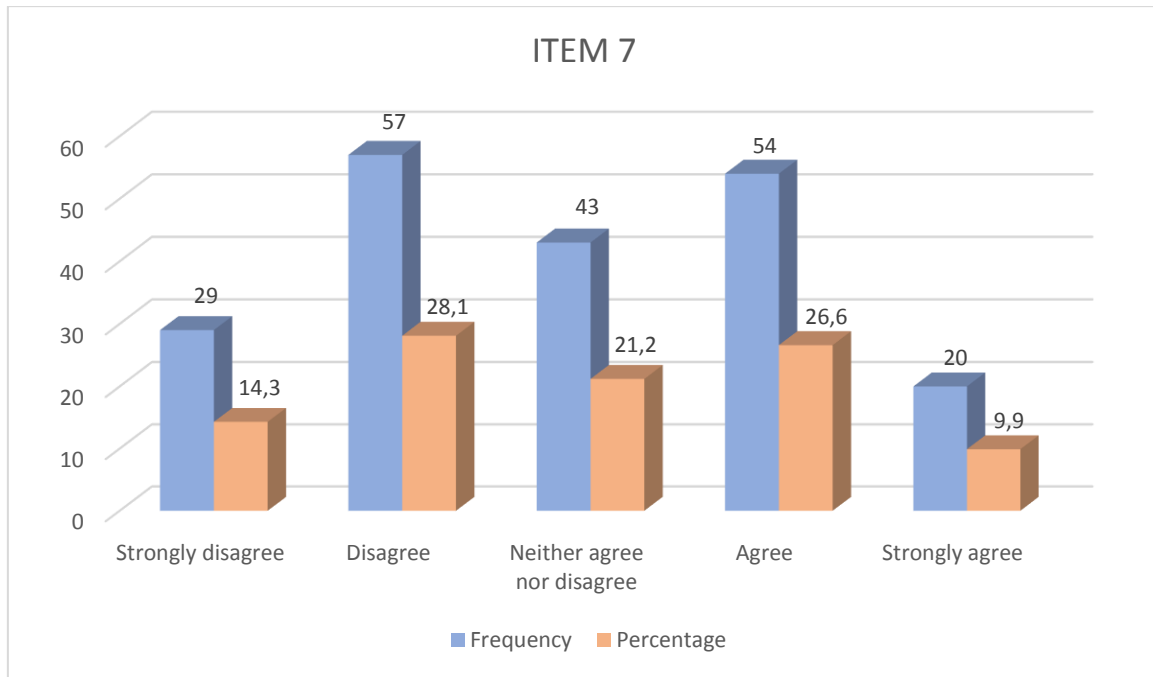


Figure 4.22. Frequency distribution of the responses to item 7.

“7. Distance education attracts my students more than traditional education.” The frequency distributions of the responses to the item are as follows; 14.3% strongly disagree (n=29), 28.1% disagree (n=57), 21.2% neither agree nor disagree (n=43), 26.6% agree (n=54), 9.9%. strongly agree (n=20). When the item mean (2.90 ± 1.23) is examined, it is seen that the mean of the sample is close to “neither agree nor disagree. When the number of instructors is observed, the responses to the item vary a lot. This may indicate that there are many students who do not prefer distance education or who have difficulties in using the relevant technologies.

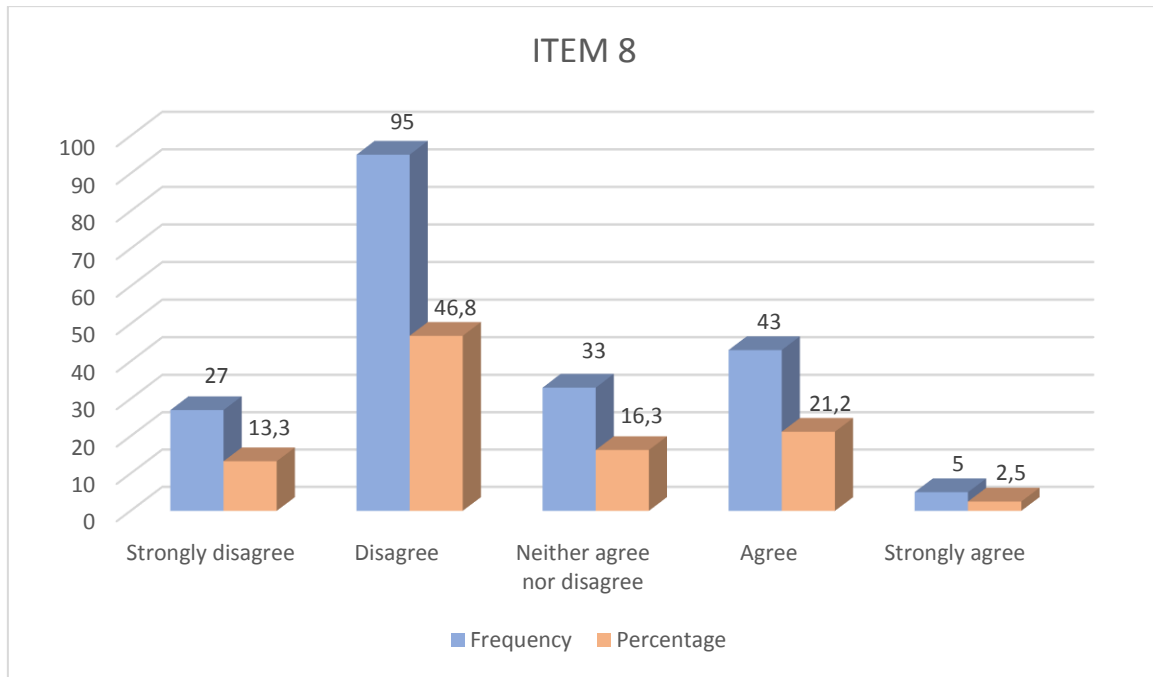


Figure 4.23. Frequency distribution of the responses to item 8.

"8. Student-teacher interaction level in online learning is higher than in traditional learning." The frequency distributions of the responses to the item are as follows; 13.3% of the instructors strongly disagree ($n = 27$), 46.8% of them disagree ($n=95$), 16.3% neither agree nor disagree ($n=33$), 21.2% agree ($n=43$), 2.5% strongly agree ($n=5$). When the item mean (2.53 ± 1.05) is examined, it is seen that the mean of the sample is close to "neither agree nor disagree". The results show that a lot of participants are unsatisfied with the student-teacher interaction levels.

4.1.3.3. Frequency analysis findings for the third scale

Frequency analysis findings for the third scale are given in Table 4.4.:

Table 4.4. Frequency analysis 3.

Item	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean	Standard deviation
	n	%	n	%	n	%	n	%	n	%		
1. In my institution, the technical staff always supports instructors about technological problems.	21	10.3	43	21.2	55	27.1	60	29.6	24	11.8	3.11	1.18
2. In my institution, there are some useful courses about basic technical issues.	24	11.8	68	33.5	27	13.3	71	35.0	13	6.4	2.91	1.19
3. In my institution, technical infrastructure is sufficient for distance education.	14	6.9	50	24.6	55	27.1	63	31.0	21	10.3	3.13	1.11

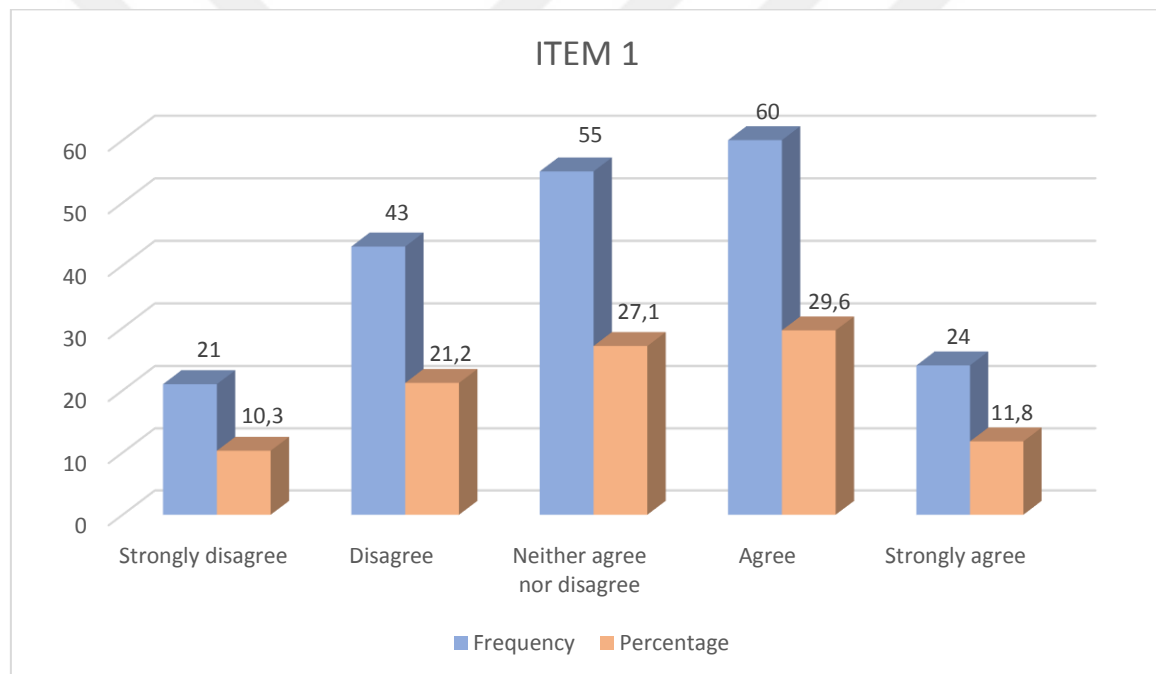


Figure 4.24. Frequency distribution of the responses to item 1.

"1. In my institution, the technical staff always supports instructors about technological problems." The frequency distributions of the responses to the item reveal that 10.3% of the participants strongly disagree (n=21), 21.2% of them disagree (n=43), 27.1% neither agree nor disagree (n=55), 29.6% agree (n=60) and 11.8% of them strongly agree (n=24). When the item mean (3.11 ± 1.18) is examined, it is seen that the sample mean is close to "neither agree nor disagree". Many instructors state that they are supported by a technical staff. However, the number of instructors who are undecided and who disagree with the item is

not low. This may indicate that some participants have problems with a technical support which may differ by institutions.

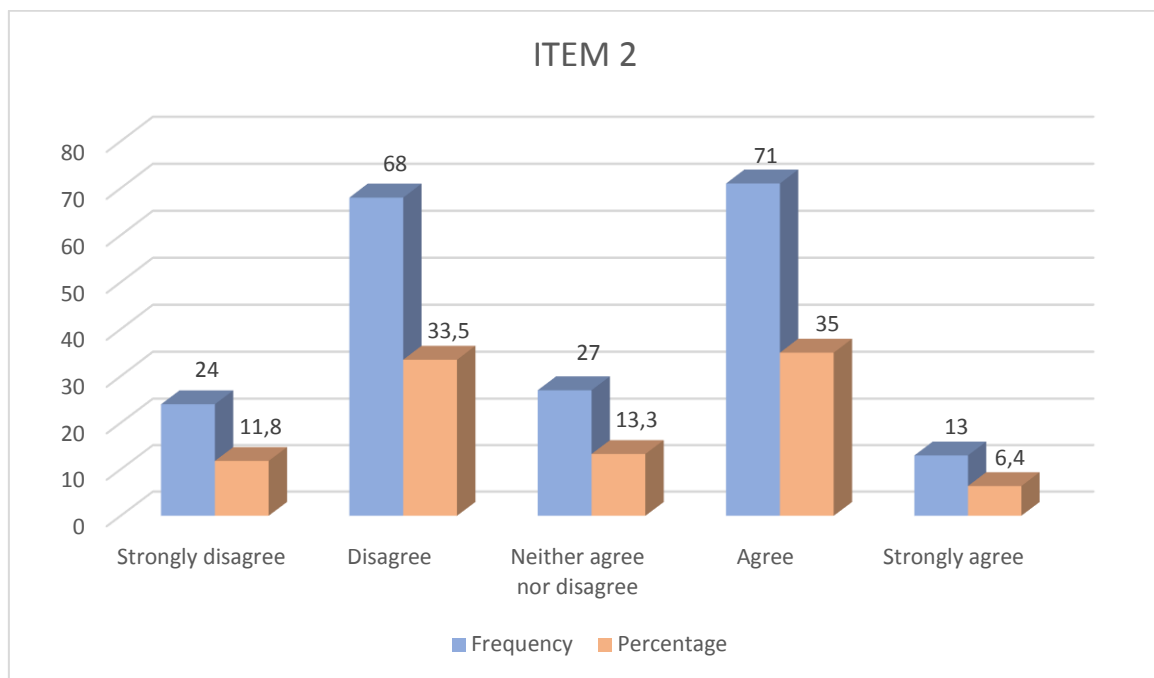


Figure 4.25. Frequency distribution of the responses to item 2.

"2. In my institution, there are some useful courses about basic technical issues." The frequency distributions of the responses to the item are as follows; 11.8% strongly disagree (n=24), 33.5% disagree (n=68), 13.3% neither agree nor disagree (n=27), 35.0% agree (n=71), 6.4% strongly agree (n=13). When the item average (2.91 ± 1.19) is examined, it is seen that the sample mean is close to "neither agree nor disagree". It is seen that there is nearly the same number of participants who agree and disagree with the item. The results may change according to the institutions.

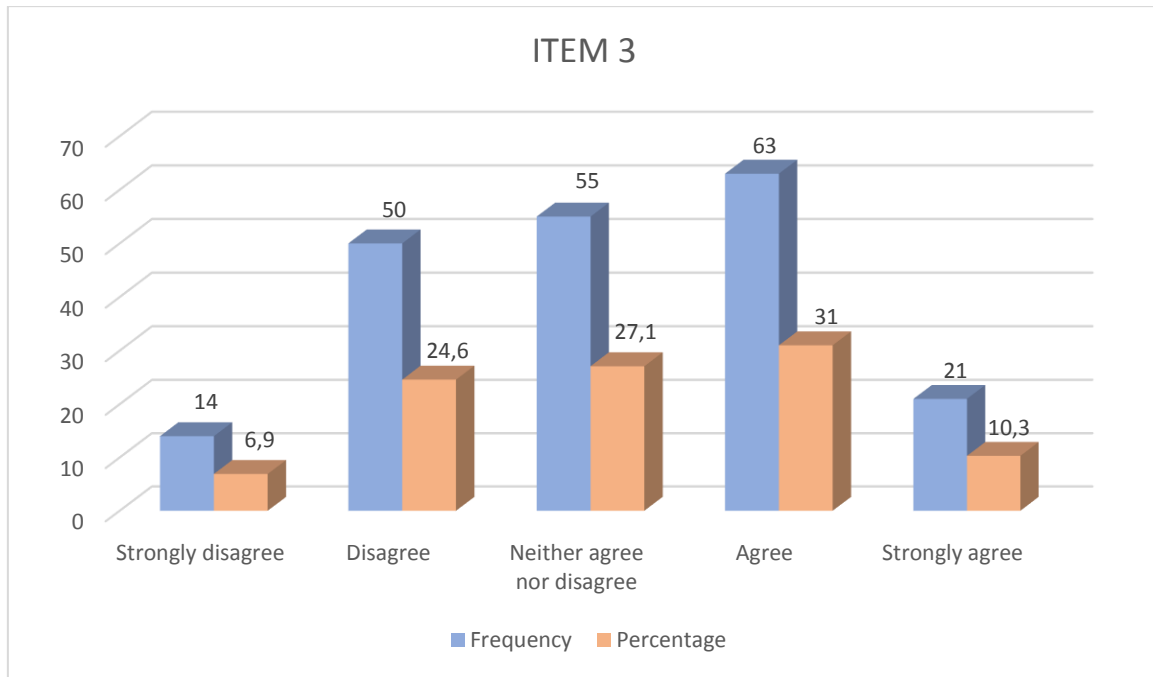


Figure 4.26. Frequency distribution of the responses to item 3.

"3. In my institution, technical infrastructure is sufficient for distance education." The frequency distributions of the responses to the item indicate that 6.9% of the participants strongly disagree ($n=14$), 24.6% of them disagree ($n=50$), 27.1% neither agree nor disagree ($n=55$), 31.0% agree ($n=63$), 10.3% strongly agree ($n=21$). When the item mean (3.13 ± 1.11) is examined, it is seen that the sample mean is close to "neither agree nor disagree". The responses show that there are many instructors who have problems with technical infrastructure. Internet connection problems may be the reason for some participants' negative attitude towards the item.

4.1.4. Descriptive statistics and normal distribution statistics

In this part of the study, descriptive statistics and normal distribution test statistics obtained from the mean of scale items for the scales with proven structural validity and reliability are presented. The descriptive statistics of the scales are as shown in Table 4.5.:

Table 4.5. Descriptive statistics.

Scale	N	Minimum	Maximum	$\bar{X}$	S. D.
Problems in lesson preparation and Presentation	203	1.727	4.818	3.296	0.487
Problems in teacher-student interaction	203	1.375	4.750	2.836	0.664
Problems in technical support	203	1.000	5.000	3.051	0.926

$\bar{X}$: Mean, S.D: Standard Deviation

The scale of the problems in lesson preparation and presentation has minimum 1.727, maximum 4.818, mean 3.296 and 0.487 standard deviation values. The scale of the problems experienced in teacher-student interaction has minimum of 1.375, maximum of 4.750, mean of 2.836 and 0.664 standard deviation values. The scale of the problems experienced in technical support has a minimum of 1.00, maximum of 5.000, mean of 3.051 and 0.926 standard deviation values.

When the mean values are examined, it is seen that the highest level of problems encountered in the sample are problems in lesson preparation and presentation while the lowest level of problems encountered are problems in teacher-student interaction. On the other hand, the standard deviations, which are a measure of variability within the sample, indicate that the most variable problems are technical support problems while the least variable problems are lesson preparation and presentation problems.

The normal distribution test statistics and variable skewness and kurtosis values of scales are as shown in Table 4.6.:

Table 4.6. Normal distribution statistics.

Scale	Kolmogorov-Smirnov			Shapiro-Wilk			S	K
	Stats.	Df	Sig.	Stats.	Df	Sig.		
Problems in lesson preparation and presentation	.076	203	.007	.988	203	.097	.137	.581
Problems in teacher-student interaction	.083	203	.002	.987	203	.059	.213	-.260
Problems in technical support	.089	203	.001	.979	203	.003	-.102	-.455

Stats.: Statistics, df: degrees of freedom, S: Skewness, K: Kurtosis

As seen in Table 4.6., normal distribution calculated for scales does not correspond to normal distribution of variables at 5% significance level according to test statistics calculated for the scales (Sig.>0.05). On the other hand, as is known, it is very difficult to determine

normal distribution with normal distribution tests on the data collected with scales in social sciences. Researchers suggest that the skewness coefficients for such variables should be examined, and it would be correct to assume that the assumption of normal distribution is met if there is not a significant skewness (Tabachnick and Fidell, 2013).

When variables are examined in terms of skewness coefficients, it is seen that some of them are greater than 1 in absolute value. In this case, it can be said that the variables have a significant skewness ($|S| > 1$) (Hair et al., 2013). In the light of these findings, it was thought that it would be appropriate to use non-parametric test techniques, which are known to be more reliable under these conditions, in hypothesis tests with variables (Karagöz, 2016).

4.1.5. Hypothesis tests

Hypothesis tests and findings regarding the research questions that need to be answered through hypothesis tests are provided in this part of the study.

4.1.5.1. Does the level of problems faced by English language instructors while teaching English online differ according to the instructor's gender?

Findings of independent sample t-tests conducted to determine differences between female and male instructors in terms of the level of problems experienced in online teaching, are provided in Table 4.7.:

Table 4.7. Independent sample T-Test findings testing differences by gender.

Scale	Gender	N	$\bar{X}$	S. D	Levene	T-Test
Problems in lesson preparation and presentation	Female	168	3.290	0.490	F (1, 201) =0.049	t (201) =-0.445
	Male	35	3.330	0.476	Sig.=0.824	Sig.=0.657
Problems in teacher-student interaction	Female	168	2.851	0.680	F (1, 201) =1.219	t (201) =0.733
	Male	35	2.761	0.585	Sig.=0.271	Sig.=0.465
Problems in technical support	Female	168	3.054	0.875	F (1, 201) =6.361*	t (42.646) =0.075
	Male	35	3.038	1.157	Sig.=0.012	Sig.=0.941

* Test expresses the rejection of the H_0 hypothesis (indifference) at 5% significance level. $\bar{X}$: Mean
S.D: Standard Deviation, (parenthesis contain test degrees of freedom).

There is no statistically significant difference at the 5% significance level between female (3.290 ± 0.490) and male (3.330 ± 0.476) instructors in terms of lesson preparation and presentation problems ($t(201) = -0.445$, Sig.>0.05).

There is no statistically significant difference at the 5% significance level between female (2.851 ± 0.680) and male (2.761 ± 0.585) instructors in terms of problems experienced in teacher-student interaction ($t(201) = 0.733$, $\text{Sig.} > 0.05$).

There is no statistically significant difference at the 5% significance level between female (3.054 ± 0.875) and male (3.038 ± 1.157) instructors in terms of technical support problems ($t(42.646) = 0.075$, $\text{Sig.} > 0.05$).

4.1.5.2. Does the level of problems faced by English language instructors while teaching English online differ according to the age groups of the instructors?

Findings of the ANOVA test, which was conducted to determine the differences in terms of the level of problems experienced in online teaching among instructors in different age groups, are shown in Table 4.8.:

Table 4.8. Independent sample ANOVA test findings testing differences by age groups.

Scale	Age groups	N	$\bar{X}$	S. D	Levene	Anova	Post Hoc
Problems in lesson preparation and presentation	A.)21-31	42	3.483	0.522	$F(2, 20) = 0.827$	$F(2, 20) = 7.452^*$	A < B and C
	B.)32-42	92	3.331	0.465	$\text{Sig.} = 0.439$	$\text{Sig.} = 0.001$	
	C.)43 and above	69	3.137	0.449			
Problems in teacher-student interaction	A.)21-31	42	2.896	0.686	$F(2, 20) = 0.519$	$F(2, 20) = 6.452^*$	B > C
	B.)32-42	92	2.976	0.611	$\text{Sig.} = 0.596$	$\text{Sig.} = 0.001$	
	C.)43 and above	69	2.612	0.668			
Problems in technical support	A.)21-31	42	3.246	1.077	$F(2, 20) = 3.483^*$	$F(2, 20) = 1.283$	-
	B.)32-42	92	2.971	0.923	$\text{Sig.} = 0.033$	$\text{Sig.} = 0.279$	
	C.)43 and above	69	3.039	0.824			

*The test expresses the rejection of the H_0 hypothesis (indifference) at 5% significance level. $\bar{X}$: Mean S.D: Standard Deviation (parenthesis contain test degrees of freedom)

In terms of lesson preparation and presentation problems, there are statistically significant difference or differences at 5% significance level among the instructors in age groups 21 to 31 (3.483 ± 0.522), 32 to 42 (3.331 ± 0.465), 43 years and older (3.137 ± 0.449). Results of post hoc tests conducted to determine the age group or groups that are the source of difference show that the level of problems of instructors between the ages of 21 and 31 in lesson preparation and presentation was lower than the other instructors. There is no significant difference between instructors in other age groups in this regard.

In terms of teacher-student interaction problems, there are statistically significant difference or differences at 5% significance level among the instructors in age groups 21 to 31 (2896 ± 0.686), 32 to 42 (2976 ± 0.611), and 43 years and older (2612 ± 0.668). ($F(2, 20) = 6.452$, Sig. < 0.05). Results of post hoc tests conducted to determine the age group or groups that are the source of difference show that the level of problems of instructors between the ages of 32 and 42 in teacher-student interaction was higher than 43+ years old instructors. There is no significant difference between instructors in other age groups in this regard.

In terms of technical support problems, there is no statistically significant difference at 5% significance level among the instructors in age groups 21 to 31 (3246 ± 1.077), 32 to 42 (2971 ± 0.923), and 43 years and older (3039 ± 0.824). ($F(2, 20) = 1.283$, Sig. > 0.05).

4.1.5.3. Does the level of problems faced by English language instructors while teaching English online differ according to their professional seniority?

Findings of ANOVA tests, which were conducted to determine the differences in terms of the level of problems experienced in online teaching, among teachers with different professional seniority periods are shown in Table 4.9.:

Table 4.9. Independent sample ANOVA test findings testing differences by professional seniority.

Scale	Professional seniority	N	$\bar{X}$	S. D	Levene	Anova	Post Hoc
Problems in lesson preparation and presentation	A.)0-5 Years	26	3.392	0.550	F (4, 198) =0.665	F (4, 198) =4.321	D> A and B
	B.)6-11 Years	70	3.421	0.453	Sig.=0.617	Sig.=0.003	
	C.)12-17 Years	46	3.279	0.421			
	D.)18-23 Years	36	3.215	0.520			
	E.) 24+ Years	25	3.000	0.452			
Problems in teacher-student interaction	A.)0-5 Years	26	2.803	0.679	F (4, 198) =0.694	F (4, 198) =0.737	-
	B.)6-11 Years	70	2.943	0.713	Sig.=0.597	Sig.=0.568	
	C.)12-17 Years	46	2.769	0.630			
	D.)18-23 Years	36	2.802	0.591			
	E.) 24+ Years	25	2.740	0.676			
Problems in technical support	A.)0-5 Years	26	3.333	1.071	F (4, 198) =2.423	F (4, 198) =1.087	-
	B.)6-11 Years	70	2.986	0.861	Sig.=0.050	Sig.=0.282	
	C.)12-17 Years	46	2.877	0.982			
	D.)18-23 Years	36	3.176	1.003			
	E.) 24+ Years	25	3.080	0.662			

*Test expresses the rejection of the H_0 hypothesis (indifference) at 5% significance level, $\bar{X}$: Mean S.D: Standard Deviation (parenthesis contain test degrees of freedom).

In terms of problems in presentation and lesson preparation there is a statistically significant difference or differences at the 5% significance level among instructors who have 0 to 5 years (3.392 ± 0.550), 6 to 11 years (3.421 ± 0.453), 12 to 17 years (3.279 ± 0.421), 18 to 23 years (3.215 ± 0.520) and 24 or more years of professional seniority (3.000 ± 0.452) ($F(4, 198) = 4.321$, $\text{Sig.} < 0.05$). Results of post hoc test show that the level of problems experienced by instructors with professional seniority between 18 and 23 years is higher than those with professional seniority of 0 to 5 years and 6 to 11 years.

In terms of problems experienced in teacher-student interaction, there is no statistically significant difference at the 5% significance level among instructors who have 0 to 5 years (2.803 ± 0.679), 6 to 11 years (2.943 ± 0.713), 12 to 17 years (2.769 ± 0.630), 18 to 23 years (2.802 ± 0.591) and 24 or more years of professional seniority (2.740 ± 0.676) ($F(4, 198) = 0.737$, $\text{Sig.} > 0.05$).

In terms of problems experienced in technical support, there is no statistically significant difference at the 5% significance level among instructors who have 0 to 5 years (3.333 ± 1.071), 6 to 11 years (2.986 ± 0.861), 12 to 17 years (2.877 ± 0.982), 18 to 23 years

(3.176 $\pm$ 1.003) and 24 or more years of professional seniority (3,080 $\pm$ 0.662) (F (4, 198) =1.087, Sig.>0.05).

4.1.5.4. Does the level of problems faced by English language instructors while teaching English online differ according to the duration of instructors' online teaching experience?

The findings of the independent sample t-test conducted to determine the differences in terms of the level of problems experienced in online teaching among instructors with different online education experience are shown in Table 4.10.:

Table 4.10. Independent sample T-Test findings testing differences according to online teaching experience.

Scale	Online teaching experience	N	$\bar{X}$	S. D	Levene	T-Test
Problems in lesson preparation and presentation	0-1 Year	160	3.262	0.479	F (1, 201) =0.418	t (210) =-1.936
	2 Years or more	43	3.425	0.500	Sig.=0.518	Sig.=0.051
Problems in teacher-student interaction	0-1 Year	160	2.879	0.664	F (1, 201) =0.119	t (210) =1.803
	2 Years or more	43	2.674	0.644	Sig.=0.730	Sig.=0.073
Problems in technical support	0-1 Year	160	3.077	0.928	F (1, 201) =0.444	t (210) =0.506
	2 Years or more	43	2.953	0.925	Sig.=0.506	Sig.=0.439

* Test expresses the rejection of the H_0 hypothesis (indifference) at the 5% significance level, $\bar{X}$: Mean S.D: Standard deviation (parenthesis contain test degrees of freedom).

In terms of problems in lesson preparation and presentation there is no statistically significant difference at the 5% significance level between instructors with online teaching experience of 0 to 1 year (3.262 $\pm$ 0.479) and 2 years or more (3.425 $\pm$ 0.500). (t (210) = -1.936, Sig.>0.05).

In terms of problems experienced in teacher-student interaction, there is no statistically significant difference at the 5% significance level between instructors with online teaching experience of 0 to 1 year (2.879 $\pm$ 0.664) and 2 years or more (2.674 $\pm$ 0.644). (t (210) = 1.803, Sig.>0.05).

In terms of problems experienced in technical support, there is no statistically significant difference at the 5% significance level between instructors with online teaching experience of 0 to 1 year (3.077 $\pm$ 0.928) and 2 years or more (2.953 $\pm$ 0.925).

(t (210) =0.506, Sig.>0.05).

4.2. Discussions

4.2.1. Discussions of the first scale

Item 1: *Group work activities can be done easily in online learning.*

According to Figure 4.5., with the highest percentage, 40.9% of the instructors agree that group work activities can be done easily in online learning. 12.8% of the instructors strongly agree with the item. It can be said that many instructors (53,7%) have positive attitudes towards the item and group work activities are easy to use.

Item 2: *Pair work activities can be done easily in online learning.*

As it is seen in Figure 4.6., a large number of instructors agree (39,9%) and strongly agree (5,9%) that pair work activities can easily be used in online education.

The results for item 1 and 2 in Table 4.2., Figure 4.5. and 4.6., show that both pair work and group work are usable in online education. It may be due to instructors' knowledge of using these activities. The results in Table 4.1 show that most of the instructors have experience in traditional learning; as a result, it can be assumed that they know how to use these activities. The importance of using group work and pair work was highlighted by some researchers. González-Lloret (2020) stated that pair work and group work activities can be done with videoconferencing systems in synchronous education and for asynchronous work these activities can be done with forums, and documents online. There are some sources that are related to traditional language textbooks. They may be easily done online. Additionally, Hurst et al., (2018) emphasized the importance of group work that strengthens collaboration which is identified as one of the most necessary skills in the 21st century for students by Kaçar (2020). Vurdien (2019)'s study also showed that videoconferencing was more useful in group works because of collaboration and interaction.

Item 3: *In distance education, I can easily use the materials that I use in face-to-face education without any modification.*

As demonstrated in Figure 4.7., half of the participants (41.4% of them disagree and 11.8% of them strongly disagree) do not use the same traditional in-class materials. The reason for this may be because a material for traditional education cannot be easily used online. The material should be adapted to the online use. Otherwise, there may be problems when uploading them. Some materials may be rewritten for online education. Materials should be arranged according to the needs of students who are in a new virtual environment, and in a new educational system.

Some researchers believed in the same way. Ömeroğlu (2019)'s study showed that most of the participants (68%) found the online materials used in distance education system, such as videos and lesson presentations in pdfs, insufficient and unsuccessful. According to the results it was necessary that the materials were well prepared. Schiller and Mitchell (1993) found in their study that the materials should be developed according to the videoconferencing systems. These systems were different from traditional face-to-face classrooms, so there should be some small or big changes not only in materials but also in teaching techniques or methods.

Item 4: *Distance education is appropriate for teaching English.*

As seen in Figure 4.8., many instructors strongly agree (31%) and agree (44,3%) that distance education is suitable for teaching English. With a good planning, suitable materials and an effective videoconferencing system, both instructors and students may be satisfied with English lessons.

In literature review, there are some concerns about the difficulties in practice. In Alakoç (2014)'s study, the participants stated that distance education is suitable for the faculties that have more verbal lessons like faculty of education, law, business and economics. Along with some other lessons, foreign language lessons can be taught through distance education, but not in practical lessons. The findings of Ömeroğlu (2019) revealed that the lessons that were based on practice were not convenient for distance education. English lessons were partially based on practice, and they were not effective for distance education either. On practicing 4 skills, Yüce (2019)'s findings showed that instructors approved online foreign language teaching for reading and listening skills. On the contrary, for speaking and writing skills, the support for online learning was lower. The other results showed that grammar, vocabulary and pronunciation teaching were not problematic at online learning. In a study conducted by Hebebcı, Bertiz and Alan (2020), some teachers stated that distance education cannot be as useful as traditional face-to-face education. The reason seemed to be the lack of experience in distance education. The quality of distance education was an important issue. The significant factors that affected distance education were the materials, resources, quality and amount of learning. Teachers had more positive attitude towards distance education than students do. In addition, from students' perspective, Altunay (2019)'s study revealed that distance education was suitable because time and place was flexible, and lessons were recorded.

Item 5: *Tasks can be done successfully in an online class.*

Figure 4.9. shows that 67% of the instructors (49.3% of them agree and 17.7% of them strongly agree) think they can conduct tasks successfully. If an activity or a task is chosen or designed according to online teaching strategies or technologies, no problem will probably be faced. To create a communicative learning environment, authentic tasks can be used. Tasks are important for improving students' creativity and interactivity.

Still, there can be some challenges for students. In Augustina et al. (2020)'s study some students complained about the number of tasks assigned at the same time from different teachers. It was not easy to understand the material. The type of a task, such as writing an essay or making and uploading a video can be difficult. In Yüce (2019)'s study, the findings revealed that students may have problem in concentrating on the activities due to insufficient technical equipment. Nugroho et al. (2020)'s findings stated that students' engagement in online activities were problematic.

Item 6: *In my institution there are standards about the preparation and presentation of an online lesson.*

The results in Figure 4.10. show that half of the instructors strongly disagree (12,3%) and disagree (41,4%) with the item. The lack of standardization problems may be the result of the pandemic. It was unexpected. The transition was too quick to adapt. Distance education and traditional education is different from each other, which becomes a challenge for students, instructors, institutions and administrations.

This result is supported by Şener et al. (2020)'s study. The participants experienced the "lack of standardization and communication in terms of implementation of online teaching" (p. 351). In another study by Yeşilfidan (2019) the results revealed that many problems in distance education caused by the lack of standardization and the absence of internal operating rules. Additionally, there was a lack of standardization in educational content. Management and administration related perspective towards distance education was one of the problems.

Item 7: *The video conferencing system that we use is adequate for activities and tasks.*

As seen in Figure 4.11, 54.1% of instructors (36.9% of them disagree and 17.2% of them strongly disagree) think that the system they use is not suitable for activities and tasks. It may be because of the instructors' little knowledge of using these systems. Instructors probably need to learn these systems in detail. In order to conduct activities and tasks using videoconferencing systems, technical infrastructure should be very sufficient. It is obvious

from this research that they are experienced in using activities and tasks in traditional classrooms because most instructors experience in education. In an online environment, activities and tasks are necessary because they encourage learners' motivation and interest.

This result parallels a previous study by Gürer et al. (2016). Two English language instructors thought that English lessons were not theoretical but skill lessons, and there should be some applications to improve these skills. Nevertheless, these instructors added that the technology they used was not sufficient for teaching activities. In their study, Lin and Zheng (2015) found that some activities that were easily done in traditional classes needed to be modified for online technologies. On this subject, Coverdale-Jones (2000) shared her opinion as: "in my view, it is clear that we cannot simply transfer typical classroom activities, where it is easier for the tutor to intervene and to direct the flow of the interaction, to the videoconference where communication factors are subject to external influences of technology/ medium" (p. 36). Another study by Vurdien (2019) informed that videoconferencing task design affected students positively, and it led them to high motivation.

Item 8: The video conferencing system that we use is adequate for preparing and presenting an online lesson.

As seen in Figure 4.12., 47.3% of the instructors strongly agree (6.4%) and agree (40.9%) with item 8. However, there are totally a huge number of instructors who disagree and who are undecided with the item. There may be some issues effecting the process of using video conferencing systems. If these issues are solved, then the systems will be easier to use. The system should be user friendly. The instructions should be clear for teachers. There may be some links about how to prepare and present a lesson in the chosen system. Internet connection should be stable to present a lesson at a fixed time. Instructors should be well prepared. It may be better to have some trainings on using these systems.

Vurdien (2019)'s study showed that video conferencing was more effective in the development of students' speaking skills than in traditional education. However, all the participants in Lin and Zheng (2015)'s study responded that they needed more time to prepare online lesson plans. The online lessons should be specific and refined. In a study by Fitria (2020), some English instructors stated that online learning system was not suitable for all subjects because extra effort was needed for instructors to get prepared. Some instructors added that presenting a material or a lesson was limited due to several challenges, such as the internet connection and lack of suitable equipments.

Item 9: *I always use multimedia (such as audio, video and animation) in my online lessons.*

It is seen in Figure 4.13. that 53.2% of the instructors (39.4% of them agree and 13.8% of them strongly agree) always use multimedia in their online lessons. It is an effective way to encourage student's motivation and interest. There is a variety of multimedia which can be used for different objectives in online language learning.

From the findings of Liaw et al. (2007), it can be said that multimedia instruction is important in an effective e-learning environment. For instructors, "multimedia instruction is a critical predictor for their perceived enjoyment" (p. 1076). Erfidan (2019) highlighted that instructors needed support for multimedia. In his study, the findings showed that the use of multimedia was not enough for students. For Yıldız and İşman (2016), the use of multimedia was important for interactive lessons, which affected the content quality.

Item 10: *I use authentic materials in my online lessons.*

It is seen from Figure 4.14. that 49.7% of the instructors (43.3% of them agree and 6.4% of them strongly agree) use authentic materials. Authentic materials are important to teach the language using real life-related materials. They arise interest and motivation. They can be used in many activities to make online environment interactive. For role-playing, Coverdale- Jones (2000) added that:

Communicative language learning relies on the authenticity enabled by a real communication situation. However, in using the videoconference, as with other computer-mediated communications, there may be a need for greater authenticity than in the standard classroom role-play situations with potential tutor intervention. (p. 37)

Hampel and Stickler (2005) stated that authentic materials was necessary because these materials made the online environment convenient for communicative tasks.

One of the most important things is choosing suitable authentic material. In Demircan and Adha (2021)'s study, findings revealed that EFL students faced some challenges in understanding online authentic materials in reading lessons. There were too many difficult vocabulary items, and as a result, the authentic text was difficult to read and understand. The language was complex for students' language skills. There were special language terms and proverbs. The length of sentences and text itself were challenging for some students.

Item 11: *I can successfully upload the lesson materials, necessary materials and videos for the use of students.*

As seen in Figure 4.15 the great majority of instructors (52.7% of them agree and 32% of them strongly agree) have no problem in uploading the materials and videos. It can be inferred from the results that instructors use the relevant technologies and applications efficiently.

This finding contradicts with a study by Devran and Elitaş (2017), where teachers had problems in recording the videos and uploading them. In a study by Gao and Zhang (2020), it was also seen from the interviews that there was a difficulty in uploading the materials and recording the files. It was stated that when instructors did not have the ability to use the technology, they failed in uploading the materials.

4.2.2. Discussions of the second scale

Item 1: *In online teaching, student-teacher interaction affects student's performance positively.*

When Figure 4.16. is examined, it is seen that a large percentage of instructors (33% of them disagree and 16.7% of them strongly disagree) with the item. It is probably due to lack of student-teacher interaction. Interaction is necessary for an effective learning. Furthermore, it is a motivating factor for a student. Lack of interaction causes a sense of isolation.

This finding is supported by Korkmaz and Toraman (2020)'s study where there was a lack of student teacher interaction. Many other studies emphasized problems of interaction (Erfidan, 2019; Yüce, 2019; Şener et al., 2020; Tastanbek et al., 2021; Şevik and Yücedağ, 2021).

Item 2: *In online teaching, student-teacher interaction affects instructor's performance positively.*

In Figure 4.17., it is seen that (36.5% of the instructors disagree and 6.9% of them strongly disagree) student-teacher interaction does not affect instructor's performance positively. It may be because of the lack of interaction interaction (see Figure 4.23).

Based on the findings of Ömeroğlu (2019), it is stated that students' low participation and less interest affected instructors negatively. According to Tastanbek et al. (2021)'s findings, instructors were affected negatively because of student-teacher interaction.

Item 3: *I can easily answer students' questions in an online lesson.*

As seen in Figure 4.18., the vast majority of instructors (54.7% of them agree and 16.3% strongly agree) can answer students' questions easily in an online lesson. There can be several reasons for that. The platform they use may be suitable for such communication and also instructors can be able to use the relevant system effectively.

On the contrary, Ömeroğlu (2019)'s findings showed that it was not easy for instructors to ask questions and get answers via the platform they used. 60,76% of the participants stated that it was difficult to interact with students on the platform they used. Moreover, it was difficult to ask questions to students and to get answer from them. The system should be more developed.

Item 4: *Managing an online class is easier than a face-to-face class.*

Figure 4.19 shows that 73,9% of instructors (46.3% of them disagree and 27.6 of them strongly disagree) think that online class management is difficult. It may be because that the interaction levels are low. The teacher and students are not in a classroom environment, so it is difficult for teachers to observe students. Due to technical problems, there may be some issues about time management, lesson presentation and interaction, which cause problems in online class management.

The results are in line with the findings in Yüce (2019)'s study. In his study, the instructors found classroom management problematic because of some issues. In a study, Gao and Zhang (2020) highlighted online class management problem because instructor and students were not in the same place in online education. On the contrary, in Lin and Zheng (2015)'s study, online classroom management tended to be easier. The participants stated that they needed little time to cope with discipline, rule-enforcement and unexpected conditions as well as keeping learners well-behaved. As a result, teachers were able to concentrate more on content.

Item 5: *Students can easily ask questions in an online lesson.*

Figure 4.20. shows that many instructors (37.9% of them disagree and 12.8% of them strongly disagree) do not think that students can ask questions easily. Technical issues may cause video, audio or speaker problems. Some students may have difficulty in using computers or applications. Some students may be shy.

The result is in line with Ömeroğlu (2019)'s findings. His study's findings showed that it was not easy to for students to ask questions via the platform they used. Students answered the questions by typing.

Item 6: *In distance education, taking and giving feedback is easy.*

As seen in Figure 4.21., 41.9% of instructors (32.5% of them agree and 9.4% of them strongly agree) agree with the item. Giving and taking feedback is a part of student-teacher interaction. If the interaction levels are high, it will probably be easy. Feedback is necessary for students' motivation and for learning process.

This result is in contrast with findings of some studies. In Korkmaz and Toraman's (2020) study, giving feedback to students was defined as a problem. Moreover, Gao and Zhang (2020) highlighted that instructors cannot give feedback through eye contact or gestures on time. Some instructors stated that giving quality feedback was difficult. However, students were quite pleased with the instructor's feedback. In another study by Erarslan and Arslan (2020), the findings showed that students also had problems with lack of immediate feedback.

Item 7: *Distance education attracts my students more than traditional education.*

The results in Figure 4.22. show that nearly the same number of the instructors (strongly) agree (n=74) and (strongly) disagree (n=86) with the item. The majority seems to have problem with students' interest and motivation. Some students may not get used to distance learning. This type of learning is new to them. Inevitably, this technology has some challenges. The adaptation may be slow or difficult for some students. These issues probably affect their interest and motivation.

This result is in line with some studies. In Şener et al. (2020)'s study, the results revealed that lack of students' motivation (Korkmaz and Toraman, 2020; Nugroho et al., 2020) was a problem. Moreover, Altunay (2019)'s study revealed that students had motivation problems.

Item 8: *Student-teacher interaction level in online learning is higher than in traditional learning.*

The results given in Figure 4.23. reveal that student-teacher interaction level is an issue. In this study, many instructors (46.8% of them disagree and 13.3% of them strongly disagree) believe that the interaction levels in online learning is lower than in traditional learning. Both instructors' and students' acceptance of this new learning environment, their motivation and readiness can affect the levels of interaction. There may be some technical issues, such as internet connection problems or problems related to the videoconferencing system that is used.

This result is supported by many studies where researchers highlighted face-to-face interaction problems, the lack of or little interaction between student-student, student-

teacher. (Bower,2001; Cole et al., 2014; Tekinarslan and Yavuzalp, 2016, Erfidan, 2019; Şener et al. 2020; Şevik and Yücedağ, 2021; Tastanbek et al., 2021). In a study by Altunay (2019), students stated that they needed face-to-face interaction. This type of interaction is best to learn English.

4.2.3. Discussions of the third scale

Item 1: *In my institution, the technical staff always supports instructors about technological problems.*

As seen in Figure 4.24., 41.4% of instructors (29.6% of them agree and 11.8% of them strongly agree) state that they are supported by technical staff for technological problems. Whereas a high percentage (31.5%) of participants strongly disagree (10.3%) and disagree (21.2%) with the item. During an online lesson, a technical staff may not be available on time. In case of a problem, teacher should be capable of handling some basic technological issues.

This study's finding contradicts with Cho and Berge (2002)'s study in which they highlighted the lack of staff for technical problems. In a study by Tastanbek et al. (2021), 21.4% of the instructors were very unsatisfied with the technical support that the university provided. 42.9% of them were neutral. "Perhaps, the reason is that the instructors themselves were often in charge of solving technological issues both their own and of students" (p. 3684).

Item 2: *In my institution, there are some useful courses about basic technical issues.*

As seen in Figure 4.25., many instructors (33.5% of them disagree and 11.8% of them strongly disagree) think that trainings about technical issues are missing. A vast number of instructors (35% of them agree and 6.4% of them strongly agree) are satisfied with the item. Training is necessary for all the instructors to improve themselves because the technology and education are always in progress.

Nugroho et al. (2020)'s study is in line with this study's finding. Their study showed that many instructors "needed professional development programs and training, especially with regards to the knowledge of technology integration in English language learning" (p. 284). Terblanché (2015) stated that teachers' trainings should not include only technological details and course mechanics. Online learning also needed different strategies and skills than traditional learning. In a study by Şevik and Yücedağ (2021), all the participants stated that

they did not have any training on online education. Many participants reported that some trainings should be organized.

Item 3: *In my institution, technical infrastructure is sufficient for distance education.*

According to Figure 4.26., 41.3% of the instructors (31% of them agree and 10.3% of them strongly agree) think that technical infrastructure is enough, but there is still a large number of instructors (24.6% of them disagree and 6.9% of them strongly disagree) that define technical infrastructure as a problem.

Mostly, the technical subjects, such as infrastructure, internet connection or suitable equipment are seen as problematic in studies. In Şener et al. (2020)'s study, the results showed that internet connection problem was one of the most common problems. Furthermore, Korkmaz and Toraman (2020)'s study showed that students had internet connection problems. In Şevik and Yücedağ (2021)'s study, the most prevalent challenges were “internet connection problems”, “absence of internet”, “lack of technological devices”, “technical problems” and “lack of technological knowledge about the DE” (p. 184). The findings of Tekinarslan and Yavuzalp (2016) revealed that although internet problems were available, technical infrastructure did not seem to be problematic.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This part presents the results and responds to three research questions to achieve the main aim of this study. Then, some recommendations are made regarding the results. Finally, limitations are mentioned, and some further suggestions are given.

5.1. Conclusion

The aim of this quantitative study was to explore the problems faced by English language instructors while teaching English online. Regarding these aims, three questions were asked. The first question's purpose was to find out the challenges faced by instructors regarding lesson preparation and presentation. The second question was about the challenges faced by instructors regarding teacher-student interaction. The third question was about the difficulties faced by the instructors in terms of technical support.

To find answers to these research questions, data were collected using an online questionnaire developed by the researcher. The research was carried out at three universities in Ankara. Two hundred and three instructors voluntarily participated in the study. SPSS was used for data analysis. The following conclusions are drawn from this study as a consequence of the in-depth analysis of the data.

In the lesson preparation and presentation scale, the results reveal that distance education is suitable for teaching English. Instructors state that they can use tasks effectively in online learning, and they can do group work and pair work easily. It is concluded from the results that authentic materials and multimedia are used prevalently among instructors in online English classes. Moreover, instructors can upload materials and videos without any problems in online teaching.

On the other hand, in the lesson preparation and presentation scale the findings show that there are some problematic issues, such as traditional materials and standardization. Instructors state that traditional in-class materials should be modified for online classes. They also point out that there is a lack of standardization about preparation and presentation of an online lesson. Also, it is seen that the videoconferencing system used is not convenient for activities and tasks. However, it is efficient for preparing and presenting an online lesson.

In teacher-student interaction scale, it is concluded that there is a lack of teacher-student interaction which affect both sides negatively. Student-teacher interaction level in online learning is lower than in traditional learning. Additionally, student's interest and motivation in distance education is lower than in traditional in-class education, which may be the reason caused by lack of interaction. Giving and taking feedback is still a debatable topic. Although the majority of the instructors can give and take feedback easily, there is a huge number of instructors who are undecided about this idea and who are against this idea. Class management is problematic in online learning. Students cannot easily ask question in an online class while teachers can answer students' questions easily.

In technical support scale, it is found that most participants are supported by a technical staff although there are too many instructors who disagree and who are undecided. The findings also show that many participants need training about distance education. Even though the majority of the instructors state the opposite, technical infrastructure seems to be insufficient for the rest of them.

Additionally, in the hypothesis tests it was concluded that there is no statistically significant difference at the level of problems faced by English language instructors while teaching English online according to the instructor's gender.

For the age groups of the instructors, it is seen that there are some differences at the level of problems faced by English language instructors while teaching English online. The results show that the level of problems of instructors between the ages of 21 and 31 in lesson preparation and presentation was lower than the other instructors. Another difference is that the level of problems of instructors between the ages of 32 and 42 in teacher-student interaction was higher than 43+ years old instructors.

There is a difference at the level of problems faced by English language instructors while teaching English online differ according to their professional seniority. The results show that the level of problems experienced by instructors with professional seniority between 18 and 23 years is higher than those with professional seniority of 0 to 5 years and 6 to 11 years.

According to the duration of instructors' online teaching experience, the results reveal that there is no statistically difference at the level of problems faced by English language instructors while teaching English online.

5.2. Recommendations

Considering the conclusions made above, the following recommendations are offered:

1. The choice of videoconferencing system is vital in online language learning. In the very near future, these systems will probably offer more tools for online learning. It should be user friendly with clear instructions. It should be improved for conducting activities and tasks in order to create better communicative learning environments.
2. Due to changing technologies, continuous training is a necessity for both instructors and students. These trainings may be synchronous or there can be informative videos. These trainings should include teaching methods and techniques. Moreover, there should be trainings about technological tools and systems.
3. It is seen from the finding of this study and literature review that the lack of teacher-student interaction is one of the main problems that needed to be solved. It is obvious that interaction is necessary for teaching and learning. Instructors should encourage students to communicate more with discussions and forums. However, it is inevitable to say that the traditional in-class interaction has changed. It is not easy to create the same environment in online classes. As a result, the idea of interaction should be redefined for online environments.
4. Coursebooks and materials should be organized or chosen according to online lesson requirements and to the need of interactive learning environments. These materials should be easily updated. For material development, instructors may need support as these materials should include more interactivity and more technological components.
5. Technical infrastructure should be continuously improved for better internet connection and speed. The technological tools should always be accessible and updated.
6. Class management should be discussed in detail by educators and administrators. New suggestions should be offered in order to overcome the challenges.
7. Another challenge is students' interest and motivation. The use of activities and the choice of materials gain more importance in online classes. They replace the presence of a teacher. They become the voice of the teacher to create a motivating and interesting environment where students also feel confident and socially present.

8. Standardization affects the quality of online education. The issues related to standardization should be reviewed and revised considering the views of teachers, students and administrations.

5.3. Suggestions for Further Research

The aim of this study was to explore the problems that English language instructors face while teaching English online. In another research, students can also be included for a deeper understanding of problems in online language education. This research was conducted at higher education. For further research, some valuable data can be gathered from different levels of education with different age groups.



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APPENDICES

APPENDIX 1. PILOT QUESTIONNAIRE

Problems faced by English Language instructors while teaching English online during the COVID 19 Pandemic

INFORMED CONSENT

Dear participant, I am writing my thesis at Başkent University. My subject is “The problems faced by English Language instructors while teaching English online during the COVID 19 Pandemic”. There are 4 parts and in total 33 questions. The first part is multiple choice and other parts are 5 point Likert-scale. The first part is about demographic information, the second part is about lesson preparation and presentation, the third part is about student-teacher interaction and the fourth part is about technical support. I hope you will help me with my thesis by giving sincere answers and answering all the questions. You don't need to provide your name or e-mail address as all the answers will be anonymous. Your participation is voluntary. You may refuse to take part in the study or exit the survey at any time. If you participate in the survey and submit the form, you agree that the answers you have given will be used anonymously for academic purposes for this thesis. Thanks for your help. Best regards. Beril Kırac

Do you wish to participate?

Yes ☐ No ☐

PART 1. DEMOGRAPHIC INFORMATION

1. What is your gender?

Female ☐ Male ☐

2. What is your age?

21-31 ☐ 32-42 ☐ 43-53 ☐ 54-64 ☐ 64+ ☐

3. How long have you been working as an English instructor?

0-5 years ☐ 6-11 years ☐ 12-17 years ☐ 18- 23 years ☐ 24+ ☐

4. How long have you been teaching English online?

0-1 year ☐ 2-5 years ☐ 6+ ☐

PART 2. LESSON PREPARATION AND PRESENTATION

How do you evaluate the statements using the following Likert scale?

5. In my institution, there are standards about the preparation and presentation of an online lesson.

6. Distance education is appropriate for teaching English.

7. In distance education, I can easily use the materials that I use in face-to-face education without any modification.

8. I have changed my traditional in-class teaching style at online teaching.

9. In my institution, there are some useful courses about preparing and presenting an online lesson.

10. I always use multimedia (such as audio, video and animation) in my online lessons.

11. I use authentic materials in my online lessons.

12. Pair work activities can be done easily at online learning.

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

13. Group work activities can be done easily at online learning.	☐	☐	☐	☐	☐
14. Tasks can be done successfully in an online class.	☐	☐	☐	☐	☐
15. Presenting an online lesson in a virtual class is easier than presenting a lesson in a traditional face-to-face class.	☐	☐	☐	☐	☐
16. The video conferencing system that we use is adequate for preparing and presenting an online lesson.	☐	☐	☐	☐	☐
17. The video conferencing system that we use is adequate for activities and tasks.	☐	☐	☐	☐	☐
18. I can successfully upload the lesson materials, necessary materials and videos for the use of students.	☐	☐	☐	☐	☐
19. I need help while preparing an online lesson.	☐	☐	☐	☐	☐
20. Preparing an online lesson takes more effort than preparing a traditional in-class lesson.	☐	☐	☐	☐	☐

PART 3. STUDENT-TEACHER INTERACTION

How do you evaluate the statements using the following Likert scale?

21. Distance education attracts my students more than traditional education.	☐	☐	☐	☐	☐
22. Students can easily ask questions at an online lesson.	☐	☐	☐	☐	☐
23. I can easily answer students' questions at an online lesson.	☐	☐	☐	☐	☐
24. Student-teacher interaction level at online learning is higher than in traditional learning.	☐	☐	☐	☐	☐

25. Managing an online class is easier than a face-to-face class. ☐ ☐ ☐ ☐ ☐

26. In online teaching, student-teacher interaction affects student's performance positively. ☐ ☐ ☐ ☐ ☐

27. In online teaching, student-teacher interaction affects instructor's performance positively. ☐ ☐ ☐ ☐ ☐

28. In distance education, taking and giving feedback is easy. ☐ ☐ ☐ ☐ ☐

PART 4. TECHNICAL SUPPORT

How do you evaluate the statements using the following Likert scale?

29. In my institution, the technical staff always supports instructors about technological problems. ☐ ☐ ☐ ☐ ☐

30. I need help for technical issues. ☐ ☐ ☐ ☐ ☐

31. In my institution, there are some useful courses about basic technical issues. ☐ ☐ ☐ ☐ ☐

32. In my institution, technical infrastructure is sufficient for distance education. ☐ ☐ ☐ ☐ ☐

33. I can solve some technical issues to help students. ☐ ☐ ☐ ☐ ☐

Participation Declined

You have chosen not to answer. You can simply close your browser.

APPENDIX 2. MAIN QUESTIONNAIRE

Problems faced by English Language instructors while teaching English online during the COVID 19 Pandemic

INFORMED CONSENT

Dear participant, I am writing my thesis at Başkent University. My subject is “Problems faced by English Language instructors while teaching English online during the COVID 19 Pandemic”. There are 4 parts and in total 26 questions. The first part is multiple choice and other parts are 5 point Likert scale. The first part is about demographic information, the second part is about lesson preparation and presentation, the third part is about student-teacher interaction and the fourth part is about technical support. I hope you will help me with my thesis by giving sincere answers and answering all the questions. You don’t need to provide your name or e-mail address as all the answers will be anonymous. Your participation is voluntary. You may refuse to take part in the study or exit the survey at any time. If you participate in the survey and submit the form, you agree that the answers you have given will be used anonymously for academic purposes for this thesis. Thanks for your help. Best Regards. Beril Kırac

Do you wish to participate?

Yes ☐ No ☐

PART 1. DEMOGRAPHIC INFORMATION

1. What is your gender?

Female ☐ Male ☐

2. What is your age?

21-31 ☐ 32-42 ☐ 43-53 ☐ 54-64 ☐ 65+ ☐

3. How long have you been working as an English instructor?

0-5 years ☐ 6-11 years ☐ 12-17 years ☐ 18- 23 years ☐ 24+ years ☐

4. How long have you been teaching English online?

0-1 year ☐ 2-5 years ☐ 6+ years ☐

PART 2. LESSON PREPARATION AND PRESENTATION

How do you evaluate the statements using the following Likert scale?

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
1. Group work activities can be done easily in online learning.	☐	☐	☐	☐	☐
2. Pair work activities can be done easily in online learning.	☐	☐	☐	☐	☐
3. In distance education, I can easily use the materials that I use in face-to-face education without any modification.	☐	☐	☐	☐	☐
4. Distance education is appropriate for teaching English.	☐	☐	☐	☐	☐
5. Tasks can be done successfully in an online class.	☐	☐	☐	☐	☐
6. In my institution there are standards about the preparation and presentation of an online lesson.	☐	☐	☐	☐	☐
7. The video conferencing system that we use is adequate for activities and tasks.	☐	☐	☐	☐	☐
8. The video conferencing system that we use is adequate for preparing and presenting an online lesson.	☐	☐	☐	☐	☐
9. I always use multimedia (such as audio, video and animation) in my online lessons.	☐	☐	☐	☐	☐
10. I use authentic materials in my online lessons.	☐	☐	☐	☐	☐
11. I can successfully upload the lesson materials, necessary materials and videos for the use of students.	☐	☐	☐	☐	☐

PART 3. STUDENT-TEACHER INTERACTION

How do you evaluate the statements using the following Likert scale?

1. In online teaching, student-teacher interaction affects student's performance positively.	☐	☐	☐	☐	☐
2. In online teaching, student-teacher interaction affects instructor's performance positively.	☐	☐	☐	☐	☐
3. I can easily answer students' questions in an online lesson.	☐	☐	☐	☐	☐
4. Managing an online class is easier than a face-to-face class.	☐	☐	☐	☐	☐
5. Students can easily ask questions in an online lesson.	☐	☐	☐	☐	☐
6. In distance education, taking and giving feedback is easy.	☐	☐	☐	☐	☐
7. Distance education attracts my students more than traditional education.	☐	☐	☐	☐	☐
8. Student-teacher interaction level in online learning is higher than in traditional learning.	☐	☐	☐	☐	☐

PART 4. TECHNICAL SUPPORT

How do you evaluate the statements using the following Likert scale?

1. In my institution, the technical staff always supports instructors about technological problems.	☐	☐	☐	☐	☐
2. In my institution, there are some useful courses about basic technical issues.	☐	☐	☐	☐	☐
3. In my institution, technical infrastructure is sufficient for distance education.	☐	☐	☐	☐	☐

Participation Declined

You have chosen not to answer. You can simply close your browser.

APPENDIX 3. RESEARCH APPROVAL FROM ANKARA YILDIRIM BEYAZIT UNIVERSITY

Evrak Tarih ve Sayısı: 30.03.2021-22963



T.C.
ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-75265783-044-52900
Konu : Anket Uygulama İzni

29.03.2021

DAĞITIM YERLERİNE

İlgi : Başkent Üniversitesi Rektörlüğü'nün 23.03.2021 tarihli ve 67284360-605.01.02.01-E.21117 sayılı yazısı.

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Beril KIRAC'ın Dr. Öğr. Üyesi Ahmet Remzi ULUŞAN danışmanlığında hazırladığı *"COVID 19 Pandemi Sürecinde İngilizce Öğretim Görevlilerinin İngilizceyi Çevirimiçi Öğretirken Karşılaştıkları Problemler"* isimli ve ilgi yazı ekinde yer alan linkten erişim sağlanan anketinin Üniversitemiz Yabancı Diller Yüksek Okulu Müdürlüğünde görev yapan öğretim görevlilerine duyurulması Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz/rica ederim.

Doç. Dr. Akın ÜNAL
Rektör a.
Genel Sekreter V.

Dağıtım:
Gereği:
Yabancı Diller Yüksekokulu Müdürlüğüne

Bilgi:
Başkent Üniversitesi Rektörlüğüne

APPENDIX 4. RESEARCH APPROVAL FROM BAŞKENT UNIVERSITY

Evrak Tarih ve Sayısı: 01.04.2021-23619



1993

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-605.01-23619
Konu : Araştırma İzni (Beril Kırac)

01.04.2021

EGİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 24.03.2021 tarih ve 21138 sayılı yazınız.

Enstitünüz, İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Beril Kırac'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmekte olduğu "COVID-19 Pandemi Sürecinde İngilizce Öğretim Görevlilerinin İngilizceyi Çevirimiçi Öğretirken Karşılaştıkları Problemler" başlıklı tezi kapsamında, Yabancı Diller Yüksekokulu öğretim görevlileriyle çevirimiçi anket uygulamasında bir sakınca bulunmamaktadır.

Prof. Dr. M. Abdülkadir VAROĞLU
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX 5. RESEARCH APPROVAL FROM ATILIM UNIVERSITY

Evrak Tarih ve Sayısı: 30.03.2021-23082



T.C.
ATILIM ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : E-59394181-605.01-6072
Konu : Araştırma İzni (Beril Kırac)

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Eğitim Bilimleri Enstitüsü Müdürlüğü

Üniversiteniz Eğitim Bilimler Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi Beril Kırac'ın, Dr. Öğr. Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmekte olduğu "COVID 19 Pandemi Sürecinde İngilizce Öğretim Görevlilerinin İngilizceyi Çevrimiçi Öğretirken Karşılaştıkları Problemler" başlıklı tezi kapsamında yapmayı planladığı anket çalışması ilgili birimimiz ile paylaşılmış olup katkı vermek isteyen personelimiz tarafından katılım sağlanabilecektir.

Bilgilerinize arz ederim.

Prof.Dr. Serkan ERYILMAZ
Rektör Yardımcısı

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX 6. EDUCATION INSTITUTE APPROVAL

Sayı : 17162298.600-466
Konu : Tez Önerisi

8 ARALIK 2020

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Beril Kırac'ın, Dr. Öğretim Üyesi Ahmet Remzi Uluşan danışmanlığında yürütmeyi planladığı, "COVID 19 Pandemi Sürecinde İngilizce Öğretim Görevlilerinin İngilizceyi Çevrimiçi Öğretirken Karşılaştıkları Problemler" başlıklı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/ Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/ Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/Olumsuz	

APPENDIX 7. ORIGINALITY REPORT

PROBLEMS FACED BY ENGLISH LANGUAGE INSTRUCTORS WHILE TEACHING ENGLISH ONLINE DURING THE COVID 19 PANDEMIC

ORJİNAL İK RAPORU

% 8	% 7	% 4	%
BENZERLİK İNDEKSİ	İNTERNET KAYNAKLARI	YAYINLARI	ÖĞRENCİ ÖDEVLERİ

BİRİNCİ KAYNAKLAR

1	researchbank.rmit.edu.au İnternet Kaynağı	% 1
2	stiba-malang.com İnternet Kaynağı	<% 1
3	www.int-e.net İnternet Kaynağı	<% 1
4	www.coursecero.com İnternet Kaynağı	<% 1
5	files.eric.ed.gov İnternet Kaynağı	<% 1
6	periodicals.osu.eu İnternet Kaynağı	<% 1
7	www.common sense.org İnternet Kaynağı	<% 1
8	Blatchley, Barbara. "Statistics in Context", Oxford University Press Yayın	<% 1