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**TURKISH EFL PREPARATORY CLASS STUDENTS' AND
TEACHERS' ATTITUDES TOWARDS DISTANCE EDUCATION**

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**T.R.
PAMUKKALE UNIVERSITY
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Bu çalışma, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET

İngilizce Hazırlık Öğrencilerinin ve Öğretmenlerinin Uzaktan Eğitimine Yönelik Tutumları

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Teknolojik gelişmeler dil eğitimine yeni kolaylıklar getirmiştir ve uzaktan eğitim de bu kolaylıklardan biridir. Ancak COVID-19 salgını sürecinde eğitimin her aşaması için uzaktan eğitim bir zorunluluk haline gelmiş ve bu süreçte öğretmen ve öğrencilerin buna uyum sağlaması gerekmiştir. Bu beklenmedik durum hem öğretmenler hem de öğrenciler üzerinde farklı etkiler yaratmış ve onların tutumları da etkilenmiştir. Dolayısıyla hazırlık sınıfı öğrencilerinin ve öğretmenlerinin uzaktan eğitime yönelik tutumlarını ve öğrencilerin demografik değişkenleri ile tutumları arasındaki ilişkiyi belirlemek bu çalışmanın temel amacını oluşturmuştur. Araştırmanın katılımcıları İstanbul'da İngilizce hazırlık sınıfından 300 öğrenci ve 20 öğretmendir. Öğrencilerin tutumlarını belirlemek için her birine tutum ölçeği uygulanmıştır. Ayrıca, 20 öğrenci ve 20 öğretmen ile uzaktan eğitime yönelik tutumlarını belirlemek için görüşme yapılmıştır. Nicel veriler SPSS, bağımsız grup t testi, tek yönlü ANOVA ve Scheffe testi yardımı ile analiz edilirken nitel veriler ise içerik analizi ile analiz edilmiştir. Araştırmanın bulguları hem öğrencilerin hem de öğretmenlerin uzaktan eğitime yönelik tutumlarının olumlu olduğunu göstermiştir. Öğrencilerin tutumları ile cinsiyet, yaş, İngilizce yeterlilik düzeyi ve bilgisayar erişimi arasında anlamlı bir ilişki bulunmuştur. Bununla birlikte öğrencilerin tutumları ile internet kullanım süreleri önceki uzaktan eğitim deneyimi ve lise türleri arasında anlamlı bir ilişki bulunamamıştır.

Anahtar kelimeler: Tutum, öğrenci tutumu, öğretmen tutumu, uzaktan eğitim, uzaktan İngilizce eğitimi.

ABSTRACT

Turkish EFL Preparatory Class Students' and Teachers' Attitudes Towards Distance Education

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The technological improvements have brought new facilities into language education and distance education is one of them. However, distance education has become a must for every step of education during the COVID-19 pandemic, and teachers and students were required to adapt to this process. This unexpected situation has had different effects on both teachers and students, and their attitudes have also been effected. Hence, revealing the attitudes of preparatory class students and teachers towards distance education and the relationship between the demographic variables of students and their attitudes were the main purposes of this study. The participants of the study are 300 students and 20 teachers from English preparatory class in Istanbul. In order to reveal the attitudes of students, the attitude questionnaire was administered to the participants. 20 students and 20 teachers were interviewed to specify their attitudes towards distance education. The quantitative data were analyzed with the help of SPSS, Independent Sample T-test, One-way ANOVA and Scheffe's Test, while the qualitative data were subjected to content analysis. The findings of the study demonstrated that the attitudes of both students and teachers towards distance education were positive. There was a statistically significant difference between students' attitudes and gender, age, English proficiency level and computer access. Nevertheless, there was no statistically significant difference between their attitudes and internet usage duration, previous distance education experience and high school types.

Keywords: Attitude, student attitude, teacher attitude, distance education, distance English education.

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LIST OF ABBREVIATIONS

- ANOVA – Analysis of Variance
- BA – Bachelor of Arts
- EFL – English as a Foreign Language
- ELT – English Language Teaching
- MoNE – The Ministry of National Education
- MA – Master of Arts
- OLAA – The Open Learning Agency of Australia
- Ph.D. – Doctor of Philosophy
- SPSS – Statistical Package for the Social Sciences
- TAM – Technology Acceptance Model
- Tele-scoula – Italian Television School
- TRT – Turkish Radio and Television Corporation
- UKOU – United Kingdom Open University
- UAE – United Arab Emirates

CHAPTER 1: INTRODUCTION

In the last quarter of 2019, Coronavirus (Covid-19) epidemic emerged in China, which was announced officially as a global pandemic by World Health Organization in March, 2020 and affected the people's lives firstly in their country and then all over the world. Since that moment, a lot of countries and cities all over the world have been supposed to be brought into shutdown with many public institutions such as schools and workplaces as well as people's everyday lives being suspended until now (Aslan, 2020).

The intermittence of educational activities made distance education a current issue. All over the world, different distance education activities were started, and Turkey is one of the countries to use distance education in each level of education from young learners to higher education. The Ministry of National Education (MoNE) created platforms and TV channels to pursue the education for high schools and lower levels and universities were free to use their online systems. Public and private universities followed different procedures for each lesson, which means some of the courses were taught via off-line videos and some of them via online chat videos.

The implementation of distance education aimed to continue the educational activities and prevent students from failing any kinds of educational activities because of the pandemic. However, distance education was a new application for some students in Turkey and therefore, it was not easy to adapt for everyone. Distance education needs technological equipment such as computer and internet connection (Aslan, 2020). Not every student has these appliances so they may not reach distance education facilities equally. Even when they have these opportunities, the desperate atmosphere of pandemic might affect their motivation to go on learning. It may be harder for them to focus on the lessons while looking at their computer screen at their houses and they may become more reluctant (Demir & Narlıkaya, 2020).

While some universities preferred offline videos, which were prepared in advance, some universities required their staff to teach online at the same time, which required teachers to have an important role in this distance education. Besides students, teachers may also have had problems while adapting into this new education method. They also had to stay at their houses and deliver the lessons in front of their computers. With the pandemic concerns, teachers were supposed to teach their lessons online and make new arrangements for their lesson plans. When all of the factors affecting both students and teachers are

considered, it appears to be important to study their attitudes towards distance education because both students and teachers are the main participants of distance education.

1.1. Statement of the Problem

Technological improvements have led to new opportunities for many areas and education is one of the branches influenced by technology. In this regard, after the announcement of closing down the schools, higher education institutions started to find a way to continue the lessons. At that time, distance education seemed to be a good solution for the problem but its effectiveness needed to be questioned. Various studies have been conducted to investigate distance education in terms of its effectiveness since then and one of the topics is the attitudes. When the related literature is reviewed, there can be found a number of attitude studies towards distance education (Çelik & Uzunboyulu 2015; Eela, 2020; Kowshick, 2020; Olugbenga, Rotimi, & Olakulehin, 2006; Unger & Meiran, 2020) however, there have not been enough research studies about the attitudes of students and teachers in preparatory class towards distance education. These studies mostly focused on the common compulsory courses which were taught via distance education and were an obligation for some university students before pandemic such as English I or II, Atatürk's Principles and History of Turkish Revolution I or II in many universities in Turkey. They are preferred to be taught via distance education since it saves time and place. These studies (Birişçi, 2013; Köprülü & Öznacar, 2019; Öztaş & Kılıç, 2017) give limited information about distance education because the number of the lessons was limited and they did not focus enough on attitudes of the students and teachers towards distance education.

As a hot topic, distance education is now a topic that is studied more and to be improved by the researchers because it is seen that even after the pandemic, distance education could be used at different education levels and can be beneficial in the long term. Even in face-to-face education, the attitudes of students and teachers are still being studied to improve the quality and the quantity of the foreign language education (Çakır & Solak, 2015; Erarslan & Zehir Topkaya, 2017; Murphy, Rodriquez-Manzanares, & Barbour, 2011; Srichanyachon, 2013). The environment and atmosphere of a real classroom affecting attitudes of teachers and students has always been a matter for both teachers and students and has become a reason for many studies (Ağır, 2007; Azizah & Nugraha, 2021; Farooq & Javid, 2012; Peytcheva-Forsyth, Yovkova, & Aleksieva, 2018). When the distance education was put into practice, the attitudes of teachers and the students had not been studied enough in the related literature.

There have been studies analyzing both students and teachers in this language learning process and one of the topic of these studies is the attitude. The attitude of students toward language learning, especially toward English, is always a matter for the scholars and it is a question needed to be answered whether they have positive or negative attitudes towards English learning. In traditional education which is face-to-face education, the attitudes of learners shed the light on improving English teaching better and it has been analyzed in different contexts (Galloway, 2017). In addition, now, the attitude of students toward distance education has the same the reason for study, nevertheless, the related literature does not have enough studies about it and in order to improve English teaching via distance education, the attitude of students is going to be analyzed in this present study. Furthermore, teachers' attitudes are also of great importance in this language learning process because even if distance education may give students more responsibility than face-to-face education, teachers are still an important part of this language learning process; therefore, the attitude of teachers is going to be analyzed in this present study as well.

1.2. Significance of the Study

The attitude of students and teachers in language learning is an important point so many researchers have investigated the issue until now and they emphasized the importance of attitude in language learning (Galloway, 2017). In the light of these studies, it is a fact that the attitude also has an important effect on language learning process, especially as a compulsory act of distance education. Because distance education during the pandemic is a relatively new topic for language learning, it needs to be studied in different contexts to shed light upon its hidden aspects.

In addition to students' attitudes, teachers' attitudes should also be studied to improve distance education. When their roles are considered in language learning process, teachers' attitudes also count. Nevertheless, the attitudes of both students and teachers in language learning toward distance education during the pandemic should be studied separately to reveal the similarities and differences between their attitudes.

1.3. The Purpose of the Study

Language learning has always been affected by technological improvements and for the last few decades, these improvements have been bringing new methods and style. In this sense, informational technology gives us a chance to get what we need, wherever we are and

this convenience laid the foundations of distance education which we use more under today's circumstances as a result of pandemic.

Psychological and emotional states of learners are an important factor in their language learning process. Their attitude is a part of those states, too and has been examined to make their language learning process more effective so far (Moore & Kearsley, 2011). The other part of this language learning process is teachers and their attitudes are also important in distance education implementation. Thus, both groups' attitudes towards distance education should be examined to help them better.

In the light of the above-mentioned issues, this present study aims at revealing the attitudes of both students and teachers toward distance education, which is applied because of the pandemic and demonstrating if some variables such as age, gender or previous experience of distance education affect students' attitudes toward distance education. To this end, this present study aims to answer the following research questions:

1. What are the attitudes of English preparatory class students towards distance English education?

2. What is the relationship between the students' demographic variables (gender, age, English proficiency level, internet usage duration, computer accessibility, previous distance education experience and high school types) and their attitudes towards distance English education?

3. What are the attitudes of English preparatory class teachers towards distance English education?

1.4. Limitations of the Study

This present study includes some limitations. First of all, the participants of the study, both students and teachers, are from only one private university in Istanbul, Turkey. The number of the participants is always an important matter for a study; hence, this university's preparatory class has limited student and teacher number and the results of this study cannot be generalized to other contexts.

In this present study, only the attitudes of students and teachers are going to be analyzed and the results are going to reflect the attitudes of teachers and students. In future studies, some different stakeholders can be included.

There were less number of teachers compared to the students. Moreover, the students answered both the questionnaire and the interview form but the teachers answered only the interview form.

CHAPTER 2: LITERATURE REVIEW

In this part of the study, related literature was reviewed and theoretical framework was explained. Firstly, general definition of distance education was clarified. Secondly, the history of distance education in different settings was analyzed and some studies were reviewed. Thirdly, the history of distance education in Turkey was explained and again some of the related studies upon the attitudes towards distance education in Turkey were reviewed. Lastly, distance foreign language education was explicated and some of the related studies were offered.

2.1. General Definition of Distance Education

Yang (2020) highlighted the importance of reforming the education environment to better comply with the requirements of the present information age through the integration of information technology. According to Desai, Hart and Richards (2008), educational technology can provide the change and growth that is required in learning setting, and the impoundment of learning to the physical limits of a classroom can be removed. One of the present forms of education systems that has been influenced by global developments is distance education.

In the light of the contemporary global setting, which includes new technological tools and the advent of Internet technology, educational dimensions such as teaching, learning and pedagogy are undergoing a transformation (Battro & Fischer, 2012). Global transformation affected students as well because the environment in which they are born is considerably different from that of prior generations. Students have different requirements than earlier generations and the teaching context is no longer limited to the physical setting of classrooms (Hashim, 2018)

Before the pandemic made the distance education obligation for every levels of education in many countries, the fast change and improvement of technology made the distance education necessary to adapt to new and original teaching styles and techniques. Moreover, there were some other reasons to use distance education such as ever-increasing world population, staying behind of new facilities with old methods in education and increasing costs of education materials. In the light of this information, distance education is not a new and undiscovered topic. After all, the distance education entered into our lives with the developments of informational technology before the pandemic.

Since the middle of 19th century, the notion of distance education has existed in various forms and has changed until now (Simonson, Schlosser & Hanson, 1999). There have been a lot different definitions of distance education. To begin with, Kaya (2002) defines distance education as a teaching method from a specific center through specially prepared teaching units and various environments in cases where it is not possible to conduct in-class activities due to the restrictions of traditional learning and teaching methods. In other words, it is an education system model where students and teachers who do not share the same environment and carry out teaching activities with communication technologies (İşman, 2003).

The Unites States Distance Learning Association defines distance education as the use of electronic media in education in all fields including continuing education, telemedicine, corporate training, K-12, military and government training, higher education, and those committed to lifelong learning (Bingham, Davis, & Moore, 1999). Furthermore, it is defined as institution-based, formal education in which the learning group is divided and interactive telecommunications systems are applied to connect lecturers, learners and materials (Schlosser & Simonson, 2009).

According to Moore and Kearsley (2011), distance education is planned learning that takes place in a different location than teaching and thus needs special teaching methodologies, special course design, electronic and other technology-based communication, along with distinctive administrative and organizational procedures. That is to say, distance education, according to Bates (2005), is a type of education in which teachers and students do not share the same physical space and it is significantly dependent upon technology. In the lights of these definitions, it can be said that when traditional education systems, in which teacher and learner are in the same place, cannot be implemented, distance education is another teaching and learning system effectuated via communication tools where both teacher and learner are not in the same place.

2.2. The History of Distance Education in Different Settings

With the process of industrialization and transformation into an information society, many countries in the world have had to keep up with this rapid change and have sought new education models according to changing social and economic needs (Girginer, 2002). As a result of these changes, distance education approach has emerged. Historically, distance education has been used to enable adult learners living in places where the traditional

education system cannot be reached to enter the education system (Hawkins, 1999). Distance education, which dates back to the 1700s as a concept and started with letter teaching practices, continued its development in parallel with the developments in technology and gained its current meaning and importance with information technologies.

Looking at the chronology of distance education, it can be said that in the 1870s education through newspapers and the letters, between 1930 and 1950 education with printed materials, between 1950 and 1980 education with radio, television and video, between 1980-1995 computer-assisted education and after 1995 more commonly web-based education was used (Ozan, 2010). The three main trends and breaking points that changed the perception of distance education around the world were letter teaching in the 1700s, the beginning of learning with electronic course materials with the development of electronic technology in the 1920s and the establishment of distance education universities in the 1960s (Simonson et al., 2003). It can be said that another breaking point is experienced today with the development of Internet technologies (Bates, 2005).

The first distance education experience in the world started with “Shorthand Lessons” in the Boston newspaper in 1728. In the 19th century, Composition Lessons by Letter were taught to woman at the University of Sweden. In the same century, various distance education applications were made in Sweden, the United Kingdom and the United States of America. In 1843, the University Correspondence College and some commercial institutions began postal teaching. In those years, thousands of adults wanted to continue their education up to the college level, but they could not continue their education due to age, occupational and geographical reasons. For this reason, the Correspondence University was established. In 1894, Wolsey Hall College began its education in Oxford, which provides education by letter, and in 1910, Metropolitan College became operational (Uşun, 2006).

The first educational radio broadcast began in the USA in 1920. Educational radio programs were broadcast for schools and the number of radios established for educational purposes reached hundreds. In 1922, publications in other countries like England, France and the Soviet Union started before it was too late. The first educational television broadcasts started at the University of Iowa in the USA, between 1932 and 1937. British Open University was opened in England in 1960 (Uşun, 2006). Since 1940, television has been used to support and strengthen teaching in distance education all over the world; for instance,

in 1958, the number of 5.5 million illiterate people was reduced to 2 million thanks to the Italian Television School (Tele-scuola) project (İşman, 1998).

In the USA, the interest in distance education has increased with the developments in the infrastructure of information and communication technologies and large commercial enterprises. The companies such as Caliber Learning Network, AT&T Learning Network and MCI Communication and the partnerships established by universities have provided new perspectives, development of teaching models and new techniques in distance education. The lectures have been conducted via satellite, video conferencing and computer in distance education. Kentucky Virtual University, Western Governors University, Pennsylvania and South Carolina Universities are some of the examples of the educational institutions that provide distance education in the USA. The Open Learning Agency of Australia (OLAA) includes seven universities providing open learning. Clyde Virtual University was established in 1995, in England and United Kingdom Open University (UKOU) is one of the UK's largest universities with over 223,000 students established solely for distance education (Kurt, 2006).

2.2.1. Studies upon Attitudes towards Distance Education Before and During the Pandemic in Different Contexts

The usage of Internet-based learning has become compulsory with the improvement of technology; therefore, a lot of disciplines get help from the Internet in learning process. The curriculum applied in the classroom may not be sufficient all the time; thus, extra activities can be needed outside of the classroom in order to carry out learning more effectively and autonomously. One of the results of this development has been the usage of distance education. The studies upon the attitudes towards distance education in different settings were conducted even before the pandemic in order to meet the needs of learners in this technological era. Some of the studies upon the attitudes of both teachers and students towards distance education in different contexts were analyzed and their results were stated chronologically in the following paragraphs.

To begin with the before the pandemic period, Nasser and Abouchedid (2000) analyzed the attitudes of teachers and administrators towards distance education in Lebanon and this study was conducted to understand their perceptions before starting a distance education program via a questionnaire and an open-ended interview form. According to the results of the study, all seven directors were not keen on distance education and they were

worried about the time, money and setting issues for preparation. Furthermore, teachers were also neutral about distance education implementation. Like administrators, they believed that funding is a serious problem but still distance education still can save time and place for them.

The rest of the studies given below analyzed the attitudes of students towards distance education. Some of them studied upon the relationship between the attitudes of students and their demographic variables. They were categorized in two groups; the studies before the pandemic and the studies during the pandemic.

The purpose of the study conducted by Olugbenga, Rotimi and Olakulehin (2006) was to analyze the attitudes of university students towards distance education in Nigeria. In their study, they analyzed the specific version of the distance education, which is integrated with open education, and compared distance education and face-to-face education. The participants of the study were 120 students who experienced both face to face and distance education. The findings of the questionnaire showed that %56 of the participants would prefer open distance education instead of face-to-face education in their first year in college. Moreover, the attitudes of students towards open distance education were more favorable than their attitudes towards face-to-face education.

On the other hand, Sharma (2017) focused on some variables affecting post graduate students' attitudes towards distance education. Both a questionnaire and an interview form was used in this study with the participation of 120 post graduate students in India. The study resulted that there was no significant difference between female and male post graduate students' attitudes. However, the study showed that there was significant difference between the attitudes of post graduate students living in urban and in rural areas in that the students living in urban areas had more positive attitudes than the ones living in rural areas.

Even before the pandemic, attitude towards distance education was one of the hot topics to make it better for future implementations; thus, Peytcheva-Forsyth, Yovkova and Aleksieva (2018) studied on the attitudes of students towards distance education in Bulgaria and analyzed their attitudes in terms of gender, age and occupation. The participants of the study were 590 students from different faculties and all of them answered a survey and open-ended questions. The results of the study showed that the attitudes of students were positive; moreover, there were no significant difference between the students' attitudes and their age or gender and occupation.

The above-mentioned studies were studied before the pandemic and now distance-education related studies during the pandemic are offered. Unger and Meiran (2020) studied the attitudes of students towards distance education in the first two weeks of online education process because of the COVID-19 outbreak in the USA. 82 students took the survey with a couple demographic questions. %75,6 of the participants stated that they were anxious during this process and %91,5 of them indicated that it was not going to be the same as face to face education; thus, it was interpreted as their attitudes might show changes. The study also resulted that the ones who took the survey later showed *more* positive attitude towards distance education and they were used to it; moreover, %51,4 of the students were found to be less anxious about distance education three weeks after its application.

Hussein, Daoud, Almbaiah and Badawi (2020) aimed to find out the positive and negative aspects of distance education according to the attitudes of students who took English I and English II lessons in the United Arab Emirates (UAE). In this qualitative study, the participants, 45 students, wrote a semi-guided essay about their thoughts on distance education and their answers were analyzed to find out the results. According to the findings of the study, the students mentioned the positive aspects of distance education such as effectiveness in terms of money and time (%55) and safety for abstaining from getting infected (%48.9). On the other hand, for negative aspects of distance education, they stated that there was mostly distraction and reduced focused (%53,3) and increased workload (%37.7).

To compare the attitudes of students from different higher education institutions upon distance education, Marjerison, Rahman and Li (2020) analyzed the attitudes of students from two different universities, namely a Sino-foreign cooperative university and a typical university in China. Sino-foreign cooperative universities are the institutions delivering Western curriculum courses in English in China (Xiao, 2018). The participants of the study were 76 students from Sino-foreign cooperative university and 80 students from a typical Chinese university. According to the findings of the study, the attitudes of all students towards distance education were positive (M : 3.65) and there were no significant differences between the attitudes of Sino-foreign cooperative university students and typical Chinese university students.

Another study comparing two different university students' attitudes towards distance education in India was conducted by Kowshick (2020). Half of the participants were

the students from an open university and the other half were the students from a formal university. The findings of the study showed that the students (%78) from open university had more positive attitudes than the students (%44) from formal university. Nevertheless, there was no significant relationship between the attitudes of students from both universities and their gender and employment.

The attitudes of students towards distance education may vary according to the lesson types such as theory-based courses or practical based courses. In this regard, to understand the differences, Basantia, Village-Karhara (2021) conducted a study on 80 students, half of whom were practical based course students and the other half were theory-based course students, to compare their attitudes towards distance education in India. The study revealed that the attitudes of theory-based course students were significantly more positive than those of practical based course students. The findings of the study also showed that the attitudes of the students differ according to gender, age, employment and place of residence in that the students who were female, younger, employed and lived in rural had more positive attitudes.

Al-Qaisy (2021) also aimed to analyze the attitudes of higher education students towards distance education in terms of gender and college in Jordan. According to the results of the study, the attitudes of all participants towards distance education were positive ($M: 3.65$). Moreover, there were significant differences between the attitudes in terms of their college type in that scientific college students had more positive attitudes than humanity students. Nevertheless, there was no significant difference in terms of gender.

During the pandemic, English teaching procedures via distance learning were also investigated. In this vein, the purpose of Benadla and Hadji's (2021) study was to analyze the attitudes of EFL (English as a Foreign Language) students towards distance education in Algeria during the Covid-19 pandemic. The questionnaire was applied to 157 students from the departments of English Language Literature and Foreign Languages. The results revealed that the instructors were not ready for the distance education in terms of teaching techniques, materials and sufficient technological knowledge. Moreover, it was shown that the attitudes of students were negative towards distance education and they did not think that they were also ready for this system although they were satisfied with the time saving. In a similar vein, Tran (2021) focused on the attitudes of EFL learners towards distance education and also analyzed the teachers' views on distance education in Vietnam. The questionnaire

in this study was completed by 351 students who were learning English through distance education and 15 teachers stated their opinions about the distance education. The study indicated that the attitudes of EFL learners towards distance education were negative and they had problems adopting this new system due to the increased need in workload and autonomy. Furthermore, teachers also stated similar complaints such as workload, adopting new teaching styles and problems of handling the classroom through screen.

The studies conducted in different settings with the purpose of analyzing the attitudes of both teachers and students towards distance education showed that their attitudes can change in different contexts; therefore, some studies resulted in positive attitudes towards distance education while some others resulted in negative attitudes. The contrasting findings in the relevant literature were the starting point for the current study. In this regard, various demographic variables such as gender, age, English proficiency level, internet usage duration, computer accessibility, previous distance education experience and high school types were considered in the current study to shed light upon the changing aspects of distance education in different educational settings during the pandemic and fill in an important gap in English language teaching procedures during the pandemic.

2.3. History of Distance Education in Turkey

Distance education in Turkey was brought to agenda for the first time in 1927 at a meeting where the problems in the fields of education were discussed and it was aimed to teach literacy to the illiterate part of the public. Nevertheless, this application, which was planned to be done in the form of teaching by letter, could not be started and the most important reason was that the illiterate population was around 90% and it was thought that literacy could not be taught without a teacher (Alkan, 1987).

The developments of distance education in Turkey progressed in proportion to the socio-economic conditions and started in line with the recommendations of foreign experts. In 1960, MoNE established the Letter Teaching Center for the teaching of some technical subjects; moreover, many individuals were educated with this economic method. In 1975, the Experimental Higher Teachers' School was established to train teachers in the fields of science and mathematics. In 1962, children who could not continue their education due to various reasons, adults and those who wanted to increase their professional knowledge and skills were provided with education through letter teaching (İşman, 2005).

In 1941, the Agricultural Calendar was broadcast for rural areas on the radio. It started broadcasting in Turkey in 1927 and later, in 1952, the program was renamed as Village Hour. With the amendment made in the constitution in 1964, TRT (Turkish Radio and Television Corporation) was reorganized and focused on broadcasting for educational purposes. TRT, which started broadcasting in 1968, has made educational broadcasts since the beginning. In 1973, educational programs for primary, secondary and high schools started to be broadcast by the Film Radio and Television Education Center (İşman, 1998).

In addition to face-to-face education, it was aimed to combine teaching methods with letter teaching and television and radio in a purposeful way and education started with 478 students. Between 1974 and 1979, the Non-formal Higher Education Institution operated to train intermediate work force at the associate degree level in order to provide education opportunities for students graduating from high school and its equivalent and to prevent the accumulation in front of higher education. In addition, it planned to broadcast educational programs on television in many fields that may be needed. Thousands of people have received training, especially in technical branches (İşman, 1998; Özdil, 1986).

The developments of communication technologies have brought use of open learning systems more in higher education (Turan & Çolakoğlu, 2008). In an open university, there is no application that obliges students and faculty members to come together on a campus; furthermore, there are academic and administrative staff responsible for the preparation of distance education materials to be sent to students spread all over the country. Open University education allows students to study at their own pace (Özdil, 1985).

In 1978, it was recommended to establish an Open University by the MoNE for the development of distance education applications in higher education. This proposal made by the MoNE in 1978 could only be implemented in 1981 and the first Open Education Faculty at the university level was established within Anadolu University (Gelişli, 2015). The courses of this faculty were also supported by radio and television broadcasts (İşman, 1998). After 1990, other universities started to use distance education applications. In 1992, an open high school was opened under the MoNE and in 1998 an open primary school providing education for the 6th, 7th and 8th grades were opened (Demiray & Adıyaman, 2010).

Today, distance education applications are used by many universities as well as public and private institutions. Approximately 80% of the existing higher education institutions provide certificate, associate, undergraduate and graduate education programs

through distance education applications and they carry out their education by using printed materials, radio-television programs, computer-assisted and face-to-face training. Students have the opportunity to access trial exams, recorded course videos and digital course books on the Internet (Özbay, 2015).

2.3.1. Studies upon Attitudes towards Distance Education in Turkey

Technology-based educational improvements have affected many countries and Turkey also was one of them. New applications like distance education were tried to be applied in every step of education and the attitudes of students and teachers towards distance education in Turkey were analyzed by the researchers. The studies were categorized according to their participant groups as students and teachers and they were separated according to their positive and negative results.

Firstly, the studies conducted upon the attitudes of students towards distance education are presented and in these studies there were no positive or negative attitudes. To illustrate, Birişçi (2013) and he aimed to analyze university students' attitudes towards distance education based on video conferencing. 41 participants who took Entrance to Philosophy I course through distance education attended this study. According to the results of the study, the attitudes of students towards distance education were in indecisive level in other words, they were not sure whether distance education was adequate for them or not.

The second one was Köprülü and Öznacar's (2019) study and the authors aimed to analyze the attitudes of university students who took ENG101 and ENG102 lessons through distance education in terms of gender, distance education, experience in using computer and learning styles. The results of the study showed that the attitudes of students towards distance education were close to the level of hesitant. When the variables were analyzed, there was a significant difference in favor of female students. It was also found out that the attitudes of students taking lessons through distance education for the first time were not as positive as those of experienced students.

The next study belongs to Keskin Kızıltepe and Kırkgöz (2020) who aimed at finding out the attitudes of nursing students' attitudes towards distance education during the pandemic period. This study resulted that there was no statistical relationship between the attitudes of students and their socio-demographic features; nevertheless, there were significant relationship between the students' attitudes and having practical lessons online,

technical problems and learning nursing which needs practical applications through distance education. Furthermore, the level of students' attitudes was in midlevel.

The last one was conducted by Bayram, Peker, Aka and Vural (2019) who aimed to analyze the attitudes of students from different departments in a state university towards distance education. According to the findings of the study, the attitudes of students towards distance education were close to midpoint and there was no significant relationship between their attitudes and department. Nevertheless, the study also showed that there was significant relationship between the attitudes of students and their gender in that female participants had more positive attitude towards distance education. These four studies analyzed the attitudes of students towards distance education and revealed that their attitudes were in midpoint.

The following studies analyzed the attitudes of students towards distance education and they came up with positive attitudes. The first study conducted by Uzun, Eş and Evram (2020) had the purpose of analyzing the attitudes of university students toward distance education according to some variables. The participants of the study were 128 students, of 64 men and 64 women, who studied in a private university. The personal information form and Distance Education Attitude Scale were used to analyze the attitudes of students. The findings of the study showed that age, internet connection problem and suitable environment affect their attitudes toward distance education; however, there was no significant difference in terms of gender, technology use ability and grade levels. Most of the participants stated that the distance education was efficient which interpreted as positive attitudes by the writers of the study.

The aim of the study, conducted by Demir and Narlıkaya (2020), was to analyze the attitudes of learners towards distance education during Covid-19 pandemic period and the effects of demographic features on their attitudes. Distance Education Attitude Scale was applied to 188 university students who took finance and accounting courses during the pandemic through distance education. The results of the study showed that the attitudes of students were positive. Moreover, there were no significant relationship between students' attitudes and their gender; however, there was significant relationship between the students' attitudes and class, internet usage time, academic performance and previous distance education experience.

Aktaş, Büyüктаş, Gülle and Yıldız (2020) aimed at analyzing the attitudes of sport sciences' university students towards courses, assignments, exams and teachers in distance

education during the isolation days. The participants of the study were 593 students from different universities. The findings of the study demonstrated that the students' attitudes were positive toward distance education but only for the pandemic. They participants stated that their social life was affected in a negative way and exams and assignments were not efficient in this process. Nevertheless, they also added that the teachers' attitudes affected them positively as well.

The last study Çakır and Arslan (2020) analyzed the attitudes of university students towards distance education and the intentions to use synchronous virtual classroom environments in their study. The findings showed that the attitudes of students and their intentions to use virtual classroom environment were positive at average level. Moreover, there was no significant statistical relationship between students' attitudes towards distance education and their gender, age, type of high school. In sum, the above-mentioned four studies showed that the students had positive attitudes towards distance education.

The last group of studies upon students' attitudes towards distance education consist of research studies which resulted in negative attitudes. Firstly, the study conducted by Barış (2015) aimed to study on the attitudes of university students towards distance education in terms of demographic variables. According to the results of the study, the attitudes of university students were negative. Although there was no significant difference between the attitudes of students and their gender, there were significant difference between their attitudes and having computer, constant internet access and mobile device; therefore, unlike the ones who did not have them, the ones who had these facilities had more positive attitudes towards distance education. Moreover, the students studying in the Faculty of Fine Arts, Design and Architecture had higher attitude towards distance education when it is compared to other faculties' students.

Secondly, Yakar and Yakar (2020) analyzed the attitudes of Education Faculty students towards distance education and readiness for e-learning. The e-learning readiness scale and the attitudes towards distance education scale were applied to 333 students who studied in different departments of Education Faculty. The results of the study showed that attitudes of students towards distance education was low level close to moderate, which means negative. Another result of the study was that grade, department, having computer and internet variables were effective on the attitudes of students.

Thirdly, in his study, Demir (2020) aimed to analyze the attitudes of students taking Mathematics course through distance education and the effects of some variables upon these attitudes. Distance education attitude scale was used in this study as a data collection tool and was applied to 363 vocational school students. The attitudes of students towards distance education were negative. On the other hand, there were no significant relationship between the attitudes of students towards distance education and their gender, high school type, internet accessibility. Nonetheless, there was statistical difference between the attitudes of students and their department, type of connection, daily Internet usage time and having information about distance education.

Finally, Altuntaş Yılmaz (2020) aimed to find out the attitudes of 265 students from Physiotherapy Rehabilitation department towards distance education during Covid-19 period. According to the results of the study, the attitudes of students towards distance education were negative in general and there was no statistical difference between their attitudes and gender and grade. When the related literature was reviewed, it demonstrated that the findings of the studies were different and there were three different types of studies. In the first one there are studies which demonstrated that the attitudes of students were in midlevel while in the second group studies found negative attitudes and finally the last group studies found positive attitudes towards distance education.

In addition to the studies upon the students' attitudes, there were also some studies conducted upon teachers' attitudes. These studies also were categorized according to their results as indecisive, positive and negative attitudes. There was only one study which found that the attitudes of teachers towards distance education was neither positive or negative. That study belongs to Ağır (2007) who aimed at examining the attitudes of teachers towards distance education at 10 different schools. The study showed that the attitudes of teachers towards distance education were close midpoint. Moreover, gender, branch, working place and education level had no significant effect on teachers' attitudes towards distance education. On the other hand, there were significant relationship between the teachers' attitudes and their occupationally seniority, knowledge about distance education.

The next three studies showed that the attitudes of teachers towards distance education was positive and they were given chronologically. The first one was Kocayığıt and Uşun's (2020) study and they aimed to analyze the attitudes of teachers and the relationship between their attitudes and their demographic differences. Their data collection

tool was distance education attitude scale and it was applied to 204 teachers from 23 different schools at MoNE. It was found out that the attitudes of teachers towards distance education were positive and there was no significant relationship between their attitudes and gender, educational background, branch; however, there were statistical relationship between their attitudes and seniority.

The second study conducted by Arslan (2020) aimed to find out the attitudes of teachers working at secondary schools at MoNE in terms of some variables. Distance education attitudes scale was applied to 263 volunteer participants in this study. The attitudes of teachers towards distance education were close to midlevel and positive according to the findings of the study. Moreover, there was no significant relationship between the attitudes of teachers towards distance education and their gender, branch, seniority, educational background and knowledge about distance education.

Finally, the purpose of Aras and Karakaya's (2020) study was to find out the attitudes of 20 academic staff working at sports training faculties towards distance education via a semi-structured interview. This qualitative study's results showed that the attitudes of instructors towards distance education were positive in general, but still the participants stated that distance education needed to be improved and the academic staff should be trained about it. Their study was the last one which resulted that positive attitudes of teachers.

However, the next two studies showed that the teachers' attitudes towards distance education were negative. For instance, Mocoşoğlu and Kaya (2020) aimed to find out teachers' attitudes towards distance education during the Covid-19 pandemic in terms of some variables. Distance Education Attitude Scale was applied to 604 teachers in this study. The study revealed that the attitudes of teachers towards distance education were negative and they stated that distance education needed to be improved more. There was significant relationship between the teachers' attitudes and some variables such as age, seniority and type of employment. The second study conducted by Akman (2021) analyzed the attitudes of teachers at Religious Culture and Moral Knowledge department towards distance education. The results of the study showed that the attitudes of teachers were below the midlevel of scale and negative; furthermore, there were no significant relationship between the teachers' attitudes and gender, professional seniority, type of institution, educational background and information about distance education. However, the teachers, who were female, experienced between 11-15 years, worked at Religious High School, had doctorate

degree and had information about distance education, were found to possess more positive attitudes towards distance education.

Based on the relevant literature, it can be said that there are different teacher attitudes towards distance education in that there was one study which revealed that the attitudes of teachers towards distance education were neither positive nor negative. There were also three studies which concluded that their attitudes were positive and finally two studies found negative attitudes of teachers.

Apart from these studies, some research studies focused on the relationship between some demographic variables and attitudes towards distance education. In other words, some of the studies (Ateş & Altun, 2008; Çelik & Uzunboyulu, 2015; Öztaş & Kılıç, 2017) analyzed only the relationship between the attitudes of students towards distance education and their demographic variables such as gender, age, income, daily internet usage duration, distance education experience. For instance, Ateş and Altun (2008) aimed at studying attitudes of university students towards distance education in terms of various demographic features. The study demonstrated that there was no significant relationship between students' attitudes and grade level, gender and learning styles. However, the attitudes of students were affected significantly by experience in using computer, perceived computer competency, previous experience of distance education.

The next study conducted by Çelik and Uzunboyulu (2015) analyzed the attitudes of 92 high school students in terms of some demographic variables and compared their attitudes. The attitudes of the students who studied in 2010 did not show any difference in terms of gender but showed difference in terms of monthly income and daily Internet usage duration. The students who had higher monthly income and daily internet duration showed positive attitude. On the other hand, the attitudes of the students who studied in 2014 did not show any difference in terms of any variable.

Another study that analyzed the relationship between the students' attitudes and their demographic variables was conducted by Öztaş and Kılıç (2017) and they aimed to analyze the attitudes of students who took Atatürk's Principles and History of Revolution course through distance education. The study revealed that there was significant relationship between the attitudes of students towards distance education and their gender, internet accessibility and department. Nevertheless, there were no significant relationship between the attitudes of students and high school type, age, device preference, previous distance

education experience. As it is seen in these studies, the relationship between the attitudes of students and their variables shows differences and there is no crystal clear answer about the relationships in question.

Finally, there was only one study upon both teachers and students' attitudes towards distance education. Erfidan (2019) aimed to find out the attitudes of both students and teachers towards distance education. As a data collection tool, a questionnaire was used for students in terms of quantitative data and semi-structured interviews were used for both students and teachers in terms of qualitative data. The questionnaire was applied to 1695 students and 20 volunteer students and 10 volunteer instructors answered the semi-structured interview questions. According to the findings of the study, the attitudes of students towards distance education were midpoint, in other words, they were partially satisfied with distance education. When both teachers' and students' answers to the interviews were compared, it was seen that they did not prefer distance education as a first option and they thought that distance education needed to be improved in terms of material, system, exam. However, most of the students stated that common lessons through distance education were better for them.

In conclusion, when the findings of all studies above are reviewed, it appears that there have been inconclusive results. That is to say, the attitudes of teachers' and students' towards distance education may differ. In some of the studies, they had positive attitudes but in some of them they had negative attitudes and even in some of them they showed neither positive nor negative attitudes. Moreover, the relationship between the attitudes of students towards distance education and their demographic variables also resulted in differences. Thus, inconclusive research results make it difficult to draw some conclusions about the attitudes of students and teachers towards distance education.

2.4. Distance Foreign Language Education

Like in every part of our lives, the usage of technology is quite common in language learning; therefore, teachers need to adapt new styles and techniques to teach a foreign language. The learners of this era, namely digital natives, are born into this technology and even before starting their education in a school, they are already familiar with it. To interact with learners more, using technology in language classroom has an important role today. Moreover, the use of digital content and technology, such as computers, mobile phones, the Internet, in the learning process is considered as an alternative to traditional learning

environments and prepares the appropriate ground for changing existing methods (Morozova, Byzina, Trostina, & Godina, 2020).

The use of technology while learning a foreign language allows students to be more exposed to the target language and learn the foreign language in its real environment. Through technology, learners find the opportunity of real social interaction that they cannot have in the classroom or outside, and they interact with other learners in real activities. As an example of technology usage in foreign language learning, Metruk (2020) conducted a study on perspectives of higher education EFL learners towards using smartphones in Slovakia and the study showed that their attitudes were moderately positive towards using smartphones in foreign language learning. Moreover, Kaid Mohammed Ali and Rashad Ali Bin-Hady (2019) also analyzed the attitudes of EFL students towards WhatsApp as a language learning tool and they stated that the students had positive attitude towards WhatsApp as a language learning tool.

Information and communication technologies can carry traditional foreign language teaching to different environments. Foreign language teaching no longer requires a teacher face-to-face with a group of students in a classroom setting. Foreign language learners can easily attend courses offered through distance education thanks to the interactive information and communication technologies such as computers, mobile phones, tablets. One of the reasons why hybrid or completely distance education is preferred is that these systems are economically advantageous because they do not require a classroom in an institution and the participants, both teachers and students, can attend the lessons from where they are. These opportunities bring another advantage of distance education in that it provides flexibility in time and planning for both teachers and students. In addition to this, with the help of this flexibility, learning can go beyond the strict rules of traditional education environments., and they can become more motivated (Ushida, 2015).

Apart from these advantages, there are some disadvantages of distance education applications. One of the important disadvantages is that learners may not have the equipment to attend distance education like computer and Internet; moreover, this situation is likely to create inequality between learners in this distance learning process. Besides, reducing teacher-student and student-student interaction and communication is another disadvantage of distance education. Although learners can have positive attitude towards distance education and they are satisfied with it, the lack of social environment in distance education

is one of the biggest problems for students. Even in face-to-face language learning education, high population of the students in a classroom is mostly a problem for language learning process and the same problem also goes for distance education because interaction and communication problems were experienced especially in crowded classrooms (Russel & Curtis, 2013). This situation can reduce the efficiency as it reduces the interaction that is indispensable in foreign language teaching. Another disadvantage of foreign language learning through distance education is that learners who experienced this process for the first time may have anxiety about it (Ushida, 2005).

All in all, when all the positive and negative aspects are considered, in the 21st century, it appears that it is easy to reach information and technology. Distance education provides learning flexibility without time and space limitations and turns students into an individual and competent learner by putting the student in the center of the process, therefore, both teachers and students are supposed to gain awareness in order to get the highest level of efficiency from the distance education system.

2.4.1. Studies upon Distance Foreign Language Education

The improvement of informational and communication technology has affected learning process in a positive way thanks to its facilities. Foreign language learning has also improved in line with changing technology and this situation created new techniques and styles to meet the needs of learners. After radio and television, computers have made a breakthrough with the Internet in foreign language learning. Distance foreign language education is also one of the important products and improvements today and in this part of present study, some studies in different contexts are offered to show the importance of this topic in the related literature. The studies given below were categorized as before the pandemic and during the pandemic research studies. First of all, studies upon distance foreign language education before the pandemic are given in the following.

The strong impact of the Internet on foreign language learning has an important role. In this regard, Aydın (2007) aimed to find out the attitudes of learners towards the Internet and the relationship between their attitudes and some variables. The survey of the study was taken by 115 foreign language learners from a public university in Turkey. The findings of the study showed that foreign language learners had positive attitudes towards the Internet and they did not hesitate to get help from it. In terms of variables, there were significant difference between their attitudes and their age, gender, high school type, having computer

and Internet, according to the results of the study. Nevertheless, there was no significant relationship between their attitudes and their proficiency level, pocket money, parents' occupation, residence, the frequency and the place of Internet use and computer experience.

Distance education process can be implemented in two different ways; synchronous and asynchronous. In synchronous distance education, the teacher and the student are both active during the lesson like video-call and interactivity is possible. However, asynchronous distance education does not necessitate being online for both teachers and students at the same time and the course videos can be watched any time. They are common applications of distance education in the USA and Canada (Powell & Patrick, 2006). In this vein, Murphy, Rodriquez-Manzanares and Barbour (2011) aimed to find out the perspectives of 42 high school teachers on synchronous and asynchronous online teaching in Canada. It was revealed that teacher-centered rather than student-centered approaches were used in synchronous online teaching; however, in asynchronous online teaching, self-paced, self-regulated and highly independent forms of learning were used. The results of the study showed also that asynchronous online teaching was preferred more than synchronous online teaching.

Farooq and Javid (2012) conducted a study on the attitudes of EFL higher education learners towards e-learning in the Kingdom of Saudi Arabia. They analyzed the participants' motivation and eagerness of using technology in the classroom. The population consisted of 100 EFL students and most of them had computer (%71) and Internet accessibility (%69). According to the findings of the study, the attitudes of students were positive close to the midpoint; moreover, they believed that the harmony of technology with curriculum and classroom activities might help them learn more effectively. Nevertheless, they also stated that they were not motivated enough to use technology in foreign language learning process because of the unwillingness of teachers on using technology in the classroom.

In a similar vein, Srichanyachon (2013) analyzed the attitudes of students towards an online English class and compared their attitudes and some variables. The participants attending this study were 211 students taking Fundamental English course online in Thailand. The study concluded that the attitudes of learners towards online English course were moderate and there was no significant relationship between their attitudes towards online English course and such variables as gender, allowance and having a computer.

In Russian teaching context, Aydın (2015) analyzed teaching Russian as a foreign language through distance education in Turkey and 21 students, who were students in the

department of Russian Language and Literature in a state university in Turkey, were interviewed in this study. The results of the study indicated that they had positive attitudes towards distance education and it was proposed that distance education could be used for teaching Russian in the future.

Another study conducted by Çakır and Solak (2015) aimed to find out the attitudes of Turkish EFL learners towards e-learning through TAM (Technology Acceptance Model). The participants of the study were 510 students taking English course through e-learning from Vocational Higher School in a state university. According to the results of the study, the participants' attitudes towards e-learning were positive. Also, perceived ease of use, attitude, satisfaction and self-efficacy had the positive effect on the academic success of the students; on the other hand, the anxiety had a negative effect.

The implementations of online teaching were getting more common before the pandemic and the scholars needed to see its positive and negative effects. Therefore, Erarslan and Zehir Topkaya (2017) investigated the impact of attitudes of students towards online foreign language learning on their academic success in an English preparation class in Turkey. The results of study showed that the learners had partly positive attitude towards online education and believed that online education was not beneficial for them and it was not effective on their preparatory class achievement.

As for teachers' attitudes towards distance education during the pandemic period, Tümen Akyıldız (2020) examined the perspectives and thoughts of English teachers. According to the findings of the study, lack of training for technology, unpreparedness for fully online education, unwillingness of students, technical problems were the main concerns of the teachers. They also stated that these problems should be solved by training teachers, students and parents for the future implications.

With the emergence of the pandemic, distance education was not a choice, but an obligation. Another study to understand the attitudes of EFL learners and teachers towards distance education was conducted by Eela (2020) during the Covid-19 in Finland. The data were collected via a questionnaire and interviews. According to the results, the teachers attending this study had previous distance education experience; therefore, they showed more positive attitudes towards distance education and were ready for these kinds of implementations compared to the students. Nonetheless, foreign language teacher students were not ready for distance education implementations and they did not think that it was

going to be the same as face to face education. Furthermore, their attitudes towards distance education were negative.

During the pandemic, English teaching procedures via distance learning were also investigated. In this vein, the purpose of Benadla and Hadji's (2021) study was to analyze the attitudes of EFL students towards distance education in Algeria during the Covid-19 pandemic. The questionnaire was applied to 157 students from the departments of English Language Literature and Foreign Languages. The results revealed that the instructors were not ready for the distance education in terms of teaching techniques, materials and sufficient technological knowledge. Moreover, it was shown that the attitudes of students were negative towards distance education and they did not think that they were also ready for this system although they were satisfied with the time saving. In a similar vein, Tran (2021) focused on the attitudes of EFL learners towards distance education and also analyzed the teachers' views on distance education in Vietnam. The questionnaire in this study was completed by 351 students who were learning English through distance education and 15 teachers stated their opinions about the distance education. The study indicated that the attitudes of EFL learners towards distance education were negative and they had problems adopting this new system due to the increased need in workload and autonomy. Furthermore, teachers also stated similar complaints such as workload, adopting new teaching styles and problems of handling the classroom through screen.

Finally, the purpose of the study conducted by Burak (2021) was to analyze the attitudes of EFL teachers in terms of some variables towards e-learning. In order to understand the participants' attitudes, barriers and motivators, a scale with an information form was applied to 33 instructors working in a private university and five of them were interviewed by the researcher. The attitudes of instructors towards e-learning were partially positive according to the results of the study. Moreover, there was no significant relationship between the instructors' attitudes and their gender, previous training and teaching experience.

In a nutshell, during the Covid-19 pandemic, the usage of technology became necessary for many institutions in the world and both teachers and students were supposed to adopt it. After starting distance education applications, foreign language learning courses also turned into online classes. Specifically, Azizah and Nugraha (2021) analyzed the attitudes of EFL students and the factors affecting their attitudes towards learning writing

during the Covid-19 pandemic through distance education in Indonesia. Four EFL learners attended semi-structured interview in this qualitative study. In the results of the study, the attitudes of EFL students towards learning writing online were positive even if they preferred to learn writing through face-to-face education. The study also concluded that there were factors affecting their attitudes towards learning writing thorough distance education such as interest, learning environment and critical thinking.

CHAPTER 3: METHODOLOGY

In this part of the study, information about research design, universe and participants, data collection tools, procedure and data analysis are mentioned respectively.

3.1. Research Design

The purpose of this present study is to determine the attitudes of Turkish EFL preparatory class students and teachers towards distance education and the relationships between their attitudes and some variables such as gender, age, English proficiency level, and usage duration and high school types. This study includes the mix of both quantitative and qualitative data; therefore, concurrent mixed method research was employed in this study (Creswell, Plano Clark, Gutmann, & Hanson, 2003; Dörnyei, 2007) in order to get more reliable results with the collecting and analyzing of both numerical and textual data. Mixed method design contributes to studies via revealing more patterns of these two methods (Dörnyei, 2007). There are four types of mixed method designs; the Embedded Design, the Triangulation Design, the Explanatory Design and the Exploratory Design (Creswell & Plano Clark, 2011). For this study, the Explanatory Design (also known as the Explanatory Sequential Design) was applied. In this model, the researcher initially carries out the quantitative research and does the analysis of the data. Then, qualitative data are collected with the aim of explaining and interpreting results of the first data analysis in detail. According to Creswell and Plano Clark (2011), this model is advantageous in terms of straightforward implementation, providing clearer description for readers and popularity for researchers with strong qualitative orientation. Thus, in this study, quantitative data were collected through the questionnaire and demographic information form while the qualitative data were collected through semi-structured interviews.

3.2. Universe and Participants

The participants of the study are students and teachers of preparatory class from a private university in İstanbul, Turkey. They were chosen via convenience sampling (Mackey & Gass, 2005) in that the researcher contacted the participants who were within easy reach. The study was applied in the spring term of 2020-2021 academic year and at this time, there were 364 students, who were already enrolled the preparatory class in different levels and 36 teachers. The questionnaire was delivered online to all students in this university; however, only 300 students attended this study voluntarily and in the same way, semi-structured interview was delivered to all 36 teachers but only 20 of them filled the form voluntarily. Because of the limited number of teachers attending this study, the semi-

structured interview form was also filled by only 20 students to make the number of the interview participants even for both teachers and students to draw conclusions.

The students' demographic information includes gender, age, English proficiency level, internet usage time, previous distance education experience, having a computer and high school types. These are given in Table 3.1.

Table 3.1. *Demographic Characteristics of Students*

		Frequency	Percent
Gender	Female	148	49.3
	Male	152	50.7
	Total	300	100.0
Age	18	106	35.3
	19	114	38.0
	20+	80	26.7
	Total	300	100.0
English level	A2	52	17.3
	B1	121	40.3
	B1+	63	21.0
	B2	41	13.7
	B2+	23	7.7
	Total	300	100.0
Internet usage time	1-5 hours	25	8.3
	6-8 hours	88	29.3
	9-11 hours	127	42.3
	12+ hours	60	20.0
	Total	300	100.0
Computer access	Yes	245	81.7
	No	55	18.3
	Total	300	100.0
Previous distance education experience	Yes	156	52.0
	No	144	48.0
	Total	300	100.0
High School	State	225	75.0
	Private	75	25.0
	Total	300	100.0

(continued)

Table 3.1. *Demographic Characteristics of Students(continued)*

		Frequency	Percent
Type of high school	Anatolian High School	114	38.0
	Religious Vocational High School	37	12.3
	Science High School	39	13.0
	Vocational High School	38	12.7
	Basic High School	37	12.3
	Social Sciences High School	35	11.7
	Total	300	100.0

As it is seen in Table 3.1, 148 (49.3%) of the students were female and 152 (50.7%) were male. The ages of students varied between 18 and 25; however, the number of the students who were 20 and more was not enough to make reliable comparisons; therefore, they were categorized as 20+ all together. 106 (35.3) of the students were 18 years old, 114 (%38) of them were 19 years old and 80 (26.7%) of them were 20+ years old. There is no A1 student attending this study and 52 (17.3%) of the students were at A2 level and 121 (40.3%) were at B1 level, which has the highest number of students because when the students start at A1 level in the beginning of the academic year, during data collection procedure, they should be in B1 level if they complete all levels successfully. 63 (21%) of the students were at B1+ level, 41 (13.7%) were B2 and 23 (7.7%) of them were at B2+ level. The number of the students who use Internet 1-5 hours daily was 25 (8.3%), 6-8 hours was 88 (29.3%), 9-11 hours was 127 (42.3%) and 12+ hours was 60 (20%). 245 (81.7%) of the students had their own computers but 55 (18.3%) of them did not have their own computer. 156 (52.0%) of the students had experienced distance education before but 144 (48%) of them had not. 225 (75%) of the students graduated from state high schools and 75 (25%) of them graduated from private high schools. High school types were Anatolian High School with 114 students (38%), Religious Vocational High School with 37 students (12.3%), Science High School with students 39 (13%), Vocational High School with 38 students (12.7%), Basic High School with 37 students (12.3%) and Social Sciences High School with 35 students (11.7%).

The teachers' demographic information includes gender, age, marital status, major, experience in teaching English, graduated educational status, previous distance education experience. These are shown in Table 3.2.

Table 3.2. *Demographic Characteristics of Teachers*

		Frequency	Percent
Gender	Female	10	50.0
	Male	10	50.0
Age	21-25	2	10.0
	26-30	6	30.0
	31-35	5	25.0
	36-40	1	5.0
	41-45	1	5.0
	46-50	1	5.0
	51-55	1	5.0
	55+	3	15.0
Marital Status	Married	10	50.0
	Single	10	50.0
Major	American Culture and Literature	2	10.0
	English Language and Literature	4	20.0
	English Language and Teaching	12	60.0
	B.A. in English Language Teaching and M.A. in Linguistics	1	5.0
	Comparative Literature	1	5.0
Experience in Teaching English	0-5 years	9	45.0
	6-10 years	5	25.0
	11-15 years	1	5.0
	16-20 years	1	5.0
	21 years and over	4	20.0
Graduated Educational Status	MA	12	60.0
	BA	7	35.0
	Ph. D	1	5.0
Previous Distance Education Experience	Yes	7	35.0
	No	13	65.0

According to Table 3.2, 50% ($n: 10$) of the teachers were female and 50% ($n: 10$) of them were male. 10% ($n: 2$) of the teachers were between 21 and 25 years old, 30% ($n: 6$) of them were between 26-30 years old, 25% ($n: 5$) of them were 31-35 years old, 5% ($n: 1$) of them was between 36-40 years old, 5% ($n: 1$) of them was between 41-45 years old, 5% ($n: 1$) of them was between 46-50 years old, 5% ($n: 1$) of them was between 51-55 years old and 5% ($n: 1$) of them was 55 and over. 50% ($n: 10$) of the teachers were married and 50% ($n: 10$) were single. 10% ($n: 2$) of the teachers' major was American Culture and Literature, 20% ($n: 4$) was English Language and Literature, 5% ($n: 1$) was Comparative Literature, 60% ($n: 12$) was English Language and Teaching and 5% ($n: 1$) held B.A. degree in English Language and Teaching and M.A. degree in Linguistics. 45% ($n: 9$) of the teachers had 0-5 years of teaching experience in English, 25% ($n: 5$) had 6-10 years of experience, 5% ($n: 1$) of them had 11-15 years of experience, 5% ($n: 1$) of them had 16-20 years of experience and 20% ($n: 4$) of them had 21 years and over experience. 35% ($n: 7$) of the teachers had BA degree, 60% ($n: 12$) of them had MA degree and 5% ($n: 1$) of them had PhD degree. 35%

(n : 7) of the teachers had previous distance education experience but 65% (n : 13) of them did not have previous distance education experience.

3.3. Data Collection Tools and Procedure

The quantitative data were collected through a questionnaire prepared by Orhan and Ay (2017) and it was applied to the students with a demographic information form. The reliability and validity of the questionnaire was analyzed by Orhan and Ay (2017), and they also applied this questionnaire in another study to analyze the opinions of students taking Foreign Language I course through distance education. In order to use the questionnaire, the permission was granted from the researchers via e-mail, and it was given in appendices. The original language of the questionnaire was Turkish and it was also applied in Turkish in this present study; thus, there was no need to translate. The survey used in this study consisted of two parts; the first one was demographic information form prepared by the researcher and the second was questionnaire prepared by Orhan and Ay (2017) asking students' thoughts on learning English through distance education. The questionnaire includes 36 statements in the form of five-point Likert type questionnaire: (1) "I definitely disagree", (2) "I disagree", (3) "I neither agree nor disagree", (4) "I agree" and (5) "I completely agree". These 36 statements were analyzed in four sections, which were context evaluation, input evaluation, process evaluation and product evaluation. Table 3.3. shows the reliability of the questionnaire and Table 3.4. shows the normality test.

Table 3.3. *Reliability of the Questionnaire (Cronbach's Alpha Coefficient)*

Cronbach's Alpha	Number of Items
0.96	36

Table 3.4. *Normality Test*

Test	Mean	Std. Deviation	Skewness	Kurtosis
Total Scale	3.84	0.57	-0.57	0.54
Context Size	3.75	0.69	-0.76	0.92
Input Size	3.83	0.59	-0.54	1.08
Process Size	4.02	0.59	-0.81	1.38
Product Dimension	3.77	0.71	-0.99	1.32

As seen in Table 3.3., the questionnaire seems reliable since the value is .96. This value is acceptable for a reliable questionnaire (Büyüköztürk, 2010). The Kurtosis and Skewness values obtained from the scale scores between +3 and -3 are considered sufficient for a normal distribution (Hopkins & Weeks, 1990). Accordingly, it was accepted that the

scale scores showed a normal distribution. Table 3.4. shows that the questionnaire scores have a normal distribution.

The qualitative data were collected through semi-structured interviews prepared by the researcher. Interview questions were prepared to get more detailed results to understand attitudes of students and teachers towards distance education. To increase the reliability of the interview questions, expert opinion was taken from three scholars, specifically academic staff at a state university in Turkey. Two of them were from ELT (English Language Teaching) department and one was from Psychological Counseling and Guidance department. They all had distance education experiences prior to the pandemic. After the expert opinion was taken, the interview forms for both teachers and students took their final form (see Appendices 2 and 3). Teachers' interview form consisted of two parts; the first part was a personal information form and the second part included interview questions. There were 11 questions in teachers' interview form and 13 questions in students' interview form. The teachers' and student' interview questions had similar and common points in some questions; the reason for this was to compare their attitudes towards distance education in terms of the same points. The interview form of students was applied in Turkish because English proficiency of the students may not have been sufficient to understand and answer the interview questions. The answers of the students were translated into English by the researcher during the analysis, however, the interview form of teachers was in English so there was no translation process for teachers' part.

Ethical permission in order to conduct this study was received from Pamukkale University Ethical Committee before starting the study, and it is given in the appendices. Data collection tools were prepared in MS Word form; however, because of the pandemic circumstances, it was not possible to meet the participants; therefore, data collection procedures were carried out online. All the data collection tools, students' questionnaire and interview form and teachers' interview form, were delivered to the participants online via Google Forms. The data collection procedure was operated in practice between 01.02.2021 and 30.03.2021. Firstly, students' questionnaire with personal information form was administered to the students. Secondly, teachers' interview form was applied and 20 out of 35 of them filled the form. Lastly, the students' interview form was administered and when the number of students who filled interview form reached 20 the form was closed for the students to make the number of interview participants the same for both teachers and students.

3.4. Data Analysis

The data from the questionnaire were analyzed by building a database in a computer setting using the SPSS 22.0 (Statistical Package for the Social Sciences) package program, which took into account the dependent and independent variables asked in this research. Because the data were normally distributed, parametric statistics were used to run one-way ANOVA and Independent-Sample T-tests. Frequency and percentages were calculated to identify the distributions according to demographic characteristics. Item totals and averages of the dimensions of the scales were found and mean scores and standard deviations were calculated. Independent sample t-test and one-way variance (ANOVA) analyses were conducted to determine whether the attitudes of Turkish EFL preparatory class students towards distance education change according to the demographic variables.

In the ANOVA test, the variance between groups measures the variability arising from the differences between the means of the groups. The greater the variance between groups, the more likely the group averages to be different from each other. Within-group variance refers to the variance between values in each group and measures the variability due to the random causes. The greater the variance within the groups, the less likely the group averages to differ from each other (Büyüköztürk, 2010).

The qualitative data gathered from the interview forms of both teachers and students were analyzed by content analysis method. Content analysis is a qualitative research method in which written texts are analyzed by counting and categorizing specific words, phrases or grammatical structures (Dörnyei, 2007; Fraenkel et al., 2012). The data gathered from the interviews were analyzed one by one and were compared in terms of their similarities and differences. After this analysis, the categories and codes were obtained and they were calculated according to their frequencies and percentages. The answers of the students' interview questions were translated into English in this analysis process by the researcher. The students gave mostly short answers and their translation did not need an expert opinion. All interviews were revised twice to be sure not to miss any points and to have correct results by the researcher.

CHAPTER 4: FINDINGS

The findings of this present study are given in this chapter and they are categorized according to the research questions. In the first part, in order to answer the first research question, the attitudes of students towards distance education were presented including both quantitative data from the questionnaire and qualitative data from the semi-structured interview. In the second part, the relationship between the students' attitudes and their demographic variables were analyzed in order to answer the second research question. Finally, in the last part, the attitudes of teachers towards distance education was analyzed with content analysis through semi-structured interview for the third research question.

4.1. Findings of the Students' Attitudes towards Distance Education

The questionnaire consisted of four different parts; context, input, process and product; therefore, the analysis of the questionnaire was separated according to these parts. Firstly, the context dimension items, between one and six, were analyzed and frequency (n), percentages (%), mean score and standard deviation were calculated to determine the attitudes of the participating students towards distance education regarding the context dimension. The results of first part are shown in Table 4.1. The highest and lowest scores of each item are also given in the table below.

Table 4.1. *Students' Answers Regarding the Context Dimension*

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Absolutely agree	Mean	Standard Deviation
1. The aims of the curriculum are in harmony with the needs of the students.	N	5	14	70	159	52	3.80	0.84
	%	1.7	4.7	23.3	53.0	17.3		
2. The aims of the curriculum are in harmony with the expectations of the students.	N	8	33	74	135	50	3.62	0.98
	%	2.7	11.0	24.7	45.0	16.7		
3. The curriculum is suitable for students' English language levels.	N	2	10	65	149	74	3.94	0.81
	%	0.7	3.3	21.7	49.7	24.7		
4. The duration of the curriculum is sufficient to achieve the objectives of curriculum.	N	13	22	68	123	74	3.74	1.05
	%	4.3	7.3	22.7	41.0	24.7		
5. The curriculum is complementary to the other courses.	N	8	39	81	121	51	3.56	1.00
	%	2.7	13.0	27.0	40.3	17.0		
6. Distance learning English classes can improve English language knowledge.	N	9	16	69	130	76	3.83	0.97
	%	3.0	5.3	23.0	43.3	25.3		

As is seen in Table 4.1, item three has the highest mean score ($M: 3.94$) and it shows that the students thought that the curriculum was suitable for their English language levels.

Item six has the second highest mean score ($M: 3.83$) and it shows that they agreed that distance English learning improved their English language knowledge. However, item five has the lowest mean score ($M: 3.56$) and it was about the relationship between the curriculum and their other courses. Finally, item two has the second lowest score ($M: 3.62$) and it showed that the curriculum did not meet the expectations of students to some extent. The answers to the interview questions also showed similar results as follows.

Table 4.2. *Satisfaction of Students with Distance English Education*

Emerging Themes	Frequency
Satisfied	13
Not satisfied	7

According to Table 4.2, 13 of the students stated that they were satisfied with distance English education while seven of them were not satisfied. This finding showed that more than half of the students were satisfied with distance education. Some of the student comments are exemplified below.

Yes, I am satisfied because our teachers are very interested, they communicate with almost everyone in the lessons, and I feel that we are improving, so I am satisfied. (S3)

I am generally satisfied. I think it is good for us to keep in touch, to have enough and instructive homework, to learn the group work we do with our friends in class. (S16)

The answers of S3 and S16 showed that some of the students were satisfied with distance English education. The reasons for being satisfied stated in these answers were the effect of teachers, activities, the materials and homework according to the students.

No, I am not. Language means communication and unfortunately this is not a subject that can be very active with online education. Of course, distractions are also important, but it seems that language cannot be learned without communicating or communicating in a broken way. (S7)

No, I am not, more precisely, I am not satisfied with distance education. because, as it is known, distance (online) education cannot replace face-to-face education in any way. Distance education is implemented to minimize the harms of education that cannot be done face-to-face. Face-to-face training is always more efficient and better. English is taught much more efficiently in face-to-face education. (S16)

I'm not and this has nothing to do with the teachers. The teachers are very good, but I am not very satisfied because there are internet problems and I think it would be better to be face to face. (S20)

Nevertheless, it can also be seen from the answers of S7, S16 and S20 that not all students were satisfied with distance education. Effectiveness of distance English education was not enough for some students, and they stressed that face-to-face education would be better for them instead of distance education. S20 specifically stated that not being satisfied with distance English education was not related to the teachers and teachers were good. S/he

thought that the connection problems affected their attitudes towards distance education; thus, s/he prefers face-to-face education.

Students' attitudes regarding the input dimension of the questionnaire are shown in Table 4.3 and frequency (n), percentages (%) mean score and standard deviation were also calculated. Input dimension items were from item seven to item 14 with the highest and the lowest scores.

Table 4.3. *Students' Answers Regarding the Input Dimension*

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Absolutely agree	Mean	Standard Deviation
7. The portal provides adequate resources for English listening skill that is intended to be developed.	N	5	24	77	140	54	3.71	0.91
	%	1.7	8.0	25.7	46.7	18.0		
8. The portal provides adequate resources for English writing skill that is intended to be developed.	N	2	27	68	140	63	3.78	0.90
	%	0.7	9.0	22.7	46.7	21.0		
9. The portal provides adequate resources for English speaking skill that is intended to be developed.	N	9	29	82	128	52	3.62	0.98
	%	3.0	9.7	27.3	42.7	17.3		
10. The portal provides adequate resources for English reading skill that is intended to be developed.	N	4	15	80	133	68	3.82	0.89
	%	1.3	5.0	26.7	44.3	22.7		
11. The portal provides adequate resources for English grammar that is intended to be developed.	N	2	9	75	149	65	3.89	0.80
	%	0.7	3.0	25.0	49.7	21.7		
12. The learning resources / materials used on the portal are of high quality.	N	5	11	51	145	88	4.00	0.87
	%	1.7	3.7	17.0	48.3	29.3		
13. The course content offered is qualified.	N	2	8	62	146	82	3.99	0.81
	%	0.7	2.7	20.7	48.7	27.3		
14. The number of tests in the portal is sufficient.	N	5	13	77	135	70	3.84	0.89
	%	1.7	4.3	25.7	45.0	23.3		

Table 4.3 shows that item 12 (M : 4.00) and item 13 (M : 3.99) have the highest mean score in this part of the questionnaire and it demonstrates that the students thought that the quality of the materials and the content of the courses was good enough. Item nine (M : 3.62) and item seven (M : 3.71) have the lowest mean scores and it shows that there were some resources to improve English speaking and listening skills, but not a desirable level. In order to support these results, the results of the second question of the interview, which is "Do you think that online education is beneficial for English education? Why? Why not?", are given below. Table 4.4 shows what students thought about the usefulness of the distance English education and the results appeared to support the questionnaire's results.

Table 4.4. *The Usefulness of Distance English Education According to the Students*

Emerging Themes	Frequency
Beneficial	8
Not beneficial	6
Partially beneficial	6

Table 4.4 showed that eight of the students stated that distance English education was beneficial for them; however, six of them thought that it was not beneficial and the other six of them though it was partially beneficial. It was clear that less than half of the students found the distance English education beneficial. Even if there were the students who found it partially beneficial, the number of them was the same as the ones who found it not beneficial. Some of the extracts from students' interviews are shown below and the extract groups were shown for beneficial, not beneficial and partially beneficial categories, respectively.

It has many benefits, for example, I believe that we see many benefits because the university offers platforms that develop us, such as WEXT and CLMS. (S2)

I think it is more beneficial for those who are shy. It provides the opportunity to express ourselves in a better way without embarrassment online. So I think education is useful. (S4)

I think it is useful because there are fewer or even none of the factors that will interrupt the course. (S9)

I think that the online applications and assignments we use improve our English skills. That's why it's useful. (S11)

Yes, it is useful. Nowadays, everyone can easily learn from the Internet. (S13)

According to the students, one of the reasons for finding distance English education is online applications and websites where students could do extra activities and they were compulsory for each student as an assignment as S2 and S11 stated. They found the distance English education beneficial like S4. Moreover, s/he stated that also distance English education was an opportunity for introverted learners to express themselves better. According to S9, it was easy to focus on the lessons during distance education because there were fewer distractors. S13 thought that in today's world it was easy to learn through the Internet, which shows that the familiarity of students with communication and information technology affects their attitudes towards distance English education.

No, I think nothing can replace face-to-face education. (S10)

No, because I think there isn't enough communication. (S17)

No, because I had focusing trouble. (S20)

The students giving negative answers to the question mostly compared the distance education with face-to-face education and they think that distance English education cannot

replace the face-to-face education. Therefore, they did not find the distance English education beneficial like S10. One of the important negative effects of distance English education is lack of communication as S17 stated, and they also thought that it was not beneficial because there was not enough interactivity. In contrast with the ones who did not have any distractors, S20 said that s/he had problems with focusing during distance English education.

Partially. It would be better if the university was open. (S3)

I think it is partially helpful. It would have been better if we had taken it at school, for example, we would be more energetic and attentive listeners since we would be face-to-face in the morning lessons. Despite being this way, sufficient resources are provided and it is beneficial. (S18)

Partly yes, but the lack of direct dialogue is a big disadvantage. (S19)

Like the students who thought that distance English education was not beneficial, S3 thought that it was partially beneficial because s/he would prefer face-to-face education instead of distance English education. Moreover, S18 stated that it would be better to focus on the lessons if they were in school instead of their homes. However, s/he also said that because of the sufficient resources, distance English education was beneficial somehow. The important point of language learning, dialogues, were not enough for S19; hence, s/he thought that distance English education was partially beneficial. The sixth question of student's interview was that "Do you think that assignments given in distance education are effective and sufficient for English teaching? Why?" and the eighth question of student's interview was that "Do you have any problems while doing the homework given for learning English in distance education? If your answer is yes, what kind of problems do you have and how do you solve them?". This question was also related to this part of the questionnaire; therefore, the answers of students for these questions are displayed below in Table 4.5 and Table 4.6.

Table 4.5. Students' Views on the Sufficiency and Effectiveness of Online Homework

Emerging Themes	Frequency
Sufficient and effective	15
Sufficient but not effective	4
Partially sufficient and effective	1

According to the Table 4.5, 15 of the students thought that the assignments given during distance English education were sufficient and effective. four of them found the assignments sufficient but not effective and one of them found them partially sufficient and effective.

Sufficient. Because there are the assignments that push to speak English as in daily life. (S1)

I think it's definitely sufficient, we have the chance to improve ourselves because there are plenty of homework. (S2)

I think it is sufficient because it enables us to improve ourselves and to understand and learn some of the things we do not understand during the lesson. (S9)

I think it is sufficient because thanks to technology, we can do face-to-face things online, and this improves us. (S11)

Yeah, I think Even. I sometimes love it. Because I don't have much time to express myself in class. But with homework, I realize that I have learned and I can show the teacher how much I have learned much more easily. (S15)

S1 thought that online assignments were sufficient and effective because they were helping them improve their speaking ability. S2 also thought that s/he could improve themselves with a lot of assignments given during distance English education. S9 stated s/he had a chance to revise the new topics learnt during the lesson and understand them better through online assignments; therefore, they were sufficient and effective. Assignments given during distance education were sufficient and effective with the help of technology as much as the ones given during face-to-face education, according to S11. S15 stated that assignments given during distance English education were an opportunity for him/her because s/he could not find chances to prove how much s/he learnt during the lesson every time but s/he could do that through online assignments.

It is sufficient but I do not think it is very effective. (S3)

Some homework is sufficient, but I don't think it's very effective. (S7)

I don't think the assignments are effective but not very sufficient. The activities during the lesson are more effective. (S17)

S3 and S7 thought that assignments given during distance English education were sufficient but they were not effective. Furthermore, S17 also agreed and added that the assignments were not as effective as the activities that they did during the lesson.

Partially. Because I don't think it is very efficient with distance education. (S18)

S18 said that the assignments given during distance English education were partially effective but s/he did not give the reason for that.

Table 4.6. Students' Problems While Doing Homework

Emerging Themes	Frequency
Not having a problem	15
Having problems	5

As it is seen in Table 4.6, 15 of students did not have any problem while they were doing their online assignments; nevertheless, five of them had some problems while doing. Most of the students, aforementioned, did not have any problems; therefore, they did not

give any specific answers and instead they preferred to say “no”. However, the ones who had problems while doing their online assignments explained the reasons and clarified their answers as in the following.

Sometimes I mark it wrong but there is no going back and it is not possible to fix it. (S3)

Yeah. I do not feel competent enough to do my homework alone with distance education. (S5)

Yes, I do. Sometimes I have internet problems or sometimes the site is not working properly. (S10)

Yes, I do, sometimes there are parts that I don't know and I can't ask anyone at that moment. (S19)

S3 stated that there was no opportunity to go back and revise the homework when s/he did something wrong by mistake, s/he could not take it back. Similarly, S10 stated that s/he had Internet and technical problems while doing the online assignments. S10 also added that the websites sometimes were not working properly. S5 and S19 expressed that they did not feel that they were competent enough to complete online activities by themselves and they needed help.

The process dimension items, between 15 and 23, were analyzed and their frequency (n), percentages (%), mean score and standard deviation were also calculated. The results are shown in Table 4.7 with the highest and lowest scores of each item.

Table 4.7. *Students' Answers Regarding the Process Dimension*

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Absolutely agree	Mean	Standard Deviation
15. Questions can be asked easily to the instructor of the course.	N	6	4	43	118	129	4.20	0.88
	%	2.0	1.3	14.3	39.3	43.0		
16. Instructors are trying to find easy ways to teach the subject.	N	6	8	64	115	107	4.03	0.93
	%	2.0	2.7	21.3	38.3	35.7		
17. Instructors are implementing the curriculum in accordance with its purpose.	N	1	17	50	132	100	4.04	0.87
	%	0.3	5.7	16.7	44.0	33.3		
18. Instructors are using appropriate teaching methods to the subject.	N	2	3	50	150	95	4.11	0.76
	%	0.7	1.0	16.7	50.0	31.7		
19. Instructors are using the materials effectively.	N	2	11	60	139	88	4.00	0.84
	%	0.7	3.7	20.0	46.3	29.3		
20. They try to solve the problem if any troubles appear during the courses.	N	5	12	44	138	101	4.06	0.89
	%	1.7	4.0	14.7	46.0	33.7		
21. The course materials and tests offered on the portal are used in a way to strengthen the subject.	N	3	5	52	165	75	4.01	0.76
	%	1.0	1.7	27.3	55.0	25.0		
22. Exams are hold without any problems.	N	20	25	61	114	80	3.70	1.15
	%	6.7	8.3	20.3	38.0	26.7		
23. The instructors teach the subject clearly and explicitly during the videos presented on the portal.	N	5	11	54	142	88	3.99	0.88
	%	1.7	3.7	18.0	47.3	29.3		

As is seen in Table 4.7, item 15 (M: 4.20) and item 18 (M: 4.11) have the highest mean scores and it is clear that the students did not hesitate to ask questions to the instructors and they strongly agreed that the instructors used the appropriate teaching methods. Moreover, item 15 has the highest mean score in all of questionnaire and it shows that most of the students had positive thoughts about the instructors and it was also clear in the interview answers which are given. Nonetheless, item 22 (M: 3.70) has the lowest mean score in this part of the questionnaire and it demonstrates that the students had some problems while having their exams. These findings were also supported by the interview results and they were consistent with each other. The tenth question of student's interview was that "What are your views on the instructors who teach English in distance education?". The answers of the students to this question are shown in Table 4.8.

Table 4.8. *Students' Opinions about Teachers*

Emerging Themes	Frequency
They are good.	16
It depends on the teacher.	4

Looking at Table 4.8, 16 of the students stated that their teachers were good and they always expressed positive thoughts; nonetheless, four of them clarified that it depended on teacher and each of them was different. Some of the extracts from students' answers are given below as an example.

All of them are successful, patient and instructive. (S1)

It depends on teacher; they can be good or bad. (S3)

We have the opportunity to take lessons with different teachers. Sometimes we come across relevant and good teachers, and sometimes we come across teachers who are not very helpful.... (S4)

They are all very nice and try to help us as much as they can. (S9)

All of them are valuable people, but I don't think a few lecturers are sufficient enough. (S14)

All of them are good, some is very good. They try their best to pass the lesson more efficiently under these difficult conditions. (S16)

Based on the answers of S3, S4 and S14, it was clear that the students thought that not every teacher was the same and they showed different performances in distance English education. They stated that some of the teachers were good and professional, but some of them were neither sufficient nor helpful. On the other hand, most of the students, 16 out of 20 in this present research, expressed positive thoughts about their teachers such as S1, S9 and S16. They said that their teachers were helpful, patient, nice, instructive, diligent and they tried to do their best under these pandemic circumstances in order to help the students.

Furthermore, the seventh question of student's interview was "Do you think you get enough feedback from the instructor for your online assignments for learning English in distance education?" and the answers of the students to this question are given below in Table 4.9 and it was clear that they were mostly satisfied with the feedback their instructors gave.

Table 4.9. *Students' Opinions upon Getting Feedback*

Emerging Themes	Frequency
Getting feedback	18
Not getting enough feedback	2

According to the Table 4.9, 18 of the students indicated that they got enough feedback from their instructors for their online assignments; however, two of them did not think so.

For myself, I can get sufficient and useful feedback from my teacher. (S5)

Yes, our instructors are very interested in the homework. (S9)

Yes, I think I got enough feedback. (S10)

Definitely, our teacher provides immediate feedback. (S20)

Most of the students stated that they got enough feedback from their instructors for their online assignments as it was seen in the answers of S5 and S10. S9 also stated that their instructors were very interested in their assignments and S20 added that his/her instructors gave feedback fast. Most of the answers of students were short answers and they said only "yes" or "yes, I do". Some also evaluated getting feedback in terms of their writing assignments. Therefore, some of the students did not think that it was enough and efficient as it was seen in the answers of S17 and S18 below.

Maybe it would be better to tell what is wrong or which paragraph is breaking the flow, etc. I think homework should be commented on, even if it's just one sentence. (S17)

I receive feedback, but I think there should be more advice and suggestions to make the feedback more descriptive and to eliminate the deficiencies or mistakes. (S18)

S17 expressed that every homework needed to be given feedback even if it was too short and the mistakes including structure and meaning should be shown while giving feedback to make it explicit in the eye of the learner. S18 also shared similar thoughts and said that there should be more explanations to correct the mistakes better and they should be clarified in a more detailed way. On the other hand, the ninth question of student's interview was "What do you think about exams and quizzes in distance education for English teaching?" The answers of the students to this question are shown in Table 4.10 below.

Table 4.10. *Students' Opinions on Exam/Quiz Applications*

Emerging Themes	Frequency
Short time	9
Sufficient and effective	6
Not effective and fair	5

Table 4.10 shows that nine of the students stated that the duration of quizzes and exams applied during distance English education was short. six of them thought that these quizzes and exams were sufficient and effective; nevertheless, five of them thought that they were not good enough and fair.

I think it is good to have a quiz. Because we see our deficiencies in the quizzes and study accordingly. (S2)

I do not think they are fair at all. (S4)

These applications are effective and useful. It helps you to see the successful, unsuccessful and missing subject or subjects. (S5)

Quiz duration is very short. For this reason, I cannot complete my quiz. (S8)

I think they are sufficient and effective. (S10)

They are not effective; I think they encourage the students to repeat. (S12)

Exam times are quite short, so I cannot usually finish my exams. (S14)

I think I did not get the necessary training for speaking exam. (S17)

From the answers of S8 and S14, it can be said that the duration of quizzes and exams was short and thus they could not successfully complete them. However, S2, S5 and S10 stated that quizzes and exams were effective and sufficient because they helped them to understand their deficiencies in terms of their English topics and they could study more for them. S4 thought that the exams and quizzes were not fair. S/he might think like that because there was limited time and some other students might have cheated. S12 expressed that the effectiveness of exams and quizzes was not good enough because they pushed the students to repeat the same things again and again. Finally, S17 touched a different point and said that s/he was not trained enough for speaking exams and it was clear that s/he needed more speaking practice and this result was consistent with the item nine (M: 3.62) which showed that the students thought that there were not enough resources to improve English speaking skill.

The last part of the questionnaire included product dimension items between 24 and 36. Frequency (n), percentages (%), mean score and standard deviation of these items are also given in Table 4.11 with the highest and lowest scores of each item.

Table 4.11. *Students' Answers Regarding the Product Dimension*

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Absolutely agree	Mean	Standard Deviation
24. At the end of the courses, the students have reached the intended level of English.	N	20	27	62	138	53	3.59	1.09
	%	6.7	9.0	20.7	46.0	17.7		
25. The curriculum has improved distance learning skills.	N	7	18	69	141	65	3.80	0.93
	%	2.3	6.0	23.0	47.0	21.7		
26. Curriculum has developed the vocabulary learning strategies.	N	12	30	72	109	77	3.70	1.08
	%	4.0	10.0	24.0	36.3	25.7		
27. I think the curriculum has reached its objectives.	N	4	20	91	136	49	3.69	0.87
	%	1.3	6.7	30.3	45.3	16.3		
28. Curriculum has improved the ability to guess the meaning of unknown words in the texts.	N	8	30	71	127	64	3.70	1.00
	%	2.7	10.0	23.7	42.3	21.3		
29. I am glad to complete these courses.	N	12	17	53	144	74	3.84	0.99
	%	4.0	5.7	17.7	48.0	24.7		
30. Curriculum has improved memorization strategies.	N	19	26	87	114	54	3.53	1.08
	%	6.3	8.7	29.0	38.0	18.0		
31. Curriculum has improved the ability to read and understand the texts.	N	7	9	64	160	60	3.86	0.85
	%	2.3	3.0	21.3	53.3	20.0		
32. At the end of the courses, the students have reached the level to express themselves by writing in English.	N	5	15	73	126	81	3.88	0.92
	%	1.7	5.0	24.3	42.0	27.0		
33. At the end of the courses, students have learned how to use appropriate vocabulary when needed.	N	8	16	96	123	57	3.68	0.93
	%	2.7	5.3	32.0	41.0	19.0		
34. At the end of the courses, the students improved their ability to communicate in English.	N	7	13	49	154	77	3.94	0.90
	%	2.3	4.3	16.3	51.3	25.7		
35. The curriculum has increased the interest in English.	N	15	24	59	122	80	3.76	1.09
	%	5.0	8.0	19.7	40.7	26.7		
36. I think that this curriculum is beneficial to me.	N	8	6	59	127	100	4.02	0.92
	%	2.7	2.0	19.7	42.3	33.3		

According to Table 4.11, item 36 has the highest mean score (M: 4.02) and it showed that the students found the distance English education beneficial for themselves and this result is consistent with the answers of the second interview question given above. Item 34 has the second highest mean score (M: 3.94) and it demonstrates that distance English education improved the students' communication skill and this result is supported by the interview findings and they were given below. However, item 30 has the lowest mean score (M: 3.53) and it has the lowest mean score in all of the questionnaire. It showed that distance English education did not improve memorization strategies of students. The twelfth question of student's interview was "Do you think that distance education is a successful program for

English teaching?”. The answers of the students to this question are shown in Table 4.12 below.

Table 4.12. *Students’ Opinions about the Success of Distance English Education*

Emerging Themes	Frequency
Successful	9
Not successful	4
Partly successful	7

Table 4.12 demonstrates that nine of the students thought that the distance English education was a successful application. However, four of them thought that it was not a successful application and seven of them thought that it was partly successful. The sample extracts from students’ answers are given below.

I think it's good but not enough. (S2)

No. I wish it was face-to-face in part for better education in learning a new language. (S4)

I think it's successful. (S7)

Partly. There are too many lessons. (S9)

It is not a successful application because we are not in the classroom, due to the conditions we are in, we have distance education. (S13)

Yes. We have a lot of lessons during the week and we do a lot of activities such as group activities, question and answer, we talk and improve both our communication and our language. (S15)

S7 and S15 thought that distance English education was a successful application and it included a lot of interactive activities and helped the students improve themselves according. However, S4 and S13 thought that distance English education was not a successful application because they were not in classrooms and it should have been face-to-face education. S2 stated also that it was partly successful and it was not good enough. In a similar vein, S9 also expressed that it was partly successful because there were a lot of lessons on weekdays. The fifth question of student’s interview was “Does the distance education process affect your English learning success? If it does, how does it affect it? Please explain.” The answers of the students to this question are shown in Table 4.13.

Table 4.13. *The Effect of Distance English Education on Students’ Success*

Emerging Themes	Frequency
Positive Effect	12
Negative Effect	8

12 of the students thought that distance English education affected their English learning success in a positive way according to the Table 4.13. However, eight of the students stated that distance English education had negative effect on their English learning success.

Samples extracts of students' answers offered given below to exemplify both positive and negative opinions respectively.

I think that both the lessons and my own efforts have a positive effect. I am trying to improve myself by actively participating in the classes and at the same time, with the help of extra programs and sites, with speaking, listening and reading skills. (S4)

It affected well, my English has improved. (S10)

The distance education process, which is currently the only compulsory education system, affects my English success positively because I have to learn it, even if it is very difficult, since face-to-face education cannot be done at the moment. (S16)

I think it does. Because I feel like I'm learning English. (S20)

S4 thinks that distance English education had a positive effect and his/her own efforts increased the rate of this effect because s/he did a lot of extra activities to improve his/her English skills. S10 said that distance English education affected him/her positively and improved his/her English proficiency. Even though it was a compulsory application, S16 thought that distance English education affected him/her positively because there was no other option. S20 also stated that distance English education had a positive effect on him/her because s/he felt that s/he was learning English through distance English education.

It affects efficiency negatively. In addition, the excessive number of lesson hours reduces the efficiency. (S1)

I don't think I can explain myself and it makes me very tired to explain myself online. (S5)

It does, and that's negative. ...talking and being in constant communication with the teachers motivated me. Now I'm staring at a screen from morning to night. I don't even think there's a human. I don't know who my friends are. I realize how willing and diligent people some of my teachers are. But in a face-to-face training, I think these people could have been more useful to me. What I mean is that the existing motivation loss causes me to dislike learning the language, which is my favorite thing. (S15)

Yes, it does, I have more difficulties with distance education because I cannot focus on the lessons. (S17)

S1 stated that distance English education affected efficiency of English learning negatively and the excessive lesson hours reduced the efficiency, too. S5 thought that explaining himself/herself was hard and tiring in distance English education. S15 found the distance English education's effect negative and when it was compared with face-to-face education, s/he felt less motivated in the lessons. Also, lack of social interactivity in distance education was demotivating and even if the teachers were diligent, s/he thought that they could be better in face-to-face education. Finally, S17 also had concentration problems on distance English education and s/he was badly affected as well.

Table 4.14. *Students' Answers to Different Dimensions of the Questionnaire*

	Mean	Std. Deviation	Skewness	Kurtosis
Context Evaluation	3.75	0.69	-0.76	0.92
Input Evaluation	3.83	0.59	-0.54	1.08
Process Evaluation	4.02	0.59	-0.81	1.38
Product Evaluation	3.77	0.71	-0.99	1.32
Total Scale	3.84	0.57	-0.57	0.54

Table 4.14 shows the mean scores of students' answers regarding each dimension and total scale. Context dimension's mean score is 3.75 and standard deviation is 0.69, and this part has the lowest mean score. Input dimension's mean score is 3.83 and standard deviation is 0.59. Process dimension's, mean score is 4.02 and standard deviation is 0.59, and it has the highest score. The last part, product dimension's mean score is 3.77 and standard deviation is 0.71. The total mean score of the students' questionnaire is 3.84 and according to the original study by Orhan and Ay (2017), these scores show that the students' attitudes towards distance education are positive in this study. This quantitative data result is also consistent with the qualitative data results because the answers of the students for interview questions showed that they had positive attitudes towards distance education. There were a couple more interview questions in the students' interview in order to understand their attitudes and their answers are given below. One of them is the eleventh question, which is "Would you like to continue your English lessons with optional distance education after this process even if the distance education program is not compulsory in the future? Why?" Their answers to this question are displayed in Table 4.15.

Table 4.15. *Students' Preference for Future Distance English Education*

Emerging Themes	Frequency
I do not want to continue.	13
I would like to continue.	7

Table 4.15 shows that 13 of the students did not want to continue the distance English education whereas seven of them wanted to continue in the future. They gave different reasons for continuing and not continuing and sample extracts from students' answers are given below.

No, I don't want to, I think it is necessary to socialize after a while in English. (S3)

I never want to. This system certainly does not replace face-to-face education. (S6)

Yes, I would. Learning a new language never finishes and a person should always improve as much as possible. (S9)

I don't want it because it would be more beneficial if it was face to face. (S11)

Yes, I would because I can express myself more easily. (S13)

I would like to continue. I think that if we continue at school, we will experience a new adaptation and integration process, and we will waste our time due to transportation problems. (S19)

Most of the students in this present study did not want to continue the distance English education like S3, S6 and S11. S3 expressed that leaning a new language needed socializing after some time and they needed to interact face-to-face. S6 thought that distance English education was not as sufficient and effective as the face-to-face education and S11 also stated that face-to-face education would be more beneficial. On the other hand, some of the students, such as S9, S13 and S19, wanted to continue distance English education. S9 expressed that the effort of the learner was quite important in learning a new language; therefore, learners should always improve themselves. S13 clarified that s/he could express themselves better in distance English education; hence, s/he preferred distance education. Finally, S19 said that face-to-face education needed a new adaptation process and added that face-to-face education may cause wasting time because of transportation; thus, s/he preferred distance English education, too. Surprisingly, despite their positive attitudes towards distance English education, they did not want to continue with that when it was not a compulsory for them.

The other interview findings of the students are given below. The third question of student's interview was "Is there anyone else who also has distance education program where you live? If yes, what kinds of problems do you have while engaged in distance education at the same time?". The answers of the students to this question are shown in Table 4.16.

Table 4.16. Students' Having Someone Engaged in Distance Education at the Same Time

Emerging Themes	Frequency
Yes, connection problem	7
Yes, no problem	8
No	5

According to Table 4.16, 15 of the students had someone else who was engaged in distance education at the same time where they lived and five of them did not have anyone engaged in distance education at the same time. Nonetheless, even if eight of the students participated in the lessons with someone else at the same time where they lived, they did not have any problems while doing it, but still, seven of the students engaged in the lessons with someone else at the same time had internet connection problems while doing it. The answers of the ones who had "connection problem" are given below.

Yes, brother, one of us needs to listen to the lectures on the phone, we do not have enough PCs, so we have difficulty listening to the lectures, sometimes the Internet is not enough for both of us. (S5)

Yes, I have siblings. When we have lessons at the same time, there is an Internet problem. (S20)

The students who had sisters or brothers who were students as well, mostly had connection problems when they had lessons at the same time as S5 and S20 stated. However, some other students who had student siblings said that they did not have any problems while they were attending the lessons at the same time because they had qualified Internet connection at their houses as S4 stated. Students also found solutions for this problem and S9 explained that when they had lessons at the same time, they stayed in different rooms and avoided their siblings' noise while they were attending distance education lessons at the same time.

Yes, there is, but we do not have a problem due to the good Internet and the sufficiency of our computer. (S4)

Yes, there is. Since we attend classes in different rooms, we do not encounter many problems. (S9)

There is, but I do not encounter any problems. There is no problem with the Internet. (S11)

My brother also attends the class with me, but we do not have any problems. (S19)

S11 stated that even if s/he had a sibling having distance lessons at the same time, s/he did not have any connection problems while doing it. S19 also said that s/he had a brother attending the distance lessons at the same time but they did not have any problems.

I'm the only person in the house who attends class. (S15)

No, there isn't. (S17)

As it was seen in the answers of S15 and S17, the ones who did not have anyone else attending the online lessons at the same time gave short answers and they did not mention any other problems, either.

The fourth question of student's interview was "How do you handle the technical or Internet connection problems during distance education? How do these problems affect your attitude towards distance English education?" and the answers of the students to this question are given in Table 4.17.

Table 4.17. How Students Solved Internet Connection or Technical Problems

Emerging Themes	Frequency
Resetting the modem	10
Turning on cellular data	7
Watching lecture recordings	3

According to Table 4.17, ten of the students solved their connection and technical problems by turning the modem off and on. Seven of them solved it by turning on their cellular data through their mobile phones and connecting it. Three of them solve it by watching the lecture recordings later. Students had an opportunity of watching lesson recordings later because each lesson was recorded.

I turn off and on the Internet and the computer, but sometimes I get nervous because of falling behind the class. (S3)

.... but if I have a problem, I can't do anything but reset the modem. It does not affect my attitude towards the course negatively since I do not have such a problem too much. (S4)

When S3 had a connection problem, s/he reset the modem as a solution but s/he got anxious because she fell behind the lesson while trying to solve the problem and it affected him/her negatively. S4 stated that s/he often did not have connection problems but whenever s/he had, s/he also reset the modem as a solution and s/he thought that it did not affect his/her attitude negatively.

Usually when I encounter a problem, I connect with cellular data from the phone. (S2)

I turn on the cellular data, but sometimes it ends and when I do not complete the activities at that moment, I can fall behind the lesson. (S6)

In case of any problem, I turn on the cellular data over the phone and continue to attend my class. Sometimes there may be a problem because of the Internet, but I can handle it. (S8)

S2 is one of the students using cellular data in case of a connection problem but s/he did not mention about its effect on attitudes. S6 prefers cellular data, too, but when it was not enough to continue the lessons, not doing the activities with the whole class at the same time caused him/her to fall behind. S8 stated that s/he also used cellular data but s/he could easily solve the problem.

When I can't watch the lesson because of the Internet, I watch the recordings of the lessons and there is no problem. (S13)

I have internet problems from time to time and I tell our teachers about it and watch the course recordings and make up for my deficiencies. In that way, I'm not effected that much. (S19)

When the students could not solve the connection problem, they had a chance to watch lecture recordings later. S13 and S19 stated that they watched the recordings later and the connection problem did not affect them. Even if some of the students felt unmotivated when they could not continue the lessons synchronously, some of them such as S13 and S19 did not feel unmotivated and they watched the lecture recordings later. Unfortunately, most of the students did not answer the second part of the question so only the given answers were exemplified in the sample extracts above.

The thirteenth question of student's interview was "Do you have any other ideas, suggestions and complaints about distance education in English teaching?" This question was answered by both the teachers and students and it was the last interview question. The answers of the students to this question are shown in Table 4.18 and some of the sample extracts are given below.

Table 4.18. *Students' Further Comments*

Emerging Themes	Frequency
No comment.	9
Reducing the duration and the number of lessons.	5
Increasing the duration of quiz/exam	3
More speaking activity	3

As it is seen in Table 4.18, nine of the students did not state any specific idea, comment, recommendation or complaint about distance English education. On the other hand, five of them suggested that the number and the duration of the lessons should be decreased. Three of them recommended that the duration of quizzes and exams should be increased and three of them requested that there should be more speaking activities in distance English education.

No, thanks. (S3)

I need to improve my speaking but the lessons are not enough. So, there should be more online speaking activities or homework. (S6)

It would be better for students, if the number of the lessons were less. (S7)

There should be more time for quizzes and exams. (S8)

It would be better if the duration of the quizzes was increased a little more, because we need to think and write in the writing part. (S15)

I think students are given too many lecture hours and the intensity is increased unnecessarily. It may be better for students to reduce the number of lessons a little for practice. We have a lot of homework, exams and responsibilities. I think it would be better if the number of our lessons decreased a little bit. (S16)

Almost half of the students in this present study did not state any idea, suggestion or complaints like S3. However, S6 suggested that there should be more online speaking activities to improve their speaking skill for English. In addition, S7 and S16 complained about the duration and the number of lessons and they requested that they should be decreased because the schedule in distance education was already busy for them. Finally, S8 and S15 stated that the duration of exams and quizzes should be increased because they needed more time while doing the writing part and it was not enough.

4.2. Findings of the Relationships between the Students' Attitudes and Demographic Variables

Various demographic features were studied to find out whether there exists any relationship between these variables and the students' attitudes. Gender is one of these variables and the Independent-Samples T-test was conducted to determine the relationship between the gender of students and their attitudes towards distance education. The results are shown in Table 4.19.

Table 4.19. *T-test Results for Students' Distance Education Attitudes and Gender*

		N	Mean	Std. Deviation	Std. Error Mean	Sig.
Context Dimension	Female	148	3.68	0.71	0.06	0.10
	Male	152	3.81	0.66	0.05	
Input Dimension	Female	148	3.78	0.58	0.05	0.11
	Male	152	3.89	0.60	0.05	
Process Dimension	Female	148	3.95	0.65	0.05	0.06
	Male	152	4.08	0.53	0.04	
Product Dimension	Female	148	3.65	0.77	0.06	0.00
	Male	152	3.88	0.62	0.05	
Total Scale	Female	148	3.76	0.59	0.05	0.01
	Male	152	3.92	0.53	0.04	

As it is seen in Table 4.19, there was a statistically significant difference between the genders of the students participating in this study and their attitudes towards distance education according to the Independent-Samples T-test's results ($p < 0.05$). The attitudes of students towards distance education changed in terms of their gender in that male students ($M: 3.92$) had more positive attitudes than the female students ($M: 3.76$). Moreover, there was also a statistically significant difference between the attitudes of students and their gender in context, input and process dimensions in that males had more positive attitudes than females towards distance education. Nevertheless, there was no statistically significant difference between their attitudes and gender in product dimension.

Table 4.20. ANOVA Results for Students' Distance Education Attitudes and Ages

		N	Mean	Std. Deviation	Std. Error	Sig.	(Scheffe)
Context Dimension	18	106	3.92	0.63	0.06	.003	18 and 20+
	19	114	3.70	0.66	0.06		
	20+	80	3.59	0.76	0.08		
	Total	300	3.75	0.69	0.04		
Input Dimension	18	106	3.97	0.56	0.05	.004	18 and 20+
	19	114	3.81	0.54	0.05		
	20+	80	3.68	0.67	0.07		
	Total	300	3.83	0.59	0.03		
Process Dimension	18	106	4.06	0.61	0.06	.018	
	19	114	4.09	0.54	0.05		
	20+	80	3.86	0.62	0.07		
	Total	300	4.02	0.59	0.03		
Product Dimension	18	106	3.89	0.72	0.07	.015	
	19	114	3.78	0.60	0.06		
	20+	80	3.59	0.81	0.09		
	Total	300	3.77	0.71	0.04		
Total Scale	18	106	3.95	0.58	0.06	.004	18 and 20+
	19	114	3.85	0.48	0.05		
	20+	80	3.67	0.63	0.07		
	Total	300	3.84	0.57	0.03		

One-Way ANOVA test was conducted to determine the differentiation status of the students' attitudes towards distance education according to age and the results are shown in Table 4.20. Total scale scores showed that there was a statistically significant difference between the ages of the students participating in this study and their attitudes towards distance education according to the One-Way ANOVA analysis conducted ($p < 0.05$). Scheffe Post Hoc Test was applied and the results were compared in order to understand the differences between ages. The students who are 18 ($n: 106$), had more positive attitudes than the students who were 20+ ($n: 80$); in other words, the younger students' attitudes were more positive than the older students' attitudes. Context and input dimension results also showed that younger students had more positive attitudes than the older students ($p < 0.05$). However, there was no statistically significant difference between the attitudes of students and their ages according to the process and product dimension results ($p > 0.05$).

Table 4.21. ANOVA Results for Students' Distance Education Attitudes and English Levels

		N	Mean	Std. Deviation	Std. Error	Sig.	(Scheffe)
Context Dimension	A2	52	3.63	0.72	0.10	.06	
	B1	121	3.82	0.65	0.06		
	B1+	63	3.86	0.58	0.07		
	B2	41	3.53	0.80	0.12		
	B2+	23	3.72	0.76	0.16		
	Total	300	3.75	0.69	0.04		
Input Dimension	A2	52	3.73	0.66	0.09	.14	
	B1	121	3.91	0.56	0.05		
	B1+	63	3.89	0.53	0.07		
	B2	41	3.68	0.58	0.09		
	B2+	23	3.79	0.72	0.15		
	Total	300	3.83	0.59	0.03		
Process Dimension	A2	52	4.08	0.57	0.08	.10	
	B1	121	4.06	0.59	0.05		
	B1+	63	4.04	0.44	0.06		
	B2	41	3.78	0.73	0.11		
	B2+	23	3.99	0.70	0.15		
	Total	300	4.02	0.59	0.03		
Product Dimension	A2	52	3.82	0.56	0.08	.01	B1+ and B2
	B1	121	3.83	0.67	0.06		
	B1+	63	3.88	0.59	0.07		
	B2	41	3.51	0.82	0.13		
	B2+	23	3.46	1.11	0.23		
	Total	300	3.77	0.71	0.04		
Total Scale	A2	52	3.83	0.51	0.07	.03	B1 and B2
	B1	121	3.90	0.54	0.05		
	B1+	63	3.92	0.48	0.06		
	B2	41	3.62	0.64	0.10		
	B2+	23	3.71	0.79	0.17		
	Total	300	3.84	0.57	0.03		

One-Way ANOVA test was conducted to determine the difference between the attitudes of students participating in this study towards distance education and their English level. The results are shown in Table 4.21. A statistically significant difference was found according to the One-Way ANOVA analysis ($p < 0.05$). Scheffe Post Hoc Test was applied and the results were compared in order to understand the differences between the levels. There was also a statistically significant difference between the attitudes of students and their levels in product dimension. B1+ level students had more positive attitudes than B2

level students. Nevertheless, there was no statistically significant difference between the attitudes and their levels in other dimensions.

Table 4.22. ANOVA Results for Students' Distance Education Attitudes and Internet Usage Duration

		N	Mean	Std. Deviation	Std. Error	Sig	(Scheffe)
Context Dimension	1-5 hours	25	3.45	0.82	0.16	.04	1-5 hours and 12+ hours
	6-8 hours	88	3.68	0.61	0.07		
	9-11 hours	127	3.81	0.69	0.06		
	12+ hours	60	3.85	0.68	0.09		
	Total	300	3.75	0.69	0.04		
Input Dimension	1-5 hours	25	3.59	0.69	0.14	.09	
	6-8 hours	88	3.81	0.53	0.06		
	9-11 hours	127	3.91	0.61	0.05		
	12+ hours	60	3.81	0.60	0.08		
	Total	300	3.83	0.59	0.03		
Process Dimension	1-5 hours	25	3.99	0.72	0.14	.95	
	6-8 hours	88	4.00	0.53	0.06		
	9-11 hours	127	4.04	0.62	0.05		
	12+ hours	60	4.01	0.59	0.08		
	Total	300	4.02	0.59	0.03		
Product Dimension	1-5 hours	25	3.54	0.89	0.18	.38	
	6-8 hours	88	3.76	0.56	0.06		
	9-11 hours	127	3.81	0.76	0.07		
	12+ hours	60	3.78	0.72	0.09		
	Total	300	3.77	0.71	0.04		
Total Scale	1-5 hours	25	3.65	0.69	0.14	.26	
	6-8 hours	88	3.82	0.47	0.05		
	9-11 hours	127	3.89	0.60	0.05		
	12+ hours	60	3.86	0.58	0.07		
	Total	300	3.84	0.57	0.03		

One-Way ANOVA test was conducted to determine the differentiation status of the attitudes of students towards distance education according to their internet usage time, and the results are shown in Table 4.22. According to the total scale results, a statistically significant difference was not found according to the One-Way ANOVA results ($p > 0.05$). However, there was a statistically significant difference between the students' attitudes and their internet usage duration in context dimension ($p < 0.05$). The students who used internet

12+ hours ($n: 60$) a day had more positive attitudes than the students who used 1-5 hours ($n: 25$) a day.

Table 4.23. *T-test Results for Students' Distance Education Attitudes and Computer Access*

		N	Mean	Std. Deviation	Std. Error Mean	Sig.
Context Dimension	Yes	245	3.79	0.68	0.04	.02
	No	55	3.56	0.66	0.09	
Input Dimension	Yes	245	3.85	0.60	0.04	.38
	No	55	3.77	0.55	0.07	
Process Dimension	Yes	245	4.05	0.59	0.04	.04
	No	55	3.87	0.60	0.08	
Product Dimension	Yes	245	3.81	0.71	0.05	.03
	No	55	3.58	0.68	0.09	
Total Scale	Yes	245	3.87	0.57	0.04	.03
	No	55	3.69	0.53	0.07	

The Independent-samples T-test was conducted to determine the differentiation status of the students' attitudes towards distance education according to their computer access, and the results are shown in Table 4.23. According to total scale results of the Independent-Samples T-test, there was a statistically significant difference between the attitudes of students and their computer possession ($p < 0.05$). The students who had their own computer ($n: 245$) showed more positive attitudes towards distance education than the students who did not have their own computer ($n: 55$). Furthermore, this difference was the same for context, process and product dimensions. However, there was not a statistically significant difference between the attitudes of students and their computer possession in input dimension.

Table 4.24. *T-test Results for Students' Distance Education Attitudes and Previous Distance Education Experience*

		N	Mean	Std. Deviation	Std. Error Mean	Sig.
Context Dimension	Yes	156	3.81	0.65	0.05	.08
	No	144	3.68	0.72	0.06	
Input Dimension	Yes	156	3.88	0.59	0.05	.18
	No	144	3.78	0.60	0.05	
Process Dimension	Yes	156	4.02	0.60	0.05	.83
	No	144	4.01	0.59	0.05	
Product Dimension	Yes	156	3.82	0.67	0.05	.21
	No	144	3.71	0.75	0.06	
Total Scale	Yes	156	3.88	0.56	0.04	.20
	No	144	3.80	0.58	0.05	

The Independent-Samples T-test was conducted to determine the differentiation status of the students towards distance education according to their previous participation in

any distance education program and the results are shown in Table 4.24. There was no statistically significant difference between their distance education attitudes and their previous participation in any distance education program ($p > 0.05$).

Table 4.25. *T-test Results for Students' Distance Education Attitudes and High Schools*

		N	Mean	Std. Deviation	Std. Error Mean	Sig.
Context Dimension	State	225	3.75	0.67	0.04	.87
	Private	75	3.74	0.74	0.09	
Input Dimension	State	225	3.82	0.59	0.04	.63
	Private	75	3.86	0.61	0.07	
Process Dimension	State	225	3.99	0.59	0.04	.27
	Private	75	4.08	0.61	0.07	
Product Dimension	State	225	3.73	0.74	0.05	.14
	Private	75	3.87	0.59	0.07	
Total Scale	State	225	3.82	0.58	0.04	.30
	Private	75	3.90	0.53	0.06	

The Independent-Samples T-test was applied to understand the differences of students' attitudes towards distance education in terms of which high school they graduated from; state or private. According to the results of Independent-Samples t-test shown in Table 4.25, there was no statistically significant difference between the high school they graduated from and the students' attitudes towards distance education ($p > 0.05$).

Table 4.26. *ANOVA Results for Students' Distance Education Attitudes and High School Types*

		N	Mean	Std. Deviation	Std. Error	Sig.
Context Dimension	Anatolian High School	114	3.80	0.67	0.06	.63
	Religious Vocational High School	37	3.86	0.69	0.11	
	Science High School	39	3.65	0.68	0.11	
	Vocational High School	38	3.67	0.66	0.11	
	Basic High School	37	3.69	0.84	0.14	
	Social Sciences High School	35	3.71	0.59	0.10	
	Total	300	3.75	0.69	0.04	
Input Dimension	Anatolian High School	114	3.88	0.60	0.06	.64
	Religious Vocational High School	37	3.92	0.57	0.09	
	Science High School	39	3.72	0.58	0.09	
	Vocational High School	38	3.80	0.54	0.09	
	Basic High School	37	3.81	0.73	0.12	
	Social Sciences High School	35	3.76	0.49	0.08	
	Total	300	3.83	0.59	0.03	
Process Dimension	Anatolian High School	114	4.08	0.56	0.05	.50
	Religious Vocational High School	37	4.00	0.62	0.10	
	Science High School	39	4.06	0.56	0.09	
	Vocational High School	38	4.00	0.66	0.11	
	Basic High School	37	3.98	0.65	0.11	

(continued)

Table 4.26. ANOVA Results for Students' Distance Education Attitudes and High School Types (continued)

		N	Mean	Std. Deviation	Std. Error	Sig.
Product Dimension	Social Sciences High School	35	3.85	0.57	0.10	.69
	Total	300	4.02	0.59	0.03	
	Anatolian High School	114	3.84	0.68	0.06	
	Religious Vocational High School	37	3.75	0.88	0.14	
	Science High School	39	3.78	0.73	0.12	
	Vocational High School	38	3.64	0.73	0.12	
	Basic High School	37	3.76	0.66	0.11	
	Social Sciences High School	35	3.67	0.66	0.11	
Total Scale	Total	300	3.77	0.71	0.04	.68
	Anatolian High School	114	3.90	0.55	0.05	
	Religious Vocational High School	37	3.87	0.66	0.11	
	Science High School	39	3.82	0.55	0.09	
	Vocational High School	38	3.77	0.55	0.09	
	Basic High School	37	3.81	0.62	0.10	
	Social Sciences High School	35	3.74	0.53	0.09	
	Total	300	3.84	0.57	0.03	

One-Way ANOVA test was conducted to understand the differences of students' attitudes towards distance education in terms of their high school types, namely Anatolian High School (n : 114), Religious Vocational High School (n : 37), Science High School (n : 39), Vocational High School (n : 38), Basic High School (n : 37), and Social Sciences High School (n : 35) and the results are shown in Table 4.26. According to the One-Way ANOVA analysis, a statistically significant difference was not found between the type of high school the students graduated from and their distance education attitudes ($p > 0.05$).

4.3. Findings of the Teachers' Attitudes towards Distance Education

In this part of the study, the results of qualitative data-based teachers' interviews are shown. The teacher's interview consisted of 11 questions to understand their attitudes towards distance education. The answers of the participants were coded according to their common answers and they are shown in the tables including their frequency and percent. The teachers were coded one by one such as T1 for teacher one, T2 for teacher two. At the end of each extract, participant code is also given.

4.3.1. The Findings upon Satisfaction with Distance Education

The first question of teacher's interview was that "Are you satisfied with distance English education? Why? Why not?". The answers of teachers for this question are shown in Table 4.27.

Table 4.27. *Satisfaction of Teachers with Distance English Education*

Emerging Themes	Frequency
Satisfied	12
Not satisfied	4
Partially satisfied	4

As seen in Table 4.27, 12 of the teachers were satisfied with distance English education, four of them were not satisfied and four) of them were partially satisfied. Like students, more than half of the teachers were satisfied with distance English education. Some extracts from teachers' interviews were given below for each category; satisfied, not satisfied and partially satisfied.

Overall, yes. The reason is that it helps students to develop a sense of autonomy and responsibility of their own learning. (T1)

Very satisfied. There is more time to keep students engaged than face to face education: less distractions from classmates, no worries to catch the school bus at the end of the day, less effort to wake up earlier to take public transportation, home cooked meals to keep them nourished, no homesickness for those who come from other cities or countries etc. (T7)

Yes, I am. There is no difference when it is compared to face-to-face education if you manage how to lead your students to the aim of the lesson. (T11)

In general, I am satisfied with the distance education. At least, we can protect ourselves against the pandemic thanks to distance education. It is useful to state clearly that distance education cannot replace face-to-face education. However, in the current pandemic situations, I think it is better to continue education with distance education instead of no training at all. (T13)

Yes, I can save the time I spend on the way. (T14)

T1 believed that distance English education helped the students to learn autonomously and increased their responsibility awareness. Time is one of the positive sides of distance education for teachers and they thought that distance education saved a lot time such as the time they spent for transportation. T11 thought that it was not different from face-to-face education if you were able to organize your lessons in terms of technicality. Nevertheless, T13 stated that distance education cannot replace face-to-face education but it was the best option under these pandemic circumstances because it helped them not to get infected by staying at home.

Not satisfied. It doesn't offer enough interaction. (T4)

I am not satisfied with online education. Social interaction is lacking and it causes me to feel anxious. (T9)

I'm not satisfied with online education. Because we can do limited activities. It is not easy to arouse students' motivation without seeing them. Interaction between students is at a minimum level. Especially in channels, it is difficult to observe and monitor them. (T12)

The teachers who were not satisfied with distance education stated that there was not enough interaction and it was an important problem for English teaching. Moreover, T9 also

added that this lack of social interaction causes anxiety on teachers. T12 thought that distance education limited the things they could do and also controlling the students got harder in distance education. One of the problems of distance English education was motivation and T12 believed that it was hard to motivate the students when they did not see each other.

Mostly no, because language learning requires personal contact. (T3)

Partially yes because it saves time and place. (T6)

To some extent. The biggest advantage of online education is that learners and teachers save lots of time. It's really practical. On the other hand, it's a bit hard to keep the students' motivation high in the long term. (T16)

Overall, yes but I think assessment part is little bit problematic as the reliability and validity levels of that are in current use are not enough to provide the necessary basics of assessment and evaluation. A better proctoring platform is in order for a more reliable and valid examination system. (T17)

Some of the teachers were partially satisfied with distance English education and one of the reasons of being partially satisfied was that lack of personal contact in English learning and there was not such contact in distance education according to T3. T6 and T16 were partially satisfied was because it saved time and place. T16 also added motivating students was difficult in distance education; therefore, s/he was partially satisfied with distance English education. T17 had an important point like assessment and s/he thought that system was not reliable enough to assess the exams fairly and it needed to be improved.

4.3.2. Findings upon Usefulness of Distance English Education

The second question of teacher's interview was that "Do you think that online education is beneficial for English education? Why? Why not?". The answers of teachers for this question are shown in Table 4.28 below.

Table 4.28. *The Usefulness of Distance English Education According to the Teachers*

Emerging Themes	Frequency
Beneficial	13
Partially beneficial	4
Not beneficial	3

Table 4.28 shows the answers of teachers for this question asking whether distance English education was beneficial or not. 13 of teachers thought that it was beneficial while three of them found it not beneficial and four of them found it partially beneficial. It is clear that more than half the teachers stated that distance English education was beneficial and some of their answers were illustrated below.

Yes, if used effectively. It is time-efficient and easy to manage a class. (T1)

It is one of the ways of English teaching, which helped us during the epidemic. Otherwise, if planned accordingly, I think it does prove to be beneficial as one can have easier access to language classes. (T5)

I think distance education can be useful in English teaching. At this point, the teacher's professional skills play an important role in teaching English, especially in distance education. In my opinion, skills such as keeping student motivation at a suitable level for learning, classroom management in distance education, effective use of learning management systems are factors that directly affect success in English teaching. (T10)

Yes, it is beneficial for English teaching because it allows us to perform in class communicative tasks via the means of discussion rooms in a more coherent and convenient way. (T18)

According to T1, one of the reasons for finding distance English education beneficial is that it saved time and it was easy to monitor the classroom. T5 thought that it was beneficial, too and s/he added that it could also be used later because language learners could easily access the materials through distance education. T10 believed that usefulness of distance English education depended on teacher's professional skills because if a teacher has enough and efficient professional skills, distance education could be easily beneficial. T18 stated that distance English education was beneficial because s/he got help from technology and increased the interactivity of learners. The answers of teachers who were coded as "not beneficial", are given below.

Online education limits my interaction with students. I cannot make use of body language while speaking, which can be important for students' comprehension. I can share digital materials easily. Students' production is limited because I cannot have speaking activities as often as I'd like. (T2)

No. For Turkish learners, the tools available online are not compatible with the students' levels of tech that uses a foreign language for instructions. (T12)

Not as effective as the face to face education. No eye contact, so much of the communication is lost. (T13)

The lack of interaction in distance English education is an obstacle for T2 and s/he thought that being visible as a whole body to students would help them learn better. Moreover, this limited interaction affected their speech product as well, according to T2. T12 stated that online activities were not suitable for Turkish EFL learners because their competence of technology were not enough. T13 also compared that face-to-face education and distance education and s/he thought that it was not as beneficial as face-to-face education because there was not enough communication in distance education and lack of eye contact affected that, too. The extracts of interviews from the answers of teachers who were coded as "partially beneficial", are offered below.

It could be beneficial with right tools and guidance. (T7)

Partially yes, but only for a precautionous reason. Face to face education is prior. (T9)

Yes, and no because if the students are dedicated and the teachers teach during and outside of class, it is beneficial, but access to each student is not as easy as it was while teaching in a classroom. It is

hard to feel the same teaching experience we felt in a classroom especially when the cameras are off. (T16)

According to T7, the technological devices and instructions given during distance education could be beneficial and if they were chosen effectively, the benefit of distance English education could be increased. T9 thought that it was partially beneficial because there was no any other option because of the pandemic and distance English education was an obligation to sustain learning. S/he also added that face-to-face education was always the first choice. T16 stated that teachers and students were not in the same place in distance English education; therefore, it was difficult to communicate with each student. Furthermore, s/he thought that when the teachers continue English teaching after the lesson hours and the students were motivated all the time, distance English education could be beneficial.

4.3.3. Findings upon Problems of Having Other People Engaging in Distance Education at the Same Time

The third question of teacher's interview was that "Is there anyone else who also has distance education program where you live? If yes, what kinds of problems do you have while engaged in distance education at the same time?". The answers of teachers for this question are shown in Table 4.29 below.

Table 4.29. Teachers' Having Someone Engaged in Distance Education at the Same Time

Emerging Themes	Frequency
No	13
Yes	7

According to the Table 4.29, 13 of teachers did not have anyone else attending distance lessons at the same time where they lived and seven of them had problems while attending the distance lessons at the same time with some else. The ones who did not have any problems answered this question in a short way like T4, T6 and T20 did as is seen below.

No one has distance education. (T4)

I do not have other people around me who have distance education. (T6)

No, there is not. (T20)

One of the teachers, T9, stated that s/he had someone else attending distance lessons at the same time where s/he lived and they had noise and distraction problems while doing it at the same time. T10 and T12 said that the main problems for them were connection and technical problems while having online lessons at the same time with someone else.

Yes, my household. Noise and distraction are the two main problems. (T9)

Poor Internet quality, microphone issues or some other infrastructure and technical problems can be listed among the most basic problems I encounter in distance education. (T10)

Mostly internet and technical problems. (T12)

4.3.4. Findings upon Solving Connection Problems

The fourth question of teacher's interview was that "How do you handle the technical or Internet connection problems during distance education? How do these problems affect your attitude towards distance English education?" and their answers of teachers for this question are given in Table 4.30.

Table 4.30. *How Teachers Solved Internet Connection or Technical Problems*

Emerging Themes	Frequency
Making up the lesson for another day	15
Turning on cellular data	3
Getting help from students	1
Getting help from my colleagues and IT	1

Table 4.30 shows that 15 of the teachers cancelled the lesson and rescheduled it for another time when they had internet connection or technical problems. Three of them used their cellular data through their mobile phones to solve their internet connection problems as some students indicated above. Five of them tried to solve the problem by getting help from students and five of them tried to solve their problems with the help of their colleagues and school team.

I have not experienced a big problem. When I have a bad connection problem, I wait for some time. If it does not work, I delay the class for another time slot after discussing with students. (T1)

The only solution is to postpone the session. It doesn't affect my enthusiasm, however, learners are affected badly. (T2)

I try to fix it immediately, if that doesn't help, I reschedule the time of the lesson. Utterly annoying for me personally, & for my mental health. But I don't reflect that on my attitude during the lesson. (T4)

...There could be electricity disconnection problems but there is always the flexibility to get together in the evenings or weekend to make up missed classes and the convenience to watch the video recordings of missed classes on the part of students. (T7)

If I have a problem with the Internet, I postpone the lessons to another time. If my students have a problem with the Internet, they inform me afterwards and watch the recorded lecture. (T13)

As it is seen in the table, most of the teachers ($n= 15$, 75%) postponed the lessons and rescheduled it for another time when they had any connection or technical problems as T1. T2 also did not hesitate to reschedule the lesson, moreover, s/he said that it did not affect his/her enthusiasm towards the lessons but his/her students were affected in a bad way. T4 stated that delaying the lessons and rescheduling them for another time affected him/her in a negative way. Nonetheless, T7 thinks that this problem is normal and can be solved easily by postponing the lessons because watching the lesson recordings later helps the students when they also missed the classes. Moreover, T13 also thinks that this situation is not a

problem and s/he delays the lessons for another time and s/ states that the students may have these kinds of problems and they can watch the lesson recordings later by informing the teacher.

Usually, I do not face any problems, but when it happens, I use 4g data plan, (T8)

I haven't had any serious problems. In such cases, I make use of my mobile phone. They don't affect my attitude towards the lessons at all. (T15)

Like some of the students, the teachers used their cellular data when they had Internet connection problem during the lesson. T8 and T15 stated that they did not have any serious problems while having lessons through distance education but when they had, they used their cellular data and T15 specifically said that it did not affect his/her attitude towards distance English education.

I'm calm about technical problems. I do my best not to make it seem like a big deal. I even get help from the students sometimes since they are more familiar with the new technology. (T5)

T5 stated that s/he did not feel any anxiety about the technical or Internet connection problem and tried not to reflect this issue to the students as a big problem. S/he did not hesitate to get help from the students because s/he believed that the students were more familiar with today's technological improvements.

I have got some help from my colleagues and it team of my school. (T6)

T6 stated that when s/he had any Internet connection or technical problems, s/he got help from his/her colleagues and IT team of the school.

4.3.5. The Findings upon the Effectiveness and Sufficiency of Online Assignments

The fifth question of teacher's interview was that "Do you think that assignments given in distance education are effective and sufficient for English teaching? Why?". The answers of teachers for this question are shown in Table 4.31.

Table 4.31. Teachers' Views on the Sufficiency and Effectiveness of Online Homework

Emerging Themes	Frequency
Sufficient and effective	15
Not sufficient and effective	3
Partially sufficient and effective	2

As it is seen in Table 4.31, 15 of the teachers thought that the assignments given during distance English education were sufficient and effective. Three of them did not find them sufficient or effective and two found them partially sufficient and effective.

Yes. It is easier to give online feedback on written assignments. Students can also upload videos. There are online platforms to assign homework. (T1)

Yes, they are. The only thing you should find the necessary documents and assignments for students. Mostly they are in writing and speaking. (T4)

I think they are sufficient for the time being. Mostly I assign students with writing tasks (which was the case in face-to-face classes as well), and spare more time for speaking tasks in class. I occasionally assigned them group work outside class, which may also be helpful. Since the types of assignments haven't changed much, I don't think the medium affected the effectiveness of them. (T6)

T1 thought that the assignments given during distance English education were sufficient and effective because there were a lot of homework types, and it was easy to give feedback online for writing assignments specifically. T4 also agreed with T1 and indicated that using necessary documents for online homework made it easier and s/he gave mostly writing and speaking assignments. T6 also stated that s/he gave mostly writing homework because s/he could spare more time for speaking activities during the lesson and s/he thought that there was no difference between distance English education face-to-face education in terms of sufficiency and effectiveness of assignments because the types of assignments were the same.

The online systems possess problems. They are not sensitive enough and students can correct their wrong answers and they can get help from someone else easily, that's why they are sufficient or effective. (T7)

No. Students cheat. (T12)

No. During this time (pandemic), I don't believe that summative assessments are successful. I think that formative assessments would be better. The students' efforts, participation and performance during class is more important than grades especially during online classes. The important thing is to allow them to speak, write and participate during class. (T17)

Because of online systems' problems, T7 did not find the homework sufficient and effective. S/he stated that online systems had problems and they did not give reliable results. T12 thought that students cheated easily; therefore, the assignments given during distance English education were not sufficient and effective. T17 had a different perspective about this topic because s/he thought that the assessment type was not suitable for distance English education. S/he believed that the students should be assessed with their participation and interactivity during distance education.

Partly yes. Class performance is the missing training skill. Thanks to the textbooks, we are assisted a lot about homework. (T11)

Partially, I don't think they are as effective as the ones given in traditional classes since students mostly try to find ways to escape from taking responsibility. They can make someone else to do it for them or they apply plagiarism. (T16)

T11 thought that the assignments given during distance English education were partially sufficient and effective because the class performance of students was not enough, and they showed their proficiency through assignments. According to T16, the assignments

were partially sufficient and effective because some of the students did not do them on their own and they were not reliable or autonomous as much as they should be.

4.3.6. The Findings upon Giving Enough Feedback

The sixth question of teacher's interview was that "Do you give feedback to students' tasks for English teaching? How often?". Their answers of teachers are shown in Table 4.32.

Table 4.32. *Frequency of Teacher Feedback*

Emerging Themes	Frequency
After each task/lesson	8
Weekly	7
Not very often	5

The answers of teachers in terms of giving feedback are shown in Table 4.32. Eight of the teachers stated that they gave feedback after each task which students did in the classroom or after each lesson. Seven of them stated they mostly gave feedback weekly and five of them expressed that they did not very often give feedback.

Yes, I always try to give feedback. After every task in channels, students present their work next lesson. I have a class discussion and get their ideas. (T12)

I give feedback to my students right after every task regardless of its nature. It could be a written assignment or a spoken assignment which receives my immediate attention. (T17)

I do provide feedback to the students in various forms. It can be in class; while they are completing a speaking task, I take down the common mistakes (sometimes edit them so that the students do not feel threatened) and we go over them together. I also use recasts during the lessons in order not to disturb the flow of the lessons/conversation. As for their assignments, I usually give feedback to their writings (short assignments or essays) every week and ask for revisions at times (mostly for essays). I also give them detailed feedback (both oral and written) after class presentations (this is usually given them after the module ends). (T19)

I always give feedback and believe in teacher feedbacks. I try to do as much as I can after every homework or assignment I give, I always give them feedback. I try to be as constructive as possible. (T20)

T12 said that s/he tried to give feedback after each task, which is mostly a group work, with the help of class discussion. T17 and T19 stated they gave feedback in various ways because of the different types of activities such as writing or speaking. T20 emphasized the importance of feedback and s/he tried to give feedback as much as s/he could and tried to be constructive to improve the students better.

Yes, less than face to face education. Once a week. (T6)

Yes, Weekly and while marking essays and online homework. (T9)

I give feedback on students' written assignments weekly. (T10)

T6 stated that s/he gave feedback to the students for their online assignments once a week and s/he added also that it was less than face-to-face education. T9 and T10 also gave

feedback weekly and they specified that they mostly gave feedback for students' writing assignments.

No, not much. (T3)

Yes. %70 of the time. (T4)

Not too often because of the number of students but at least once for every student in a quarter. (T7)

T3 and T4 expressed that they did not give much feedback to the students for their online assignments during distance English education. T7 also did not often give feedback because the number of the students was high. The quarter was seven weeks and T7 stated that s/he gave feedback to the students once in seven weeks, which was not often again.

4.3.7. Findings upon Opinions about Exam/Quiz Applications

The seventh question of teacher's interview was that "What do you think about exams and quizzes in distance education for English teaching?" The answers of teachers for this question are shown in Table 4.33 below.

Table 4.33. *Teachers' Opinions on Exam/Quiz Applications*

Emerging Themes	Frequency
Not reliable	11
Not effective	2
Reliable	5
More task-based assessment	2

According to Table 4.33, 11 of the teachers thought that the exams and quizzes applied during distance English education were not reliable. On the other hand, five of them stated that they were reliable. Moreover, two of them said that they were not effective and the other two thought that the exams and quizzes during distance English education should have been assessment based on performance such as task-based activities.

Not effective. (T4)

Well, this is the biggest problem. You can never be sure if the students are taking the exams themselves or not. (T5)

Their results are not reliable. (T6)

They are reliable because in each exam session it is mandatory to join an exam/quiz. Also, I do find them effective. (T8)

This is another thing I don't like about distance education. Whatever we do, we can't be 100% sure whether we assessed the student properly since we are not watching them. (T14)

I think the only way to truly assess and evaluate students' English skills is true performance-based tasks, which necessitates role-plays and live action performances such as presentations, demonstrations and debates. Written and other varieties of multiple-choice tests, open-ended assignments are open to abuse. (T17)

T5, T6 and T14 indicated that the exams and quizzes applied during the distance English education were not reliable because it was so easy to get help from the Internet; therefore, they could not be sure that the students did them on their own. T4 thought that they were not effective, either. Nonetheless, T8 stated that s/he found these exams and quizzes were reliable and effective because they were obligatory for each student and each learner was assessed with those exams and quizzes. T17 had a different perspective on exams and quizzes applied during distance English education. S/he thought that the assessment type should have been different such as performance-based tasks because these kinds of activities could show the real proficiency and capacity of learners and any kinds of written assessment types were not reliable enough during distance education.

4.3.8. Findings upon Teachers' Problems While Holding Examination

The eighth question of teacher's interview was that "Do you have any problems while holding an examination such as final exam or quiz in distance education for English teaching? If yes, what kinds of problems do you have and how do you solve them?" This question was asked only to the teachers and there was no similar question in the student's interview form. However, almost all of the teachers answered this question by considering the problems caused by the students. The answers of teachers for this question are given in Table 4.34.

Table 4.34. *Teachers' Problems While Holding Quizzes/Exams*

Emerging Themes	Frequency
No problem	7
Technical problem	7
Cheating	6

As it is seen in Table 4.34, seven of the teachers said that they did not have any problems while holding any examination during distance English education process as T3 stated. On the other hand, seven of them stated that they had technical problems while holding examination and six of them clarified that they had cheating problems. The extracts from teachers' answers for this question are illustrated below.

Personally, I don't have any. (T3)

Students who get in technical trouble during exam. (T4)

I cannot control all the students at the same time. Cheating is a big problem. (T6)

My only concern is regarding the reliability of the exam because students can cheat. I don't think we can solve this completely because students take the exam at their own apartments in their convenience. (T10)

Yes, I have especially in systems like Moodle because students frequently get kicked out of the system, they have a hard time switching pages or they frequently experience pauses and freezes in the media that they're trying to listen to or watch most importantly they experience a great deal of problems especially when it comes to submitting the exam most of the time, either. The button doesn't work, it freezes. I think the only way to solve this is possible with better infrastructure. (T16)

Generally during exams, students' Internet or electricity cuts off. Sometimes the system removes the student during the exam due to technical issues. (T19)

The teachers aforementioned clarified that they had problems because of students' Internet connection and technical problems. For example, T4 and T19 stated that the students' electricity was cut off during the exam or they had Internet connection problems besides the website's technical problems. Similarly, T16 said that systematical problems of websites were one of the biggest problems because of Internet connection lose. Finally, T6 and T10 stated that cheating of students was a serious problem because they could not control all of the students and they were not at the same place during the examinations.

4.3.9. Findings upon Teachers' Opinions on Students' Performance

The ninth question of teacher's interview was that "What do you think about your students' performance in distance English education?". This question was answered only by the teachers. The answers of teachers for this question are shown in Table 4.35.

Table 4.35. Teachers' Opinions about Students

Emerging Themes	Frequency
Most of them perform well but some do not.	11
Some students perform well.	6
Some students perform poorly.	3

According to Table 4.35, 11 of the teachers answered this question by stating that most of the students performed well in distance English education but still some of them did not perform very well. Six of them stated that some of the students showed effective performance. However, three of them said that some of the students performed poorly and they were reluctant to talk during distance English education lessons.

Some students are willing to participate in class. (T1)

Some of them do not know how to take the responsibility of their learning process. That's why they have difficulties. On the other hand, some learners are very good at adapting themselves to distance learning. (T2)

Weak. (T4)

It decreases the performance. (T6)

I think they're motivated and participate in the classes. (T10)

High number of students can improve themselves. However, for some students, it seems impossible. (T14)

Most of the students are trying really hard during distance learning. 90% of them are engaged and hardworking students, some fall behind.... (T20)

As it was seen in the answers of T1 and T10, they thought that some of the students showed efficient performance during distance English education, and they adapted quite successfully to the distance education. Nevertheless, T4 and T6 did not think in the same way and stated that some of the students did not perform very well and the distance English education decreased their performance. But still, T2, T14 and T20 underlined the changing learner autonomy and expressed that most of the students' performance in distance English education was effective and they adapted very well, but some of them could not perform very well and they fell behind. Besides, they stated that the performance of students in distance English education did not change a lot and they performed differently as they performed in face-to-face education.

4.3.10. Findings upon Opinions about Success of Distance English Education

The tenth question of teacher's interview was that "Do you think that distance education is a successful program for English teaching?" and teachers' opinions about the success of distance English education are given in Table 4.36.

Table 4.36. *Teachers' Opinions about the Success of Distance English Education*

Emerging Themes	Frequency
Successful	14
Not successful	6

14 of the teachers thought that the distance English education was a successful application in this pandemic process according to the Table 4.36. Nevertheless, six of them thought that it was not a successful process. In light of teachers' answers, some samples extracts are offered below.

Yes, I think it is as successful as possible. (T2)

Not successful so far. It needs a whole new approach & books designed with online activities. (T4)

No, it is not. Language learning needs personal contact so it cannot be done online. (T9)

In this situation (Covid-19) this seems to be the only option. In these circumstances it can be considered as successful. (T12)

I believe distance learning is successful under the circumstances. I think it is successful because students have started getting used to it and they're trying to learn more. It's also teaching them to develop and use other learning strategies because the Internet is a good source of learning for them and they can learn and teach themselves. (T20)

T4 and T9 thought that distance English education was not a successful application because language learning needs personal contact and it could not be carried out in distance English education. T4 also stated that there should have been newly designed materials with a new approach for distance English education in order to make it successful. However, T2,

T12 and T20 expressed that it was a successful application under these pandemic circumstances because it was the only option. T20 also stated that it was successful because the students figured out how to learn by themselves, use new learning strategies and access to the Internet helped them improve themselves.

4.3.11. Findings upon Opinions about Distance English Education

The eleventh question of teacher's interview was that "Do you have any other ideas, suggestions and complaints about distance education in English teaching?". This question was answered by both teachers and students and it was the last question of interviews. The answers of teachers for this question are displayed in Table 4.37 and some of the sample extracts are given below.

Table 4.37. *Teachers' Further Comments*

Emerging Themes	Frequency
No comment.	12
Lessing the lesson schedule	4
Reliability of exams/quizzes	2
Opening camera	2

According to Table 4.37, 12 of the teachers did not express any idea, comment, complaint or suggestion for distance English education. However, four of them recommended that the lesson schedule should be decreased. Two of them complained about the reliability of the exams and quizzes and two of them suggested that cameras should be opened in distance education. Some of the sample answers of teachers are given below.

My only complaint is regarding the strict and heavy schedule. Meeting face to face and online are not the same. (T3)

Exams are not reliable in distance education. Except for quizzes and exams there is no problem. (T4)

I do not have any further suggestions. (T6)

In our university there is no obligation for students to turn on their cameras. But if we want to increase interaction this should be necessity. In this way they can focus on task and they are less able to engage into other distracters such as mobiles. (T7)

I suggest shortening the duration of lessons in distance education. I recommend increasing in-service training activities. (T9)

According to the answers of teachers, T3 and T9 complained about the busy lesson schedule and the duration of lessons and suggested they should be reduced. T4 also complained about the reliability of the exams and quizzes. Most of the teachers in this present study did not express any idea, comment, suggestion or complaint about distance English education like T6. On the other hand, T7 complained about the distance education rules of institution where s/he worked because turning on the camera during distance English

education lessons was not compulsory for students and s/he recommended that everybody should turn on their cameras in order to increase the interactivity during distance education so that the students could focus better on lessons.

CHAPTER 5: DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter starts with the discussions of main findings of the current study with reference to the related literature. Then, general overview of the study has been presented in the conclusion part. Finally, suggestions and implications have been provided in the last section.

5.1. Discussion

In this chapter of this present study, the findings presented in the previous chapter are compared with the relevant similar studies' results in terms of each research question. These studies compared for the discussion part were conducted before the pandemic and during the pandemic. At the end of this section, limitations and suggestions for further studies are also stated.

With the beginning of the Covid-19 pandemic, most schools were shut down and distance education became an obligation. These education institutions applied distance education and it was supposed to be used for English teaching as well. In Turkey, higher education institutions applied distance English education in preparation schools. It was a new application for some teachers and students; therefore, their attitudes towards distance English education were needed to be analyzed. This present study aimed at analyzing the attitudes of English preparation class students' and teachers' attitudes towards distance education and the relationship between the English preparation class students' attitudes and their demographic variables. Before comparing the findings of this study and other studies, the research questions are given below again.

1. What are the attitudes of English preparatory class students towards distance education?

2. How do the demographic variables (gender, age, English proficiency level, internet usage duration, computer access, previous distance education experience and high school types) affect the students' attitudes towards distance education?

3. What are the attitudes of English preparatory class teachers towards distance education?

5.1.1. Discussion of the English Preparatory Class Students' Attitudes towards Distance English Education

An initial objective and the first question of this thesis was to identify the attitudes of preparation class students towards distance English education. The questionnaire used in

this present study has 36 items to understand the attitudes of students towards distance English education in preparation class and it was five-point Likert-scale survey. The total mean score of the questionnaire was 3.84. The results of this study showed that the attitudes of preparation class students towards distance English education were positive. The findings of the studies conducted before the pandemic and during the pandemic in the related literature were compared with this present study' results. In line with previous studies (Aktaş, et al., 2020; Al-Qaisy, 2021; Demir & Narlıkaya, 2020; Erarslan & Zehir Topkaya, 2017; Majerison, Rahman, & Li 2020; Olugbenga, Rotimi, & Olokulehim, 2006; Peytcheva-Forsyth, Yovkova, & Aleksieva, 2018), this current study also found out positive attitudes towards distance English education.

Olugbenga, Rotimi and Olokulehim (2006) aimed at analyzing the attitudes of students towards distance education. Almost half (56%) of participants in their study stated that they would prefer distance education instead of face-to-face education; nevertheless, even if the students' attitudes in this current study were positive, surprisingly, they expressed that they would prefer face-to-face education instead of distance English education.

The results of this current study are consistent with the data obtained in the study conducted by Majerison, Rahman and Li (2020) who demonstrated that the attitudes of students towards distance education were positive (M : 3.65). Current study results in terms of students' positive attitude towards distance education also match with the results of Al-Qaisy's study (2021) who reached positive attitudes of students (M : 3.65) towards distance education during the pandemic. The results of the study also collaborate the findings of Peytcheva-Forsyth, Yovkova and Aleksieva's (2018) study which resulted in the students' positive attitudes towards distance education.

Some studies in Turkey yielded similar results as it was seen in Demir and Narlıkaya's (2020) study. They found that the students demonstrated positive attitudes towards distance education during Covid-19 pandemic. In addition, Aktaş et al. (2020) concluded that the attitudes of students towards distance education were positive; however, they preferred distance education only because of pandemic reasons and they were not willing to attend distance education after the end of pandemic. Likewise, the students in this present study stated that they did not want to continue with distance education after the pandemic even if they showed positive attitudes towards distance education during the pandemic.

This study produced results which corroborate the findings of a great deal of the previous work in this field. To begin with, this study also accords with Aydın's (2007) study which showed that the language learners had positive attitudes towards distance education and Internet usage. Next, the aim of Farooq and Javid's (2012) study was to investigate the attitudes of EFL learners' attitudes towards distance English education and they resulted that their attitudes were positive. Another study conducted by Aydın (2015) aimed at finding the students' attitudes towards distance foreign language, Russian, education and he found that the students had positive attitudes as this present study revealed. Finally, Çakır and Solak (2015) analyzed the attitudes of Turkish EFL learners from a state university towards e-learning, and they also had consistent results with this present study, namely positive attitudes towards online learning.

In accordance with the present results, previous studies demonstrated that the EFL learners showed positive attitudes towards distance education. For instance, the study of Erarslan and Zehir Topkaya (2017) concluded that Turkish EFL preparatory class students had positive attitudes towards distance education. Nevertheless, their participants also stated that the distance education was not beneficial for them as this present study because some of the student participants (%30) did and another 30% stated it was partially beneficial. Still, both of the studies' student participants' attitudes towards distance education were positive. Finally, the main purpose of the study by Azizah and Nugraha (2021) was to analyze the attitudes of language learners' attitudes towards distance education in Indonesia during the Covid-19 pandemic. The participants of their study stated that they had positive attitudes, but still they preferred face-to-face education as stated in this present study as well.

However, the findings of the current study do not support some of the previous research. To illustrate, Benadla and Hadji's (2021) study found that the attitudes of EFL learners in Algeria were negative towards distance education during the Covid-19 pandemic. Moreover, according to the findings of the study conducted by Tran (2021), Vietnamese EFL learners' attitudes towards distance education were negative in contrast to the results of this present study. In addition, Srichanyachon (2013) found out that the attitudes of EFL learners were moderate in Thailand.

Another conflicting study showed that the students learning English through distance education had hesitant attitudes close to negative (Köprülü & Öznacar, 2019). There were other studies showing different results conducted in Turkey, too. For example, Yakar and

Yakar (2020) indicated that the attitudes of Education Faculty students towards distance education were negative close to moderate. In addition, the main purpose of the study conducted by Keskin, Kızıltepe and Kırkgöz (2020) was to analyze the attitudes of nursing students towards distance education and they revealed that the attitudes of students were in midlevel, which means neither positive or nor negative. Furthermore, one of the studies also found that Mathematics students had negative attitudes towards distance education (Demir, 2020).

In contrast to the findings of this study, Birişçi (2013) found that the attitudes of students towards distance education were in indecisive level ($M: 2.61-3.4$) and they were not sure about the effectiveness of distance education. Another study also found conflicting results and showed that state university students had negative attitudes towards distance education (Barış, 2015). Similarly, Erfidan (2019) concluded that the attitudes of students were negative. Nevertheless, their participants also stated that they would not prefer face-to-face education and this supports one of the results of this present study in that the students in this study expressed that they would prefer face-to-face education even if they showed positive attitudes towards distance education. Finally, Altuntaş Yılmaz (2020) aimed at analyzing the attitudes of students towards distance education and stated that their attitudes were negative and this result also conflicts with the current study's results.

As it was seen in earlier studies, one of the results of this study, that is the students having positive attitudes towards distance English education, was supported by some studies in the related literature. Nonetheless, some other studies had conflicting results and they did not reach the same results, which shows that the attitudes of students towards distance education could be either positive or negative as stated in the relevant literature.

5.1.2. Discussion of the Relationship between the Demographic Variables and the Students' Attitudes

The second question aimed to investigate the relationship between the demographic variables of English preparatory class students and their attitudes towards distance English education. Demographic variables of students asked for in this study were gender, age, English proficiency level, Internet usage duration, having computer, previous distance education experience and high school types. These details were asked in the first part of the students' questionnaire. Each of the demographic variables was compared with the results of the questionnaire.

When the related literature was reviewed, some studies were found to search for the relationship between the students' variables and their attitudes towards distance education. The first demographic variable was the gender of students and it was also the most compared variable in the previous studies. The findings of this present thesis showed that there was a significant relationship between the students' gender and their attitudes towards distance English education according to the Independent-Samples T-test's results ($p < 0.05$) and male students had more positive attitudes towards distance education than the female students did. This finding corroborates with some of the studies reviewed in the literature. Öztaş and Kılıç (2017) and Aydın (2007) indicated that there was a significant relationship between the attitudes of learners and their gender. Bayram, Peker, Aka and Vural (2019) found that there was significant relationship between the attitudes of students towards distance education and their gender; but in their study, the female students had more positive attitudes towards distance education. Moreover, Köprülü and Öznacar (2019) and Bayram, Peker, Aka and Vural (2019) also found the same result and showed that there was a significant difference in favor of female students.

Nevertheless, there were also some studies conflicting with this result of the study. For instance, Peytcheva-Forsyth, Yovkova and Aleksieva (2018), Kowshick (2020), Al-Qaisy (2021) and Srichanyachon (2013) are the studies conflicting with this result by stating in their studies that there was no significant relationship between the gender and the students' attitudes towards distance education. There were also some studies from Turkey with the same finding (Ateş & Altun, 2008; Barış, 2015, Çelik & Uzunboylu, 2015; Uzun, Eş, & Evram, 2020).

The second demographic variable was the age of the students. The ages of students differed from 18 to 25, but aforementioned they were categorized as 18, 19 and 20+. According to the One-Way ANOVA analysis ($p < 0.05$), there was a significant relationship between the attitudes of students towards distance education and their age in this present study. The younger students had more positive attitudes towards distance education than the older students did. This result is supported by the findings of the studies conducted by Uzun, Eş and Evram (2020) and Mocoşoğlu and Kaya (2020). Nonetheless, some studies found that there was no significant difference between the attitudes of students towards distance education and their age (Aydın, 2007; Çakır & Arslan, 2020; Öztaş & Kılıç, 2017; Peytcheva-Forsyth, Yovkova, & Aleksieva, 2018).

Another demographic variable analyzed in this study was the English proficiency level of students. The students were in different levels in their preparation class and the number of them were also different from each other and there were students studying in each level except A1 level. One-Way ANOVA analysis showed that there was a significant relationship between the attitudes of students and their English proficiency level ($p < 0.05$) and the students from lower level like B1 had more positive attitudes towards distance education than the students were in higher levels like B2. Nonetheless, there was only one related study comparing this demographic feature with the students' attitudes. According to the results of Aydın's (2007) study, there was no significant relationship between the students' proficiency levels and their attitudes towards distance English education, which is in contrast to the present study's result.

Daily internet usage time of the students was another demographic variable and its relationship with the attitudes of students towards distance education was investigated, too. In the current study, One-Way ANOVA analysis showed that there was not a significant relationship between the students' attitudes towards distance education and their daily internet usage duration ($p < 0.05$). Although this finding differs from some previous studies (Çelik & Uzunboylu, 2015; Demir, 2020; Demir & Narlıkaya, 2020), it is consistent with some of the earlier studies (Aydın, 2007).

The next demographic variable of the current study was whether the students had computer and its relationship with their attitudes. According to the results of Independent-Samples t-test, there was a significant difference between the attitudes of students and whether they had computer or not ($p < 0.05$) and the ones who had their own computer had more positive attitudes than the ones who did not their own computer. When the related literature was reviewed, this finding was supported by some of the previous studies. To exemplify, Aydın (2007), Barış (2015) and Yakar and Yakar (2020) found that there was a significant difference between the students' attitudes and their computer possession. Nonetheless, there was also one study conflicting with this result in the related literature (Srichanyachon, 2013).

In the current study, the students' previous distance education experience was another demographic variable and it was analyzed in terms of students' attitudes. 166 of them stated that they did not have previous distance education experience. The results of Independent-Samples t-Test showed that there was no significant relationship between the

attitudes of students and their previous distance education experience ($p > 0.05$). The present finding seems to be consistent with another research with the same result (Öztaş & Kılıç, 2017).

However, Ateş and Altun (2008), Demir and Narlıkaya (2020), Demir (2020) had contradicting results and they found that there was a significant relationship between the students' previous online learning experience and attitudes in their studies. Moreover, Köprülü and Öznacar (2019) concluded in their study that there was a significant relationship between the previous distance education experience of students and their attitudes in that the ones who had participated in distance education before had more positive attitudes than the ones who had not experienced it before. Another conflicting study with this result found that the students who had not had any experience showed negative attitudes towards distance education (Eela, 2020).

The last demographic variable was the students' high school types in the present study. The results of One-Way ANOVA analysis demonstrated that there was not a significant relationship between the type of high school the students graduated from and their distance education attitudes ($p > 0.05$). This finding of the current study is consistent with those of Çakır and Arslan, (2020), Demir, (2020) and Öztaş and Kılıç (2017) who did not find a significant relationship between the high school types and the students' attitudes. In contrast to those earlier studies' findings, there were also some studies which stated that there was a significant relationship between the attitudes of students and their high school types (Al-Qaisy, 2021; Aydın, 2007).

In conclusion, the demographic variables, which are gender, age, English proficiency level, internet usage time, computer access, previous distance education experience and high school types of students in the current study, and their relationship with the attitudes of students were discussed in this part. According to the results of each of test, there were found both supporting and conflicting results in the related literature. Yet, it was also clear that some of the demographics were needed to be studied more because there were not enough supporting studies and they need to be confirmed by the future studies.

5.1.3. The Discussion of the Attitudes of the English Preparatory Class Teachers towards Distance English Education

The third question in this research was “What are the attitudes of English preparatory class teachers towards distance education?” and the attitudes of teachers were analyzed

through a semi-instructed interview prepared by the writer. The answers of the teachers were analyzed and coded in terms of their common category.

According to the findings of the study, English preparatory class teachers had positive attitudes towards distance English education. The findings can be summarized as follows. 60% of the teachers were satisfied with the distance English education and this number is more than the half of them. Moreover, 65% of them stated that distance English education was a beneficial application. They (60%) also thought that it had a positive effect on students; furthermore, 55% of them stated that most of the students performed very well. 75% of the teachers expressed that they gave feedback at least once a week and the assignments given during the distance education were effective and sufficient. Nevertheless, they had problems while holding the examination such as cheating and technical problems (65%) and they (55%) thought that the exams were not reliable during the distance English education. Last but not least, 70% of the teachers thought that distance English education was a successful application. All in all, it can be concluded from these results that the attitudes of English preparatory class teachers towards distance English education was generally positive.

When the related literature was reviewed, there were a couple studies which analyzed the attitudes of teachers towards distance education and the findings of those results will be compared to the present result of the study. The findings observed in this study mirror those of the previous studies that examined the attitudes of teachers towards distance education.

These study findings are in agreement with the findings of Kocayiğit and Uşun (2020), which showed that the teachers had positive attitudes towards distance education. Another study supporting this present result belongs to Arslan (2020) who revealed that teachers' attitudes towards distance education was close to midlevel and positive. Another study in the literature with similar results found that the attitudes of teachers towards distance English education was positive (Burak, 2021). Additionally, Eela (2020) concluded that the teachers had positive attitudes towards distance English education in line with their previous experience; however, this correlation was not seen in any other studies analyzing the attitudes of teachers towards distance English education. Aras and Karakaya (2020) also found supporting results which demonstrated that the teachers' attitudes were positive.

However, there were some studies with conflicting results. To begin with, Nasser-Abouchedid (2000) and Ağır (2007) indicated that the attitudes of teachers were neutral

towards distance education. Also, Mocoşoğlu and Kaya (2020) concluded that teachers' attitudes were negative. Additionally, Erfidan (2019) found that the distance education was not preferred by the teachers and Akman (2021) reached negative teacher attitudes. Finally, Tümen and Akyıldız (2020) aimed to find out the attitudes of English teachers in secondary public school towards distance education and interviewed with teachers. According to their results, the teachers stated the distance education had some specific problems such as connection and technical problems and they needed help to solve those problems because they were not prepared and trained enough for that. In a similar vein, the teachers in this present study also stated that they sometimes had technical and connection problems and they solved them with the help of the colleagues or school's IT team. This shows that the attitudes of teachers may differ with their technical support during the distance education.

All in all, after comparing the results of the current study with the previous studies, it can be said that the attitudes of teachers towards distance education could be different and it still shows differences in terms of each setting.

5.2. Conclusion, Suggestions and Implications

This present study aimed to find out the attitudes of preparatory class students and teachers towards distance English education and the relationship between the students' attitudes and their demographic variables. The study was carried out in a private university in İstanbul, English Preparatory Class in the spring term of 2020-2021 Academic year. 300 students and 20 teachers from preparatory class were the participants of this study. In order to collect quantitative data, a questionnaire was applied to the students with demographic information form and to collect qualitative data, semi-structured interviews were used for both the teachers and students.

According to overall results, the attitudes of English preparatory class students towards distance education was positive ($M: 3.86, SD: 0.57$) and they also stated that they were satisfied and it was a beneficial application for them. Moreover, distance education helped them to improve their English and affected their success. There was a statistically significant difference between the students' attitudes and their gender, age, English level and computer access in favor of the male, younger, lower level participants and having a computer. However, there was no statistically significant difference between their attitudes and internet usage duration, previous distance education experience and their high school types. The attitudes of the English preparatory class teachers towards distance education was

also positive. They were satisfied and found it beneficial. They also thought that it was helpful in terms improve their students' English knowledge.

In sum, the purpose of the study was to analyze the attitudes of students and teachers towards distance English education during the pandemic and the effect of variables on students' attitudes. This study was conducted in one of the private universities in Istanbul. From the beginning till the end, the whole process was carried out under the pandemic circumstances. The institution had to use distance education in this process. The results of the study only involve only pandemic process between March, 2020 and July, 2021. Thus, the results of the study cannot be generalized to the other contexts. There can be some suggestions and implications for further studies.

Firstly, further studies can be carried out the same topic by including other universities such as private and public and from other cities because the facilities of private universities could change and the results may differ when the public universities are included. Moreover, the number of the participants also should be increased because only 300 students and 20 students attended in this study and this number was not enough to make generalization.

Secondly, the instruments of the study were students' questionnaire and interview and teachers' interview. In the future studies, the questionnaire for teachers can be used and the attitudes of teachers and students can be compared more effectively. Furthermore, the questions of interviews can be changed in order to get more diverse results and the face-to-face application of data collection tools can show different results because in this study every data collection tool was applied online because of the pandemic reasons.

The next suggestion for further studies is that they can arrange the variables. First, they can change the variables for students. For instance, the relationship between English proficiency level of students and their attitudes was not placed in the literature enough. Secondly, the relationship between the demographic variables of teachers and their attitudes towards distance English education can be analyzed. The literature also had some studies analyzing this topic but it deserves more focus for improving distance education.

Finally, a similar study can be carried out with the same instruments and same participants when the distance education is a preference for them. Even if the setting changes, the attitudes of teachers and students towards distance English education should be studied again when it was not compulsory anymore. In order to meet the needs of learners of this

century, following technological improvements becomes more important for English teachers. This process is thought to help the educators to realize the importance of distance education and researchers should focus on it with different data collection and analysis tools.

Distance education applications seem to be used more now due to the pandemic reasons. After the pandemic, face-to-face education can be put into practice again full time. Nevertheless, schools, teachers, students, even materials can be improved according to distance education from now on in case of any emergency. It may not be compulsory, but still, distance education can be preferred especially for higher levels such as BA, MA or PhD education. Alternatively, schools can prepare themselves for distance education applications and in case of any kind of emergency such as shutting down the schools because of weather conditions or pandemic issues, distance education can be put into practice to prevent the losses. The materials have always played an important role in learning/teaching process and this situation was also valid for distance education process. However, materials should be varied and adapted for distance education, and material developers should consider changing situations in learning/teaching process via providing alternatives and flexibility with various applications, websites or online activities.

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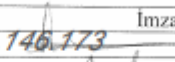

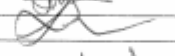


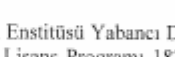
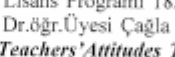
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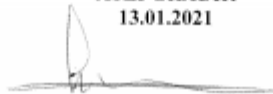
T.C.
PAMUKKALE ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLERİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
SAYI: 68282350/2018/G01

Toplantı Tarihi : 13.01.2021
Toplantı Sayısı : 01
Toplantı Saati : 15:30

S.N	Adı Soyadı	İmza
1	Prof. Dr. Ertuğrul İŞLER <i>176.220.146.173</i>	
2	Prof. Dr. Mithat AYDIN <i>62050</i>	
3	Prof. Dr. Naci KARKIN <i>25.01.2021</i>	
4	Prof. Dr. Asuman DUATEPE PAKSU	
5	Prof. Dr. Murat BALKIS	
6	Prof. Dr. İsmail ÇEVIŞ	
7	Prof. Dr. Süleyman BARUTÇU	

KARAR 8- Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi ana Bilim Dalı İngiliz Dili Eğitimi tezli Yüksek Lisans Yüksek Lisans Programı 182151045 numaralı öğrencisi Muhammet Ramazan EKİCİ'nin danışmanlığını Dr.öğr.Üyesi Çağla ATMACA sorumluluğunda *"Turkish EFI preparatory Class Students'and Teachers'Attitudes Towards online Education"* Konulu tez çalışmasına yönelik başvuru formunun usul ve etik açıdan verdiği beyan ve ekler tetkik edilmiş olup; proje sahibinin, başvurusunda yer alan bilgi, belge ve taahhünelere uygun bilimsel davranışlar sergileyeceği kanaati oluşmuştur. İş bu karar oy birliği ile alınmıştır.

ASLI GİBİDİR
13.01.2021



Prof. Dr. Ertuğrul İŞLER
Başkan

Appendix II. Survey and Interview Form of Students in Turkish

A. Uzaktan Eğitim ile Yürütülen İngilizce Hazırlık Programını Değerlendirme Ölçeği

Değerli Öğrenciler,

Bu çalışmanın amacı, İstanbul Sabahattin Zaim Üniversitesi'nde uzaktan eğitimle yürütülen İngilizce Hazırlık Programına ilişkin görüşlerinizi değerlendirmektir. Çalışma kapsamında vereceğiniz cevaplar, sadece programın değerlendirilmesi amacıyla kullanılacaktır. Lütfen isim veya soy isim yazmayınız. Ölçekten sağlıklı sonuçlar elde edilmesi vereceğiniz samimi cevaplara ve ölçekte bulunan maddeleri eksiksiz doldurmanıza bağlıdır.

Çalışmanın birinci bölümünde bazı sosyo-demografik bilgiler yer almaktadır. Çalışmanın ikinci bölümünde ise Uzaktan Eğitim İngilizce Hazırlık Programının değerlendirilmesine yönelik bazı ifadeler bulunmaktadır. Bu bölümde size sunulan her bir maddeyi beşli derecelendirme (1 = Kesinlikle Katılmıyorum, 5 = Kesinlikle Katılıyorum) yöntemi ile değerlendiriniz ve size en uygun şıkkı çarpı ile işaretleyiniz. Bu bölümde bahsi geçen “portal”, üniversite bünyesinde sunulan uzaktan eğitim programı ve onun içerdiği her şeyi kapsamaktadır. Lütfen soruları bunu dikkate alarak yanıtlayınız.

Bu çalışmada yer alan soruların doğru veya yanlış bir cevabı yoktur. Bu nedenle, size en çok uyan cevabı içtenlikle işaretleyiniz. Ayrıca çalışmadaki tüm sorulara eksiksiz cevap vermeniz de araştırmanın güvenilirliği ve geçerliği açısından büyük önem arz etmektedir.

Bu çalışma İstanbul Sabahattin Zaim Üniversitesi, Diller Okulu, İngilizce Hazırlık Bölümü tarafından alınan izin doğrultusunda yürütülecektir. Verdiğiniz kişisel bilgilerinizin ve cevaplarınızın korunması hususunda, 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca kişisel verileri korumak amacıyla gerekli tüm tedbirler alınacak, gerekli her türlü yükümlülük özenle yerine getirilecektir. Bu çalışmaya katılmanız hiçbir risk veya zorunluluk içermemektedir ve tamamen gönüllülük esasına dayalıdır. Herhangi bir sebeple kendinizi rahatsız hissetmeniz durumunda araştırmaya katılımınızı sonlandırabilirsiniz.

Değerli katkılarınız için teşekkür ederim. Herhangi bir soru veya sorun olması durumunda hiç tereddüt etmeden benimle iletişime geçebilirsiniz.

Muhammet Ramazan Ekici

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Pamukkale Üniversitesi

E-mail: ramazanekici95@gmail.com

Bilgilendirmeyi okudum ve bu çalışmada yer almak istiyorum. □

I. BİRİNCİ BÖLÜM: KİŞİSEL BİLGİLER

Cinsiyetiniz: Kadın () Erkek ()

Yaşınız:.....

İngilizce Seviyeniz: A1 () A2 () B1 () B1+ () B2 () B2+ ()

Günde ortalama internet kullanım süreniz:

1-5 saat () 6-8 saat () 9-11 saat () 12+ saat ()

Kendinize ait bilgisayarınız var mı? Evet () Hayır ()

Daha önce herhangi uzaktan eğitim programına katıldınız mı? Evet () Hayır ()

Hangi tür liseden mezun oldunuz? Hem 1. hem de 2. soruyu cevaplayın.

1. Devlet () Özel ()

2. Anadolu Lisesi () Fen Lisesi () Sosyal Bilimler Lisesi () Temel Lise ()
Meslek Lisesi () Diğer () Belirtiniz

I. İKİNCİ BÖLÜM: PROGRAMLA İLGİLİ GÖRÜŞLER						
		Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılmıyorum Ne Katılmıyorum (3)	Katılmıyorum (4)	Kesinlikle Katılmıyorum (5)
1.	Programın amaçları öğrenci ihtiyaçları ile uyumludur.	1	2	3	4	5
2.	Programın amaçları öğrenci beklentileriyle uyumludur.	1	2	3	4	5
3.	Program öğrencilerin İngilizce dil seviyelerine uygundur.	1	2	3	4	5
4.	Programın süresi programın amaçlarına ulaşılması için yeterlidir.	1	2	3	4	5
5.	Program diğer dersleri tamamlayıcı niteliktedir.	1	2	3	4	5
6.	Uzaktan eğitimle yapılan İngilizce dersleri İngilizce bilgisini geliştirir niteliktedir.	1	2	3	4	5
7.	Portal, geliştirilmesi amaçlanan İngilizce dinleme becerisi için yeterli kaynak sağlamaktadır.	1	2	3	4	5
8.	Portal, geliştirilmesi amaçlanan İngilizce yazma becerisi için yeterli kaynak sağlamaktadır.	1	2	3	4	5
9.	Portal, geliştirilmesi amaçlanan İngilizce konuşma becerisi için yeterli kaynak sağlamaktadır.	1	2	3	4	5
10.	Portal, geliştirilmesi amaçlanan İngilizce okuma becerisi için yeterli kaynak sağlamaktadır.	1	2	3	4	5
11.	Portal, geliştirilmesi amaçlanan İngilizce dilbilgisi için yeterli kaynak sağlamaktadır.	1	2	3	4	5
12.	Portalda kullanılan öğrenme kaynakları / materyalleri kalitelidir.	1	2	3	4	5
13.	Sunulan ders içeriği niteliklidir.	1	2	3	4	5
14.	Portala yüklenen testlerin sayısı yeterlidir.	1	2	3	4	5
15.	Öğretim elemanına rahatça soru sorulabilmektedir.	1	2	3	4	5
16.	Öğretim elemanları konunun öğrenilmesi için kolaylaştırıcı yollar denemektedirler.	1	2	3	4	5
17.	Öğretim elemanları programı amacına uygun şekilde uygulamaktadırlar.	1	2	3	4	5
18.	Öğretim elemanları konuya/amaca uygun öğretim yöntemlerini kullanmaktadırlar.	1	2	3	4	5
19.	Öğretim elemanları materyalleri etkili kullanmaktadırlar.	1	2	3	4	5
20.	Program uygulanırken bir aksaklık yaşandığında çözümlenmesi için çaba harcanmaktadır.	1	2	3	4	5
21.	Portalda sunulan ders materyalleri ve testler konuyu pekiştirici bir şekilde kullanılmaktadır.	1	2	3	4	5
22.	Program süresince sınavlar sorunsuz bir şekilde uygulanmaktadır.	1	2	3	4	5
23.	Portalda sunulan videolarda öğretim elemanı konuyu açık ve net bir şekilde anlatmaktadır.	1	2	3	4	5
24.	Program sonunda öğrenciler bölümlerinde amaçlanan İngilizce seviyesine ulaşmaktadırlar.	1	2	3	4	5

		Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum Ne Katılmıyorum (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
25.	Program uzaktan öğrenme becerilerini geliştirmiştir.	1	2	3	4	5
26.	Program sonunda, kelime öğrenme stratejilerini geliştirmiştir.	1	2	3	4	5
27.	Bence program hedeflerine ulaşmıştır.	1	2	3	4	5
28.	Program karşılaşılan metinlerde bilinmeyen kelimeleri tahmin etme becerisini geliştirir niteliktedir.	1	2	3	4	5
29.	Bu programa devam etmiş olmaktan memnunum.	1	2	3	4	5
30.	Program kelimeleri hafızada tutma stratejilerini geliştirmiştir.	1	2	3	4	5
31.	Program sonunda metinleri okuyup anlama yeteneğini geliştirmiştir.	1	2	3	4	5
32.	Program sonunda öğrenciler kendilerini İngilizce yazarak ifade edebilecek seviyeye ulaşmışlardır.	1	2	3	4	5
33.	Program sonunda öğrenciler gerektiğinde uygun kelimeyi kullanma stratejilerini uygulayacak seviyeye ulaşmışlardır.	1	2	3	4	5
34.	Program sonunda öğrencilerin İngilizce iletişim kurma becerisi geliştirmiştir.	1	2	3	4	5
35.	Program İngilizceye ilgiyi arttırmıştır.	1	2	3	4	5
36.	Programın bana fayda sağladığını düşünüyorum.	1	2	3	4	5

B. Uzaktan Eğitim ile Yürütülen İngilizce Hazırlık Programına Yönelik Öğrenci Tutum Mülakatı

Değerli katılımcı,

Bu mülakatta uzaktan eğitim ile yürütülen İngilizce Hazırlık Programına yönelik öğrenci tutumlarını öğrenmek amacıyla bazı sorular bulunmaktadır. Bu soruların hiçbiri sizin kişisel bilgilerinizi sormamaktadır. Sorular sizin uzaktan eğitime yönelik görüşlerinizi öğrenmek amaçlıdır. Bu mülakata katılmak yaklaşık 10-15 dakikanızı alacaktır. Bu mülakatın cevapları bilimsel bir araştırmanın sonuçları için kullanılacaktır ve vereceğiniz cevaplar bu araştırmanın sonuçlarını etkileyecektir. Her bir soruyu okuyup, anlayarak doğru cevaplar vermeniz beklenmektedir. Tüm sorulara samimi cevaplar vermeniz önem taşımaktadır.

Bu çalışma İstanbul Sabahattin Zaim Üniversitesi, Diller Okulu, İngilizce Hazırlık Bölümü'nde, kurum tarafından alınan izin doğrultusunda yürütülecektir. Verdiğiniz kişisel bilgilerinizin ve cevaplarınızın korunması hususunda, 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca kişisel verileri korumak amacıyla gerekli tüm tedbirler alınacak, gerekli her türlü yükümlülük özenle yerine getirilecektir. Bu çalışmaya katılmanız hiçbir risk ve zorunluluk içermemektedir ve tamamen gönüllülük esasına dayalıdır. Herhangi bir sebeple kendinizi rahatsız hissetmeniz durumunda araştırmaya katılımınızı sonlandırabilirsiniz.

Değerli katkılarınız için teşekkür ederim. Herhangi bir soru veya sorun olması durumunda hiç tereddüt etmeden benimle iletişime geçebilirsiniz.

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Bilgilendirmeyi okudum ve bu çalışmada yer almak istiyorum. □

1. Uzaktan eğitimle İngilizce öğreniminden memnun musunuz? Niçin?

.....

2. Uzaktan eğitimin İngilizce öğreniminde faydalı olduğunu düşünüyor musunuz? Niçin?

.....

3. Yaşadığınız yerde sizden başka uzaktan eğitim yapan başka biri ya da birileri var mı? Varsa aynı anda ders yaparken ne tür sorunlarla karşılaşıyorsunuz?

.....

4. İnternet bağlantısı veya teknik bir sıkıntı yaşadığınızda bu durumu nasıl çözüyorsunuz? Bu tür sorunlar sizin derse karşı tutumunuzu nasıl etkiliyor?

.....

5. Uzaktan eğitim süreci İngilizce öğrenme başarınızı etkiliyor mu? Etkiliyorsa nasıl etkiliyor? Açıklayınız.

.....

6. Uzaktan eğitimde İngilizce öğrenimi için online (çevrimiçi) olarak yapılan ödevlerin yeterli ve etkili olduğunu düşünüyor musunuz? Niçin?

.....

7. Uzaktan eğitimde İngilizce öğrenimi için online (çevrimiçi) olarak yapılan ödevleriniz için öğretim elemanından yeterince dönüt aldığınızı düşünüyor musunuz?

.....

8. Uzaktan eğitimde İngilizce öğrenimi için verilen ödevleri yaparken herhangi bir sorun yaşıyor musunuz? Cevabınız evetse ne tür sorunlar yaşıyorsunuz ve bu sorunları nasıl çözüyorsunuz?

.....

9. Uzaktan eğitimde İngilizce dersinde sınav, quiz (kısa sınav) uygulamalarına ilişkin görüşleriniz nelerdir?

.....

10. Uzaktan eğitimde İngilizce dersi veren öğretim elemanları ile ilgili görüşleriniz nelerdir?

.....

11. İlerde uzaktan eğitim programı zorunlu olmasa da bu süreçten sonra isteğe bağlı olarak uzaktan eğitimle İngilizce derslerinize devam etmek ister misiniz? Niçin?

.....
.....
.....

12. Uzaktan eğitimin İngilizce öğreniminde başarılı bir uygulama olduğunu düşünüyor musunuz? Eğer değilse, iyileştirmek için neler yapılabilir?

.....
.....
.....

13. Uzaktan eğitimde İngilizce öğrenimine yönelik varsa diğer fikir, görüş ve şikâyetleriniz nelerdir?

.....
.....
.....

Appendix III. The Survey and Interview Form of Students in English

A. The Scale of Evaluation of the English Preparatory Program Conducted with Distance Education

Dear students,

The purpose of this study is to evaluate your views on the English Preparatory Program conducted by distance education at Istanbul Sabahattin Zaim University. Your answers within the scope of the study will only be used for the evaluation of the program. Please do not write your first or last name. Obtaining healthy results from the scale depends on your sincere answers and your complete filling of the items in the scale.

In the first part of the study, some socio-demographic information is included. In the second part of the study, there are some statements about the evaluation of the Distance Education English Preparatory Program. Evaluate each item presented to you in this section using the five-point rating (1 = Strongly Disagree, 5 = Strongly Agree) and mark the most appropriate option with a cross. The “portal” mentioned in this section covers the distance education program offered within the university and everything it contains. Please answer the questions with this in mind.

There is no right or wrong answer to the questions in this study. Therefore, sincerely tick the answer that suits you best. In addition, it is of great importance for the reliability and validity of the research that you answer all the questions in the study completely.

This study will be carried out in line with the permission obtained by Istanbul Sabahattin Zaim University, School of Languages, English Preparatory Department. In order to protect your personal information and answers, all necessary measures will be taken to protect personal data in accordance with the Law on the Protection of Personal Data No. 6698 and the relevant legislation, and all necessary obligations will be meticulously fulfilled. Your participation in this study involves no risk or obligation and is completely voluntary. If you feel uncomfortable for any reason, you can terminate your participation in the research.

Thank you for your valuable contributions. If you have any questions or problems, you can contact me without hesitation.

Muhammet Ramazan Ekici

***I read the information above and am willing to take part in the study.**

Kind Regards

Muhammet Ramazan Ekici

MA student, English Language Teaching Department, Pamukkale University

E-mail: ramazanekici95@gmail.com

FIRST PART: PERSONAL INFORMATION

Gender: Female () Male ()

Age:.....

English Proficiency Level: A1 () A2 () B1 () B1+ () B2 () B2+ ()

You daily internet usage duration:

1-5 hours () 6-8 hours () 9-11 hours () 12+ hours ()

Do you have personal computer? Yes () No ()

Have you ever attended any distance education program before? Yes () No ()

What kind of high school did you graduate? Answer both 1st and 2nd question.

3. Public () Private ()

4. Anatolian High School ()

Science High School ()

Social Sciences High School ()

Basic High School ()

Vocational High School ()

Other ()

SECOND PART: THOUGHTS ABOUT PROGRAM						
		Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Absolutely Agree (5)
1.	The aims of the curriculum are in harmony with the needs of the students.	1	2	3	4	5
2.	The aims of the curriculum are in harmony with the expectations of the students.	1	2	3	4	5
3.	The curriculum is suitable for students' English language levels.	1	2	3	4	5
4.	The duration of the curriculum is sufficient to achieve the objectives of curriculum.	1	2	3	4	5
5.	The curriculum is complementary to the other courses.	1	2	3	4	5
6.	Distance learning English classes can improve English language knowledge.	1	2	3	4	5
7.	The portal provides adequate resources for English listening skill that is intended to be developed.	1	2	3	4	5
8.	The portal provides adequate resources for English writing skill that is intended to be developed.	1	2	3	4	5
9.	The portal provides adequate resources for English speaking skill that is intended to be developed.	1	2	3	4	5
10.	The portal provides adequate resources for English reading skill that is intended to be developed.	1	2	3	4	5
11.	The portal provides adequate resources for English grammar that is intended to be developed.	1	2	3	4	5
12.	The learning resources / materials used on the portal are of high quality.	1	2	3	4	5
13.	The course content offered is qualified.	1	2	3	4	5
14.	The number of tests in the portal is sufficient.	1	2	3	4	5
15.	Questions can be asked easily to the instructor of the course.	1	2	3	4	5
16.	Instructors are trying to find easy ways to teach the subject.	1	2	3	4	5
17.	Instructors are implementing the curriculum in accordance with its purpose.	1	2	3	4	5
18.	Instructors are using appropriate teaching methods to the subject.	1	2	3	4	5
19.	Instructors are using the materials effectively.	1	2	3	4	5
20.	They try to solve the problem if any troubles appear during the courses.	1	2	3	4	5
21.	The course materials and tests offered on the portal are used in a way to strengthen the subject.	1	2	3	4	5
22.	Exams are hold without any problems.	1	2	3	4	5
23.	The instructors teach the subject clearly and explicitly during the videos presented on the portal.	1	2	3	4	5

24.	At the end of the courses, the students have reached the intended level of English	1	2	3	4	5
25.	The curriculum has improved distance learning skills.	1	2	3	4	5
26.	Curriculum has developed the vocabulary learning strategies.	1	2	3	4	5
27.	I think the curriculum has reached its objectives.	1	2	3	4	5
28.	Curriculum has improved the ability to guess the meaning of unknown words in the texts.	1	2	3	4	5
29.	I am glad to complete these courses.	1	2	3	4	5
30.	Curriculum has improved memorization strategies	1	2	3	4	5
31.	Curriculum has improved the ability to read and understand the texts.	1	2	3	4	5
32.	At the end of the courses, the students have reached the level to express themselves by writing in English	1	2	3	4	5
33.	At the end of the courses, students have learned how to use appropriate vocabulary when needed.	1	2	3	4	5
34.	At the end of the courses, the students improved their ability to communicate in English	1	2	3	4	5
35.	The curriculum has increased the interest in English.	1	2	3	4	5
36.	I think that this curriculum is beneficial to me.	1	2	3	4	5

B. The Written Interview Form of English Preparatory Class Students' Attitudes towards Distance Education

Dear students,

This form includes a written interview form to understand the attitudes of English Preparatory Class students towards distance education. They aim to learn your opinions about online education, and it takes approximately 15 minutes to attend this interview. The answers of this interview will be used for a scientific research's results and you are expected to give sincere answers.

Please note that there are no correct or wrong answers to these items and it is essential to answer all the items with the most suitable answer for you. Furthermore, it is really important to answer all the questions in terms of acquiring valid and reliable data for this study.

This study will be carried out in Istanbul Sabahattin Zaim University, School of Languages, and English Preparatory Department in line with the permission obtained by the institution. Regarding the protection of your personal information and responses you provide, all necessary measures will be taken to protect personal data in accordance with the Personal Data Protection Law No.6698 and the relevant legislation, and all necessary obligations will be meticulously fulfilled.

Your answers and your identity will be kept confidential. Your participation in the study involves no risks or requirements in any case. It is purely on voluntary basis. When you feel uncomfortable because of any reasons, you can leave this written interview form.

Thank you for your valuable contribution. Please do not hesitate to contact me in case of any questions or concerns.

***I read the information above and am willing to take part in the study.□**

Kind Regards

Muhammet Ramazan Ekici

MA student, English Language Teaching Department, Pamukkale University

E-mail: ramazanekici95@gmail.com

1. Are you satisfied with online education in English teaching? Why? Why not?

.....
.....
.....

2. Do you think that online education is beneficial for English teaching? Why? Why not?

.....
.....
.....

3. Is there anyone else who also has distance education program where you live? If yes, what kinds of problems do you have while engaged in distance education at the same time?

.....
.....
.....

4. How do you handle the technical or Internet connection problems during distance education? How do these problems affect your attitude towards the lessons?

.....
.....
.....

5. Does the distance education process affect your English learning success? If it does, how does it affect it? Please explain.

.....
.....
.....

6. Do you think that assignments given in distance education are effective and sufficient for English teaching? Why?

.....
.....
.....

7. Do you think you get enough feedback from the instructor for your online assignments for learning English in distance education?

.....
.....
.....

8. Do you have any problems while doing the homework given for learning English in distance education? If your answer is yes, what kind of problems do you have and how do you solve them?

.....
.....
.....

9. What do you think about exams and quizzes in distance education for English teaching?

.....
.....
.....

10. What are your views on the instructors who teach English in distance education?

.....
.....
.....

11. Would you like to continue your English lessons with optional distance education after this process even if the distance education program is not compulsory in the future? Why?

.....
.....
.....

12. Do you think that distance education is a successful program for English teaching?

.....
.....
.....

13. Do you have any other ideas, suggestions and complaints about distance education in English teaching?

.....
.....
.....

Appendix IV. The Interview Form of Instructors

The Written Interview Form of English Preparatory Class Instructors' Attitudes towards Distance Education

Dear participant,

This form includes two different parts. Part I is a personal details form and you are expected to provide information about your personal details. Part II is a written interview form to understand the attitudes of English Preparatory Class instructors towards distance education. They aim to learn your opinions about online education, and it takes approximately 15 minutes to attend this interview. The answers of this interview will be used for a scientific research's results and you are expected to give sincere answers.

Please note that there are no correct or wrong answers to these items and it is essential to answer all the items with the most suitable answer for you. Furthermore, it is really important to answer all the questions in terms of acquiring valid and reliable data for this study.

This study will be carried out in Istanbul Sabahattin Zaim University, School of Languages, and English Preparatory Department in line with the permission obtained by the institution. Regarding the protection of your personal information and responses you provide, all necessary measures will be taken to protect personal data in accordance with the Personal Data Protection Law No.6698 and the relevant legislation, and all necessary obligations will be meticulously fulfilled.

Your answers and your identity will be kept confidential. Your participation in the study involves no risks or requirements in any case. It is purely on voluntary basis. When you feel uncomfortable because of any reasons, you can leave this written interview form.

Thank you for your valuable contribution. Please do not hesitate to contact me in case of any questions or concerns.

I read the information above and am willing to take part in the study.

Kind Regards

Muhammet Ramazan Ekici

MA student, English Language Teaching Department, Pamukkale University

E-mail: ramazanekici95@gmail.com

PART I – PERSONAL DETAILS FORM**Gender:** Female () Male ()**Age:** 21-25 () 26-30 () 31-35 () 36-40 () 41-45 () 46-50 ()
51-55 () 55+ ()**Marital Status:** Single () Married ()**Major:** American Culture and Literature () Comparative Literature ()
English Language and Literature () English Language and Teaching ()
English Linguistics () Translation and Interpretation ()
Other ()**Experience in Teaching English:**0-5 years () 6-10 years () 11-15 years () 16-20 years () 21 years and over ()**Graduated Educational Status:** BA () MA () Ph. D ()**Previous Online Education Experience:** Yes () No ()

PART II – INTERVIEW QUESTIONS

1. Are you satisfied with online education in English teaching? Why? Why not?

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2. Do you think that online education is beneficial for English teaching? Why? Why not?

.....

3. Is there anyone else who also has distance education program where you live? If yes, what kinds of problems do you have while engaged in distance education at the same time?

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4. How do you handle the technical or Internet connection problems during distance education? How do these problems affect your attitude towards the lessons?

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5. Do you think that assignments given in distance education are effective and sufficient for English teaching? Why?

.....

6. Do you give feedback to students' tasks for English teaching? How often?

.....

7. What do you think about exams and quizzes in distance education for English teaching?

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8. Do you have any problems while holding an examination like final exam or quiz in distance education for English teaching? If yes, what kinds of problems do you have and how do you solve them?

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9. What do you think about your students' performance in distance education in English lessons?

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10. Do you think that distance education is a successful program for English teaching? If not, what are your suggestions to improve it?

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11. Do you have any other ideas, suggestions and complaints about distance education in English teaching?

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Curriculum Vitae of the Researcher (CV)

Personal Information	
Name	Muhammet Ramazan
Surname	EKİCİ
Place of Birth and Birth Date	Konya / Turkey – 11.15.1995
Nationality	T.R.
Contact Address	Pendik / İSTANBUL
E-Mail Address	ramazanekici95@gmail.com
Educational Background	
Primary	Konya / Başhüyük Primary School (2001-2006)
Secondary	Konya / Cumhuriyet Secondary School (2006-2009)
High School	Afyonkarahisar / Emirdağ Anatolian Teacher High School (2009-2013)
Higher Education (Bachelor's degree)	Ankara / Hacettepe University, English Language Teaching Program (2013-2018)
Higher Education (Master's degree)	Denizli / Pamukkale University, English Language Teaching MA Program (2019-2021)
Foreign Language	
Foreign Language	English
Exam Name	YÖKDİL
Exam Date	22.09.2018
Points Received	96.25 / 100
Professional Experience	
2018 - 2019	Konya / Nesibe Aydın Schools, English Teacher

2019 - 2020	İstanbul / Gelişim University, English Language Instructor
2020 - 2021	İstanbul / Sabahattin Zaim University, English Language Instructor
2021 - still	İstanbul / Atlas University, English Language Instructor