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BURSA ULUDAĞ UNIVERSITY

INSTITUTE OF EDUCATION SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE PERSPECTIVES OF EFL INSTRUCTORS AND STUDENTS ON DISTANCE EDUCATION: IMPLICATIONS FOR ENGLISH LANGUAGE TEACHER EDUCATION

M.A. THESIS

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UZAKTAN EĞİTİM ÜZERİNE İNGİLİZCE ÖĞRETMEN VE ÖĞRENCİLERİNİN GÖRÜŞLERİ: İNGİLİZCE ÖĞRETMEN EĞİTİMİ İÇİN ÇIKARIMLAR

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BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmada tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

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Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)

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ABSTRACT

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THE PERSPECTIVES OF EFL INSTRUCTORS AND STUDENTS ON DISTANCE EDUCATION: IMPLICATIONS FOR ENGLISH LANGUAGE TEACHER EDUCATION

While distance education is not a brand-new concept in EFL education, the spread of COVID-19 initiated the emergency online education process which impacted all educational institutions all around the world. The considerable challenges which were met particularly by students, instructors and institutions during this period manifest the need for in-depth research in this field. Accordingly, the aim of the present study is to investigate the views of EFL students and instructors on online education and contribute to both pre-service and in-service EFL teacher education. The universe of the study consists of 10 students and 10 instructors who experienced both face-to-face and online education during 2019-2020 academic year in the English Preparatory Program of a private university in İstanbul, Turkey. To this end, a qualitative research design involving a semi-structured interview with students and a semi-structured interview as well as a focus group meeting with instructors was adopted to obtain wider perspectives. All the recorded and transcribed data were analyzed by means of MAXQDA which is a qualitative data analysis program. This particular study serves as a comprehensive needs analysis for both pre-service and in-service teacher education touching on hot-button issues including advantages and disadvantages of distance teaching in terms of various aspects, online skills, grammar and vocabulary

development, material usage, interaction, student participation and motivation, online assessment, camera usage from both the perspectives of students and instructors, and offers suggestions not only for educational community, but also for software developers.

Key words: distance education, English Language Teaching, in-service teacher education, pre-service teacher education, online education

ÖZET

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Uzaktan eğitim, Yabancı Dil olarak İngilizce (EFL) eğitiminde yeni bir kavram olmasa da COVID-19 virüsünün yayılması, tüm dünyadaki eğitim kurumlarını etkileyen acil uzaktan eğitim sürecini başlatmıştır. Bu dönemde özellikle öğrenciler, öğretim görevlileri ve kurumlar tarafından karşılaşılan kayda değer zorluklar, bu alanda derinlemesine araştırma yapılması ihtiyacını ortaya koymaktadır. Bu doğrultuda, bu çalışmanın amacı, yabancı dil olarak İngilizce öğretimi alanında öğrencilerin ve öğretim elemanlarının çevrimiçi eğitime ilişkin görüşlerini araştırmak ve hem hizmet öncesi hem de hizmet içi İngilizce öğretmenliği eğitimine katkı sağlamaktır. Araştırmanın evrenini, 2019-2020 eğitim öğretim yılında İstanbul ilinde özel bir üniversitenin İngilizce Hazırlık Programı'nda hem yüz yüze hem de uzaktan eğitim deneyimi yaşayan 10 öğrenci ve 10 öğretim elemanı oluşturmaktadır. Bu amaçla, daha geniş perspektifler elde etmek için, öğrencilerle yarı yapılandırılmış bir görüşme ve öğretim görevlileriyle yarı yapılandırılmış bir görüşmenin yanı sıra bir odak grup toplantısını içeren nitel bir araştırma deseni tercih edilmiştir. Kaydedilen ve kopyalanan tüm veriler, bir nitel veri analiz programı olan MAXQDA aracılığıyla analiz edilmiştir. Bu özel çalışma, hem öğrencilerin hem de öğretim görevlilerinin gözünden, uzaktan öğretimin çeşitli yönlerden avantajları ve dezavantajları, çevrimiçi olarak beceri, dilbilgisi ve kelime gelişimi, materyal kullanımı, etkileşim, öğrenci katılımı ve motivasyonu, çevrimiçi değerlendirme,

kamera kullanımı gibi güncel konulara değinmektedir ve sadece eğitim camiası için değil, yazılım geliştiriciler için de öneriler sunmaktadır.

Anahtar kelimeler: çevrimiçi eğitim, İngiliz Dili Eğitimi, hizmet içi öğretmen eğitimi, hizmet öncesi öğretmen eğitimi, uzaktan eğitim

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER 1

CHAPTER 2

CHAPTER 3

CHAPTER 4

CHAPTER 5

CHAPTER 6

List of Tables

List of Abbreviations

CoI: Community of Inquiry

ELT: English Language Teaching

EFL: English as a Foreign Language

ESP: English for Specific Purposes

ICT: Information and Communications Technology

Ins: Instructor

MOOCS: Massive Open Online Courses

NGT: Nominal Group Technique

S: Student

TPACK: Technological Pedagogical Content Knowledge

P: Participant

QDA: Qualitative Data Analysis

RQ: Research Question

CHAPTER 1

INTRODUCTION

The present study involves six chapters and this first chapter includes background of the study, aim of the study, research questions, significance and limitations of the study.

1.1. Background of the Study

It is a fact that technology is of great importance in language teaching and technological tools have been used in English Language Teaching (ELT) for many years as a part of face-to-face instruction. Meanwhile, apart from the usage of technology in classrooms, distance education concept is not something new and has been a part of especially higher education institutions all around the world for many years even though it has undergone many changes (Gunawardena & McIsaac, 2013). As a consequence of its evolutions, distance education is carried out through the internet in the present world, thus in the current study, distance education and online education terms will be used interchangeably.

While online education was a familiar concept for some institutions to some extent, the unexpected spread of COVID-19 made it obligatory to start emergency distance teaching process for all the institutions all around the world. The shift from face-to-face teaching to online teaching revealed the gaps in the field of distance education, which were also observed by both teachers and students. The fact that online teaching either is not included at all or not emphasized enough in the curriculum of most of the teacher training programs may be foreseen as a reason of the problems met in this area. Hartshorne, Baumgartner, Kaplan-Rakowski, Mouza and Ferdig (2020) state that the research studies conducted after the COVID-19 pandemic involving the elements that went smoothly as well as problematically and the factors to be uncovered to develop for present and further practices are of paramount importance. In addition, As Sein (2020) asserts, even though the spread of COVID-19 is a catastrophe, it provides researchers some opportunities to perceive concepts differently and to play a part in the enhancement of further development by learning from experiences. Even though there is some research on distance education in our country and all around the world as mentioned in the literature review section, research on distance ELT is highly limited. Among these studies, especially the ones

investigating both teacher and student views at the same time are pretty few. This situation shows the necessity of obtaining teacher and student perspectives at the same time on distance education in the field of ELT context.

1.2. Aim of the Study and Research Questions

Because of the niche in studies on distance education in ELT that has become particularly evident during COVID-19 period, the current study will examine the distance education process in an English preparatory program during the obligatory online education period relying on the experiences of English preparatory school instructors and students. Since Eisenhardt (1989) claims that qualitative research method is more plausible for new situations with insufficient literature and the context of the current study is based on a brand new and unexpected situation, involving semi-structured interviews and a focus group meeting was found to be the most appropriate. To this end, two different semi-structured interviews for 10 students and 10 instructors are designed and implemented. Later, a focus group meeting for instructors is planned based on the data gathered from both instructors and students. Besides the perspectives of students and instructors, it is aimed to gather data on how to make use of these outcomes not only in in-service but also in pre-service EFL (English as a Foreign Language) teacher education. Accordingly, this study seeks answers for the following research questions:

1. What are the perspectives of the students in an English preparatory school on distance education?

2. What are the perspectives of the EFL instructors in an English preparatory school on distance education?

3. What are the perspectives of the EFL instructors in an English preparatory school on in-service teacher training in distance education?

4. What are the perspectives of the EFL instructors in an English preparatory school on pre-service teacher training in distance education?

1.3. Significance of the Study

The current study adopts a qualitative approach to gather elaborated data from both students and instructors on online education in an English preparatory program of a private university in Turkey. It is aimed to collect information on emergency online education through semi-structured student and instructor interviews as well as a focus group meeting with instructors which lasted more than 20 hours in total. A qualitative research design is preferred because it is in the nature of a qualitative study to learn about unexpected and striking perspectives of students and instructors that might fit well with the context of the study due to the unanticipated impacts of COVID-19 on education. In addition, the fact that participants are both students and instructors who experienced both face-to-face and online lessons in the same academic year enables more comprehensive and tangible outcomes through comparisons, which also makes this study more meaningful. As Hodges, Moore, Lockee, Trust and Bond (2020) argue, many instructors as well as teacher educators are caught off guard for all the difficulties of this period. Accordingly, this study intends to contribute substantially to distance education community, language teaching and in-service as well as pre-service training in ELT programs. The main topics which are focused on include the differences of online and face-to-face education in various aspects such as skills development, flow of the online lessons, communication and interaction during and out of the lessons, online assessment, and implications for pre-service and in-service trainings; therefore, it can be claimed that even though the sample size is small, the findings will contribute to the field since similar experiences could be seen in similar contexts as mentioned broadly in literature review and discussion chapters and these provide us with a comprehensive needs analysis.

1.4. Limitations of the Study

One of the restrictions of the present study is related to participant selection, it was conducted with 10 students and 10 instructors from a single institution, which is a private university in İstanbul, Turkey. The instructor participants work in the Foreign Languages Department of the university and all are graduates of an ELT department in Turkey or in another country. All the students are from English-medium departments who have experienced both online and face-to-face education in English preparatory program, and this situation is limited only to one institution. To select these participants, purposive sampling was implemented which

is found to be the most appropriate in line with the aims of the study since randomization would not provide us with the findings that were expected. Especially in terms of implications for in-service and pre-service education, the instructors who are graduates of other departments would not be able to provide us with sufficient data. However, this sampling method makes it hard to generalize the results to other settings.

In the study, apart from semi-structured interviews for instructors and students, a focus group interview was designed and applied with instructors. On the other hand, due to time constraints, a focus group meeting could not be carried out with students. In addition, the contents discussed in focus group interview with instructors are only limited to in-service and pre-service education as well as student participation due to time limitations.

Finally, as Poggenpoel and Myburgh (2003) argue, researcher bias might exist in qualitative studies since s/he is the key person who interprets all the gathered data. To eliminate this, all the ambiguous parts in the interviews were asked to the participants and clarified by them in both transcription and analysis procedures. However, due to time limitations, a peer check could not be implemented.

CHAPTER 2

LITERATURE REVIEW

This chapter covers information on distance education, its evolution over the years, especially after COVID-19 outbreak, as well as some prominent research studies on distance education in higher education settings.

2.1. Distance Education

On the definition of distance education, which is a broad concept, there have been various views over the years. By examining four widely acknowledged definitions of distance education of that time by Holmberg (1977) focusing on not being the same place with the instructor while getting support, French government definition (Loi 71.556 du 12 juillet 1971) addressing the existence of physical separation or temporary teacher presence solely for chosen activities, Peters (1973) emphasizing technology usage and serving large size of students via industrialization, and Moore (1973) touching on the tools enabling teacher-student interaction; Keegan (1980) enounces six components of distance education: *"1) separation of teacher and student, 2) influence of an educational organization, 3) use of technical media, 4) provision of two-way communication, 5) possibility of occasional seminars, 6) participation in the most industrialized form of education"* (p.21). Faibisoff and Willis (1987) determine the attributes of distance education and propose that it offers particular intercommunication, enables student autonomy and self-discipline, could be carried out by means of lessons inside or outside of campus and depends on learner needs.

In another study, Holmberg (2005) holds forth that distance education involves separated interaction which is ubiquitous and appealing to people with professional and social liabilities. Moore (1993) offers us the definition of distance education as "the universe of teacher-learner relationships that exist when learners and instructors are separated by space and/or by time" (p.22). In another definition, distance education requires an affiliated institution, distant learner groups, which might be segregated in terms of location, time, mind, and interactive communication tools to link students, teachers and materials (Simonson, 2003; Simonson & Schlosser, 2009). To provide a summary, Gunawardena and McIsaac (2013) put forward that

there is a general consensus on some principles of distance education even though it is highly variable depending on the whereabouts of the institution and its culture, and it is a structured education type that could be carried out far away from the institution.

2.2. Development of Distance Education

Even though the term 'distance education' has been used in a widespread manner for a couple of decades and especially has been more familiar all around the world after COVID-19 outbreak, it is indeed not a new concept in literature. It started with a correspondence program at the University of Chicago in 1890 with an attempt to provide education to the people who did not belong to the upper class in society and could not afford to get a full-time training at that time (Pittman 1991, as cited in Gunawardena & McIsaac, 2013). In the middle of 1900s, radio and television were utilized in schools as a means of instruction delivery. By the end of 1900s, open universities were founded and spread in parallel with the advancement of communication technologies, which met with approval because of financial obstacles and scarcity of teachers in some scientific and pedagogic fields (Gunawardena & McIsaac, 2013). Rodriguez (2012) also proposes that distance education has always been affected by technological advances, so the classifications are largely based on the means of delivery by mentioning five different generations. The first one is the Correspondence Model which relies on printed technology, the second one is the Multi-Media model that is based on the usage of mass media like audiotapes and videotapes in educational setting, and the third one is the Telelearning Model that involves interactive technology tools enabling synchronous intercommunication through audioconferencing and videoconferencing. The Flexible Learning Model comes next as the fourth generation involving online interaction through the internet. Finally, the Intelligent Flexible Learning Model, which is the fifth generation, stems from the fourth generation and comprises the usage of more contemporary technologies and intelligent databases (Taylor, 2001). Rodriguez (2012) points out that none of these subsequent generations discard the earlier ones; instead, there has been a cumulative progress throughout the decades in the use of technological tools in education. Apart from these models, two more generations were proposed by Caladine (2008) and White, Davis, Dickens, Leon, and Sanchez (2014). Caladine (2008) adds Web 2.0 based tools like social media and wikis as the sixth generation and White et al. (2014) suggest that Massive Open Online Courses (MOOCs) could be acknowledged as the seventh generation

since it indicates a critical juncture in online education history. MOOCs were firstly used in 2008 and they provide online courses by means of digital materials with predetermined schedules to a wide range of people who can study asynchronously without any charge (Fidalgo, Thormann, Kulyk & Lencastre, 2020; McAuley, Siemens, Steward & Cormier, 2010).

Anderson (2009) makes use of 'dance' metaphor to explain the relationship between technology and pedagogy by claiming that they are connected to each other in harmony and pedagogy does more than solely designating the design of distance education contrary to belief of most distance education educators. Later, rather than categorizing the generations of distance education in respect to technological developments, Anderson and Dron (2011) adopt a pedagogical approach in the course of classifying the generations in their research article. They present three generations as a) the cognitive-behaviourist pedagogy of distance education, b) social-constructivist pedagogy of distance education, and c) connectivist pedagogy of distance education. In the cognitive-behaviorist pedagogy, the theories of some prominent behaviorists like Piaget, Skinner, Thordike and Watson were implemented into instructional design through some structured approaches like stimulation, eliciting and reinforcement via observable actions (Anderson & Dron, 2011; Gagne, 1965). Anderson and Dron (2011) propose that learning objectives are introduced unambiguously independent from the learner and there is an emphasis on individual progress while social existence is hardly valued in cognitive-behaviourist pedagogy. Additionally, while there is a boosted student space which also enables easier access to a large number of students with affordable costs, teacher existence is most of the time limited to text, recordings and illustrations in this model. As it is understood from its name, the second generation, which is social-constructivist pedagogy, originates from the ideas of Vygosky and Dewey. Anderson and Dron (2011) hold forth that these social-constructivist pedagogies in distance education evolved along with the progress in technological systems which mediate two-way interaction through the internet and mobile technologies rather than merely providing information transfer. Thus, learners are actively involved in their own learning with enriched student-student and teacher-student interaction while the access to this type of pedagogy might require higher costs (Anderson & Dron, 2011; Annand, 1999). Teacher is the facilitator, mediator, and provider of immediate information when needed (Anderson & Dron, 2011; Kanuka & Anderson, 1999), however, providing this type of teaching in terms of class size is more challenging (Anderson & Dron, 2011; Annand, 1999). The last but not the least, the

connectivist pedagogy enounces that learning takes place through liaisons and postulates omnipresent connection to network-based technological systems (Anderson & Dron, 2011; Downes, 2007). The connectivist pedagogy, in which forming and sustaining networks between human beings, computerized productions for any urgent problems are a must, assumes that the duty of a learner is not to retain and even comprehend any information, instead, is to have the sufficient capability to attain and administer information whenever and wherever required. Hence, this pedagogy requires subjugating learners to networked settings rather than individual or group environments, and enabling favorable circumstances for them to adopt and develop sufficient cognitive abilities for building up connections (Anderson & Dron, 2011; Dron & Anderson, 2007). Differently from the previous two generations, teacher in the connectivist pedagogy is not merely in charge of content production, development or appointment; instead, there is a cooperation between the trainer and students in the course of content generation, which also contributes to the further use via reflections. In summary, Anderson and Dron (2011) conceive of cognitivist-behaviorist pedagogy as a teaching theory, social-constructivist pedagogy as a learning theory and connectivist pedagogy as a knowledge theory in general.

When it comes to the development of distance education in Turkey, Bozkurt (2017) divides the development of distance education into four generations. The first generation corresponds to a conceptual term in which discussions and suggestions were held between 1923 and 1955, the second one refers to the education provided by the medium of correspondence between 1956 and 1975, the third one covers the distance education through audio-visual media like radio and television between 1976 and 1995, and lastly the fourth one has been carried out via information and communication technologies starting from 1996.

2.3. Interaction and Participation in Distance Education

As is known to all, one of the major elements in any learning setting is interaction (Dewey, 1938; Vygotsky, 1978). Nunan (2012) states that apart from some benefits of distance learning involving cost efficacy, flexibility and easy access; this concept brings about many pedagogical drawbacks such as isolation which might also result in weariness because of the restricted interaction by drawing attention to the significance and effects of interaction. To this end, firstly the meaning of interaction should be elucidated. Moore and Kearsley (2012) put forward that comprehending the concept of interaction as well as how to foster interaction by

means of technology is a key to provide an effective online teaching given that distant interaction and face-to-face interaction are remarkably unlike. While the students' interaction with the content, the teacher and each other are the main components in face-to-face and online settings, the third interaction type works differently in online education in which the teachers mostly have difficulties in achieving a balance between teacher-student and student-student interaction types (Moore, 1989; Moore & Kearsley, 2012). Wagner (1994) postulates that the dialogue between people can be defined as the interaction while the communication between a person and a machine can be called interactivity. However, the literature demonstrates that this definition is not approved by most of the theorists and researchers a lot who also construe the communication with the content as an interaction type. Still, Xiao (2017) claims that learner-content interaction is a highly understudied interaction type in literature in spite of its key role in providing the efficiency of distance education. Teacher-content interaction and content-content interaction, which could be regarded as the interaction between software programmes and web pages, are proposed as other interaction types by Anderson and Garrison (1998). Hillman, Willis and Gunawerdina (1994) also mention another interaction type called learner-interface interaction which can be explained as a procedure of employing devices to complete a work. For Anderson (2003), it is integrated into any type of interaction types in distance education rather than being a segregated interaction form.

The delivery in online education might take place synchronously, asynchronously or a combination of them. Synchronous interaction occurs at a certain time and might involve audio/video conferences and online chatting while the asynchronous one do not involve any concurrent communication, which also means that learners have an opportunity to reach course materials in any necessary time, and might involve electronic correspondence, posting in blog pages and wikis (Croxton, 2014; Keegan, 1980; Watts, 2016). Since there is a physical separation between learners and teacher, video conferences cannot be considered as a component of traditional face-to-face interaction even though it enables seeing them each other (Keegan, 1980). Apart from these, Garrison and Kanuka (2004) explain the blended learning as a combination of traditional face-to-face teaching with distance teaching in which there is no clear dominance of one teaching method. The restricted interaction in any of these instruction formats might lead to "transactional distance" during distance courses. This term was firstly used by Moore (1973; 1993) who defines it as a gap between students and instructors not in only in terms

of location, but also in terms of pedagogy. In other words, physical gap which is in the nature of distance education brings about communicational and psychological gap which might affect the interaction occurring among the teacher, students and subject matter as well as the vicarious interaction (Gorsky & Caspi, 2005; Huang, Chandra, DePaolo & Simmons, 2016; Moore 1993). Moore (1993) also states that these gaps that constitute transactional distance are never completely identical, namely, the separation here is not a disconnected nor a definite term, instead, it is constant and relative. He (1993) postulates three main concepts composing transactional distance which are *structure* which refers to course design in general, *dialogue* which denotes purposive and constructive interaction among the aforementioned stakeholders and *autonomy* which is defined as *" it is the learner rather than the teacher who determines the goals, the learning experiences and the evaluation decisions of the learning programme." (p. 31)* Moore (1993) claims that if there is a one-way dialogue as in lecturing, transactional distance increases. Likewise, high structure results in less dialogue between teacher and students which grows the transactional distance. In addition, if there is highly structured system and less dialogue, learners will have to study on autonomy more. At this point, it is necessary to understand this terminology comprehensively. Autonomy is comprehended and elucidated in different manners by various scholars and theorists. Holec (1981) defines autonomy as the capability of taking care of a person's own learning. Benson (2001) interprets autonomy as a trait representing the learner's attitude towards the procedure of learning rather than being solely a method. Then, the grounding idea behind autonomy may be considered as determining and planning the way and time of the learning in an efficient manner. Moore (1993) accentuates that more teacher dependence could be observed in traditional education; therefore, instructors play a fundamental role in encouraging learners to gain autonomy in distance education. In this case, it should be borne in mind that even though the learners are mature and independent enough, this situation might not be valid for education. Likewise, Eneau and Develotte (2012) claim that if increasing the autonomy of the learners is the concern, then it is necessary for learners to observe and comprehend their own learning procedures, advantageous sides, weaknesses and dependence levels for online learning. Accordingly, team work could be considered crucial to encourage the development of individual autonomy (Eneau and Develotte, 2012).

To search for some evidence about the validity of the transactional distance theory, various research studies were implemented and according to the results of studies carried out by

Saba and Shearer (1994) and Bischoff, Bisconer, Kooker and Woods (1996), it was supported that transactional distance and dialogue were negatively proportional. On the other hand, the studies implemented by Chen (2001a; 2001b) displayed highly restricted support for the theory and the researcher stated in both article that one component of transactional distance might be seen without the others which manifests the need for further research.

Another key theory in distance education that affects interaction is the theory of Community of Inquiry (CoI) developed by Garrison, Anderson and Archer (2000). This approach was affected by the philosophy of Dewey (1998) to a great extent and Garrison (2009; 2011) mentions two principal factors based on Dewey's work (1998) which are continuity and interaction in learning. Garrison (2009) puts forward that this inquiry do no take for granted the influence of environment in the construction of pedagogical experience and it is a cooperative setting which is formed on communication and takes place purposively. CoI framework is made up of three main components which are social presence, teaching presence and cognitive presence; and educational experience takes place in their juncture points. Social presence can be explicated as the capability of the individuals to align with the community, to interact confidentially and consciously, and to form bonds through reflecting their personalities (Garrison, 2009). Cognitive presence derives from practical inquiry cycle of Dewey where the students have duties between community and individual worlds, make interpretation and check comprehension (Garrison, 2009) and involve four stages as "*triggering event, exploration, integration, and resolution*" (Akyol, Garrison & Özden, 2009, p. 1835). Finally, teaching presence, in which the focus is on the procedure rather than the effecter, can be described as having three components which are design, facilitation of the discourse and explicit instruction (Anderson, Rourke, Garrison & Archer, 2001). As in the previously mentioned presence types, teaching presence is a complicated and broadening concept quintessentially and it guarantees an operating community by merging the power that links cognitive and social factors (Garrison, 2009). Castellanos-Reyes (2020) summarizes that cognitive presence, the symbol of critical thinking, and social presence, the symbol of collaboration, are not sufficient in an online environment and they do not always occur at the same time; therefore, teaching presence is required for facilitation and management. Holmes, Signer and MacLeod (2010) conducted a study on teacher education for online learning and elements affecting the course quality. Their results reveal that social presence is the most significant determinant in learning and

contentedness, which shows the importance of interaction in online lessons. To increase social presence, Scollins-Mantha (2008) also points out the importance of feedback, facilitation of debate, duration of the lessons, tone of the language, humor, personal information exchange and modelling in online classes. CoI was studied by some people like Swan, Richardson, Ice, Garrison, Cleveland-Innes and Arbaugh (2008) and Díaz, Swan, Ice and Kupczynski (2010) and validation is provided by the researchers regarding its components. However, Rourke and Kanuka (2009) criticize the validity of most of the implemented components regarding measuring the learning concept in literature on CoI. They (2009) claim that it is inconceivable to argue that learning takes place through CoI via relying on the present measurement instruments.

Apart from the aforementioned studies, about the components affecting interaction in online settings, Vrasidas and McIsacc (1999) conducted a study in a university with students who were taking an online lesson and with their instructor. They revealed that there were four primary factors affecting interaction which were structure, the number of the students in a classroom, sufficient feedback and experience in using computer-mediated technology. Northrup, Lee and Burgess (2002) and Dennen, Aubteen Darabi and Smith (2007) also highlight the importance of feedback in online education. Active student participation in online settings have been emphasized for years by some researchers such as Klemm (1998) and Anderson (2002). Most of the researchers investigated ways of increasing student participation in online classes. Awarding students with grades as a way of boosting participation is mentioned by Klemm (1998) who name the students who do not actively participate as lurkers. Masters and Oberprieler (2004) suggest that benefiting from approaches and subject matter, making sure that students have digital literacy, encouraging students for debate by asking questions and permitting uninterrupted debate might work in increasing online student participation. They (2004) also highlight that curriculum articulation is essential for effective participation in online debates. Similarly, the significance of the online-course design for a better participation is also emphasized by Hawkins, Graham, Sudweeks, and Barbour (2013) and Croxton (2014).

2.4. Research on Emergency Distance Teaching in Higher Education during COVID-19 Process

Adkins (2013, as cited in Moore, 2016, p. 403) estimated that more than 4 million learners in the USA would take their lessons totally online by 2017. Nevertheless, nobody could have predicted a period of time in which no institution could practice face-to-face education. When all is said and done, emergency online education, during which *"the surreal has become normal, mundane"* (Yandell, 2020, p. 262) has exposed that there are a great number of niches in this field that is supposed to be filled in. As aforementioned before, in spite of all the drawbacks and challenges, this issue also offered many opportunities for researchers and some have been grasping these chances. Among these researchers, Crawford, Butler-Henderson, Rudolph, Malkawi, Glovatz, Burton, Magni and Lam (2020) examined intra-period responses of universities in 20 countries including countries having developed economies which are Australia, Germany, Italy, Republic of Ireland, the UK, the USA, and countries with developing economies which are Brazil, China, Chile, Egypt, Hong Kong, India, Indonesia, Jordan, Malaysia, Nigeria, South Korea, Singapore, South Africa and United Arab Emirates. During the first phase of the pandemic, it was seen that all the developed countries except for the USA switched into online education directly while this situation is different in developing countries in some of which extension of the semester break or closure of the schools was experienced. Crawford et al. (2020) put forward that switching to a fully distance education would not be carried out instantaneously since it involves some factors such as the sufficient internet infrastructure in living areas of both students and teachers and skills required in the process of designing and transferring online education.

Gonzalez, De La Rubia, Hincz, Comas-Lopez, Subirats, Fort and Sacha (2020) examined the distinctness in the assessments of 2017-2018 & 2018-2019 academic years students and 2019-2020 academic year students in a university in Spain. The researchers found a significant positive effect of the lockdown on the achievements of the students. They also revealed that students studied more regularly after the confinement. Accordingly, the researchers inferred that the confinement contributed to development of learning strategies of the students and students got higher grades. In another study which showed positive outcomes, Nashruddin, Alam and Tanasy (2020) examined the views of ELT instructors and students on the usage of e-mail as a

means of learning. The instructors evaluated e-mails as an efficient tool for document delivery and a contributor in attaining objectives and smooth learning. Some students, on the other hand, faced with some problems in the usage of e-mails while most of them found them practical and helpful in accessing materials and assignments.

Öztürk Karataş and Tuncer (2020) studied on the effects of emergency distance education on skills development in an ELT department. The results of their study indicated that development of writing skill was proven to be the most advantageous because of overwriting for nearly all assignments while speaking skill development was the most disadvantageous during this process. Moreover, their thematic analysis demonstrated that implementation of subject matter, having no restrictions in terms of location and time, accessing online sources and financial advantages were among the benefits. On the other hand, not having a traditional classroom environment, having less instructor supervision, technological drawbacks and autonomy problems were among the disadvantages of online education.

In their study, Gao and Zhang (2020) investigated cognitions of EFL instructors about distance teaching after the pandemic and aimed to unearth how they picked up their information and communications technology (ICT) skills in the beginning of COVID-19. They utilized the technological pedagogical content knowledge (TPACK) model, which was proposed by Koehler and Mishra (2005) to show the link between teachers' knowledge of technology, education and content, in their study so as to figure out how instructors contemplate and negotiate. They detected discrepancies among the instructors they interviewed in terms of attitudes towards online education; while some gave optimistic statements, some took a more pessimistic stance. Among the challenges that they faced, the tension during the preparation for the lessons, illiteracy in some parts of technology, lack of adequate opportunities for both students and instructors and class management problems were identified. The researchers also revealed that instructors developed their ICT skills by examining the needs of their students, practicing, and adapting typical teaching methods that they used in face-to-face lessons to distance teaching.

Serçemeli and Kurnaz (2020) intended to learn the perspectives and self-efficacy of accounting students in a public university about the emergency distance education. They affirmed that students did not confront with any problems regarding self-efficacy in the usage of the LMS of the university. On the other hand, while it worked well during that time, participants

had mostly a negative attitude towards online education because of the accessing problems and feeling isolated; therefore, it was suggested to blend the traditional and online teaching by means of flipped teaching. Similarly, according to the results of the study by Tartavulea, Albu, Albu, Dieaconescu and Petre (2020) with 362 instructors from 13 European countries, both higher education institutions and students adjusted to alterations as well as synchronized and asynchronized teaching rapidly while the interaction and general efficiency were found to be lower than face-to-face classes. In addition, Tartavulea et al. (2020) also revealed that institutional support, faith in the system that was being used and anticipated efficacy of formative assessment were among the elements affecting the efficiency of online education.

In their multinational research study involving the universities in Portugal, the UAE and Ukraine; Fidalgo et al. (2020) found that primary concerns of the undergraduate students were time management, skills development and motivation. Accordingly, Fidalgo et al. (2020) put forward six suggestions for the institutions by also relying on the literature (Elbaum, McIntyre & Smith, 2002; Hashim & Tasir, 2014; Hux, Nichols, Nichols, Henley, McBride, Bradley & Hux 2018, as cited in Fidalgo et al., 2020):

- Evaluating distance education readiness of the students using a survey and prompt them to see counselors
- Offering training to students before online courses for the development of skills and behavior
- Training teachers for the designation and the delivery of online classes to support them in cases of motivation and time management hindrances
- Making use of blended teaching to make students acquainted with online environment with the support of a transitional model
- Advertising distance education to catch the attention of potential students
- Encouraging government organizations for the accreditation of distance education lessons and programs

Muthuprasad, Aiswarya, Aditya and Jha (2021) aimed to explore the views and preferences of Agricultural graduates from various universities regarding online education. The findings indicated that most of the students preferred using their mobile phones during the lessons and approximately half of the students agreed on the idea that distance learning

contributed to their technical abilities while nearly 60% of the respondents thought that face-to-face classes were more efficient in terms of interaction with the teacher. The researchers pointed out that there was not a strong consensus among the participants about the efficacy of distance learning and it might be due to inequality in the internet access opportunities, insufficient teaching skills and unsatisfactory learning environment. It was also highlighted that while the main constraints were connection problems and restrictions in the internet infrastructure, flexibility in scheduling and convenience were indicated among the principal benefits of distance education.

Hapsari (2021) conducted research on the anxiety experienced by Literature and English Language Education students during the COVID-19 process and aimed to reveal its causes. The results gathered from questionnaires and interviews demonstrated that students were more anxious in the beginning of online education and their anxiety level decreased after one-year distance education. However, some technological malfunctions still gave rise to a great deal of anxiety among the participants because of the fact that these situations prevented them from getting some valuable information, active engagement and skills development. In a similar study, Türkleş, Boğahan, Altundal, Yaman and Yılmaz (2021) attempted to explore the feelings and experiences of Nursing students during the COVID-19 crisis and found that participants experienced anxiety, hopelessness, tension, depression, flatness and weariness because of the extension of distance education period and they had serious problems in time management.

Another research study conducted by Taşçı (2021) aimed to investigate ELT students' perspectives on online education and revealed that the major drawbacks which were mentioned by the participants were technological problems, psychological hardships, absence of interaction, problems with material usage and inexperience. While locational and time-related flexibility, economic and time-related efficacy, having a chance for digital-literacy development were among the benefits; absence or inadequacy in autonomy, motivation, feedback and interaction between students as well as between the teacher and students, problems in well-being and technical breakdowns were among the disadvantages. It was also highlighted by the participant ELT students that online teaching can be made use of by the teachers to support education process; however, the researcher argued that it cannot compensate face-to-face education format.

CHAPTER 3

METHODOLOGY

The methodology chapter covers the research design, participants and setting, data collection instruments and procedures, and data analysis procedures.

3.1. Research Design

The current study implemented a qualitative research design with an aim to acquire an in-depth and unique information in line with the research questions. Dörnyei (2007, p. 24) explains qualitative research methods as "data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods" which accords with the aim of the study trying to elicit the perspectives and judgments of the participants. Eisenhardt (1989) suggests that elaborated examination of several cases is favorable if the knowledge about a phenomenon is not comprehensive and if the phenomenon lacks sufficient prior literature. This view is another main reason for adopting a qualitative research design in the present study, which deals with the outcomes of an unexpected situation.

To this end, two different semi-structured interviews on two different groups and a focus-group study on one group were implemented in order to obtain a comprehensive qualitative data and to improve trustworthiness and provide triangulation. Triangulation is a term that necessitates the usage of different methods, resources, or participant samples with an aim to decrease the possibility of systematic prejudices and to provide research validity (Dörnyei, 2007). In addition, Hammarberg, Kirkman, & de Lacey (2016) argue that the findings of a study should be given using sufficient descriptions to ensure credibility which is aimed in this study.

3.2. Participants and Setting

In the current study in which the quality is aimed to surpass quantity, purposive sampling was applied to obtain sufficient data from limited participants. Purposive sampling is defined as choosing participants with related experiences and sufficient knowledge, who have competence to express themselves and who are willing to take part in the study by Creswell & Creswell

(2017). According to Dörnyei (2007), various sampling strategies can be categorized under purposive sampling in line with the topic and context of the research study. Among all strategies, criterion sampling which requires pre-specified criteria was implemented so as to seek answers for the aforementioned research questions.

The participants of the study (n=20) consisted of 10 English preparatory program instructors of a private university in Turkey and 10 university students who studied in the English preparatory program of the same university. The instructors were selected among the ones who graduated from Foreign Language Education or English Language Teaching departments of various universities. The instructors only having pedagogic formation certificates were not included in the study. The reason for not involving the graduates of other departments such as English Language Literature or Translation and Interpretation in the study is to acquire sufficient and more relatable data for the implications of the study on pre-service education in ELT departments and it is believed that to attain the related data in the best manner can be through the perspectives of instructors having a 4-year foreign language teaching education. Moreover, all of the selected instructors taught in preparatory school during 2019-2020 and 2020-2021 educational years and experienced both face-to-face and online education in the same institution. Their teaching experiences range from 2 years to 30 years and the percentages can be seen in Table 1. In the studied institution, they had teaching experience in various subjects like skills, grammar and ESP (English for Specific Purposes) with the students of different proficiency levels.

Table 1

Teaching experiences of the instructors

Years of experience	Percentage
1-4 years	70%
5-10 years	20%
10+ years	10%

The university students were all 1st grade university students who studied in the mentioned English preparatory program in 2019-2020 educational year. All of the selected students

currently major at various English-medium departments which are demonstrated in Table 2; however, they attended both face-to-face and online lessons regularly in the same preparatory program throughout 2019-2020 Fall and Spring semesters. They all passed the proficiency exam successfully at the end of the year and started their departments when the interviews were implemented.

Table 2

The departments of the students

Department	Percentage
Electrical and Electronic Engineering	20%
Civil Engineering	10%
Management Information Systems	20%
Molecular Biology and Genetics	10%
English Language and Literature	10%
Economy	10%
Physiotherapy and Rehabilitation	10%
Psychology	10%

In this section, it is essential to touch upon the curriculum of the relevant English preparatory program overall and point out the changes done for the emergency online teaching. The private university that is examined requires a certain level of proficiency in English for all English-medium students before they start to study in their departments. In the beginning of the term, the students of English-medium departments are firstly supposed to take a placement exam to be grouped based on their levels. The students whose placement scores are above a certain level have a right to take the proficiency exam afterwards. Proficiency exam is composed of three parts: reading, listening, and writing. All the questions in reading and listening parts are mostly in gap filling and open-ended question format. In writing part, students are expected to write two well-organized essays. If the students get at least 60 points out of 100, they pass the proficiency exam and start their majors directly. Otherwise, they must start the preparatory program, attend the classes regularly and reach a certain level, which corresponds to completing B1 in CEFR, to take the proficiency exam again in winter and summer. There are two levels

which are studied in each term and there is a level achievement test at the end of each term to continue the next level. To illustrate, if a student begins in A1, s/he will have A1 and A2 lessons in one term and when s/he passes the level achievement test, s/he will continue in B1 level. Advanced groups whose levels are B2 and above have 20-hour English language education which means 4 hours a day while the lower groups get 25-hour English language instruction which corresponds to 5-hour lessons a day. The program involves grammar, reading, listening, speaking, academic writing and ESP lessons. In the first term, ESP lessons are solely given to the students whose levels are A2 or above while all the levels get ESP lessons in the second term. The students obtain the textbooks of grammar and skills lessons from the same publishing company while academic writing and ESP lesson resources are prepared by the instructors of the university. During the face-to-face lesson period, the attendance was obligatory and the assessment included quarter exams, pop-up quizzes, ESP lesson exams, online assignment, book quizzes, out of the stories that students read according to their levels, and vocabulary tasks, classroom homework and class participation. While the homework and vocabulary tasks were assigned to the students on Google Classroom, online assessment might be considered the only assessment type here to make use of distant education totally in which the scores of the students are taken into account at the end of the term. The homework of the students as well as vocabulary tasks were collected by the instructors in hard copies as a part of students' portfolios although all the other exams and quizzes were implemented at school.

The lessons and assessment criteria were planned and carried out as mentioned in 2019-2020 Fall Term. The curriculum of 2019-2020 Spring Term was developed in that vein assuming the lessons were going to be face-to-face as usual. The face-to-face lessons in Spring term started on February 10, 2020. After the first case of Corona virus was detected in Turkey on March 11, face-to-face education in primary, secondary and high schools as well as the universities was suspended for three weeks starting from March 16 by the Council of Higher Education to fight the spread of COVID-19 (YÖK, 2020a). On March 18, it was declared that the universities having enough capacity for distant education will start their online education using the digital facilities on March 23. Later, going on with face-to-face education could not be put into practice and it was officially announced on May 11, 2020 that the rest of 2019-2020 Spring Educational Term would not be carried out face-to-face for the universities in Turkey (YÖK, 2020c).

In this direction, Foreign Languages Department of the aforesaid private university decided to use the free version of Zoom application for their lessons as a quick solution in 2019-2020 Spring Term. The curriculum was not changed as a whole due to the unlikelihood of the situation and the limited time. Nevertheless, the textbooks which were utilized in the lessons were scrutinized and the parts that were considered unsuitable for the online lessons were omitted or adapted to the online lessons. Some parts like reading passages were planned as homework in order not to spend a lot of time on the things that can be done by the students individually out of the lesson hours because of the limited time. On the other hand, it was attached a great importance to check all the homework and make sure that the students got sufficient feedback for all kind of homework. When it comes to the accessibility to the materials, all the instructors had digital versions of the textbooks provided by the publishing company. Other materials that were prepared by the instructors were in soft copies and students had already obtained everything in hard copies before the emergency online education started.

The free version of Zoom offers only 40 minute-meetings within a group including up to 100 people which means after each 40-minute duration, the meeting closes automatically. This time limitation led the lessons to be shortened. Namely, when it was face-to-face, the lessons were implemented as two blocks which makes 4-lesson hours for the advanced levels, two blocks and a last lesson which makes 5-lesson hours for the lower levels at the university. After the lockdown in the 2019-2020 Spring Term, the lessons were given in two 40-minutes for all the levels. Apart from the changes regarding the content and lesson time, a change in the assessment became compulsory at that time and this alteration was bound to be instant. Google Classroom was used both for communication between the instructors and students as well as homework setting. Because of the lack of knowledge on how to implement online exams in 2019-2020 Spring Term, the students were given two projects instead of exams and quizzes. The projects were assigned to the students and the students submitted them one week later. These projects included various sections including reading, listening, writing, and speaking and the questions mostly required personalized open-ended answers to minimize the plagiarism possibilities. In addition, the students were asked to fill in a book report rather than book quizzes while vocabulary tasks and other classroom homework were adapted to online assignments and students uploaded their answers on Google Classroom in a Microsoft Word document instead of submitting them in hard copies. All the lessons were recorded, and the videos of the related

lessons were uploaded on the distance education system of the university. The attendance obligation was still valid with an intention to urge students to attend the online sessions; however, the students were not considered absent as long as they watched the lessons later even if they could not participate in the lesson on time. Moreover, the matter of accepting health reports was given a higher priority paying regard to the hard conditions that the world was facing at that time.

In Summer Term, an online summer course was offered to all preparatory school students to support them for proficiency exam. The format of the proficiency exam was altered to adapt it into online assessment and LMS system of the university was used for the exam implementation. Listening part was omitted totally with the intention of avoiding any kind of problems affecting comprehensibility which might result from inconsistency in the internet connection, the sound system equipment of the students and the LMS system itself. The ultimate proficiency exam included only two components which were reading and writing. Although the writing part remained almost the same apart from writing the essays online rather than on paper, the reading part involving two long texts was altered in a way that students could read the passages on their screens without any difficulties. To be more precise, instead of giving two texts which were 2-3 pages long beforehand, the students were given paragraphs and the questions were written under each paragraph. Accordingly, students were able to see a paragraph and the questions related to that paragraph at the same time on their computers without any problem in keeping track of the reading text and the questions. Another change was related to proctoring, the students were asked to take the exam on their computers by logging into their LMS accounts while being monitored with another device on Zoom. Since the COVID-19 pandemic prevented face-to-face exam implementation, all kinds of plagiarism attempts were aimed to be minimized by monitoring the students on Zoom during the exam and setting up some strict rules against opening a new tab, using extensions, muting themselves, leaving Zoom meeting before the exam time finishes, using headphones and talking during the exam. In addition, students were required to give their approval regarding all these rules and monitoring before the examination.

All the interviews for both teachers and students were conducted in the beginning of 2020-2021 Fall Term and all the students started their departments by completing their preparatory program education successfully. Therefore, it should be pointed out that the data

gathered from the interviews do not encapsulate any information and changes concerning the preparatory program after 2019-2020 Educational Year. However, the last data collection through a focus group meeting involving only instructors were carried out in 2020-2021 Spring Term. Hence, the alterations made in the program in 2020-2021 Educational Year should be noted as well. In 2020-2021 Educational Year, the lessons were given as 5 hours for lower levels and 4 hours for upper levels as in face-to-face education, since time limitation was not experienced in this year associated with the free version of Zoom. In the beginning of the term, LMS system of the university was used and then BlackBoard was started to be used by the university. In both systems, the videos are recorded directly on the cloud and exams could be prepared in different formats such as open-ended, matching, gap filling and multiple-choice questions. Thus, online quarter and ESP exams were implemented in 2020-2021 Educational Term instead of midterm and final projects which were given in 2019-2020 Spring Term. The students were proctored by the instructors during all the online exams as happened in proficiency exam and approvals regarding all the regulations were received by the students before the exams. Other components of assessment like participation, homework, vocabulary tasks and book reports were almost the same with slight changes in the content. Attendance was still obligatory to engage students in the lessons actively.

3.3. Data Collection Instruments and Procedures

This qualitative study included semi-structured interviews with the students, semi-structured interviews with the instructors and focus group meetings with the instructors, respectively. Social distancing and pandemic-related restrictions prevented traditional face-to-face interview implementation. Accordingly, all of the data gathering process was carried out as video interviews by means of Zoom. All Zoom meeting videos were recorded by the interviewer and the consents of the participants were taken verbally in the beginning of each meeting. All research participants gave their permission to be a part of the study and accepted the usage of findings in the current thesis study. They were assured that their identities would be kept confidential. In addition, since the video interviews were conducted by the help of an online meeting program, they gave their consents about the usage of Zoom for the interviews by stating that they accepted the Terms of Use of Zoom as well. Due to pandemic constraints, wet-ink signature could not be obtained, however all these data are available in the recorded videos.

As Sofaer (2002) states, instrumentation is vital not only in quantitative studies, but also in qualitative studies, and designing open-ended questions requires instruction and practice. During the data gathering and analysis process, the researcher's role can be challenging with respect to bias management. Poggenpoel and Myburgh (2003) claim that the researcher is the key person who is acquiring the data, aiding the communication, and transforming the data into meaningful information. Therefore, they argue that the researcher's mental uneasiness, unpreparedness before the conduction of the interviews, carrying out inappropriate interviews and the lack of in-depth analysis are among the reasons of the bias related to the researcher. At this point, it should also be pointed out that the themes and codes purport the researcher's interpretation in this study. On the other hand, it should also be noted that both student and instructor interviews were piloted on three students and three instructors, and the final interview questions were examined and determined with the help of some specialists in this field to decrease the possibility of bias which may derive from unpreparedness and conducting inappropriate interviews as addressed before. Van Teijlingen and Hundley's (2001) view stating that pilot studies can show us whether the determined instruments will work, and whether they are inapplicable or too elaborate support this argument as well.

While semi-structured instructor interviews and instructors' focus group meeting were designed and implemented in English, student interviews were implemented in students' native language, which is Turkish, with the purpose of obtaining more elaborated data from the students during the interviews. During the analysis process, all student data were coded in Turkish as well. Later, all the themes, codes and quotes from the student interviews were translated into English by the researcher.

3.3.1. Semi-structured Interviews: Kvale (2007) proposes that semi-structured interview is conducted in an attempt to acquire the depiction of the life world of the participant in regard to elucidate the meaning of the thing that is being expressed. Dörnyei (2007) explains this process in a sense that the interviewer takes the lead and gives direction referring to "-structured" part while is also willing to look into striking progression and to prompt the interviewee to give some details on specific topics which refers to "semi-" part.

The research questions in this study were asked to learn about the experiences of the instructors and students on an emergent phenomenon. In line with this reasoning, it was decided

to design semi-structured interview questions in order not to miss the opportunity to acquire any valuable data from the participants.

The first data from the student and instructor interviews were collected in the beginning of 2020-2021 Fall Term and include information about 2019-2020 Educational Year involving both face-to-face education in 2019-2020 Fall Term and online education in 2019-2020 Spring Term. The semi-structured student interviews took 369 minutes while the semi-structured instructor interviews took 694 minutes, which means that 1063-minute data were collected by means of the semi-structured interviews.

Student interviews

A set of interview questions for students was designed by the researcher and was examined by a specialist in this field. The first draft was piloted on three students before the actual implementation. Relying on the themes that the pilot students addressed, the questions were reviewed by the researcher and two other specialists in this field. The interviews were conducted with 10 students from various departments, and all the video meetings were recorded and transcribed. Student interviews focused on students' expectations from 2019-2020 Fall and Spring Terms, their general views about the preparatory program, advantages and disadvantages of online lessons from their perspectives and their suggestions towards the future distant ELT education. Appendix 1 presents the original student interview guide which is in Turkish and Appendix 2 includes the translated version.

Instructor interviews

Within the scope of the research study, another set of interview questions was developed by the researcher and the questions were revised by an expert for content validity. The initial draft was piloted on three instructors. After the pilot interviews, the questions were examined, discussed, and analyzed by the specialists in this field. The final version of the instructor interviews was carried out with 10 other instructors. The whole interview process was recorded and transcribed by the researcher. The semi-structured instructor interview questions (see Appendix 3) were more comprehensive than student interviews and aspired to gather information about the instructors' online learning and online teaching experiences, online teaching trainings

that the instructors got in their ELT education, instructors' perspectives on the advantages and disadvantages of online teaching, online tool usage, student participation and motivation, online assessment, the support that the instructors got, instructors' suggestions towards pre-service and in-service online teaching education.

3.3.2. Focus Group Interview with Instructors: Focus group meetings offer a more detailed insight into a phenomenon and may be more applicable than individual interviews when it comes to drawing new ideas on a concept in a social setting (Breen, 2006). To this end, a focus group interview with four instructors was designed to gather further information and increase the reliability of the data collected through the interviews. Four instructors were determined by generating a document map using MAXQDA 2020. The Document Map tool of MAXQDA 2020 shows the similarity between two documents with regard to the designated codes and variables. While more similar documents are clustered closer to each other, less similar codes are located further on the map. The instructors who would participate in the focus group interview were selected among the ones who were located further on the map, thus revealed less similarity in their speeches to get more diversified opinions during the discussion process.

The focus group meeting with the determined instructors was held in two separate sessions in the beginning of 2020-2021 Spring Term. Like one-to-one interviews, the focus group interview was conducted online, by means of Zoom. The focus group meeting sessions lasted for 182 minutes in total and all data were recorded and transcribed. The topics covered in these sessions were based on the prominent themes originating from analysis of one-to-one student and instructor interviews. Motivation, student participation, pre-service and in-service online teaching education comprised the main contents of the focus group interview. In the beginning of the meeting, focus group rules were stated and confidentiality of the data gathered during these sessions was assured. The consents of the instructors were obtained in the beginning of the first session and the instructors also accepted the Terms of Use of Zoom since it is used as a means of the meeting and recording. During the interviews, instructors discussed the aforementioned topics and expressed their views in general using focus group discussion technique. Focus group discussion method, in which the researcher's role is the facilitator or moderator, intends to obtain a detailed insight into social issues within a smaller population involving aimfully selected participants (Nyumba, Wilson, Derrick, & Mukherjee, 2018). During

the discussion of the last two topics, which are about the contents of pre-service and in-service online teaching education, Nominal Group Technique (NGT) was utilized. NGT is used to gain consensus by means of an orderly procedure to get reliable qualitative data (Van De & Delbecq, 1971). Determining problems, offering solutions to these problems, and deciding on the order of precedence are among the primary reasons for using this technique (Harvey & Holmes, 2012). By means of NGT, the instructors were presented the codes acquired from one-to-one instructor interviews and ordered these codes regarding in-service and pre-service education contents obtained from one-to-one instructor interviews in terms of their importance individually (see Appendix 4 for all focus group interview guide). Then, two tables were created with the numbers the instructors assigned and each item was discussed. The instructors expressed their agreements and disagreements in this process. As mentioned in the guide of Dunham (1998) about the usage of NGT, after this individual rating process, there might be an optional step involving a final voting stating co-decision of all the instructors. However, a common final rating of all the instructors was not demanded since the focus group was formed heterogeneously on purpose so as to hold an in-depth and lengthy discussion. Hence, it would not be in line with this purpose and the nature of the research study.

It should be pointed out that the focus group meeting started with four instructors, but one of the participants had to leave the meeting within the first hour because of some health problems. Since all the meeting lasted 182 minutes and sufficient data were not collected within the first hour from this participant, the data gathered from the participant were excluded during the analysis procedure.

3.4. Data Analysis Procedure

The concept of data analysis can be defined as a procedure of lowering voluminous data and figuring them out through interpretation (Kawulich, 2004; LeCompte & Schensul, 1999; Patton, 1987). Kawulich (2004) puts forward that qualitative data analysis procedure changes from a research study to another determined by some issues like how the research questions are handled, the structure of the study, and the techniques which are used for the interpretation of data. She (2004) also propounds that the aim of data analysis is to understand the data, and accordingly transform it into a narrative that portrays the perspectives of the research participants or the concept that is being investigated.

Tavory (2020, p. 450) asserts that most of the interviews, especially the open-ended and semi-structured ones as in this current study, include (1) "open contexts" where the researcher can tentatively draw inferences about other issues, (2) "rare contexts" where the researcher should not cross the boundary of the data during the interpretation, and (3) "refracted contexts" where the connection between the interview itself and other situations is more ambiguous while it is formed in a sense that the researcher should query. Hence, as Tavory (2020) suggests, the researcher should approach the data by figuring out what kind of inference should be made in what part of the interview. Concordantly, the vital role of transcription and coding in qualitative analysis is a hard fact. Dörnyei (2007) asserts that although it is time-consuming, transcribing the qualitative data enables us to be more engaged in our data. To this end, apart from the field notes taken during the interviews with the researcher's "observer" role as well as "interviewer" role (Bowen, 2005), all of the data, lasting 1245 minutes in total, collected from the students and instructors during both semi-structured and focus group interviews were transcribed using Microsoft Word document to get a clear picture of what was discussed. The transcriptions were read meticulously by listening and watching the recordings once and again. For the accuracy of the results, participant check was required for the parts both that could not be heard or understood clearly during the transcription process and that could not be interpreted directly during the analysis process by asking the related participants what they said and meant in these parts.

As Kracauer (1952) states, in spite of its subjective nature, qualitative data analysis is not a field of study which accepts unreasonable speculations, and it does not mean that there is normlessness in it. To this end, qualitative content analysis was conducted after the transcription process. Content analysis approach requires searching for the similar and different items to generate themes and categories by reading of the transcripts over and over (Kawulich, 2004). MAXQDA 2020, which is a QDA (Qualitative Data Analysis) program, was used for the qualitative content analysis of the interviews. QDA software enables researchers broad analytical tools and the optimum circumstances for systematic analysis (Kuckartz & Rädiker, 2019). Furthermore, transparency can be achieved in a sense that the link between the raw data, categories, the notes, and the interpretations of the researcher can be developed better if QDA software is made use of (Rädiker & Kuckartz, 2020). In qualitative research, table usage is essential so as to systematize, analyze and demonstrate the data efficiently and it is something

that assists the researcher in enhancing the transparency and soundness (Cloutier & Ravasi, 2021). Hence, after the analysis, the themes and codes were tabulated to reveal the findings in an explicit and transparent way. It should be pointed out that each instructor and student was allotted a number before the analysis phase and no personal information was included in the reports in order to ensure anonymity and confidentiality.

CHAPTER 4

FINDINGS

This chapter covers the findings from semi-structured student and instructor interviews as well as a focus group interview with the determined instructors. The organization of the findings is presented in line with the research questions.

4.1. Students' Perceptions towards Online Education in Preparatory Program

This section seeks a detailed answer to the research question 1.

RQ 1: What are the perspectives of the students in an English preparatory school on distance education?

4.1.1. Fulfillment of Fall and Spring Term Expectations: In the beginning of each interview, the student participants were asked about their expectations from the preparatory program in the beginning of the Fall Term and they were requested to explain to what extent their Fall Term expectations were met at the end of Fall Term which was implemented face-to-face. Then, the students were requested to talk about what their Spring Term expectations were in the beginning of the Spring Term when there was no online lesson plan. Likewise, they were invited to discuss to what extent their expectations were met with online lessons at the end of the Spring Term.

Each student was asked to specify to what extent their expectations were met at the end of each term by expressing percentages for both lesson terms separately. Table 3 shows the expectation fulfillment percentages which the students assigned for each term and reveals if there is an increase or decrease for these students in terms of expectation meeting for the Spring Term which includes online lessons. As seen in Table 3, all the student participants stated that most of their expectations from the preparatory school at the end of Fall Term were met with at least 60%. For the Fall Term, the percentages assigned by the students range from 60% to 90% and the mean of Fall Term expectation fulfillment is 77%. When it comes to the fulfillment of Spring Term expectations, the assigned numbers are more diversified from 30% to 100% and the mean of Spring Term expectation meeting is 58,5%. Only 3 students out of 10 students remarked a

higher percentage for the Spring Term as it can be seen in the 'Differences' column clearly and two students indicated 10% while one student designated 20% increase for the Spring Term expectation fulfillment.

Table 3

Expectation fulfillment percentages of the students

Students	Fall Percentages	Spring Percentages	Differences
S1	60%	50%	10% ↓
S2	90%	35%	55% ↓
S3	80%	100%	20% ↑
S4	80%	40%	40% ↓
S5	90%	80%	10% ↓
S6	85%	30%	55% ↓
S7	70%	80%	10% ↑
S8	75%	40%	35% ↓
S9	70%	50%	20% ↓
S10	70%	80%	10% ↑
Mean	77%	58,5%	18.5% ↓

The primary reason for questioning Fall Term expectations of the students was to understand better if the unsatisfied parts grew out of the curriculum and the system of the current English preparatory program itself or emergency online teaching. When the students were asked about the parts in which their expectations were not met in the Fall Term, 7 students claimed that their speaking skills were not developed enough during the Fall Term while they were expecting more speaking-oriented lessons rather than grammar lessons. 1 student stated that their writing lessons were not enough in the Fall Term, 1 student stated that s/he expected longer lesson hours as happened in high school from 9 a.m. to 3 p.m. each day, and 1 student talked about the problems related to classroom and teacher arrangement by stating that their teachers were

changed a couple of times in the beginning of the Fall Term and it affected their adaptation period negatively.

Table 4

Unmet expectations of the students from the fall term education

Codes	N	Sample Excerpts
Insufficient speaking-oriented lessons	7	I was expecting more speaking-oriented practice lessons in which we have a face-to-face conversation, but it wasn't like that. (S8)
Insufficient writing lessons	1	I expected more writing-oriented lessons in the first term. We had academic writing lessons in the second term, but I had many problems due to online education and I had to deal with these problems on my own. (S1)
Lesson time problem	1	My English was not very good and if our lessons had been longer and if we had examined the topics better, it would have been better for me, and I would have learned them better. Actually, we had 5 lessons and it would have been better if the lessons had been as in high school, for example, from 9 a.m. to 3 p.m. (S5)
Not having regular teachers	1	In the beginning, our teachers changed a lot, and another teacher was coming to our classes before we got used to the previous one. This adaptation process was a little bit problematic. (S9)

As for the expectations of the students from the Spring Term education, 5 students pointed out that they anticipated that their target language skills would be developed better, 5 students mentioned more practice lesson expectations, 3 students talked about proficiency exam

related training expectations and 2 students stated that they expected to get better feedback from their instructors. Table 5 shows the Spring Term expectations of the students with the examples. However, this table does not cover whether or not these expectations were met; or if met, to what extent these expectations were fulfilled through the emergency distance education. Instead, perspectives of the students towards online education by comparison with face-to-face education were revealed under the title of "advantages and disadvantages of online lessons from the perspectives of students" thoroughly.

Table 5

Expectations of the Students in the Beginning of the Spring Term

Codes	N	Sample Excerpts
Better language development	5	My expectation was to write essays in the second term. To learn more vocabulary items, to speak… Of course, these weren't met when the online education got involved. (S2)
More practice lessons	5	We were studying for the exam; we were learning how to write essays and examining essay-writing methods. I think it worked like a charm. However, we expected to practice more in the second term since we learned grammar enough in the first term. Because of the online education circumstances, these expectations were not met. (S8)
More lessons to get prepared for the proficiency exam	3	Indeed, I was expecting to complete the preparatory program successfully and have proficiency exam-oriented lessons to pass that exam. I can say that it was generally like that. (S7)
Better feedback from the instructors	2	I wanted to improve my speaking, the language that I learn, but this is open to discussion. At least the mistakes we made could have been corrected, but it didn't happen. (S4)

4.1.2. Advantages and Disadvantages of Online Lessons from the Perspectives of Students: During the semi-structured student interviews, students were asked to talk about the differences between online and face-to-face education on the basis of their experiences in both Fall Term which was implemented face-to-face; and Spring Term which was predominantly implemented online right after they spoke upon their expectations. The summary of the advantages and disadvantages of online lessons based on the experiences of the student participants are represented in Table 6 and Table 7. At this juncture, it should be highlighted that these two tables include the general codes obtained from the student interviews. The students' face-to-face or online training preferences regarding four main skills which are listening, speaking, reading and writing as well as grammar and vocabulary learning were asked separately and the specific findings involving both advantages and disadvantages related to four skills, grammar and vocabulary learning were displayed in the next section along with the reasons behind these students' preferences.

Table 6

Main advantages of online lessons according to the students

Codes	N	Sample Excerpts
Saving of time	7	Online education was better in terms of comprehension. Since we did not spend our time for commuting and other things, it was more efficient. (S3)
Lesson recording	5	The good side of online teaching is that the lessons are recorded, and we can watch them later. (S8)
No locational limitations	5	You can attend the lesson wherever there is the internet connection. It is an advantage because some live abroad and they can attend the lessons in this way. (S9)

No interruption during the lesson	4	I was bothered by the interruption of the lesson for trivial things and because of that; our lessons were always getting longer in face-to-face learning. Since these people were not active in online lessons, I found the lessons more effective. (S10)
Effective usage of the materials and tools	3	Both teachers and students could share their screens. We could share our writings or homework on the screen and the teacher could detect our mistakes at that moment while others can benefit from it, too. (S5)
Reaching teachers easily	3	Normally we keep track of the office hours of the teachers and send mails one day in advance. During online lessons, our teachers wrote us back immediately to help us in this online teaching process. Things were going faster about getting information. (S1)
Safer in pandemics	3	I have asthma and it is not safe for me to go out when there is pandemic. Online education was very advantageous for me, at least I didn't put myself at risk. (S4)
Financially better for students	2	You are at home and you do not have to spend as much money as you spend at school for food or rental fees. It is a considerable advantage. (S7)

Self-improvement in technology	2	We made the best of technology and I have learned all the useful software programs and how to write mails. (S4)
Focusing on the most important points during the lessons	2	When the time is long, teachers explain things slowly and students are more distracted. Since there was a limited time, teachers were focusing on the important points and this was more effective for us. (S1)
Easier assessment	2	It is a fact that our exams were easier, they asked whatever they were able to teach in the online classes. I think this was an advantage. (S4)
Being more self-confident	2	I care about what other people think about me. In online lessons, I felt more comfortable; I turned the camera off and responded when the teacher asked a question while no one was seeing me. (S1)
Detailed written feedback	1	We uploaded our writing assignments on Google Classroom, the teachers gave feedback by correcting the mistakes and writing their comments, this situation was more superficial in face-to-face lessons. (S3)
Being relaxed at home	1	Some students may be tired or sleepy, they can be more comfortable at home. (S5)
Teachers- being more prepared	1	Some teachers were more prepared. There was a time limitation, which was

bad, so they were getting prepared more

to convey what they wanted. (S1)

As it is clear with the sample excerpts in Table 6, in respect to the advantageous sides of online education, 7 students which are more than half of the students mentioned saving of time especially out of the lessons, half of the students talked about the advantage of recording the lessons and not having locational limitations. 4 students touched upon the importance of not having interruptions during the lessons. 3 students pointed out that usage of some tools and materials may be more effective in online lessons, 3 students said the contact between teachers and students are faster during online education process. The fact that online education was the safest way was mentioned by 3 students. Economic advantages of online lessons from the point of students were emphasized by 2 students. 2 students stated that they had opportunity to develop themselves in the field of technological tools and programs in online teaching process. 2 students highlighted that their exams were easier with online education since their teachers asked what they taught with more limited opportunities. In the matter of self-confidence, 2 students stated that they asserted themselves better during distance education. Even the other three codes were referred by 3 different students one by one, it was considered remarkable to include them in the findings since it is a qualitative study and what was said is more important than the quantity. One of the students claimed that they got feedback that was more detailed for their homework. One student said that being in a more relaxed situation is something favorable in online lessons. Finally, one student argued that teachers were more prepared for online lessons and it was favorable.

Table 7 shows the main themes gathered from the student interviews on the disadvantageous aspects of online education. Technology-related problems arising from the internet, equipment and software programs were mentioned by all of the students. 6 students claimed that not all students had the same opportunities and in online education this caused some discrepancies between the students to get the same education. The matter of not being able to ask questions easily was mentioned by 6 students, they argued that asking questions was not something to endeavor in face-to-face education in comparison with online education. 6 students stated that they had some time-related problems both in the lessons and out of the lessons after they started online education. Student-student and teacher-student interaction difficulties and

interruptions during online lessons were touched upon by 6 other students. Getting distracted easily because of being less disciplined at home were mentioned by 6 students as well. It is noticeable that we had a similar code in Table 6 which shows the advantages of online lessons as being relaxed. Here, this subject was addressed from a different aspect. Half of the students claimed that they confronted some problems in getting response and feedback from their teachers and they mostly stated that they got their feedback or response late rather than getting no feedback at all. In the online lesson process, having less or no social environment was reported by half of the students, too. 3 students talked about the psychological side of online education by talking about some psychology-related problems such as anxiety and sleep disturbances brought about by distance education. The last but not the least, ineffective usage of some materials was put on the table during this process. The sample excerpts can be examined in Table 7.

Table 7

Main disadvantages of online lessons according to the students

Codes	N	Sample Excerpts
Technical problems	10	There were some internet problems due to various issues and technical problems in the equipment of the teachers and students or independently of them, the software that is being used. (S5)
Inequality of opportunity	6	I have just bought my laptop, it was hard to deal with everything with a mobile phone, and the screen was too small for the lessons. If someone has a laptop, this person is luckier in online education. (S2)
Not feeling free to ask questions	6	I could not ask the teacher my questions or to check my work easily when there were many people who were waiting for it. Even the teacher chose the people who would answer. If we were at school, I could ask it at least in the break time. (S1)

Having time-related problems	6	The lessons were speedy and some important parts were skipped because we had a limited time. (S7)
Interaction problems during lessons	7	Some people interrupt while talking about something, some people write on the chat at the same time. The teacher cannot manage this situation as in normal classroom environment. (S1)
Distractions at home	6	Being too relaxed is a problem, for example, you wear your home outfits and it makes it hard to concentrate on the things. I can be distracted easily. For example, if I am hungry, I turn the camera off and eat something. (S3)
Problems in getting feedback / response	5	I sent a mail to my teacher and received a response after my problem was solved. In online education, teachers should pay attention to this. (S8)
Less social environment	5	If you ask me, the most severe handicap is not to be social. You are not on the campus, you are not with your friends. These factors decrease sociability. (S7)
Feeling mentally overwhelmed	3	I even suffered from some sleep problems in this process. I was always worried about the exam, asking myself if I could pass the exam after online education. (S8)
Ineffective usage of the materials	3	I am a person who likes using pen and paper, so it was so hard for me to read without underlining. (S4)

4.1.3. Students' Views on Four Main Skills, Grammar and Vocabulary learning:

Students were asked to compare online and face-to-face learning in terms of reading, listening, writing, speaking, grammar and vocabulary learning and state their preferences with their reasons. Table 8 reveals the views of the students in this matter. Their reasons regarding their preferences are shown right after the table with the related excerpts; however, the excerpts of the students who stated that there were not many differences between them were discarded since they mostly did not involve reasons.

Table 8

Face-to face versus online learning in terms of four skills, grammar and vocabulary from students' insights

	Online preference (N)	Face-to-face preference (N)	No difference (N)
Reading	3	4	3
Listening	4	6	0
Writing	5	3	2
Speaking	3	7	0
Grammar	3	5	2
Vocabulary	2	4	4

Reading

4 students were of the opinion that reading skill could be developed better in face-to-face classes and their reasons were being with their teachers, being checked by the teacher better and using pen and paper.

"There may be some people who can read better at home, but I think reading is better when it is face-to-face, when you are in front of your teacher." (S2)

"I am a person who likes using pen and paper, so it was so hard for me to read without underlining." (S4)

"We can read by underlining the parts that we don't understand or the words that we don't know in face-to-face lessons. I like taking notes on the right or left of the page so that I can remember better. I always printed the online materials that we were studying, otherwise it wouldn't be effective for me." (S5)

"Face-to-face education was better in terms of reading lessons. In online lessons, our teacher was giving some time for reading texts and some were reading the texts the teacher assigned while some were not doing that. Our teacher was of course asking questions, but other students were asking each other for the correct answers because the teacher cannot check everyone in online environment." (S9)

3 students preferred online lessons for reading skill development due to usage of the internet better while reading and quiet nature of distance education.

"I prefer online lessons for reading. When I was at school, I would say that I could read this text at home by searching for the phrases and words on the internet. I tried to get benefit from the online lessons and learn whatever the teacher said quickly." (S1)

"Because of the sound factor, no noise, I would choose online lessons for reading." (S3)

"Being in a quiet environment is more advantageous for reading instead of being with friends." (S6)

Listening

6 students preferred face-to-face lessons in terms of listening skill development because of the existence of technical problems affecting the comprehension of listening audios in online lessons.

"Sometimes we had internet connection problems or sound problems and had to rewind the audios, we had this kind of technical problems. Sometimes someone was coming or someone was calling when we were at home. When we were at school, we were able to listen an audio without any interruption." (S1)

"I think face-to-face is better because with a connection cut, all the listening audio becomes non-functional." (S2)

"Face-to-face education is better for listening. We had some sound problems in online lessons, even our teacher activated subtitles during the lessons so that we could at least see the speech." (S6)

"We always had a lot of problems in listening lessons and we didn't understand anything from the listening audios. Classroom environment would be better because our teacher would use the projector and the speaker." (S8)

"There were some sound interruption problems and sometimes everybody wouldn't hear the same thing. So, face-to-face works better." (S9)

"Sometimes sound was not clear and we didn't understand our teacher even if s/he was speaking in a normal speed. The videos were paused because of the connection problems." (S10)

Other 4 students thought that online lessons were more effective in terms of listening skill because of the reasons such as being in a quieter setting rather than the classroom environment and being able to listen to the same thing later.

"There is no undesirable sound in online lessons, so it is better." (S3)

"We were listening the audio directly and there wasn't any noise. I developed my listening skill and now I can watch movies without subtitles." (S4)

"I think virtual environment is better for listening, since we were able to listen to the same thing again and again and improve ourselves better." (S5)

"There is a quiet setting in online environment and we can hear clearly when the teacher mutes everyone. There is some chaos in classroom and we cannot hear clearly." (S7)

Writing

5 students stated that they found online lessons more effective in terms of writing development since they got better feedback when it was online, they were set more homework which led more practice and computer usage was more pragmatic while writing.

"We uploaded our writing assignments on Google Classroom and the teachers gave feedback by correcting the mistakes and writing their comments, this situation was more superficial in face-to-face lessons." (S3)

"They assigned more essay homework by considering we had more time and I wrote a lot of essays, so I improved my writing to a greater extent." (S4)

"Writing essays on a digital environment is easier and more useful, for example, Word corrects our spelling or punctuation mistakes automatically. In this way, I could learn spelling rules and make less mistakes. I could write sentences using translation applications; copy and paste the things directly and save my time." (S5)

"When you are at home, you can look up online dictionaries immediately and write easily. Sometimes you may not have the internet connection at school. Another thing is that there is no noise when you are alone. You feel safe and more comfortable at home. Otherwise, I feel nervous by thinking if I made a mistake." (S6)

"Writing is better in online lessons because we have the opportunity to see everything clearly on the screen and we can proceed faster." (S7)

3 students were of the opinion that writing lessons were better in face-to-face lessons by pointing out that they got instant feedback in classrooms, it seemed better to be with their teachers, and face-to-face lessons were challenging in writing without checking dictionaries all the time.

"Our teachers could give instant feedback in face-to-face lessons and we would see and overcome our deficiencies better." (S1)

"It is better when we are in front of our teachers. It may be because of the fact that we have more lesson time in face-to-face lessons, but I am sure that writing would be better in face-to-face classes in any case." (S2)

"You don't push yourself a lot in online writing lessons. There is Google Translate, and you can use that in online lessons because you don't feel that pressure as a student. If I was in a classroom, it would be more challenging for me, I could try to remember a word. There is not the same discipline in online lessons as in face-to-face classes." (S8)

Speaking

7 students thought that speaking skill could be developed better in face-to-face classes since they did not have enough time to speak in online lessons, they did not feel the urge to turn their microphones on and speak as in the classroom environment, they were not with their teachers, and they could not use their body language enough in an online setting.

"Most of the time, our microphones were off, so we may have gotten worse at speaking. Sometimes we read some paragraphs aloud, but we had more time in face-to-face lessons and we would read more." (S2)

"To be honest, speaking was not effective in online lessons, we had less time. Sometimes we were speaking only to read a word or a sentence, maybe a text. Our teachers would choose the lucky people who would speak to make them see their mistakes, so we were waiting for that." (S4)

"I am someone who uses gestures and mimicries a lot. We cannot do this in a virtual environment, so I prefer face-to-face lessons to express myself clearly." (S5)

"I hesitate more while speaking in an online environment." (S6)

"Speaking is better in face-to-face education when you see your teacher in reality." (S7)

"I used to speak when I was feeling an urge. In online lessons, we can mute ourselves and say 'I don't know'. So, it was a little bit problematic." (S8)

"When we had any questions to ask, we were supposed to ask them in English in face-to-face classes. Classroom environment was pushing us to speak, so it was more beneficial." (S10)

On the other hand, 3 students preferred online lessons regarding speaking skill by expounding that some of them felt more self-confident, they were not interrupted while speaking, and the target language usage was stricter in online lessons.

"I care too much about what other people think about me. In online lessons, I felt more comfortable; I turned the camera off and responded when the teacher asked a question while no one was seeing me." (S1)

"Online is better. The teachers were less dominant and Turkish was used more in face-to-face lessons while speaking. Even when I wanted to speak English, others were speaking Turkish." (S3)

I am more self-confident and I can claim that I speak more in online lessons. I avoid making mistakes in the classroom and I refrain from odd reactions of others. In online lessons, I can check some resources and I realized that I participated more in this way. (S9)

Grammar

5 out of 10 students stated that they preferred face-to-face lessons for grammar learning. They proposed that they could ask their questions easier and focused on grammar structures more, they could use pen and paper and the lessons were not speedy in face-to-face environments.

"I guess I could ask my questions easier in face-to-face classes and I would ask for more examples after a grammar structure was explained. However, I thought that I would have wasted other students' time if I had asked more questions in online lessons. I thought that I would send an email, but I didn't." (S1)

"We didn't focus on grammar in online lessons a lot and I forgot the grammar topics more than the first term." (S2)

"Indeed there is not a huge difference, but I prefer face-to-face lessons because I like studying with concrete tools, pen and paper." (S5)

"Grammar lessons were so fast in online lessons, I prefer face-to-face." (S7)

"In grammar lessons, you should always be able to ask your questions, so for me it is better in face-to-face." (S9)

3 students told that they preferred online grammar lessons because they had an opportunity to watch the lessons later, they focused on grammar exercises more and they benefited from the internet efficiently.

"You can watch the recording of the grammar lessons later, online is better in this case." (S3)

"We mostly studied grammar, had gap-filling activities or wrote English sentences. There were some limitations in online lessons and it was as if they gave more priority to grammar. We can consider it advantageous since they don't focus on grammar a lot at school." (S4)

"There are some points in grammar education and we should ask the things that we don't understand to our teachers during the lessons. Sometimes, we could not do that, but in the internet environment, we could see how something is used in the sentences by searching for that thing. We used Cambridge dictionary and I guess I learned grammar more effectively in online lessons." (S10)

Vocabulary

4 students stated that they preferred face-to face lessons by mentioning that they had more time to widen their vocabulary, they could use concrete materials, they used to keep vocabulary notebooks and their teacher used to examine them.

"In terms of vocabulary, we would have more time in normal (face-to-face) lessons, and with more time, we would see more examples and our vocabulary knowledge would be better." (S2)

"My preference is face-to-face learning, because I can study better with concrete tools." (S5)

"We had a vocabulary notebook which our teacher was constantly checking, but in online lessons s/he didn't do it." (S8)

"Face-to-face learning was better in terms of vocabulary, because our teachers were forcing us to learn the meaning of a word or to see a related example. In online lessons, we didn't have enough time for that." (S9)

On the other hand, 2 students said that they learn vocabulary more efficiently in online lessons because of the opportunity of re-watching the lessons later and feeling obliged to make sentences instead of using body language.

"Online was better because you don't know if you understood something or not in the classroom. However, in online lessons you have a chance to watch the video of the lesson again." (S3)

"For me, vocabulary learning was better in online. In face-to-face classes, I could point at something or I could use my body language to describe the thing that I do not know. On the other hand, in online lessons we do not have this opportunity and time, so I was forced to learn vocabulary to express myself better. Instead of explaining something indirectly, I learned more words in online lessons." (S4)

4.1.4. Students' Views towards More Homework in Online Lessons: This theme emerged from what students said during the interviews. Half of the students mentioned they had more homework load during the online lessons. For example, S1 talked about this issue in this way: *"We had more homework, our teachers were trying to cover the parts that we couldn't learn by assigning more homework."* For some, more homework was challenging and something positive in the end while some had problems with it. The summary of these students' views can be seen in Table 9.

Table 9

Students' views towards more homework

Codes	N	Sample Excerpts
More homework- stressful and time consuming	2	Different teachers give different assignments and you do not have enough time to complete all of them. If the homework assignments were lessened, then it would be better for our psychology as well. (S4)
More homework- efficient for learning	2	At that time, we were thinking that we had a lot of homework, but our teachers were trying to fill in the gaps arising from online lessons with the homework, and I liked that. They were sending detailed emails by correcting our mistakes one by one. Also, there are some chores at home, and you can study better by stating that you have homework and you have to finish that. (S8)
More homework- more cheating	1	There was a lot of homework, it may be because of that, during the first term, our friends didn't submit the same homework a lot, but in the second term people copied each other's answers a lot. (S2)

4.1.5. Students' Views towards Turning the Camera on: Regarding participation issue, as also can be seen in the data gathered from the instructors, most of students rejected turning their cameras on during online lessons. Indeed, camera and microphone usage was under the initiative of the students relying on the Law on the Protection of Personal Data (The Republic of Turkey Presidency Legislation Information System, 2016). 6 students mentioned their camera preferences during the online lessons and 3 of them suggested the camera should be on during the lessons while 3 of them said there should not be any camera obligations which can be seen with their reasons in the excerpts below. 3 students advocated the camera obligation because they thought that being too relaxed without using the camera impeded their concentration and turning on the cameras might enable better communication and practice.

"Indeed, last year I turned my camera off like the others because everybody was doing that. For example, we listen to the teacher when we are in bed. Everybody is too relaxed and some even sleep. Therefore, turning the camera on is a must, everybody can focus on the lesson in that way." (S2)

"Cameras and microphones should be on during the lessons. I believe that practice is very important. Our teachers were highly enthusiastic about engaging us in class, but there was not much willingness within the students. In order to be in touch constantly, cameras and microphones should be on." (S8)

"Online lessons are not disciplined enough. While the teacher was explaining something, I was dealing with something else. It may be because there was no camera obligation. If there were an obligation, then maintaining discipline would be easier. This may seem bad on the students' side; however there should be some obligations to make things as in the school environment." (S9)

On the other hand, 3 other students thought that there should not be a camera obligation; their reasons are seeing that others don't open their cameras, privacy protection, attaching too much importance to appearance, being too much relaxed at home, being shy, having low-quality devices and finding the camera usage distracting.

"We could listen to the teachers better when they don't force us to turn our cameras on, my friends used to say this and I could feel it as well. Actually, it is something bad from the point of the teacher, but is better for us in that it is like watching a video and we can turn our microphones on when we want to talk. Also, there are some students who live with their siblings, some do to want to show their rooms. I used to turn my camera on when my teachers asked, but some students who care about their appearances a lot did not want to turn it on. ...Some also might not have wanted to turn it on because the quality of their computer or phone was not good enough." (S1)

"During the online lessons, camera obligation is something that makes the students nervous. Not all students want to turn their cameras on and when they are forced, they do not want to participate in the lessons. Most of the students avoid showing themselves." (S4)

"To me, camera should be off during the lessons. Some students may not have an appropriate place, some may have siblings, and someone else can enter the room while we are in the lesson. It may also be distracting." (S5)

4.1.6. Suggestions of the Students Concerning English Language Preparatory Programs: At the end of each interview, student participants offered their suggestions on how online lessons could be developed in English preparatory programs in Turkey. Table 10 summarizes the views of the students as a list. No data reduction was intended in this section in order to depicture the items students highlighted regarding their expectations. The expectations of the students are not only from the teachers, but also from the institutions and authorities.

Table 10

Suggestions of the students regarding online education in English preparatory schools

Codes	N	Sample Excerpts
Having a good/limitless platform	4	It is necessary to have a program for the lessons, especially for speaking. Zoom is OK, but we should also

		have a better program to record things, for example. (S2)
Having a better internet infrastructure	4	The internet capacity is not the same in every part of this country. There is an opportunity gap here, so firstly it should be improved. (S4)
Providing financial support	4	Some technological support should be provided to the people who cannot meet their needs. Some parents want their children to maintain their online education, but they cannot afford to do that. (S1)
Not taking attendance	1	Attendance should not be a problem in online lessons and we should attend the lessons whenever we want. You do not interrupt the lesson when you are late as in normal classrooms. Everybody should be free in terms of attendance. (S3)
Having more appropriate materials	1	The materials should be more appropriate for the online lessons. Sometimes the lessons take longer and it affects our concentration negatively. They can be adjusted to online lessons. (S5)
Being more specific and planned	1	Everything is unclear. We do not know what will happen during online education process. Are the lessons going to be done online or face-to-face? We do not know it. Some have

		booked tickets; some have started to pay their rents. Things should be more organized. (S7)
Teachers- eliminating prejudices	1	I think teachers should imbue their students with the idea that online education is efficient enough. Even in social media, there are many jokes about online education and everybody thinks that is it inefficient. With this prejudice, students do not care about the lessons. (S10)
Teachers- being educated more	1	Some teachers were novice at online teaching, it will be better in time. The teachers may be taught how to solve a sound system problem, how to share videos, at least. (S7)
Teachers- speaking slower	1	Some teachers speak very fast and it makes it hard to understand what they say, especially when there is a connection cut. In online lessons, they can speak slower. (S4)

4.2. EFL Instructors' Perceptions towards Online Education in Preparatory Program

In this section, the answers for the second research question were presented in an elaborated way.

RQ 2. What are the perspectives of the EFL instructors in an English preparatory school on distance education?

4.2.1. Experience in Online Learning: In the beginning of the interview, the instructors were asked if they had any online learning experience as well as online teaching experience. All of the instructors stated that they had no online teaching experience before this term. About synchronized online learning, 5 instructors out of 10 instructors stated that they had experience or were experiencing online learning at that time. Their views regarding online learning are demonstrated in the excerpts below:

"I have online learning experience since the beginning of pandemic, and I have been having Arabic classes. In my online learning experience, we are all adult students. Therefore, it is quite different from teaching to teenagers, let's say. First of all, we do not feel we are obliged to do it. Therefore, everyone has high motivation, actually, this is the biggest difference, let me say." (Ins1)

"Well, I am an MA student at the same time, which means I'm taking my MA courses, online education. I mean, my professors are delivering their content and their subjects in the platform. So, once a week, I am learning the material online. Well, so far I am satisfied, actually. And since the beginning of the pandemic, actually, I have been thinking of this now as an instructor and as a student. Well, I believe that face-to-face education is not an ultimate necessity, especially for theoretical courses." (Ins3)

"I am currently experiencing online learning. Okay, so we are doing that in my master's course, and for me, it is pretty time saving and energy saving, because now I have to work at the same time. So, it is a good opportunity for me to take my courses. Plus, I don't have lab courses or something to apply face-to-face or get my hands on. So, it is really enough for me like to develop my theoretical basis, or analyze some works and stuff. Also, it is because of that, I guess we are like, the people who have been experienced in educating ourselves. So, this is not like high school or this is not undergrad degree. So we have the self-discipline to motivate ourselves, even through online education. So if I didn't have this self-discipline, if I didn't have this curiosity or enthusiasm to study by myself, then maybe online learning wouldn't be that great for me, but now it meets all of my needs." (Ins4)

"I had my mastery lessons and they were effective for me, because our lessons are all lectures and Zoom is perfect for lectures. As a person who works and studies at the same time,

for me, spending time on the way is really tiring. With online education, I could have my lessons anywhere, not anytime, but anywhere." (Ins 5)

"At the university, in our last year, we had a teaching with technology course. So, the instructor did a couple of the courses online in order to show us how it was. I mean, it was the first time, to be honest. Back then we didn't need online sessions, there wasn't a pandemic. It wasn't as serious as being in a classroom because, you know, you were just sitting in front of a screen. It was fine." (Ins10)

As it is obvious in the excerpts, among these 5 instructors that have experienced online learning, 3 of them were mastery students, one of them was learning a foreign language by means of distance education and one of them experienced only a couple of lessons during her/his undergraduate education. None of them mentioned any negative issue about online learning. As a matter of fact, the instructors who took long-term online courses mentioned its practicality by emphasizing its timesaving feature. Besides, 2 instructors pointed out that they are adults and have motivation, hence the situation might be different for teenagers.

4.2.2. Advantages and Disadvantages of Online Lessons from the Perspectives of Instructors: During the semi-structured interviews, the instructors were invited to make comments about the differences between face-to-face and online education based on their experiences. The summaries of positive and negative dimensions of online education from the perspectives of the instructors are represented in Table 11 and Table 12 respectively. Similar to the data gathered from the students, participant instructors' views involving online and face-to-face preferences concerning four main skills, grammar and vocabulary teaching are scrutinized in detail in the next section.

Table 11

Main advantages of online lessons according to the instructors

Codes	N	Sample Excerpts
Practicality of some online tools and materials	7	I think, writing something on Google Docs, for example, instead of the

whiteboard, is quite easy. You can use different font types, different colors, it looks good for me and students as well. Instead of writing on the whiteboard, I prefer writing on a Word document to make it easier to edit, to color... And it's neat, after the class, I upload them, they don't have to write it. (Ins9)

Better time management	7	It is easier to organize the time here because you do everything as a teacher. Therefore, it is much easier to control time. And, you can always see how many minutes have passed right at the top corner of the screen and you can give your break. (Ins8)
No locational limitation	7	I think it saves time and effort. You know, if you are teaching from home, you do not spend time on the road to go to the workplace. This is the first advantage for the teachers as well. And you can get enough sleep thanks to this fact. (Ins9)
Better classroom management	6	In real classrooms, classroom management was much harder, but in the online classrooms, there is a feature you know, you can mute students if you want to say something important. (Ins9)
Students- less distraction	6	They are not in a group, so they are not going to be distracted by some other irrelevant things. (Ins10)

Self-improvement	4	I am more aware of technical tools now and I am searching for some technical tools, some technological things to foster collaboration. I feel more confident in using technology, and even after online teaching, I will use that. (Ins5)
Lesson recording	3	Let's say that someone cannot attend the lessons, they can watch the lessons later. This is something that cannot happen in face-to-face. (Ins7)
Students- being more self-confident	2	Maybe if they are not confident enough to talk to people, or to show themselves in front of people, it might be advantageous for those students, like introverts. In virtual classrooms, they don't have to show themselves, but they can still talk, or they can still write something to them to communicate, but in the real class, if they're too shy, they generally don't communicate much. (Ins9)
Better for the environment	2	It is much better for us to learn how to use an online book before a printed one, because it is not environmental. While you have an online book, why would you carry the book with you everywhere? It is not practical as well. (Ins8)
Students- meeting social needs	1	It is not solely based on online teaching, it is much more about the period that it took place. We were using it during quarantine, they had a need to communicate with people. So, it met their needs, it was the

		only time they could socialize with people. (Ins2)
Establishing the distance between teachers and students	1	Maybe it can be a bit easier to establish the teacher-student relationship because in face-to-face teaching, sometimes I can be too friendly. Since there is already a natural distance between the students and the teacher, it may be a bit easier to protect your position as a teacher. (Ins4)

Table 11 shows that practicality of online tools and materials, to be able to manage time easily and not having locational limitations are the most mentioned advantages of online lessons by 7 instructors. Enhancing a better classroom management and the idea that students have less things to get distracted while they are in a virtual environment was mentioned by 6 instructors. 4 instructors claimed that online lessons led to self-improvement in technology and in the field. 3 instructors touched upon recording of the lessons and talked about its benefits for the students. 2 instructors mentioned that some students, particularly the introverted ones, might be more self-confident in a virtual environment and might express during the lessons. Another 2 instructors reported the fact that online lessons might help environmental protection by taking into consideration the less consumption of some printed sources. Even though the last two codes were mentioned by one instructor, they were included in the table considering that they might be noteworthy. One of the instructors pointed out that having online lessons especially during the lockdown process was an opportunity for students to meet their social needs to some extent. The last but not the least, one of the instructors highlighted that it was easier to keep her/his distance from the students, in other words, it was easier to protect the teacher position without being too friendly.

When it comes to the disadvantages, Table 12 reveals the negative aspects of online lessons in the instructors' eyes. It is conspicuous that all of the instructors mentioned technical disadvantages such as problems with the equipment, sound system, internet connection and software programs, which were being used, by pointing out all of them faced with so many

breakdowns which affected the flow of the lesson substantially. Likewise, all of the instructors reported that they were unsure about the students in various aspects both during the sessions and out of the sessions; to make it clear, they did not know whether their students attended the lessons or did the exercises, homework and exams on their own. All of the instructors stated that they could not use some strategies, methods and activity types which worked in face-to-face lessons, even when they used them, they were of the opinion that they were not as efficient as in face-to-face lessons. Having interaction problems during lessons is another issue addressed by all the instructors. Interaction problems, which is a broad concept, reported by the instructors involve the troubles in having smooth teacher-to-student, student-to-teacher, student-to-student and whole class interactions, which leads less rapport among all the people in a classroom, as well as the inability to use body language during the lessons. Instructors also highlighted that lessons were too teacher-oriented because of these limitations in interaction types. Some examples can be examined below.

"I think I'm a very active teacher, I use my voice, my body like my mimics and gestures, and sometimes like getting closer to them or leaving. Now, I cannot do anything, even if I move my body here, they don't really see it that much. So, they can't really be affected or influenced that much." (Ins4)

"I believe the online one is more teacher-oriented. Even for pair work or group work, we basically have to skip them and there is no interaction between the student and the student. " (Ins8)

"I cannot really connect, talk to students and see what they're doing and intervene in a helpful way." (Ins10)

"When we are face to face, we have a lot more of interaction because students can interact with each other and they can do so many things because it is a language, it's about practicing." (Ins7)

9 instructors talked about the lack of motivation in students and instructors during the online teaching process. Some solutions were sought for the lack of motivation in students and they are going to be examined under another title. Similar to the data gathered from the students,

the fact that there were inequality of opportunities in terms of access to the internet which involves the capacity and some basic equipment for distance education among the learners and even for instructors were mentioned by 8 instructors. 7 instructors reported that they had some difficulties in managing time in online sessions. While some of these time-related problems resulted from finishing the materials earlier since their students did not contributed enough, some of them stemmed from not being able to cover all the parts in the materials that they were supposed to cover since the time was relatively limited. 6 instructors complained about psychologically demanding nature of online lessons in various aspects and stated that they sometimes felt overwhelmed because of the increased workload that they had. While talking about the negative sides, 6 instructors made their comments about adjusting some materials and activities and stated that there was an extra effort to change or skip them during online sessions. Lastly, 4 instructors suggested that some students might not have an appropriate setting for online education at home and some potential sources of distractions might inhibit an effective learning.

Table 12

Main disadvantages of online lessons according to the instructors

Codes	N	Sample Excerpts
Technical disadvantages	10	During face-to-face teaching, everything is the same for all the students and the teacher. The same walls, the same desk, the same cable… In online education, everything is different. Everyone uses different computers, they have different internet speed, they have different load on their internet connection. Some of them have very crowded families and they want to use internet at the same time. So, it can create connection problems. (Ins2)
Uncertainty about the students	10	I don't know whether they are there or not, or whether, even if they may be there physically, I don't know whether they are following the content or not. I don't

know whether they are attending the class. That is the most important difference. (Ins3)

Not being able implement some strategies, methods and activities	10	There are lot of pair works, group works and interpersonal interactions in face-to-face, but online education really decreases that opportunity. On Zoom, there is a section that you can really assign them as groups. I know and do that, but it's not the same because when they're all together, and I am there to observe them and take notes. They somehow do it in a better way, do it in a more communicative way, collaboratively in face-to-face. (Ins4)
Interaction problems during lessons	10	In online teaching, you are just asking them to do some tasks and to answer your question, so it requires less time, but the students are less active in working with other students, they are just talking with the teacher. There is just teacher-to-student or student-to-teacher interaction. So, in terms of the student-to-student interaction, it's a bit disadvantageous. (Ins9)
Lack of motivation	9	It is kind of a negative aspect actually for both sides because the teachers and students are not as motivated as they would be in the classroom. So being in a classroom doesn't push them, but still they could feel that urge to speak because I'm waiting for that person to speak and other students are also waiting there, being in a peer pressure maybe. I think it's more difficult to motivate them here. (Ins10)
Inequality of opportunities	8	There are a lot of students who still don't have a computer or a Wi Fi, or a better connection. Even as a teacher, I have a lot of problems about connection. (Ins8)

Time management problems	7	The classes may sometimes end in a shorter time than you expected because there is less communication and more lecturing if they don't really attend. You already finished your materials, so you will have to find something else because you have to use the rest of the time that is given to you as a teacher. (Ins4)
More demanding for teachers	6	For online classes, you need extra preparation. The teachers are overwhelmed with students' assignments and giving their feedback by following some kind of online procedure. So, at the expense of not missing them, you are sacrificing the student's motivational activities, let me say. (Ins1)
Extra effort to adjust activities and materials	6	For the applicability of the activities, you need to think twice if you are going to use them in online teaching. The things that we are using in face-to-face teaching are sometimes not okay with online teaching. You need to change something with them and you need to put something else or you need to separate them into different components, lots of things. (Ins6)
Distractions at home	4	We do not have any background noise at home but sometimes that could not be valid for the students. They are living with their parents, and maybe they have sisters, brothers or someone else at home. So, they need to have a proper environment to join to the sessions in the most beneficial way as possible. (Ins6)

4.2.3. Instructors' Views on Four Main Skills, Grammar and Vocabulary Teaching:
Similar to the data collected from the students on learning reading, listening, writing, speaking, grammar and vocabulary; the views of the participant instructors on teaching these disciplines is presented exhaustively in this section. Likewise, the instructors were asked to talk about their online or face-to-face teaching preferences by setting out their chief reasons. Table 13 reveals the views of the instructors as well as students, which were also given in Table 8, on this subject comparatively to address it explicitly in the discussion section later.

Table 13

Comparison of the preferences of instructors and students on four skills, grammar and vocabulary education

Codes	Instructors (N)	Students (N)
Reading- online preference	2	3
Reading- face-to-face preference	6	4
Reading- does not matter	2	3
Listening- online preference	3	4
Listening- face-to-face preference	2	6
Listening- does not matter	5	0
Writing- online preference	5	5
Writing- face-to-face preference	3	3
Writing- does not matter	2	2
Speaking- online preference	0	3
Speaking- face-to-face preference	10	7
Speaking- does not matter	0	0
Grammar- online preference	0	3
Grammar- face-to-face preference	6	5
Grammar- does not matter	4	2
Vocabulary-online preference	2	2
Vocabulary- face-to-face preference	2	4

Vocabulary- does not matter	6	4

Reading

6 instructors indicated face-to-face teaching preference in terms of reading skills development because of the factors such as not being able to monitor students while reading, not being able to be sure about the students if they were doing or did the activities, not being able to push students enough and engage them in online lessons by guidance.

"For reading in the online classroom, when you give some time to students to read and answer some comprehension questions, it gives the feeling that you are wasting time or you are losing time, which is actually not, but then you feel that you are not doing anything. You're not sure if the students are really reading it or not, even if their books are open or not, you don't know. Therefore, I assigned the reading texts and I asked them to do it before coming to the next lesson, so we do not spend extra time in in reading." (Ins1)

"For reading, if I want them to read, I don't know if they really read. I ask questions to check their comprehension, but sometimes they use the technological problems as an excuse. Oh, I can't see you. I can't hear you. Oh, my connection is poor. It is not always the case, I know that they are not always telling me the truth. Sometimes, even though I ask comprehensive questions and stuff they don't sometimes answer or they just say, I don't know. There are some students who are shy, they don't want to participate much; but there are also some students who are so careless. So they don't really feel ashamed of saying no, I don't read or I don't know, and they don't really care. In face-to-face, there is this thing that I can push them. I somehow know how to do it. Like, I just go next to them, sometimes warn them verbally, I can't do it online." (Ins4)

"For reading, face to face is more effective, the reasons for that you see where they are in reading. You help them, but in online lessons, you cannot help them individually." (Ins5)

"Okay, I had a reading class during the previous semester. It's really hard to make the students read the text, it's really hard. Because in the face-to-face education classroom, it will be more beneficial to do the reading and it will be more possible to do to do the reading parts in the best way possible. Because you can see them and you can create some new activities for the

reading and in the classrooms, they have more time. So, they can read the things, with their friends or on their own, but in online education systems, it's hard, you cannot make them read. You cannot make them spend lots of minutes in front of the computer. just reading what is on the screen. Because then they read with the book. But, when they read the same things through the computer, it makes the students getting tired more. And they don't want that." (Ins6)

"Reading doesn't work, well, at least in my lessons. Because I choose people to read. Normally, I do some things called like chain reading, or I make them read the same text again, and again, from different people to see how they pronounce the words or whether they follow the lesson. But here, I cannot do that because some of them don't have a microphone. Some of them are not volunteers, some of them are not connecting to the lesson because of the Wi Fi. So, I cannot test people in terms of reading skills. I basically choose one volunteer, it's the same old way because of the technical problems. I choose one person to read the whole text. And then, I ask whether they have any questions, whether they know this, the name of this work, the meaning of this vocabulary, or how we pronounce that word. And it's basically one student-centered because it's not efficient in terms of time. As I told you, they have a lot of technical problems, and they have a lot of excuses not to read. Since you are not there in front of them physically, you cannot push them to read it. And, when it comes to reading questions, I normally, if I were in a classroom, I would walk around the class to see what people are doing, but when it is online, I just wait for them to finish and we answer the question together. Therefore, I believe face-to-face classrooms are much better, it works much better." (Ins8)

"To be honest, for all of the skills, I can firstly, prefer face-to-face for some reasons, I said, you know, like seeing the students like interpreting their reactions, their gestures and everything. In online, it's quite limited. Before reading activities, we do warmups, etc., introducing keywords, I always ask the unknown words after a quick scanning, they don't answer. If they are reluctant in online courses, mostly these students are reluctant to ask in the classroom setting as well. So, for teaching, there is not a huge difference I can say, but for me, to help them you know, as I said, it's different," (Ins10)

On the other hand, 2 instructors stated that they preferred online reading lessons because of the effective technology usage for educational purposes such as using online dictionaries and

tools for marking and highlighting something as well as having less distraction in online education.

"For reading, I can say it was better in online. Because like, they can look at the words that they don't know easily. Even if they have the best mobile phones with them during a real class, they don't want to use them to learn something, but when it comes to online, they are using it as a technical stuff. They can just open a new tab and use a dictionary. So I guess like reading was better. Also, to highlight the places was easier. Of course, I did it during face-to-face teaching too. I just get the notion that when I was highlighting something, I was doing it together with them during online teaching. So that might have helped me." (Ins2)

"I would say online is more effective. Reading is about how you read, it is not about how you communicate. I think this is something good in online, I give them the text, and then they answer some questions, and we talk about why they answer that question. So, for reading, I believe online education is better. And, sometimes in the face-to-face lesson, there may be more distractions between them." (Ins7)

Listening

For listening, 5 out of 10 instructors pointed out that the difference between online and face-to-face education is minor or there is no difference as in the example below:

"For listening, I don't see that one beats the other one. I think for listening, face-to-face education and the online education are the same and they do not contribute more than the other one." (Ins6)

When it comes to stronger opinions, 3 instructors demonstrated online lesson preference for listening skill teaching. They specified that students could hear clearly with their headphones and there was less distraction in their own environment if the internet was unproblematic.

"For listening, online was better because they were using their own headphones or sound systems to listen to the track, but in the classroom, we only have one source of sound some students may not hear it, it might be a problem for them. So, they were saying, teacher, we cannot hear it clearly during a face-to-face lesson. Sometimes the next-door class might have a

different activity, like a speaking activity and at that time, it is impossible to conduct a listening activity because they will, they won't be able to hear every detail like or clearly they won't be able to hear the track clearly. In online education, even if someone was vacuuming at home, they could use their headphones." (Ins2)

"For listening, if the students have proper computers, and if you don't have any problems with your sound system, it's more advantageous. When you just play the listening track, they can only listen to the track, not their friends, but in the real classroom they have more distractors, you know, and it might be more difficult for them to focus and listen to the track." (Ins9)

"They can use headphones now, no background noise. There are better chances to hear clearly, depending on the internet. For listening, because of background noise or use of headphones factors, online is better." (Ins10)

On the other side, 2 instructors stated that they preferred face-to-face lessons for listening because of the technical problems that might be encountered and they could not come up with solutions to every student's problem related to technology.

"For listening, I would say face-to-face because of the technological problems or excuses. I mean, even in classroom, we still use technology for listening activities, by the way, but again, you are there to solve any problems, you can hear what they hear. So, it is easier to monitor the listening audios, but in here, you cannot really do that, you cannot be there with each student physically and hear what they hear and make sure if there is nothing problematic." (Ins4)

"For listening, I also think that listening is a skill that can be developed online in a very good way but it depends, because, for example, something that I don't like is that there are so many technical problems. You don't know when the audio is not working. One student cannot listen to the audio. So for listening, I will say face-to-face is better because of the technical problems." (Ins7)

Writing

As for teaching writing skill, online education might be more effective in some aspects according to 5 instructors. These teachers claimed that they made use of some online platforms for writing through which they could monitor the students and provide more elaborated feedback and through online tools. Moreover, students could see their friends' writing studies and have a chance to learn from their mistakes.

"For writing, online. Also, I can edit their tasks while giving feedback. It was better for me to write suggestions or to make comments. In the beginning of that time, I was thinking like, it was easier to give feedback in face-to-face. And now, I like giving online feedback to reading materials and writing tasks. For example, nowadays, I am using Google classroom. So I just say: 'Now I just posted on google classroom, share your ideas over there.' I want them to comment, so it's like a Twitter for them, they can speak freely. Also, I use Padlet for bigger activities. Even the applications developed for other purposes, I can still use them and interact them to develop the writing skills." (Ins2)

"Because it is written input, in face-to-face, you do the same. They are just writing on a piece of paper or on a Word document. The only problem in writing is that I cannot see if they are copying from somewhere else, or using translation tools in every word, or every sentence. But, I try to do my best in that, I use some plagiarism tools. Since I know my students' English level, I can also guess somehow if they have translated that sentence or that word. So, I think for me, it is easier to monitor their writings and the mistakes in their writings and I think it is also easier for them to upload their writing pieces of works. I mean, yes, it takes more time for me, by the way, when I do it like this, but it is definitely more effective for the students because I provide a detailed writing feedback for each of them. And, I think we can make use of technology to do that. It is pretty easy to provide feedback on Google Drive, let's say. I prefer online." (Ins4)

"Actually, if we use the correct technological tool for writing, online education is better. Because, for example, I use Padlet for writing exercises. And I can see all the work of the students on Padlet and I can give feedback better in online education because everybody listens to it, everybody can see what the others did on Padlet. It is easier and it is better for students. They can also write collaboratively on Padlet, on Google class and Google Docs. For long

essays, we can easily monitor students' writing. And if they are writing on Google Docs, for example, we can give them feedback very easily on Google Docs, they can also give feedback to each other." (Ins5)

"Writing is much better in an online environment. I can observe them while they're writing it, I always watch them while they're completing their writings. We are online at the same time we do that mostly simultaneously. And I can interrupt and give them immediate feedback. It is normally something that you don't do in face to face classroom. When the deadline ends, you can see all of the homework in front of you from all of the students and you just click on them. You can give feedback right away, so it's more practical in online education." (Ins8)

"Normally, in the real classrooms, some of the students write something, and I walk around and give feedback. In the virtual classroom, I use some tools like Padlet, or Google Docs, etc. so everyone can see each other's writing very well on the screen. It is something positive, I think, because in the real classroom, they can see only their own work or their partner's work, the student sitting next to them, but in the virtual classroom, they can see everybody's writing and they can hear the feedback and learn about them as well. If you know how to use the web tools you have appropriately, I think it's possible to do everything in virtual classrooms as well." (Ins9)

However, 3 instructors thought that face-to-face lessons could be more effective to improve writing skills. Their reasons were to be able to monitor the students better against any cheating and to make sure that the feedback was being examined by the student.

"In online classes, we cannot spare time for writing as we spare time in the classroom. Face-to-face lessons are quite advantageous for writing activities because the teacher can make sure that the students are writing on their own and their own sentences; and we clearly see the outcome, what needs to be improved, so we can give feedback accordingly. In writing activities, in online classes, 99% is kind of assignment and the students do the assignments. The teacher gives feedback using online software and does not have an idea about if the feedback is being evaluated by the student or not." (Ins1)

"I will separate writing into two parts: First, instruction, like the teaching part; the second part is the real task part. So, you are teaching how to write and then you are giving instructions. When you want your students to do a writing activity, it will be a little hard to control because in normal classrooms, you are checking if they are not getting any help and they are just using their own sources. Your choices are limited in online education in terms of controlling the students' improvement. I talked about the teaching of the skills, what about the grading? What about evaluation of those skills? For writing, when you evaluate an essay or a piece of written thing, when they see it on the paper, they believe that they will benefit from them. When they see it on a computer, they do not think that it would be beneficial for them. Because they see the things online not as beneficial as the things on the paper. Face-to-face one is better. There are many beneficial tools that you can use online, but students do not want to do this." *(Ins6)*

"For writing, I believe face-to-face is better because I can see my students, but in online, they can copy very easily. They can find a lot of information online, and you don't know when they're doing that. For example, in my writing lessons before, when face-to-face, I used to give time to my students and they were using their brains, but now even if I tell them not to use their phones, they can use it. I also love face-to-face feedback. I like to sit down with my students and explain the rules next to them. I can do that online, but in online, it is not that meaningful. They don't ask you like 'I have this mistake, how can I correct it?' In face-to-face, they try to improve their writing skills more." *(Ins7)*

Speaking

Speaking is the only skill about which there is a common sense among all the participant instructors. All of the instructors alleged that speaking skill could be taught or developed more efficiently in a face-to-face setting. As can be examined in the excerpts below, the instructors' principal reasons are having difficulty in encouraging students to speak, having less opportunity for student-to-student interaction, technical problems and the usage of native language more by the students.

"Speaking, of course, is the biggest problem. Maybe, if you have a small classroom, like 5 students or 10 students, it could be possible, but if you have a larger classroom, it is a

problem. I was talking about groups of 30 people or 25 people or maybe more, but these lessons can be done more effectively in smaller populations, in my opinion, maximum 10 or 12 people, let me say. Otherwise, in speaking, it's very difficult to make people speak online." (Ins1)

"For speaking, I will say face-to-face. During online, they could only interact with me, and it was quite limited. Even during our face-to-face teaching, we know that students won't talk 100% in English when we give them a speaking task. They, most of the time, will talk about something in Turkish and then they will switch to English when we get around them, but they will just put some English words. At least, they are trying to speak, but in online it was much more limited, they will just easily give up. In face-to-face part, their friends could motivate them. I could push them more in face-to-face teaching." (Ins2)

"I am sending an invitation to turn on their microphones and they are declining. What am I supposed to do? They are declining. Why are you declining? "I am not available, teacher!" Then, why are you here? I mean, you are in the classroom. There are also some technical problems, face-to-face is better." (Ins3)

"There are communicative problems (in online). And it is easier to engage students in face-to-face when you think about the differentiated education. You get to know each student more, in face-to-face it is a bit more easier, right? You can just like find something specific to that student when it's face to face, but on in online education, it is also harder for us to provide that kind of education, differentiated education, yes." (Ins4)

"Face-to-face teaching is better for speaking because speaking means seeing each other, seeing each other's body language at the same time. Communication is not only with talking. In online teaching, most of them don't see each other. That's why, it can be better in face-to-face teaching and it is better to, it is more it is easier to encourage students to talk in classroom. In online teaching, they are not usually present in class." (Ins5)

"For speaking, again face-to-face education wins because when they see you in the class, they are always ready to say something. Even they can say 'I do not know', I can create a new communication through that sentence, but it requires more effort to get them speak about something through online sessions." (Ins6)

"Speaking absolutely has to be face-to-face. It is so hard to help students develop their speaking skills online because they cannot speak to each other. And if they can, it is just like you can ask two or three students, if one of them is talking, the other cannot talk." (Ins7)

"Speaking is the most disadvantaged skill in online environment, if you ask me, I cannot make them practice speaking at all, because they don't want to. I cannot push them, because it's an online environment. And they are really ashamed of talking in front of the whole class, they are not friends with each other, they are not that close to each other. As you know, speaking is the most demanding skill in English, especially in Turkey, we are ashamed of our accent, we are ashamed of our pronunciation as learners. So, it takes more courage to speak in front of people." (Ins8)

"For speaking, of course, face-to-face, unfortunately. In virtual classrooms, if they have the opportunity to speak, they don't really interact in the target language that much with each other. In the real classroom, if you have group works, or pair works, they have more opportunity to choose to speak in that language. Again, they use the mother tongue too, but, if you control them, you know, if you walk around, if you use the proximity, it is possible for them to speak in that language more. For speaking, if I look at the opportunities or the tools that I can use for now, it looks a bit disadvantageous." (Ins9)

"Online teaching is more disadvantageous. In face-to-face, I try to encourage them easily. I mean, it's not easy, but compared to face-to-face, if they don't answer in online, there is nothing I can do." (Ins10)

Grammar

For grammar teaching, there is no online lesson preference among the instructor participants. While 4 instructors remained neutral, 6 instructors opted for face-to-face teaching style. Face-to-face was their preference since they asserted that they could make sure that students were doing or did the activity, they could check their comprehension to a greater degree, they were not bound to limited teaching approaches and they had more opportunities to deal with grammatical structures.

"For grammar, face to face, because I can check all the students' answers while walking around, but in an online way, they do it on their own books or on their own PDF files. I cannot see that file, but in face-to-face, I can check whether they are doing something wrong or right. Then, I can ask those students to share their answers to model. In face-to-face, I can strategically select people, whom to ask the answer of question six, whom to ask the answer of question seven, so I can arrange." (Ins2)

"I'm talking about for myself; I don't know what the others do, but right now, I am employing grammar translation method, I have to do this and we are analyzing the language in terms of inflections, I mean, in terms of the morphology, the morphology of the words and the syntactic orders. So, they are learning the grammar, I mean, no problem, but I believe that grammar should be taught implicitly, there may be some explicit rules, and then maybe we may get help from explicit rules from time to time. Inductive, and implicit grammar teaching should be the focus of our language learning environments, because we are in the 21st century. Face-to-face is much way better in terms of grammar." (Ins3)

"I think it's not about grammar teaching, I think there is not much difference in our cases, as teachers. The difference is, again, depending on the communication, motivation, these kinds of things for students, because I teach the same grammar, I either write on the board with a chalk, or a board marker; or write the same thing on the board online, there is this board again. I use grammar tools, again, some technological applications and stuff, I involve them, I use the same in face-to-face as well. The only problem is if the student really understands what I teach, comprehension texts. For me, again, since it is easier to engage them more in face-to-face, I would choose that, but it is again, not that about grammar, it's about the conditions." (Ins4)

"I find it so hard to explain grammar online. Even though I can use the same strategies, the fact that I don't see my students' faces, I feel like they don't understand. So, when I'm teaching grammar, I tend to repeat the same thing, I tend to repeat it even two or three times, even though they don't tell me they didn't understand. So for basic grammar, I do believe that face-to-face is better; but for advanced grammar, I think online can be a possibility, but not the best way." (Ins7)

"I teach grammar this year and the feedback that I get from students is that they think that they learn everything, but since I cannot check on them one by one, it's bad for me. So, it's disadvantageous because you can never be sure that everybody understands the whole thing that you just told them. I don't have any chances to test them. I can sometimes ask students by calling them one by one, but if I were in a real classroom environment, since I could observe them, the troubles that they are going through, it would be easier for me to identify who is having a problem with the grammar. Grammar is something that you really need to be sure that rule is understood by everyone because it's not like reading. You can explain why that answer is correct for that question by pointing out the line, by giving the keywords, by marking it even on your online book. When the grammar rule is not understood completely, this is something that affects the next task. If the first rule is not understood, it will affect the second task, and it will affect the third task and everything will be a mess. I don't have that control, and I need that control." *(Ins8)*

"I like dealing with the components of the sentences, the verbs, subjects, or, finding connections between the adjective form and noun form, but it's difficult to do it online, and I feel like, there isn't as many things as I would do in classroom settings. In online, it seems more limited." *(Ins10)*

Vocabulary

Concerning vocabulary enrichment of the students, the majority opinion is that there is not much difference between online and face-to-face education according to the statements of 6 instructors. A sample excerpt can be seen below.

"I think there is no difference at all. I mean, I either give the definition of the vocabulary item in English or I give the Turkish translation for the words. I mean, that's what I do both in classroom settings and online education. There's no difference." *(Ins3)*

When it comes to the instructors who took stronger positions, the number of instructors who preferred online and face-to-face teaching is equal. The excerpts below gathered from the instructors show the online preference because of the usage of technology to teach vocabulary

items while making lists online and searching for and examining the vocabulary items in detail using various sources as well as having the opportunity to revise them later.

"For vocabulary, I will say online. I also show dictionaries, the webpage of them, so it's useful. I can also just type synonyms or antonyms next to the words that we have in different colors, or have a kind of vocabulary box over there and it stays on the page. Also, it is good for them. In a real classroom, they have to take notes because otherwise that those, those words, and that word list will vanish forever, but during an online education part, they can watch it again, they can see the word list over there again and again. It was good for them." (Ins2)

"So, I think in terms of vocabulary teaching, you have many more sources to show the students through online. When you are in the class. I mean, you should not look at your phone or computer to find anything to show, you cannot do this in the middle of the class. When you do the things online, you can introduce a vocabulary item. Also, you can share your screen and you can search the other websites to show many more things about that specific vocabulary item. You can open up a video where they can really say the natural usage of that vocabulary. Doing those things in face-to-face classes are OK, but you need to prepare them beforehand, so online is better." (Ins6)

2 instructors showed face-to-face preference for vocabulary enhancement and their reasons involve checking and guiding students in a face-to-face environment more effectively.

"For vocabulary teaching, if they really behave ethically and don't check every word from let's say, Google Translate, and if they really are motivated to learn, there is no difference. But, in classroom, I can monitor or check if they are using their phones or not; or I can like be a bit more persuasive for them to make sentences with them. Again, it is not about vocabulary itself, it is similar to grammar. It is just about me being able to monitor or guide in an easier way. I assume I prefer face-to-face. (Ins4)

"Again, to be able to help students better, face-to-face is better." (Ins10)

4.2.4. Instructors' Views on Student Participation and Motivation: There is a common sense among all the instructors that it was hard to engage student in the lesson when it was being conducted online. The views of some instructors can be clearly seen in the excerpts below.

"*In face-to-face teaching, it is easier to engage students. There is more to talk among us, there is more to communicate, and to develop each other, but in online education, it is a bit more challenging. Sometimes they just don't really care about participating. And sometimes if you have finished, you covered your material, you have to sometimes find extra materials to look over.*" (Ins4)

"*Today in my class, I just spent more than five minutes just to get a response. Really, when they are at home, when they are at their comfort zones, they are not willing to contribute to the session. It is a language class, so there should be some interaction.*" (Ins6)

During one-to-one interviews, the instructors were invited to talk about how they motivated students for participation in their online classes. As can be seen in Table 14, usage of gamification and some multimedia tools in online English lessons was mentioned by 6 instructors. Helping the students understand the logic behind their participation of an activity comes the second with 4 instructor statements. 3 instructors laid emphasis on personalization so as to increase participation. Each of positive and negative reinforcement usage was mentioned by two different instructors. Usage of sense of humor during the lessons and showing empathy were also touched on by 2 instructors.

Table 14

Instructors' methods to motivate students in online lessons

Codes	N	Sample Excerpts
Usage of gamification and multimedia	6	Maybe using some platforms like Kahoot. I know it is a cliché and overused, it is still engaging for the students. They like playing games and

competitions, right. So if you play a Kahoot game in the classroom, or if you find more, like more of apps, 2.0 tools, like making learning, like a game, gamification, you know, it might work better for the students to participate. (Ins9)

Explaining the rationale	4	I like hearing the logic behind any action and I try to explain why they should open cameras or microphones, so if they are reluctant to open the camera, I say seeing them would be better or "I don't want this session to be like a radio program" I explain why they should participate. They can learn better, it could be fun. If they learn this, their pronunciation will be better. Otherwise, it is going to be boring if I am speaking all the time, it is not good for my health as well. I don't know if they care, speaking for like three hours on my own is not healthy. I try to motivate them by explaining the things and I am keeping some distance, but I am also trying to be sincere. (Ins10)
Usage of personalization	3	I always try to ask different questions and when I get some personal information about them, for example, even their names. When they hear their voice, and they hear that their name was said, they feel that they have to join the class. I am using their personal information. For

example, yesterday I used one of my students' birthday, just to make them speak about something. I also use their departments to make them speak about it. (Ins6)

Positive reinforcement	2	I give them lots of rewards. For example, I give homework at the end of the lesson, if I have a student who is answering all the time, I say okay, this student is not going to have homework. They try to participate more in the lesson. Rewards are important for students. Not only punishment, like they will be absent if they do not participate, but also rewards are important." (Ins7)
Negative reinforcement	2	Unfortunately, I sometimes have to use it, if they do not really participate, sometimes I pretend to have or sometimes I actually have a piece of paper and try to take notes about their participation. (Ins4)
Usage of sense of humor	2	I was always referring myself, like "Oh my god, I didn't know anything about technology." I always tried to show the positive and the fun side of the things by making jokes. (Ins2)
Demonstrating empathy	2	I wanted to establish a connection with them. "I'm staying at home too. It is also kind of fun that we are doing something together." So, I try to understand them and show that I understand them. I try to

empathize with them and show them.
"Okay, I see you. I feel you; we are in the
same thing here." I use those things to
motivate them. (Ins2)

4.2.5. Instructors' Views on Online Assessment: The instructors were invited to make their comments about the online assessment which was carried out in Spring 2020. All the instructors pointed out that nothing was clear about whether the assessment could be done online or face-to-face in the beginning of that time since it was emergency online teaching.

As explained in the methodology section in detail, after the announcement indicating that the lessons in Spring 2020 would not be face-to-face at all, the department decided to assign project homework involving various skills instead of face-to-face exams and continued to apply other assessment components like online assessment, vocabulary tasks and book reports with slight changes. The simplified proficiency exam was held distantly at the end of summer term by proctoring the students on Zoom. Concerning all kind of online assessment, there was a consensus among all of the instructors that projects were one of the things that could be applied at that time, but plagiarism was a major problem during all this process in both projects and homework assignments. Thus, the instructors were asked how they could prevent plagiarism in online education and what can be done for a fair online assessment. Table 15 shows the opinions of the instructors concerning this issue. On the top, there is monitoring issue mentioned by 7 instructors. To them, proctoring via some platforms like Zoom is a must in online exams and it should be carried out meticulously as exemplified to a great extent in the excerpt given for this code. Half of the instructors touched on the importance of plagiarism checking tools which are available online. 3 instructors argued that having a system that controls everything that students do online may prevent cheating. Asking questions which require interpretation and do not have specific answers may be another solution against cheating for 3 instructors. Finally, giving a limited time during the examinations and increasing internal motivation rather than the external one are mentioned by 2 instructors. Apart from these, all of the instructors were of the opinion that more technological development is needed as can be seen in the following quotation.

"In any case, the student is in his or her own room and even if they are using a mobile phone to show their environment, you can't be 100% sure which does not even happen in face-to-face exams. There should be some technological improvements on this issue. There could be better programs, detecting students' each behavior. It is related to the quality of the data technology." (Ins1)

Table 15

Instructors' opinions for a fair online assessment

Codes	N	Sample Excerpts
Monitoring/proctoring students carefully	7	Sometimes we don't really care about how they put the computers exactly. For example, sometimes they can hide the keyboard and this is the keyboard we actually have to be careful about because they can pretend like they are writing. With the Bluetooth, they can do everything on the computer screen without you seeing them. As long as you do not watch the keyboard, they can cheat whenever they want. We sometimes check the voices by turning on and off the microphones, but some of the microphones do not change the positions, they can be off forever because of the technical issues. We have no idea whether that person is alone, whether someone is dictating the answers right behind the camera. Maybe one option is to say them to show us the whole room. Maybe having less number of students in a Zoom meeting can be another option,

		instead of 30, maybe we can have 10 and you can watch every movement more carefully. I am just being idealistic. (Ins8)
Checking plagiarism through programs	5	I am very strict about it and for me, using online plagiarism tools are very helpful for us to detect if they do it or not. (Ins4)
Having a controlled system	3	They can log in a webpage in specific times and they cannot copy and paste anything. While working on that thing, their screen might be recorded. I know that that is against some privacy, but that's the only way to guarantee to prevent that. Also, they cannot use anything while on that website, they cannot close the windows or they cannot switch between the pages. It will be in a very controlled way. (Ins2)
More questions without specific answers	3	We can give them some tasks in which they cannot find any straight answer on the internet. So, we need to write more open-ended questions, but open ended doesn't mean more difficult. It is more reliable and more possible that the students write the answers on their own. (Ins6)
Giving a limited time	2	We can give them a limited time, so they won't have time to go and look on the internet. (Ins7)
Increasing internal motivation	2	I think it's more about internal motivation. If the students do some tasks for grades, external motivation, there is no guarantee

that they're really learning or it's really assessing their skills; but if they really want to improve themselves, if they have the internal motivation, if they just want to learn about their mistakes and correct their mistakes, it will work better. Maybe we should find new ways to increase internal motivation amongst teens. (Ins9)

4.2.6. Instructors' Suggestions for Further Online ELT Lessons: The instructors were asked about their demands and suggestions concerning further online ELT lessons. The collected data will be examined under two separate subtitles as suggestions for institutions in Table 16 and suggestions for software developers in Table 17.

Table 16

Instructors' suggestions for institutions

Codes	N	Sample Excerpts
Having an appropriate curriculum for online teaching	6	We always have to run to catch up with the syllabus. I am not speaking for the specific syllabus for this year, but generally speaking, in online teaching, syllabus should be prepared in a more flexible way or all the load should be less. (Ins1)
Having teacher-friendly platforms	5	Teaching a language is more than just talking and sharing pages. So, we need a very strong and useful platform, it is so teacher centered and if a class is teacher centered, I don't think it is enough for language teaching. (Ins7)

Regular teacher training and meetings	4	Teacher education about this online teaching can be done more regularly because most of the teachers may need leading about online education. I think teacher education is really important. We can have seminars, peer observations during online teaching, we can give suggestions to each other because there are many teachers who don't feel very comfortable using online tools. (Ins5)
Camera obligation for students	3	The school should have a contract with the students at the very beginning, like "You have to turn on your cameras, you have to appear on the cameras and you have to be available to the teacher." (Ins1)
Getting feedback from teachers	2	Directors have to communicate with the instructors about the flow of the online education, they need to hear their feedback. Things in face-to-face learning are sometimes not the case for online lessons. (Ins3)

As clear in Table 16, 6 instructors stated that the curriculum should be in accordance with online education and adaptation of the syllabus and materials should be made scrupulously. Half of the instructors commented on distance teaching programs and stated that institutions should choose programs that are user-friendly and were particularly designed for teaching. 4 instructors suggested that planning regular teacher trainings and meetings on online education could be beneficial for instructors to contribute to each other's development in online teaching through collaboration. 3 instructors particularly stated that turning on the cameras in the online sessions should be a must and the institutions could take the consents before the academic term

starts. 2 instructors proposed that getting feedback from the instructors is crucial since some assumptions might not work in online lessons.

Table 17 reveals what the instructors expect from an online language teaching platform. Even though some of the instructors reckoned their ideas might sound "utopic" before introducing them, all ideas were included in the table considering rapid development of technology. The problem of not being able to scroll through the pages smoothly while sharing something with the students was mentioned by 4 instructors who suggested its development. 4 instructors stated that Breakout rooms option was not complex enough for teaching a language and there could be better ways to group students. A possibility of developing a platform that do not require the internet connection all the time was mentioned by 3 instructors. 2 instructors suggested the development of a platform in which the students write their ideas or answers in a limited time and synchronically. Another 2 instructors touched on dealing with each students, asking questions and guiding them by visiting them one by one. One instructor suggested integrating a notebook into the platform in which note and link exchange could be done as well as a sharing option that does not show the other tabs and respect privacy more. Finally, one of the instructors proposed that the design of the platform could be made like u-shape seating arrangement as explained in the excerpt.

Table 17

Instructors' suggestions for software developers

Codes	N	Sample Excerpts
Easier transition between the shared pages, files and applications	4	In online classrooms, it is difficult to go back and forth between pages and showing things etc. In the virtual classrooms, I need to open two tabs or Windows, to show my sentences and to show the books for example, at the same time, you know, of course, they might have their books in front of them, but you will

never see them, you're never sure whether they have it or not. (Ins9)

Practical options for grouping students	4	I would add something that lets me group my students that let them work in teams. For example, I'm having a lesson with 10 students, so I can put them in pairs so I can select. So, this student is going to work with this student and this student is going to work with these students. And then, I give them 10 minutes and during those 10 minutes, they can talk to each other. (Ins7)
Platforms not requiring the internet	3	I would try to add this function of not having the internet connection necessarily. It should be something like an application, sometimes you download to your phone, but it doesn't oblige you to use the internet connection so that students cannot find the excuses of the internet connection problems. (Ins4)
A direct question and answer system	2	Maybe there should be a program in which the students will be able to type simultaneously. At the end of the duration, the program will stop itself and the teacher will be able to save the students' outcome, and the student will not be able to have any chance of change in what he or she has written. So, this kind of technical improvements can help teaching skills like writing. (Ins1)
Visiting each student individually	2	Maybe if there was a function that allows me to talk to the students individually in private, for example, if I can visit them, and ask them

		some questions individually as well. If I can see them where they are, how they feel, where they struggle, it will be better for me, so it is very important for me. (Ins5)
Integrated documents to take notes and add links	1	I could add a personal notebook or journal for the students so they can take notes over there. There might be notes that I can share with them. Also, I could integrate some external link parts, just with a click, they can use dictionaries or other sources. (Ins2)
Preserving privacy while sharing	1	For example, I don't want the students to see my other tabs on Google Chrome, or my bookmarks, which are just on top or sometimes I don't want them see my current running programs underneath in the task bar. (Ins2)
U-shape design for teaching	1	Even the structure of the program can be developed. For example, the cameras could be seen in an upside-down U form on the edges of the screen and the lesson must be able to flow in the middle. It does not matter indeed, it can be a normal U shape. (Ins1)

4.2.7. Instructors' Perspectives on In-service Online Teaching Education: This section intends to seek elaborated answers for research question 3 through both one-to-one instructor interviews and a focus group interview with the selected instructors.

RQ3: What are the perspectives of the EFL instructors in an English preparatory school on in-service teacher training in distance education?

During the conduction of one-to-one interviews, the instructors were asked what content could be included if they were given an online teaching training and it was emphasized that they should take all types of instructors who might be experienced or inexperienced in teaching; technology literate or illiterate; or experienced but new in the institution into account while giving answers to this question. Table 18 shows the contents the instructors proposed for in-service teacher training during the interviews with the sample excerpts. Usage of technology and tools is the most mentioned content by 8 instructors. Student participation and student motivation come next with 7 instructor comments. Including online material development and adaptation in the training was considered by 3 instructors. Other contents which are time management in online lessons, variety in online education, online teaching methodologies, teaching four skills online, how to increase discipline, how to enhance reliability, learning about student profile, how to create awareness in students, problem solving for online lessons and institution's expectations were touched on by one instructor. Since it was a semi-structured interview, all the content ideas were included in focus group interview with the instructors for the discussion by considering some of them might not have been occurred to their minds during the one-to-one interview, but could be appreciated later.

Table 18

In-service online teaching training contents proposed by the instructors

Codes	N	Sample Excerpts
Usage of technology and tools	8	There can be some seminars for them to see a bunch of tools that can be integrated into online education. Also, if there's a specific system that the school uses, there should be some kind of an explanatory video conference about it. Also, what can be done, at least the tools and the properties of the systems itself can be shown with the bullet points in the conferences as well. (Ins4)
Student participation	7	How can we foster more student presence in online education? (Ins5)

Student motivation	7	How to motivate students, which is a difficult question… (Ins10)
Online material development and adaptation	3	How can we modify our lessons? How can we adapt our textbooks to online education? (Ins5)
Time management in online lessons	1	I would consider time management first. (Ins6)
Variety in online education	1	How can we make online education more variable? How can we integrate more variety in an education? I mean, the types of activities, the types of interaction between students and between teachers and students, that sort of instructions, maybe types of activities we can do online to engage students? (Ins5)
Online teaching methodologies	1	The best methodologies to use for online lessons, maybe some strategies from different methodologies that we can use for online lessons. (Ins7)
Teaching four skills online	1	There are some disadvantages of online lessons when it comes to the four skills. Maybe there can be some tips that the authority actually provides for the teachers, or there may be a professor who can teach us about speaking skill in online education who can really give the conference. (Ins4)
How to increase discipline	1	We know how students behave. So we need to make sure that they take the classes seriously, discipline. (Ins6)
How to enhance reliability	1	All the homework and all the things that we use as a means to assess need to be reliable and we need to make sure that the students take the classes seriously. (Ins6)
Learning about student profile	1	Student profile should be made clear and some suggestions should be given to new teachers. (Ins1)

How to create awareness in students	1	Some awareness should be created in the students' mind, from time to time, not only in the beginning, let's say once a month, there should be hours talking about their experiences in online classes, and in the beginning, the structure of online classes should be made clear. (Ins1)
Problem solving for online lessons	1	We need to get a training on how to behave, how to act in urgent situations, for example, and there are some problems, to students we should not say, and we need to help, and we need to act fast. We need to know how to behave when we are in that situation. (Ins6)
Institution's expectations	1	The expectations of the institution should be clearly expressed to new teachers and the goal and aim of the institution including their departmental goals and aims, should be made clear to new teachers.

During the focus group interview with the selected 3 instructors, these content proposals were prioritized by means of NGT and Table 19 reveals these orders. Since the instructors were chosen among the ones whose data showed more discrepancies, their views were discussed in detail rather than reaching a consensus for each item separately. The focus group instructors will be called as P1 (Participant 1), P2 (Participant 2) and P3 (Participant 3) for a better reflection.

Table 19

Focus group instructors' rating on in-service online teaching training contents

Codes	P1	P2	P3
Usage of technology and tools	1	10	11
Student participation	2	3	10
Student motivation	3	2	5

Online material development and adaptation	5	5	2
Time management in online lessons	12	14	13
Variety in online education	6	9	4
Online teaching methodologies	11	6	1
Teaching four skills online	10	11	3
How to increase discipline	7	4	9
How to enhance reliability	8	8	12
Learning about student profile	13	12	6
How to create awareness in students	9	1	8
Problem solving for online lessons	4	7	7
Institution's expectations	14	13	14

About the usage of technology and tools, P1 thought that this lesson was about technology and it should be the first thing to teach: "*I think it is important because technology is the platform that we use for online classes. It is the core of everything.*" However, P2 and P3 did not attach that priority since they thought that the instructors were experienced enough, so it was not that urgent as P2 says: "W*e got some kind of experience with that, so we kind of learned how to do it. Yes, it is still important, but it's not that urgent I guess.*" For student participation item, P1 and P3 assigned similar numbers and gave higher priority than P3 who thought in this way: *"I decided not to give it so much importance, because I believe if we improve the other things first, participation will come. I believe if we improve our methodology, if we improve the discipline, if we improve awareness, participation will come."* Student motivation, which was considered mostly related to participation, and online material development and adaptation issues are in the first 5 contents for all participants. P2 highlights the importance of online material development and adaptation in this way: *"Even though we use applications or programs, it doesn't mean that they are okay to use in distant education. I guess we need to learn how to adapt them, actually, they are still intended to be in the classroom usage."* For time management in online lessons, there is no priority by the instructors since they thought there were not many problems with this issue. Variety in online education was numbered as the 6th, 9th and 4th by the instructors which

could be considered almost in the middle. P3 said: *"It's kind of similar for me to learn online teaching methodologies and how to adapt materials and activities. For me, they are very connected. It's about the way we are teaching."* For online teaching methodologies, there is more dissensus among the instructors. P3 thought it should be the first thing to handle and presented her/his opinions: *"I believe there are some changes in the way we teach, because, for example, the communicative approach is kind of hard to use in online teaching education. So, I believe that we will have new methodologies."* On the other hand, P1 did not give too much priority to this item: *"I don't think there are different methodologies for online teaching. It is about using different tools while giving online education. There is no thing as online teaching methodologies, there are teaching methodologies to be applied online. So for that, you need to learn the technological tools at that job."* In the matter of teaching four skills online, P1 and P2 did not assign high numbers while P3 assigned number 3. P3 explained her/his reasons in this way: *"Now, it's hard to implement writing, for example, in online education, so I really want to know how to teach four skills and how to combine them in one lesson, for example."* P1 considered that these are not peculiar to online teaching: *"I think it is fundamental for teaching languages, but when I think specifically, it's all about language teaching, not specifically online language teaching, that's why."* P2 gave the highest priority on how to increase discipline: *"Self-discipline, self-management… They are the key, it has never been that much important in education, I guess. We cannot force anyone here, in classroom, you have some kind of like authority, but then we are just people on their screen, nothing to do."* In the matter of how to increase reliability, the instructors did not make many comments. For the item learning about the student profile, P3 gave the highest priority with number 6 while P1 and P2 did not demonstrate much priority. P3 stated that: *"I think we have to get to know our students in order to teach them, we need to know how they would like to be taught, what kind of learning styles they have."* On the other hand, P1 explained why s/he did not attach that priority: *"Of course, I also think it's very important to know the profile of your students, but I just presumed that it will be teacher training session, who will come and teach me the profile of my students. First, I need to come into the class and then I will get to know the profile. That's why it doesn't need to be included in the teacher training as a content."* On the topic of creating awareness in students, P1 and P3 ranked similarly while P2 gave the top priority. P2 expressed it in this way: *"They don't know the importance of prep school. Actually, they don't know what language learning is. That is the*

biggest problem in their motivation and in their participation. So, it doesn't matter how hard we try unless they know what it takes to learn a language and what it takes during an online process. We cannot be successful in trying to make them participate in our classes. So, I guess that should be number one priority." For the problem-solving item, P2 and P3 assigned the number 7 while P1 assigned 4 which could be considered similar. P1 put forward that: "*I think problem-solving is a very general term, it's about like everything. If you have a problem with participation, you need to solve that problem. If you have a problem with technological tools you need to solve the problem. So, I think it is one of the most important ones."* Lastly, it is outstanding that none of the instructors gave priority to institution's expectations and P1 explained it in this way: "*Because we are given materials, we know what we are supposed to teach, when we get the materials, when we look at the syllabus, etc. That's why; it doesn't need to be in the teacher training content necessarily."*

4.2.8. Instructors' Perspectives on Pre-service Online Teaching Education: In this part, the fourth research question is scrutinized.

RQ4: What are the perspectives of the EFL instructors in an English preparatory school on pre-service teacher training in distance education?

In one-to-one interviews, the instructors were asked if there should be specific lessons for online teaching in the curriculum of ELT departments. 9 out of 10 instructors reckoned that detailed lessons on online foreign language teaching should be included in the curriculum of ELT departments and the students should be educated before they experience it. Only one of the instructors thought that it was unnecessary to include a separate course for online teaching since it was about experience.

"As a course, no. I mean, this is based on experience, not about theory. It would be unnecessary." (Ins3)

Accordingly, the contents proposed by the instructors for pre-service online teaching education in Table 20 are based on 9 instructors' views. Likewise, usage of technology and tools is on the top with 7 instructor comments. Student participation and motivation comes after it with 6 instructors. Online material development and adaptation was touched on by 6 instructors, too. 3

instructors suggested including a separate skills lesson for online teaching in the curriculum. 2 instructors proposed including the matters of online assessment, psychology and problem solving for online lessons in the curriculum. Finally, how to teach students to be an online citizen, online environment and teaching concept in general, variety in online education, time management in online lessons and the rationale behind educational technologies were each mentioned by one instructor who thought that it would be plausible to teach them to the students who would be English language teachers.

Table 20

Pre-service online teaching training contents proposed by the instructors

Codes	N	Sample Excerpts
Usage of some technology and tools	7	Which platforms to use and which tools to be used with those platforms and how to use them more effectively. (Ins9)
Student participation	6	The problems like decreasing teacher talk and increasing student talk in online classrooms. (Ins9)
Student motivation	6	For example, we can include some research about motivation of learners during online teaching period. (Ins2)
Online material development and adaptation	6	And they also don't know how to prepare an online material. There are some theories, perspectives, frameworks about how to develop an online material, for instance. (Ins7)
Teaching four skills online	3	Also, the skills, we need to have separate courses for teaching each skill in online platforms and different

		courses for each skill and materials. (Ins6)
Online assessment	2	How to assess students online, how to administer the exams, or how to prepare the projects, like instead of exams, etc. Everything is a bit different when it comes to online teaching. (Ins9)
Psychology for online lessons	2	Some kind psychological things about online education can be included in the curriculum. We know educational technology and psychology, we took those courses, but I don't think that it applies for online teaching at all. In online, like, everything's totally different. (Ins2)
Problem solving for online lessons	2	Difficulties during online teaching, so it can be kind of error analysis for the teachers. Okay, these are the problems that you will face, so, be prepared for these ones. (Ins2)
How to teach students to be an online citizen	1	We also need to teach them how to be good online citizens. Because you have to be a good online citizen. That means that you have to know how to use your citizenships online, like you need a formal email address, you need a mobile phone with a lot of applications, you have to know how to use them as a teacher. (Ins8)

Online environment	1	Well, first of all the types of online environment. There are multiple types of online environment and online teaching and there are lots of rules about how to teach online, so they don't know any of them. (Ins8)
Variety in online education	1	Again, how to make more variety, you know, types of activities and interactions. (Ins5)
Time management in online lessons	1	Time management. If you have, like very long text reading texts, for example, it might be a bit difficult to cover in virtual classrooms. If you want them to read it silently, it will take like a lot of time, and you can never see your students and know if they read it or not. (Ins9)
Rationale behind educational technologies	1	Why do we actually need educational technology? For the sake of fun or for the sake of something else? Do we really know that? For instance, why do we need technology in English? What makes it good about education? Maybe that could be done more clear. (Ins8)

Using the same technique, which is NGT, these items were discussed and ordered by 3 focus group interview participants as can be seen clearly in Table 21.

Table 21

Focus group instructors' rating on pre-service online teaching training contents

Codes	P1	P2	P3
Usage of some technology and tools	3	2	5
Student participation	4	8	8
Student motivation	8	9	7
Online material development and adaptation	2	3	4
Teaching four skills online	1	10	10
Online assessment	5	11	11
Psychology for online lessons	13	5	9
Problem solving for online lessons	6	7	12
How to teach students to be an online citizen	12	4	1
Online environment	10	1	3
Variety in online education	7	12	6
Time management in online lessons	11	13	13
Rationale behind educational technologies	9	6	2

While rating these items, the focus group instructors stated that they thought in a similar way for the items that was available in in-service training, as well, such as usage of technology and tools. For student participation and motivation items in pre-service training, instructors mostly gave less priority than in-service training. P2 explained the reason: *"Maybe I put it a bit behind because I thought that they can have the chance to get in-service training about these things. So I think that like not everything can be taught during the four-year program. I thought that these could be integrated into in-service trainings and I gave the priority in in-service for them."* For student participation, only P1 gave more priority than other instructors: *"I think learning how to engage students is also important and it's kind of related to the use of technology. The purpose of using the technological tools is to engage the students more."* For online material development and adaptation, all participants gave high scores. P3 said: *"For*

online material, we have different approaches, we have different ways of communicating, we have to develop different kinds of material in order to have different kinds of teaching." When it comes to teaching four skills online, while P2 and P3 assigned number 10, P1 indicated the highest priority and pointed out: *"For the previous session, we were talking about in-service, I thought that they have already learned how to teach four skills. That's why it doesn't mean a lot to them, but for students, I think it is very important to teach them properly whether online or face-to-face."* Although P2 assigned number 10, s/he highlighted this: *"Actually, I want to give it a higher priority, but I couldn't, so it made me sad, that's actually an important topic, actually, but I couldn't give a high priority."* About online assessment, the instructors assigned the numbers 5, 11 and 11 respectively. P1 explained the importance of pre-service online assessment training: *"I think assessment itself is a difficult topic and when it comes to doing it online, it becomes even more complicated. It is important whether to assign projects or exams, or if you're assigning exams, which platform do you like to use, for example, there are some platforms that are not free, which locks the computer screen so that the students cannot open tabs or etc. So, I think this is an important issue, and at first when first pandemic hits, and there was a controversial situation. Everybody has different ideas about it. So, I think it is something important."* On the other hand, P3 said: *"I believe that online assessment is important. I didn't put a high priority to it because it's something that is being developed. It is not something that we know, right now, in detail, right? I believe there are other reasons that should be prioritized right now, such as creating awareness."* About the psychology item, the ordering of the instructors are highly diversified. P1 gave the lowest priority and stated: *"It's about the feelings. It is nice, but it's a job of a counselor or a psychologist, of course as a teacher you should understand the feelings of students as well, but I think participation and motivation are more important."* P2 assigned number 5 for this item and claimed: *"I thought that psychology should play a bigger role in education, and also in language teaching. So, I try to give a high priority, which is a different area, which is a different world online."* For the problem solving in online lessons item, P3 assigned number 11 and argued: *"I didn't give high priority because I believe if we solve the other problems first, problem solving will become something automatic."* P1 who indicated the highest priority for this item among all the participants with number 6 stated: *"P3 is right, once you get experienced in the other fields, it will become automatically, but there are always some problems that are unexpected and that you never met before. So I think it's*

something important to be taught." About teaching students how to be an online citizen, P3 gave the top priority: "*I believe it is the most important one because students don't see the meaning of being an online citizen. Time has changed, we are changing, we are going from face-to-face education to online education. To be an online citizen is to realize that everything is changing and if they don't realize that everything is changing, they are not going to have motivation because they don't see the reasons why. I believe that even if we get out of this pandemic, online education will still be important. So, that's why it's important to know the meaning of being an online citizen."* Contrarily, P1 gave one the lowest priorities for this item and stated: "*I also think that learning to be an online citizen is important, but it is not the responsibility of a language teacher."* For the online environment item, P2 gave the top score, P3 also gave a high priority with number 3, and P1 gave a lower priority with number 10. P2 explained the importance of this item: "*First, they should know, understand what online education is. What is online environment? Then, they can learn how to do it, like learning a language first and learning how to teach it later."* However, P1 explicated her/his reasons for not giving a higher priority: "*I think these terms are very general. Once you introduce the technological tools and everything to students, they will get to know the online environment as well. When you teach them how to teach four skills, when you teach them how to prepare materials appropriately, they will get the concept of online teaching in general as well."* For the variety in online education item, P1 and P3 assigned similar numbers, which are in the middle, however, P2 gave one of the lowest priorities: "*Well, I thought after these other things are done, they can learn this automatically."* About the time management in online lessons, it is intriguing that all of the participants gave low priorities which was also the same for in-service contents. P1 asserted that: "*When they know how to manage their time in a real classroom, they will probably learn to adapt that skill to the online environment."* Finally, about the rationale behind educational technologies, P3 gave the second highest priority: "*I just tried to go from general to specific. So, for me, the most important thing was how to be an online citizen. And then, the next most important thing was the rationale behind educational technologies. I believe it's important to implement critical thinking in our students."*

Apart from these items, the focus group participants were asked if they would like to add more contents related to online education for the curriculum of pre-service English language teachers and for the trainings of in-service instructors. The instructors suggested that some other

items in both in-service and pre-service training could be employable for both audiences as can be seen in the excerpts below.

"For me, how to create awareness might be implemented in the curriculum of the ELT students as well." (P1)

"The concepts like online employment and teaching concept in general and how to teach students to be an online citizen should be included in in-service training, too. I would say almost everything in pre-teaching part should be integrated in in-service, too." (P2)

"How to be an online citizen is something that should be considered in in-service. Some of as teachers, we, don't know the importance of being an online citizen yet. We may need psychology item, too." (P3)

4.2.9. Focus Group Instructors' Perspectives on Students' Reasons for not Turning Their Cameras on: During the focus group interview, the reasons behind students' not turning on their cameras, obtained from student data, which were not doing it because nobody turns it on, privacy concerns, caring about the appearance too much, being too relaxed, shyness, not having high-quality devices and seeing the camera usage as a distractor, were presented to the instructors. All three instructors stated their ideas about these reasons and camera usage. One of the instructor thought that the reasons seemed valid and as long as the students followed the lesson, there would not be any problem. The other instructor thought that only 3 of these could be acceptable, but it would be better they could turn their cameras on. The third instructor is the most flexible one about this issue and stated that camera usage was not important for her/him, but the microphone usage was obligatory and s/he was strict about it.

"I think all of these reasons are somehow valid. But the most important reason is that they want to do something else other than focusing on the class, they want to eat while they're listening, they want to lay down, they want to go to the toilet or to the kitchen, come back, etc. They just don't want to turn on a camera, but if they don't turn on my cameras but speak, that's okay for me, as well, but they just need to show me that they're following me. By the way, about the privacy issue, some students don't want to turn on the cameras because they don't want to

share their rooms with us, but they can use the artificial background and so we can just see their faces. I always use it in my classes." (P1)

"I really found it really interesting about having low quality devices. Yes, that is a real reason. I can accept only those three, feeling privacy, okay, but I have still some counter arguments about it. Being shy, okay, and having low quality devices, okay. … If you cannot see someone, how can you benefit from that conversation or that communication? I don't trust them when I don't see their faces, when I don't hear them, when I don't get any interaction from them" *(P2)*

"I set the rules from the beginning. Cameras are not important for me, but microphones are everything in my lesson. In my lesson they never turn on the cameras but microphones are mandatory and it works well." (P3)

CHAPTER 5

DISCUSSION

In this chapter, the results of the study will be discussed elaborately and no tables with detailed numerical data will be included as they have already been given in the findings chapter.

5.1. Discussion Regarding the First and Second Research Questions

The first research question was "*What are the perspectives of the students in an English preparatory school on distance education?*" and the second research question was *"What are the perspectives of the EFL instructors in an English preparatory school on distance education?"*. In spite of some different questions in semi-structured student and instructor interviews, it was decided to address these two research questions under the same title given that there are many overlapping issues like advantages and disadvantages of online education which are worth to be summarized and discussed together for a better understanding.

According to the findings, most of the students were more satisfied with the fall term which was held face-to-face than the spring term which was held online. The fall term expectations of the students were questioned in order to understand if the unmet expectations stemmed from curriculum itself or if it reflected some differences between online and face-to-face education. Unmet expectations of the students from the fall term resulted from having inadequate speaking-oriented lessons as well as writing lessons, expectation of longer lessons and some teacher assignment problems to the courses in the first weeks. It can be deduced that these unsatisfied parts are about the curriculum of the program, which includes timetables and lesson types and structures, as well as the organizational structure of the institution. When the students' spring expectations were asked, they stated that their expectations were a better language development than the fall term education, obtaining better feedback, having more practice lessons and more lessons to prepare them for the proficiency exam. The outcomes of the spring term were questioned in detail and were indeed the focus of the study.

When it comes to the instructors, all the instructors who participated in this current study stated they had their first synchronized online teaching experience after COVID-19 outbreak. Half of the instructors had online learning experience; three of them as mastery students, one as

an online foreign language learner and the other one as an undergraduate student to try some tools beforehand. These teachers mostly mentioned that distant lessons they were taking were highly practical and time-saving and two of them highlighted that they were adults and they were motivated to learn which made this situation different from younger learners.

Regarding the main advantages of online lessons, the students mentioned the time-saving nature of online lessons since they did not spend extra time for commuting and other things, lesson recording opportunities, having no locational boundaries, minimizing interruption potential during the lessons, efficient usage of materials and tools, contacting some teachers easily by means of technology, ensuring safety during the pandemic, helping students spend less money, creating opportunity for self-improvement in technology, eliminating unnecessary parts during the lessons and focusing on the most important points, taking easier exams, building self-confidence, getting detailed written feedback, home comfort, having more well-prepared lessons by the teachers. Similar to the case in students, the instructors were also asked to mention the advantages of online lessons. The main advantages of online lessons were practicality in the usage of online tools and materials, better time management during the lessons, removing locational borders, better classroom management during the lessons, having less distractors for the students, self-improvement in technology, recording of the lessons which makes them available to the students all the time, opportunity of having more self-confident students during online sessions, which is particularly valid for introverted students, environment-friendly material usage, opportunity for students to meet their social needs in pandemics and maintaining the necessary distance between instructors and students. Among these bright sides, not having time and location restrictions (Öztürk Karataş & Tuncer, 2020; Taşçı, 2021), financial advantages (Öztürk Karataş & Tuncer, 2020; Taşçı, 2021), improvement in digital literacy (Muthuprasad et al., 2021; Taşçı, 2021), better access to online sources and better material usage (Öztürk Karataş & Tuncer, 2020), contacting teachers smoothly by means of e-mail (Nashruddin et al., 2020), flexibility and convenience (Muthuprasad et al., 2021) were also mentioned by some other researchers who conducted studies on online teaching in higher-education settings after COVID-19. Gonzalez et al. (2020) also reported a substantial progress in students' achievement through developing online learning strategies after the lockdown as advantages, however, none of the students nor instructors mentioned a similar issue in this context. Students only reported that they did better in the exams because their teachers asked what they taught and

that's why exams were easier when it was online, which also entails that it is because of the content validity and covering more limited parts, not thanks to students' developing better strategies.

As for main disadvantages of online lessons, all the students talked about the technical problems; and the other elements such as inequality of opportunities, not being able to ask questions, having time-related problems, having interaction problems, having more distractors at home, problems occurring in the process of getting feedback and answers, having a less social environment, getting mentally overwhelmed and inefficient usage of materials were also mentioned by the students. Technological drawbacks (Öztürk Karataş & Tuncer, 2020; Serçemeli & Kurnaz, 2020; Taşçı, 2021), inequality of opportunities (Muthuprasad et al., 2021), experiencing mental problems like anxiety, despair, depression, tension and exhaustion that led disruption in their academic life (Hapsari, 2021; Türkleş et al., 2021), feeling isolated (Serçemeli & Kurnaz, 2020) which also comes to mean having a less social environment in this study, experiencing problems in interaction and getting feedback (Taşçı, 2021), lack of autonomy (Öztürk Karataş & Tuncer, 2020; Taşçı, 2021), having inadequate learning environment and insufficient learning experience (Muthuprasad et al., 2021; Taşçı, 2021) and problems occurring in material usage (Taşçı, 2021) are solely some of the similar examples which were mentioned in literature. Serçemeli and Kurnaz (2020) revealed that students mostly took a negative approach towards online education in general which was also the case for most of the students in the current study based on their preferences and expectations. All these challenges call forth substantial advancements, amelioration, discipline and organization not only for higher authorities and institutions, but also for teachers and students.

When it comes to the disadvantages reported by the instructors, technical drawbacks which were caused by various factors such as connection, internet infrastructure, equipment, tools and software programs, uncertainty about the students both during and out of the lessons, challenges faced in the implementation of some strategies, methods and activities, and interaction problems during the lessons were among the main drawbacks. It is extraordinarily intriguing that these four items were mentioned by all of the instructors. It should also be noted that having interaction problems include teacher-to-student, student-to-teacher, student-to-student and whole class interaction breakdowns. As Moore (1989) and Moore and Kearsley

(2012) propose, especially student-student interaction work differently in online education and the instructors mostly find it challenging to achieve a balance during the lessons. The statements of both instructor and student participants support this argument. If the aim is to teach a language, interaction is a must, however, the arguments of both students and instructors show that it was not be able to succeeded enough in this context which grew the transactional distance (Moore, 1993). Lack of motivation was also mentioned by 9 instructors and this item includes not only motivation struggles of students, but also of teachers under the pandemic conditions. Inequality of opportunities comes after these items with 8 mentions, instructors emphasized the troubles both students and instructors run into, especially in access to the internet and technological devices. 7 instructors talked about time-management problems they faced with, which might be considered opposite to the better time management item in the advantages section. What is more interesting here is that there are 7 instructor comments for both items. It can be claimed that teachers both experienced time-management problems because of some factors like using the free version of Zoom with limited time and finishing the allocated parts in the curriculum earlier than expected because of "lecture" type lesson delivery in online lessons with less student participation as well as some conveniences in time-management thanks to controlling the flow of the lesson and seeing the time which is always available on the screen. The instructors also stated that online lessons were more demanding for teachers; for instance, teachers were very overwhelmed because of having more homework to evaluate and online procedures mostly took more time than face-to-face duties. In addition, they had to put in extra effort to adapt and adjust activities and materials in the online lesson process. The last item was having potential distractors at home. Similar to student statements, most of the teachers also thought that there were some distractors for some students living with other people and who did not have appropriate environment for the lessons. When all the items for advantages and disadvantages of online lessons derived from both student and instructor interviews were examined, it can be obviously observed that while the participant students mostly spoke on their parts, instructors made their comments by taking a wider view than the students by including advantage and disadvantage examples for both instructors and students. In addition, while some items can be seen contradictory, it can be deduced that every view is right in their own right when the reasons are examined in the excerpts given. Likewise, some other researchers such as Gao and Zhang (2020) detected some discrepancies among the instructor attitudes towards

distance education which might also interpreted as a result of variability in teachers' teaching philosophies as well as experiences.

Students' evaluations on four main skills, grammar and vocabulary were examined separately. As can be seen explicitly in Table 8, students stated their preferences and for reading, there was not an up-front preference by the students: 4 students preferred face-to-face learning due to the teacher presence, pen and paper usage enabling visual learning and better feedback opportunities while 3 students indicated online preference because of taking advantage of the internet during reading activities and having a quiet environment, and 3 students claimed that it did not matter a lot. It can be deduced that the changes stem from some differences in dominant learning styles of the students. While some prefer underlining, touching books and using pens which include both kinesthetic and visual learning, some prefer studying alone as an example of intrapersonal learning style. For listening, 6 students preferred face-to-face lessons mostly because of technical problems which impede the delivery of listening audios such as internet-related sound problems and connection cuts while 4 students indicated online lesson preferences by stating that they worked better inasmuch as they could listen to the same audio afterwards and they did not have any noise as in classroom environment. However, it should be pointed out that the statements of the students for this skill were mostly based on their own experiences which varied tremendously from student to student, in that, students who had internet connection problems or insufficient equipment and students who had enough equipment and appropriate lesson settings gave different answers. Writing was the only item with the most online learning preferences since half of the students favored online education, 3 students preferred face-to-face and 2 students did not prefer either of them. The reasons for online writing preference are receiving more resourceful feedback in digital environment, intensive writing assignments prompting them to practice more and practicality of computer usage while writing for some students. Students liked the elaborated and constructive feedback they obtained in online documents instead of getting superficial feedback during the lessons as well as benefiting from online dictionaries and auto-corrections. On the other hand, 3 other students highlighted receiving instant feedback under their teachers' watch and challenging nature of face-to-face sessions which force them to write without the usage of dictionaries and applications. These two views have some salient points while reflecting the discrepancies in getting feedback from various instructors. It is also striking that some students feel comfortable while writing on a

digital environment with the help of other tools while some are aware that taking the easier way out reduces the discipline and hinders their learning. In this case, with an aim to maintain a balance, it might be claimed that flexibility in the usage of dictionary and other writing tools should be considered both in online and face-to-face lessons. For speaking, 7 students preferred face-to-face classes while 3 of them showed online preference. Face-to-face preference was highly expected because of the setbacks in turning the cameras and microphones on. Students mentioned not feeling the urge to speak in online lessons and some reported some issues such as insufficient time to speak in online lessons, not being able to use gestures and mimicries as well as lack of teacher presence in front of them in reality. On the other hand, 3 students looked on the bright side at this point by stating they felt more secure with themselves, there were not undesirable factors to interrupt them while speaking and native language usage decreased in online lessons. When we look at these statements, it can also be interpreted that the students who are shy in the classrooms might be more challenger during online lessons and personality traits may affect their attitudes. For grammar, while there were 5 face-to-face preferences by exemplifying some factors such as asking their questions easier, more emphasized grammar presentation, pen and paper usage as well as having more time allocated for grammar in a face-to-face classroom environment. However, 3 students favored online learning by reporting some advantages of online lessons in terms of grammar such as being able to revise the lessons later, more focused on grammar activities and taking advantage of the internet while 2 students stated they could detect no or not much difference. Indeed, some contradictory statements can be detected here in the matter of getting detailed grammar lessons among the students. To illustrate, as also clear in the excerpts, a student (S4) stated that grammar lessons were prioritized because of time restrictions and they did more grammar activities while another student (S2) reported that they did not focus on grammar lessons a lot. In spite of some differences in the delivery of lessons by the instructors, it is safely assumed that all the instructors covered specific units adhering to the curriculum which include separate grammar lessons for each level. Therefore, these remarks might also represent the differences between student expectations from the institution which are stated before. For some students, detailed grammar lessons might be more effective while speaking and other skills might come first for some others. As for vocabulary learning, 4 students preferred face-to-face and 2 students preferred online learning while 4 students found both of the teaching ways highly similar, which makes it the item with the highest

number of neutral statements by the students. In other words, almost half of the students thought that there were not much difference between two types of learning in terms of vocabulary instruction. Face-to-face preferences were because of having sufficient time to enrich their vocabulary, usage of tangible tools and keeping vocabulary notebooks which the teachers check. The other two students stated they were in favor of online lessons since they could re-watch the lessons with an intent to improve their vocabulary and they had to form sentences using words rather than body language to express themselves during online sessions.

To examine this situation from both students' and instructors' views, as is clear in Table 13, reading, listening, speaking, writing, grammar and vocabulary teaching preferences of the instructors have some similarities to and differences from students' preferences to learn these language structures. Face-to-face lessons are seen more advantageous for reading in both groups and the instructors stated reasons such as monitoring students properly, making sure that students were doing activities at that time, having a better opportunity to push students and boosting student engagement. On the other hand, online lesson preference for reading was stated by two instructors who thought that there was less noise and online dictionaries and educational tools enabling marking and highlighting made the lessons more efficient. It is striking that half of the instructors did not take any stances for listening lessons, 3 instructors thought that online lessons would be better with less distractors and students could hear smoothly with their headphones while 2 instructors were of the opinion that face-to-face lessons could be better to avoid technical problems. It is also intriguing that while instructors showed the least preference for face-to-face lessons, students mostly preferred face-to-face lessons based on their experiences during this process. This situation is another indicator of inequality of opportunities, in that, online listening lessons might work better for people having appropriate settings and devices. Writing preferences are totally the same for both groups; half of the participants preferred online lessons, 3 of them indicated face-to-face preferences and 2 of them did not make a clear choice for either in each group. Instructors' reasons for online preference are making use of online tools such as Padlet, Google Docs and Google Classroom efficiently especially for monitoring them online while they are writing and giving feedback. 3 instructors stated they couldn't monitor their students while they were not in front of them and they couldn't guarantee that the feedback they provided was checked and processed by the students. For speaking lessons, all of the instructors and 7 of the students preferred face-to-face lessons. 3 students' reasons for online lesson

preference were given beforehand, however, all the instructors were of the opinion that online lessons were not sufficient enough to push and encourage students to speak, to enhance student-to-student interaction, to prompt target language usage and to eliminate technological problems. For grammar, face-to-face lesson preferences outweighs for both groups while there is no online lesson preference for instructors. While 4 instructors did not take either stances, 6 of them remarked that face-to-face lessons could be more efficient to monitor students, check their comprehension, use a variety of approaches and methodologies and to go over grammatical structures in detail. Finally, for vocabulary education, more than half of the instructors reported that there was not much difference between these two instruction types. 2 instructors preferred online lessons in which they could use online tools to teach vocabulary items and searching for these items and showing them is easier when they are sitting in front of the screen. The other 2 instructors indicated face-to-face preference to check and guide their students more efficiently in classroom settings. At this point, it should be highlighted that these instructors use the same or similar technological tools to provide a better delivery for vocabulary teaching even when they are in classroom settings, therefore, most of them stated that they were doing the same things.

The literature do not have sufficient studies specifically focusing on skills development of higher-education students after COVID-19 yet and it should be highlighted that most of the reasons affecting their preferences are already given under advantages and disadvantages section. Öztürk Karataş and Tuncer (2020) studied on ELT students' skills development and according to their results, writing skill was the most developing one while speaking skill was the most disadvantageous. The present study do not measure nor compare the improvement of the students' skills development statistically; however, there were some discrepancies among the students for writing lessons and most of the students preferred face-to-face lessons for speaking lessons. When all these views and preferences are scrutinized, it can be clearly seen that there are both overlapping and contradictory utterances by students, as well. Overall, they might have stemmed from some other variables such as having different personality traits, attitudes, expectations, conditions as well as instructors.

The obvious differences between students might also be associated with motivation to learn through online lessons and their autonomy skills. There are some studies showing that there is a positive correlation between motivation and academic success (Abdurrahman & Garba,

2014; Güneş & Alagözlü, 2020; Thronbury, 2006). At this point, students' online lesson motivation should also be questioned and teachers should try to eliminate students' prejudices as also stated by one of the students. However, it should not be forgotten that students should also develop their autonomy since they are not physically in the classroom during online sessions. As Eneau and Develotte (2012) propose, they need to see the parts in which they are weak or strong and they should *"learn to learn"* as a team even in an online environment (p., 15). As Tschofen and Mackness (2012) states, autonomy, connectedness, diversity and openness are main components for learning in a digital environment and students must be active in their own learning. It can be concluded that being a *"lurker"* (Klemm, 1998) might not be enough in online environments for language learning by looking at the experiences of both students and instructors. To encourage online student autonomy, Lee, Pate and Cozart (2015) suggest offering options, rationale and circumstances for personalization. Herein, as also some of the instructors and students acknowledged, focusing on the positive sides of online lessons and giving reasons for learning in an online environment might encourage more effective learning.

As stated before, a common sense among all the teachers is that it was challenging to provide active participation through interaction during online lessons. Hence, the instructors were asked about what they did to motivate students for a better participation. They mentioned the usage of gamification and multimedia to attract students, explaining the rationale behind any action to prompt them speak or open their cameras, usage of personalization during the lessons, usage of positive and negative reinforcement, usage of sense of humor and demonstrating empathy to establish connection with the students. As stated in the literature review, social presence which can be defined as the capability of interacting with ease, and to form bonds by means of personality reflection (Garrison, 2009) and can be viewed as a symbol of cooperation (Castellanos-Reyes, 2020) was found to be the most significant determinant in education by Holmes et al. (2010) which points to the enormous impact of interaction. Some of the suggestions that the instructors offered are in line with the arguments of Scollins-Mantha (2008) who emphasizes feedback, facilitation of debate, lesson time, usage of humor and personal information and modelling in order to increase social presence in a classroom. While Vrasidas and McIsacc (1999) emphasize the importance of structure, class size, feedback that students receive adequately and experience in ICT usage for interaction, Masters and Oberprieler (2004) suggest making sure of students' digital literacy skills and curriculum articulation for effective

participation. In addition to these, the value of online course design for effective participation is highlighted by Hawkins et al. (2013) and Croxton (2014) who also draw forth that there are many factors affecting participation. Accordingly, it can be claimed that when all technical troubles are eliminated, all of these items might support active student participation.

However, another factor which affected participation of the students was considered students' not turning on the cameras by all the instructors. Interestingly, it was an issue which came to the forefront during the student interviews too, and 6 students touched on camera usage and stated their preferences. Half of them were in favor of the camera obligation to maintain classroom discipline and more efficient classroom interaction. The other half of the students advocated the flexibility of camera usage during the lessons. Among their reasons, there were privacy concerns, giving particular importance to appearance, home comfort, being a shy person, having equipment which is in low-quality and perceiving camera usage as a distractor during the lessons. Later in the focus group meeting, the instructors were given these reasons and they commented on them. Out of three instructors, only one thought that the reasons were somehow valid and as long as they participate in the lessons in other ways, there wouldn't be any problem. One instructor stated that having low-quality cameras seemed as a real reason, being shy and privacy issue might be valid, but s/he couldn't trust the students without the camera usage. The third instructor reported that as long as microphones were opened when asked, there wouldn't be any problem in not using the cameras. About the privacy issue, one of the instructor suggested the usage of artificial background feature. When all the views were evaluated and compared, it can be claimed that there might be some real reasons behind not turning on the cameras; however, it is something that affects participation and interaction in language lessons and some solutions for this might be providing students with sufficient equipment and some obligations for camera and microphone usage during the lessons. A language classroom cannot be imagined without social presence and as Swan and Shih (2005) propose, learners should not have the impression that they are not communicating with real people when they are taking online lessons. Since communication is not only via voice and include gestures and facial cues, camera usage seems essential. As Gunawardena and McIsaac (2013) and Albuquerque and Velho (2003) claim, gestures and mimics are among of the key factors increasing social presence; therefore, the audio usage without camera might not be sufficient for a teaching environment. Another reason is that as all of the instructors stated, teachers do not know what students are doing during

online sessions and even some students reported that in face-to-face classes, teachers could check their comprehension levels more thoroughly than online lessons by only looking at their faces. The literature regarding camera usage supports these views. Anderson, Beavers, VanDeGrift and Videon (2003) put forward that cameras mediate interaction in online lessons and similarly, Griffiths and Graham (2009) mention that cameras reinforce the relationship between the instructors and students. After COVID-19 outbreak, Roth and Gafni (2021) examined university students' camera usage and revealed that especially the students who do not have high-level of self-efficacy took advantage of camera usage which also affected their positive emotions. Castelli and Sarvary (2021) intended to understand the reasons behind why students did not turn on their web cameras and they found out that appearance concerns, privacy concerns and low internet-connection are among the reasons which are also in line with this study. They remarked that these situations led instructors to feel like talking to themselves as all the instructors in the current study reported; hence, they recommend prompting students to turn on their cameras with equity concerns.

Another prominent issues in the interviews were homework and overall online assessment. During the semi-structured student interviews, half of the students talked about homework load they had during the online education process due to the time constraints in the lessons. According to instructor statements, even though some quick adaptations were made in the curriculum by the institution, it did not meet the needs to cover all the materials with an aim to increase the proficiency levels of the students to a certain level as in campus-based education. Therefore, homework assignments increased, which was also reported by the students. Some students reported that more homework caused more stress, cheating, and was time-consuming while there were students who mentioned some bright sides like providing them with the opportunity to develop themselves under the pandemic circumstances by challenging them and setting some aims for them. Instructors also stated they were overwhelmed by grading and giving feedback to a great number of online assignments. However, when the circumstances of the lockdown period and the limited opportunities like the usage of free version of Zoom because of the abrupt shift to online education were taken into consideration, increased homework assignment seemed the only option for some institutions. Some researchers like Epstein and Van Voorhis (2001) and Carr (2013) state that homework assignments should be done purposively, not randomly, and in this context, the purpose was to make students learn and practice the

language as in face-to-face teaching as well as to fill in the gaps like having time constraints stemmed from sudden shift to distance education. Öztürk Karataş and Tuncer (2020) have revealed that students developed their writing skills to a great extent thanks to excessive writing assignments during COVID-19 process, therefore, this situation might be considered somehow advantageous for the students, too. Some instructor and student statements for writing development in the current study were in line with this as noted in the findings chapter. As mentioned before, both the instructors and students mentioned that they were overwhelmed by homework load, though. Protheroe (2009) claims that homework should be challenging for the students, yet it should not be too overwhelming for them. Accordingly, it can be asserted that in the future of online education era, homework assignments should be designed more thoroughly by bearing its psychological effects in mind. Moreover, the existence of time limitation and pandemic circumstances made this more inapplicable; hence with better opportunities like having a limitless program and detailed course planning, these problems might be overcome in the future.

When it comes to overall online assessment including all assignments, projects and exams, academic dishonesty was touched on by all the instructors. It was not something surprising and many researchers in literature support the idea that students have a tendency to cheat when the assessment is carried out online (Dendir & Maxwell, 2020; Garg & Goel, 2021; Peled, Eshet, Barczyk & Grinautski, 2019). To this end, the instructors were asked about what could be done for a fairer online assessment based on their experiences. They suggested proctoring students carefully during the exams. Even though monitoring students with another device was implemented during the examinations of the institution, some details such as seeing the keyboard, two hands of the students and their screens at the same time as well as making sure that students do not use headphones or earphones against any kind of cheating are among the suggested solutions. In addition, having a small size of students per the proctor and asking the students to show their rooms are other solutions. Alessio, Malay, Maurer, Bailer and Rubin (2018) as well as Dendir and Maxwell (2020) also emphasize the importance of proctoring by revealing the decrease in students' scores because of not being able to cheat after proctoring in their studies. Apart from proctoring, instructors stated that checking plagiarism through some web tools and programs, having a controlled examination system or platform that may record the screen, prevent copy-pasting and opening other tabs might also work. Daoud, Alrabaiah and

Zaitoun (2019) as well as Mason, Gavrilovska and Joyner (2019) highlight that plagiarism detection tools should be used to detect similarities among students' work and the internet resources. As for a platform as instructors described, Alessio et al. (2018) exemplified a software program called "Respondus Lockdown Browser™ and Respondus Monitor" (p. 170) locking the browser to prevent opening other tabs, printing and taking screenshots. Instructors also suggested that asking more questions which do not require specific answers, like personalization questions, might prevent getting answers directly from the internet. Setting time limitation for the questions and overall exam was another suggested item to prevent plagiarism by the instructors which was also recommended by Dendir and Maxwell (2020) and Olt (2002). Finally, increasing internal motivation of the students was given by the instructors as a solution against the urge to cheat. It should be noted that Dendir and Maxwell (2020) point out that some other potential solutions such as a specific browser usage, time limitation, shuffling questions and options could be used as well, but without direct proctoring, the others would be insufficient. Accordingly, all the statements by the instructors are plausible and essential; however, it is also a crystal-clear fact that facilities for proper proctoring is a must. It can be justifiably claimed that online assessment is a broad area and happened to be something obligatory rather than an option in this process, which shows the importance of further developments in technology, further studies and trainings for teachers and teachers-to-be.

At the end of both student and instructor interviews, further recommendations were asked. The suggestions of the students regarding the online lessons in English language preparatory programs involving stakeholders such as teachers, institutions and higher authorities can be summarized as follows:

- Institutions should have adequate and limitless platforms to provide better language education.
- Internet capacity is not the same everywhere, better internet infrastructure is a must.
- Providing financial support to those who do not have sufficient technological equipment is essential.
- Attendance should not be a problem because students do not interrupt the lessons as in a face-to-face classroom environment.
- The materials should be adapted to online lessons more professionally.

- The decision-makers should be more specific about the planning process so that students can adjust themselves accordingly.
- Teachers should imbue the learners with the idea that distance education can be effective contrary to popular belief.
- Some teachers need some trainings on how to use technological tools.
- Teachers can speak slower during the online lessons for a better delivery.

Instructors were also invited to put forward their suggestions for further online ELT lessons. The themes were divided into two groups as suggestions for institutions and suggestions for software developers. Instructors' suggestions for institutions can be summarized as below:

- Having an appropriate curriculum for online lessons is a must in order not to have problems following the pacing.
- Having teacher-friendly platforms which allow more things for education than only screen sharing and speaking, which also enable more student-centered lessons should be considered.
- Regular teacher trainings and meetings can be on online teaching including seminars, peer observations and feedback sessions should be organized for professional development.
- There should be camera obligations for students and the institutions can make a contract with the students before the education starts.
- Getting feedback from the teachers should not be skipped, some assumptions for face-to-face lessons might not be the case for online lessons.

Instructors' suggestions for software developers can be summarized as below. Even though some name them utopic, no suggestions were excluded from the gathered data forasmuch as the nonstop advancement of technology.

- There should be easier transition opportunities between the shared files, pages and applications and teachers and it should be possible for teachers to show more than one thing at a time.
- There should be more practical options within the teaching platforms for group and pair work.
- There can be some platforms which do not require the internet to eliminate such problems in the future technology world.

- There can be a direct question and answer system in which students can type simultaneously and which can be used in writing activities.
- Teachers should be able to visit each student individually as in normal classroom environment.
- Some integrated documents or note pads to take notes and add links can be implemented into the teaching programs. For example, students can click on the link that the teacher adds to go to a dictionary website and it can be available to the students all the time.
- Structure of the teaching platforms can be developed as in a classroom environment. To illustrate, The profiles can be seen in a u-shape design while the shared lesson material is in the middle.

All these suggestions by the students and instructors who experienced both face-to-face and emergency online lessons are invaluable even if they are based on experiences occurring in one university. All the statements and suggestions show the necessity for developments and changes in the online teaching curriculum. In parallel with this, Volungevičienė, Teresevičienė and Ehlers (2020) suggest that higher education institutions should catch up with technological and educational developments, face with the arising problems and develop a curriculum which is flexible and more learner-centered. In addition, they recommend that institutions plan the curriculum in liaison with digital and network society workers. About the flexibility in curriculum, Moore (2016) states that instructors have a chance to adjust the courses during online lessons when needed and for a better course design, he suggests some strategies such as laying out a scheme for students to reflect the structure of the lesson, offering feedback for each unit, making sure that lessons promote interaction rather than corresponding and having online office hours which makes instructors more accessible to students. Considering that this current study covers the emergency online education, the future of online education will be able to respond to most of these challenges and suggestions depending on the learning objectives and facilities of the institutions.

Apart from these, having such obstacles, challenges and suggestions on online education exposes a sheer necessity for training for pre-service and in-service EFL teachers, which is the point of the third and fourth research questions.

5.2. Discussion Regarding the Third and Fourth Research Questions

White (2017) is of the opinion that not only teachers, but also learners had better reconsider their practices since online education has given a rise to a drastic change in pedagogy and adds that while technological developments are widely focused, advancements in education is highly ignored. In parallel with this, as Hodges et al. (2020) states, a lot of instructors and teacher educators were completely unprepared for the situation in the emergency online education process which demonstrates the necessity for more research in this field. Congruently, Walters, Grover, Turner and Alexander (2017) put forward that in the process of planning professional development programs aiming people who are going to teach online, the necessary contents should be clarified to support instructors and to meet student expectations. To this end, the instructors were asked about what content they would include in trainings of both pre-service and in-service EFL teachers on online education if they were the authorities.

The third research question was *"What are the perspectives of the EFL instructors in an English preparatory school on in-service teacher training in distance education?"*.

All the instructors were firstly asked what could be the necessary contents for in-service trainings of instructors having various backgrounds, experiences and technology skills during the semi-structured instructor interviews and as it is clear in Table 18, all the content suggestions were given along with the excerpts. The contents include usage of technology and tools, student participation, student motivation, online material development and adaptation, time management in online lessons, variety in online education, online teaching methodologies, teaching four skills online, ways to increase discipline, ways to enhance reliability, learning about student profile, ways to create awareness in students, problem solving for online lessons and institutions' expectations. Later, with the selected 3 instructors, focus group interview was conducted and these items were prioritized which can be seen in detail in Table 19. As mentioned earlier, the instructors were chosen among the ones who showed less similarities and therefore, after the rating process, the instructors were not asked to reach a consensus for each item in order to provide a discussion environment. Among these 14 items, student motivation, online material development and adaptation and problem solving for online lessons were rated in the first 7 by each instructor. It is also striking that the least priorities were given to time management in online lessons and institutions' expectations items which were rated after 12 by all the focus

group instructors. Even though other items were ordered differently by the instructors, it was reported that none of them was unnecessary, however, priorities were different by the instructors and it was hard for them to prioritize one over another.

Finally, the fourth research question was *"What are the perspectives of the EFL instructors in an English preparatory school on pre-service teacher training in distance education?"*.

Similar to the steps to answer research question 3, all the instructors were firstly asked to come up with some content ideas for pre-service EFL teacher education and later order them in the focus group meeting. What is different here is that one of the instructors did not think that it was necessary to have separate lessons for online lessons in the curriculum of ELT students by stating it was all about experience. Therefore, the items derived from 9 instructors' views on this issue. The proposed items are usage of technology and tools, student participation, student motivation, online material development and adaptation, teaching four skills online, online assessment, psychology for online lessons, problem solving for online lessons, how to teach students to be an online citizen, online environment, variety in online education, time management in online lessons and rationale behind educational technologies which can be examined in detail in Tables 20 and 21.

When the proposed contents of in-service and pre-service training are compared, some overlapping as well as distinct items can be observed. Different items are online assessment, psychology for online lessons, how to teach students to be an online citizen, online environment and rationale behind educational technologies. It can be claimed that there are different theoretical lessons for pre-service teachers by looking at the distinct items herein. For the items student participation and student motivation, instructors gave less priority to pre-service training than the in-service contents. Usage of technology and tools and online material development and adaptation items are in top 7 for every focus group instructor. Time management in online lessons item is the least prioritized item for two instructors. For most of the items, there are huge gaps between instructor decisions and the reasons for it include having other items to prioritize, finding similarities between face-to-face and online lessons, not having enough progress in items like online assessment, and not seeing some of them as a responsibility of language teachers as in teaching how to be an online citizen item. Apart from these items, the instructors were asked if

they had something to add this list and they put forward that some of the items in in-service training can be included in pre-service training and likewise, some of the items here can be considered for in-service training. For example, one of the instructors stated that even teachers do not know how to be online citizens.

All of these findings are of vital importance on the ground that they serve as a comprehensive needs analysis for this field. Online education is a great part of our lives from now on and even if there may not be a lockdown all the time, most of its features will be used on a large scale. Furthermore, the shift to online education has also brought about opportunities not only for pedagogical examination as well as for reconstruction in terms of curriculum which will still be of value even after the pandemic (Cunningham, 2021; Guillén, Sawin & Avineri, 2020). As aforementioned, even though these content ideas are only based on the experiences of instructors in only one institution, the instructors made their comments by bearing in mind that there are different types of instructors as well as teachers-to-be having different experiences, opportunities, skills and traits. In addition, a vast number of research studies conducted on higher education after COVID-19 process which were exemplified and discussed before (e.g. Castelli & Sarvary, 2021; Gao & Zhang, 2020; Gonzalez et al., 2020; Hapsari, 2021, Muthuprasad et al., 2021; Öztürk Karataş & Tuncer, 2020; Taşçı, 2021) prove that similar situations were experienced not only in Turkey, but also all around the world. Correspondingly, most of these items might be applicable for all language instructors and language teacher training programs as well as teachers and teacher training programs of other fields.

CHAPTER 6

CONCLUSION

The conclusion chapter, which is the last chapter of the study involves the summary of the study, its pedagogical implications and some suggestions for further research studies.

6.1. Summary of the Study

In conclusion, the present study was conducted on 10 instructors and 10 students who had a chance to experience both face-to-face and emergency online education in the same private university in Turkey during 2019-2020 academic year. The purpose of this qualitative study was to find out and examine the perspectives of the instructors and students on online education elaborately and contribute to both pre-service and in-service EFL teacher education. As Guillén et al. (2020) claim, the challenges that were faced during this period are indeed some chances which should be seized for language community. To this end, as a first step, students' expectations and views on advantages and disadvantages of online education were questioned through semi-structured student interviews and analyzed from a broad perspective by also focusing on some factors such as flow of the lesson, communication, homework load, camera usage and their suggestions. The second step was to gather more comprehensive data from the instructors. Accordingly, semi-structured instructor interviews were conducted 10 instructors; instructors' experiences, educational background, detailed views on the differences between face-to-face and distance education, online tools, student participation and motivation, online assessment, suggestions for institutions, software developers and higher authorities as well as content ideas for in-service and pre-service education were investigated. Later, a focus group meeting involving two sessions with the chosen three instructors was implemented and all the tabulated content ideas for in-service and pre-service foreign language teacher education were rated through NGT and discussed by the focus group instructors. Moreover, students' reasons for not turning their cameras on were also evaluated by the focus group instructors. In the light of the collected qualitative data from both students and instructors, it was concluded that there are many variables affecting the perspectives of both instructors and students, and all reasons seem valid. Apart from differences in experiences, educational background, skills, learning and teaching strategies; one of the reasons is that inequality of opportunities especially in terms of

the internet and technology usage overall have an impact on student and institution response to distance education (Zhong 2020, as cited in Crawford et al., 2020) which is also the case in the current study. Therefore, the findings should be interpreted in view of the fact that it was emergency online education and experiences of each person was unique, yet there were similar situations all around the world under pandemic circumstances as stated in the literature review and discussion sections and all may serve the future of online education in ELT community as well as other departments.

6.2. Pedagogical Implications

The writer of this present study strongly supports the idea that even if the experiences of students and instructors are peculiar to one institution, all the findings show real consequences of COVID-19 process for educational practices in an English preparatory program which can be considered for the future of online ELT lessons as well as blended teaching. As Garrett (2000, as cited in Edwards & Briers, 2002) argues, without a deep knowledge of the responses of the specialists, including instructors, to alterations, it is impossible to manage the changes properly. While doing that, it should not be forgotten that effective language teaching starts with a well-designed curriculum as supported by Masters and Oberprieler (2004), Hawkins et al. (2013) and Croxton (2014), and the inferences from the perspectives might be used while designing an online language teaching curriculum depending on the institutions' facilities and learners' needs. In addition, most of the challenges which both students and instructors faced show the necessity of trainings on distance teaching for both in-service and pre-service teachers. The content ideas for both pre-service and in-service trainings which were all promoted and ordered in terms of priority by participant instructors serve as a comprehensive needs analysis. To put it more clearly, not only does the study show the fundamental contents for in-service trainings, but it also serves as a detailed needs analysis on what to include in the curriculum of ELT programs in terms of online teaching to make them more prepared about online and blended teaching. Moore (2006) notes that making instructors experience how to be an online student will be useful with the intent to encourage them to welcome and keep up with the online education system, which demonstrate the importance of field experience as well as theoretical knowledge. Accordingly, it could be put forward that this issue is applicable for pre-service teachers who could experience online learning environment before they start to teach.

In a nutshell, all the experiences could be perceived as constructive feedback for institutions, teachers, material developers and instructional software developers for the future of online education. In addition, technology is an inseparable part of face-to-face teaching and some advantages could be used in face-to-face teaching, as well. However, as Moore (2006) argues, there should be a reason behind using a technological tool, and the complex technological applications will necessitate a proper student training and if there is no real purpose in using them, it will also lead anxiety as well as an ineffective learning setting for the students. Therefore, taking advantage of technology without turning it into a torture for both students and instructors should be the priority.

6.3. Suggestions for Further Research

For the further studies, it is suggested that researchers can conduct studies on both students and instructors from more than one institution. Instead of making use of only qualitative research design, mixed method can be considered for a better triangulation. In addition, a focus group meeting with students in addition to instructors is highly recommended for a better comparison.

This study mostly focuses on pedagogical aspects of online teaching and involving both technological and pedagogical aspects might be considered for other studies as well. Some researchers might think about studying with distance education specialists, directors, software developers and material developers in order to contribute to the field by a means of different sampling.

Finally, the present study touched on various issues such as positive and negative sides of online lessons, skills development and online lessons, autonomy, student participation and motivation, interaction types during online lessons, online assessment, camera usage, suggestions for institutions, software developers and higher authorities as well as content ideas for pre-service and in-service foreign language teacher trainings. Studying these items in a more focused way in different contexts will be of great value.

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Appendices

Appendix 1: Research Ethics Committee Approval

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI TUTANAĞI

OTURUM TARİHİ **OTURUM SAYISI**
27 Kasım 2020   **2020-09**

KARAR NO 6: Eğitim Bilimleri Enstitü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Fatma Kübra DURNA'nın "Uzaktan Öğretim Üzerine İngilizce Öğretmenleri ve Öğrencilerinin Görüşleri: İngilizce Öğretmeni Eğitimi İçin Çıkarımlar" konulu tez çalışması kapsamında uygulanacak görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitü Müdürlüğü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Fatma Kübra DURNA'nın "Uzaktan Öğretim Üzerine İngilizce Öğretmenleri ve Öğrencilerinin Görüşleri: İngilizce Öğretmeni Eğitimi İçin Çıkarımlar" konulu tez çalışması kapsamında uygulanacak görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. Recudun YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR   Pro . Dr. Doğan ŞENYÜZ
Üye   Üye

Prof. Dr. Ayşe OĞUZLAR   Prof. Dr. Abdurrahman KURT
Üye   Üye

Prof. Tülay GOGUŞ   Prof. Dr. Alev SINAR UĞURLU
Üye   Üye

Appendix 2: Institution Approval

Evrak Tarih ve Sayısı: 25.01.2021-367

HİZMETE ÖZEL

İSÜ | İSTİNYE ÜNİVERSİTESİ
İSTANBUL

T.C.
İSTİNYE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yazı İşleri Ofisi

Sayı   : E-83108310-302.14.99-367
Konu   : Araştırma İzni (Fatma Kübra DURNA)

BURSA ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi   :   a) 10.12.2020 tarihli ve E.37566 sayılı yazınız.
              b) 09.01.2021 tarihli ,89636268-900-E.77 sayılı İSÜ Yabancı Diller Bölüm Başkanlığı
              yazısı.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Fatma Kübra DURNA'nın "Uzaktan Öğretim Üzerine İngilizce Öğretmenleri ve Öğrencilerinin Görüşleri: İngilizce Eğitimi Öğretmeni İçin Çıkarımlar" konulu tez çalışması kapsamında Üniversitemiz Yabancı Diller Bölümü öğrencilerine uygulama yapması Rektörlüğümüzce uygun bulunmuştur.

Gereğini arz ederim.

Prof.Dr. Erdal KARAÖZ
Rektör V.

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BE5U5BRR   Belge Takip Adresi : http://ebys.istinye.edu.tr/enVision/validate_doc.aspx

Adres:İstinye Üniversitesi Topkapı Kampüsü, Maltepe Mah. Edirne Çırpıcı Yolu No:9   Bilgi için: Damla Şahan
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HİZMETE ÖZEL

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Appendix 3: Student Interview Guide- Turkish Version

Beklentiler ve görüşler

- Güz döneminin başında hazırlık programından beklentileriniz nelerdi?
- Güz dönemi beklentilerinizin ne kadarı karşılandı?
- Bahar döneminin başında, henüz online ders planları yokken, hazırlık programından beklentileriniz nelerdi?
- Online dersler ile, bu beklentilerinizin ne kadarı karşılandı?

Yüz yüze ve online eğitim karşılaştırması

- Online ve yüz yüze eğitim arasında ne tür farklılıklar tespit ettiniz?
- Online derslerin problem ve zorlukları nelerdi?
- Online derslerin avantajları nelerdi?
- Online ve yüz yüze öğrenmeyi aşağıdaki ögeler açısından karşılaştırdığında, sizce hangisi daha verimli? Bunları teker teker değerlendirip nedenlerini söyleyebilir misiniz?
    - Reading- Okuma
    - Listening- Dinleme
    - Speaking- Konuşma
    - Writing- Yazma
    - Vocabulary- Kelime
    - Grammar- Gramer

İleriki online hazırlık dersleri için öneriler

- İleriki online hazırlık dersleri için önerileriniz nelerdir?

Appendix 4: Student Interview Guide- English Version

    Expectations and perspectives

- What were your expectations from the preparatory program in the beginning of the Fall Term?
- To what extent were your Fall Term expectations met?
- What were your expectations from the preparatory program in the beginning of the Spring Term, when there were no online lesson plans?
- With online lessons, to what extent were these expectations met?

    Face-to-face versus online education

- What kind of differences between online and face-to-face education did you detect?
- What were the problems/ challenges in online lessons?
- What were the advantages of online lessons?
- When you compare online and face-to-face learning in terms of the items below, which one is more effective? Can you evaluate them one by one and tell your reasons?
    - Reading
    - Listening
    - Speaking
    - Writing
    - Vocabulary
    - Grammar

    Suggestions for further online lessons in preparatory programs

- What are your suggestions for the further online lessons in preparatory program?

Appendix 5: Instructor Interview Guide

Experiences

- Did you have any experience in online learning? If yes, what are your experiences?
- Did you have any experience in online teaching before 2020 Spring term?
- Did you get online teaching training in your university life? If you did, what were the contents?
- Did you get any online teaching training just before your online teaching last term? If you did, what were the contents?

Face-to-face versus online education

- What kind of differences are there between online and face-to-face teaching? How can you evaluate the negative and positive sides of online teaching?
- When you compare online and face-to-face learning in terms of the items below, which one is more effective? Can you evaluate them one by one and tell your reasons?
  - Reading
  - Listening
  - Speaking
  - Writing
  - Vocabulary
  - Grammar

Perspectives towards online tools

- Did you feel comfortable while using online tools in your online lessons? What were your experiences?
- Was Zoom enough for English teaching, can you evaluate it?

Participation & motivation

- How was the student participation in online lessons?

- How did you motivate your students for participation?

Online assessment

- How did you assess students in online teaching last year?
- Did you have any assessment criteria?
- What are your views/suggestions towards online assessment?

Further suggestions for online lessons in preparatory programs

- What are your suggestions for future online lessons in English preparatory schools?

In-service online teaching education

- If instructors were being given online lesson training now, what content would you prefer in the training?

Pre-service online teaching education

- Do you think online teaching education should be included in the curriculum of English Language Teaching programs? If yes, what types of elements can be included in the curriculum?

Appendix 6: Focus Group Meeting Guide

The topics and items discussed in the focus group meeting are based on the data gathered from semi-structured student and instructor interviews.

Reasons behind not turning cameras on (from students' data):

- seeing that others don't open them
- not feeling privacy
- attaching importance to appearance
- being at home- in a relaxed situation
- being shy
- having low-quality devices
- finding it distracting

IN-SERVICE TEACHER TRAINING CONTENTS (from instructors' data)

NGT TEMPLATE:

Items	P1	P2	P3	P4
usage of technology and tools				
student participation				
student motivation				
online material development and adaptation				
time management in online lessons				
variety in online education				
online teaching methodologies				
teaching four skills online				
how to increase discipline				
how to enhance reliability				
learning about student profile				
how to create awareness in students				
problem solving for online lessons				
institution's expectations				

PRE-SERVICE TEACHER TRAINING CONTENTS (from instructors' data)

NGT TEMPLATE:

Items	P1	P2	P3	P4
usage of some technology and tools				
student participation				
student motivation				
online material development and adaptation				
teaching four skills online				
online assessment				
psychology for online lessons				
problem solving for online lessons				
how to teach students to be an online citizen				
online environment				
variety in online education				
time management in online lessons				
rationale behind educational technologies				