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**AN INVESTIGATION OF TURKISH EFL STUDENTS'
ATTITUDES TOWARDS COVID-19 PANDEMIC
EMERGENCY REMOTE TEACHING AND FACTORS OF
ONLINE LEARNING DISTRACTIONS**

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COVID19 ACİL UZAKTAN ÖĞRETİM SÜRECİNE YÖNELİK
YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN
ÖĞRENCİLERİN TUTUMLARININ VE DİKKAT DAĞITAN
ÇEVİRİMİÇİ UNSURLARIN ARAŞTIRILMASI

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Yüksek Lisans tezi olarak savunduğum “COVID19 Acil Uzaktan Öğretim Sürecine Yönelik Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Tutumlarının ve Dikkat Dağıtan Çevrimiçi Unsurların Araştırılması” adlı çalışmamın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmadan yazdığımı ve yararlandığım kaynakların “Kaynakça” bölümünde gösterilenlerden farklı olmadığını, belirtilen kaynaklara atıf yapılarak yararlandığımı belirtir ve bunu onurumla doğrularım.

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SCIENTIFIC ETHICS STATEMENT

I declare that I complied with all the rules of academic and scientific ethics from the proposal stage to completion of this study titled, “An Investigation of Turkish EFL Students' Attitudes towards COVID-19 Pandemic Emergency Remote Teaching and Factors of Online Learning Distractions,” which I prepared as a Master’s thesis, that I obtained all information in terms of the Project within the framework of scientific ethics and traditions, that I showed sources for each quotation I made directly or indirectly in this study I prepared as a Master`s thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

24/06/2021

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ÖZET

Keskin, Fırat, (2021). COVID19 Acil Uzaktan Öğretim Sürecine Yönelik Yabancı Dil Olarak İngilizce Öğrenen Öğrencilerin Tutumlarının ve Dikkat Dağıtan Çevrimiçi Unsurların Araştırılması. Ordu

Bu çalışmanın amacı İngilizce hazırlık programında okuyan öğrencilerin 2019-2020 akademik yılı ortasında dünyayı saran COVID19 pandemisi nedeniyle uzaktan eğitimin bir aşaması olarak ortaya çıkan acil uzaktan öğretime yönelik tutumlarının incelenmesi ve bu tutumlara etki edebilecek çevrimiçi çeldiricilerin belirlenmesidir. Çalışma, 2019-2020 akademik yılı bahar yarıyılında acil uzaktan öğretime geçmesini müteakiben Türkiye’de bir devlet üniversitesinin hazırlık programında yıllık sistemde öğrenim görmekte olan 93’ü kadın, 177’si erkek toplamda 270 hazırlık sınıfı öğrencisi ile birlikte yürütülmüştür. Veriler açıklayıcı sıralı desen ile önce nicel olarak anket ($\alpha = .871$) ile daha sonra nitel olarak açık uçlu sorular ve yarı yapılandırılmış mülakatlar ile toplanmıştır. Nicel veriler SPSS programı ile betimleyici ve tek yönlü ANOVA çıkarımsal olarak yapılmıştır. Nitel veriler ise tematik analiz ile kategorilere ayrılarak ikiden fazla uzman ile ayrı ayrı yapılmıştır, $\kappa = .70$.

Toplanan verilerin sonuçları İngilizce hazırlık sınıfı öğrencilerinin hazırlık programında uygulanan acil uzaktan öğretime yönelik tutumları kısmen pozitif bulunmuş olup bu sonuçlar sebepleri ile tartışılmıştır. Cinsiyet, dijital okuryazarlık, teknolojiye ulaşılabilirlik ve yabancı dil bilgisinin tutumlar üzerinde anlamlı farklılıkları tespit edilmiştir. Ayrıca, öğrencilerin karşılaştıkları çevrimiçi çeldiricilerin tutumları üzerinde etken olduğu nitel analizler sonucu ortaya çıkmıştır. Edinilen bulgular ışığında önerilerde bulunulmuştur.

Anahtar kelimeler: Tutum, yabancı dil olarak İngilizce, çevrimiçi çeldiriciler, acil uzaktan öğretim, uzaktan eğitim

ABSTRACT

Keskin, Firat, (2021). An Investigation of Turkish EFL Students' Attitudes towards COVID-19 Pandemic Emergency Remote Teaching and Factors of Online Learning Distractions. Ordu

This study examines the attitudes of students enrolled in an English preparatory program at a Turkish state university towards the use of emergency remote teaching as a mode of distance education in the 2019-2020 COVID19 outbreak and aims to reveal online distractions students experienced throughout this process. A total of 270 EFL students participated in the study (e.g., 93 female and 177 male). The study employed an explanatory sequential design, in which firstly quantitative data were collected utilizing a scale ($\alpha = .871$), and then qualitative data were collected through open-ended questions followed by semi-structured interviews. Descriptive and inferential analysis of quantitative data was done using SPSS statistics, while qualitative data were analyzed through thematic analysis with two other experts, $\kappa = .70$. The results indicated that the attitudes of students enrolled in an English preparatory program at a Turkish state university towards the use of emergency remote teaching as a mode of distance education were partially positive. There were significant differences between students' overall attitudes with regard to their gender, digital literacy, technological accessibility, and perceived language success. Additionally, the relationship between the online distractions students experienced during ERT and their attitudes was also discussed. Some implications are given in light of these findings, and implications and suggestions for further research are stated.

Keywords: Attitude, EFL, online distractions, emergency remote teaching, distance education,

ABBREVIATIONS

BL	: Blended Learning
CALL	: Computer-assisted Language Learning
CEFR	: Common European Framework Reference for Languages
CHE	: Council of Higher Education
CMC	: Computer-Mediated Communication
D-learning	: Digital Learning
DE	: Distance Education
DLL	: Distance Language Learning
EFL	: English as a Foreign Language
EHEA	: European Higher Education Area
ELPP	: English Language Preparatory Programme
ESL	: English as Second Language
EU	: European Union
ICT	: Information and Communication Technology
LMS	: Learning Management System
M-Learning	: Mobile Learning
MALL	: Mobile-assisted Language Learning,
OLLAT	: Online Language Learning Attitude Test

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CHAPTER ONE

INTRODUCTION

This chapter of the study aims to present background information, a statement of the problem, the significance of the study, the purpose of the study, and relevant definitions.

1.1. BACKGROUND OF THE STUDY

Factors affecting teaching English as a foreign language (EFL) pose great significance for researchers. Among them, psychological ones such as motivation and attitude for learning English are two key factors (Gardner, 1985). The effects of these two factors have been discussed both for face-to-face EFL classrooms (Chalak & Kassaian, 2010; Gardner, 1985; Tahaineh & Daana, 2013) and in synchronous or asynchronous classes in distance education (Cinkara & Bagceci, 2013; Erarslan and Topkaya, 2017; Lestari, 2021; Mohammadi, Jabbari & Fazilatfar, 2018; Ayoub, 2019; Hrastinski, 2019; Tahriri, Hassaskhah, & Pour, 2015). However, the emergence of Coronavirus (COVID19) in 2020 may require new perspectives on this research because of its drastic effects on education. In this context, insights and responses of students needed to be investigated, as teachers' were mainly found in existing literature (Bond, 2020; Hazaea & Toujani, 2021; Nugroho, Haghegh, & Triana, 2021).

1.2. STATEMENT OF THE PROBLEM

Coronavirus has affected countries throughout the world in many areas, from health services to the economy. Moreover, education as one of the critical policies of many governments has had its share of restrictions and precautions. Turkey had been maintaining its established routine when the first case appeared on 11th March 2020. One of the first reactions of the Turkish government was to suspend education at all levels for three weeks, starting from 16th March 2020 (YÖK, 2020).

However, along with the fast-spreading radius of the virus, the ambiguity over how effective and how long the precautions would necessitated switch from face-to-face education to an emergent online education created a challenging

situation. COVID19 posed an unprecedented and ultimate challenge to the digital age, with universal consequences in economic, politic, social, and cultural fields, as well as in education (Bozkurt & Sharma, 2020).

The fact that online education became an obligation rather than a choice did not mean all educational institutions had the necessary preparations and infrastructure to carry on schooling from a distance in times of COVID19. Although the first examples of distance education (DE) started in postal service form in the early 1960s in Turkey, only 103 of over 207 universities in Turkey had distance education infrastructure by 2017, and most of these universities were located in the Marmara region where private universities were densely situated; furthermore, the main idea behind the foundation of many of these distance education infrastructures was to teach core curriculum classes instead of bachelor's degree programs (Kirkan & Kalelioglu, 2017).

By comparison to counterparts worldwide, where distance education began in the 1980s, early examples of language teaching through distance education in Turkey date back to the 1950s; however, implementing this into higher education institutions took another three decades (Adıyaman, 2001). Distance education for language teaching has not gone beyond teaching core curriculum English classes for over forty years (Adıyaman, 2001; Kirkan & Kalelioglu, 2017). When the pandemic broke out, most of the English language preparatory programs (ELPP) in Turkish universities were possibly not prepared for distance language teaching. Universities which did not have distance education infrastructure got help from the three universities (İstanbul University, Anadolu University, and Atatürk University) which had solid distance education systems by the directive of the Council of Higher Education (Aktaş, 2020), which may be a presumptive evidence.

This unpredictable outbreak, as mentioned, blindsided most of the ELPP all around Turkey and required rapid steps to a switch to distance education through synchronous and asynchronous classes to continue education, which started face-to-face in the fall term of the 2019-2020 academic year. Considering how instant and unpremeditated the switch was, this new mode of distance education was difficult to compare to standard distance education models;

therefore, it was imperative to establish a novel approach to distance education, emergency remote teaching (ERT). In other words, there is a critical difference between standardized distance education models and responsive efforts to maintain education in times of crisis such as natural disasters, wars, and pandemics in terms of preparedness, dexterity, and projection (Hodges, Moore, Lockee, Trust & Bond, 2020).

From this point of view, the mode of distance education conducted in Turkish universities since March 2020 has been emergency remote teaching. The change to emergency remote teaching generated pressure for education stakeholders like students, lecturers, administrators, and institutions due to lacking experience, infrastructure, and accessibility (Hussein, Daoud, Alrabaiah, & Badawi, 2020). The bulk of research conducted during emergency remote teaching focused on teachers and not students (Bond, 2020). The teacher-focused studies revealed that even teachers had had some challenges throughout emergency remote teaching in terms of lacking digital literacy or and struggling with the complexity of digital tools (Bond, 2020; Nugroho, Haghegh, & Triana, 2021), lacking technological infrastructure, and accessibility (Bond, 2020; Hazaea & Toujani, 2021).

Equally important are the psychological effects of the aforementioned pressure on students. From this perspective, attitudes are influential factors towards language learning (Gardner, 1985), and are defined as evaluations, transmitted genetically or learned through experiences of things, people, or groups, ranging from positive to negative, which affect a person's behavior or choices (Nguyen, 2014). Regarding social psychology factors, especially attitudes, among others such as behavior and motivation, of students, and how effective these may be on their learning processes, this study aims to help researchers and institutions see university students' attitudes towards learning English through distance education in times of emergency remote teaching and to present considerations in the design of further distance education visions.

1.3. SIGNIFICANCE OF THE STUDY

Although distance education models such as blended learning, e-learning, computer-assisted language learning (CALL), and mobile-assisted language

learning (MALL) can have positive outcomes in English as a foreign language (EFL) and English as a second language (ESL) contexts from different perspectives (Arkhipova, Belova, Gavrikova, Lyulyaeva, & Shapiro, 2017; Ayoub, 2019; Banditvilai, 2016; Birova, 2021; Gunes, 2019; Hrastinski, 2019; Hu, 2020; Lestari, 2021; Ryabkova, 2020), it may be helpful not to forget that these outcomes can be revisited in the emergency remote teaching conditions specific to ELPP. It may be somewhat tolerable to lower quality expectations from educational products in such times of crisis, with the possibility to compensate for the lack of quality with future instruction (Hodges *et al.*, 2020; Hussein *et al.*, 2020). However, the effects that the pressure generates may last longer than expected; therefore, students' psychological reactions to such changes in their academic life are another motive for revisiting the topic. A variety of studies exist in the literature discussing psychological aspects of EFL/ESL students in blended and online distance education modes such as attitude (Cinkara & Bagceci, 2013; Erarslan and Topkaya, 2017; Lestari, 2021; Mohammadi, Jabbari & Fazilatfari, 2018; Riwayatiningsih and Sulistyani, 2020; Shaikh, Koçak, & Göksu, 2021; Wali, 2021), motivation (Ayoub, 2019; Hrastinski, 2019; Tahriri, Hassaskhah, & Pour, 2015), and perceptions (Gunes, 2019; Riwayatiningsih and Sulistyani, 2020). However, investigating such factors concerning emergency remote teaching may yield different results considering the differences between emergency remote teaching and other distance education modes; i.e., as Hodges *et al.* (2020) state, the design factor of online learning that emergency remote teaching lacks. Despite many advantages of distance education modes such as flexibility in time and space, age enhancing autonomy, increasing motivation, and reducing classroom anxiety (Arkhipova *et al.* 2017; Banditvilai, 2016; Hariadi & Simanjuntak, 2020; Pop, Tomuletiu, & David, 2011), these modes –including emergency remote teaching- also have some drawbacks such as issues with accessibility, connection, health, technical problems, planning, regulations, adaptation, self-motivation and self-regulation, interaction, computer literacy, inadequate skills for teaching and learning, time management, and infrastructure (Akçayır, G. and Akçayır, 2018; Ariyanti, 2020; Chahkandi, 2021; Chen, Chen & Chen, 2015; Mazlan *et al.*, 2021; Rasheed, Kamsin, & Abdullah, 2020).

Such challenges were also found in studies conducted in blended, synchronous, and asynchronous online modes of distance education, resulting in different implications after examining emergency remote teaching conditions. Moreover, these challenges created an overall framework for the academy in terms of inner and outer factors affecting the sustainability of distance education; however, a further perspective focusing on distractions, especially online distractions, may enlighten another ambiguous part of distance education. In this context, there are few to no studies exploring the link between online distractions and emergency remote teaching as the most current distance education mode in the teaching of foundational courses in English language undergraduate programs at Turkish state universities.

Briefly, this study aims to bridge the gap by examining

- a) Turkish university EFL students' attitudes towards the use of online education in ELPP in the emergency remote teaching context,
- b) the relationship between attitudes and factors such as gender, perceived success in language, and technological literacy and accessibility.
- c) online distractions experienced as a challenge throughout emergency remote teaching.

1.4. PURPOSE OF THE STUDY

With regard to how novel emergency remote teaching is in EFL/ESL contexts and how effective attitudes are in language education, this study aims to examine the attitudes of EFL students in a Turkish state university's ELLP towards the use of an asynchronous offline distance education mode in English Language Preparatory Program during emergency remote teaching in times of the COVID19 crisis, which broke out in 2019-2020 academic year. The study investigates the effect of demographic on student attitudes, the preferences of the participants, and the online distractions students experienced during this process.

1.4.1. Research Questions

The guiding research question of this mixed-research study is 'What are Turkish EFL students' general attitudes towards the use of an asynchronous distance education mode and the distractions faced?'

Quantitatively, the following research questions are asked:

- a) Is there any significant difference between female and male participants' levels of general attitudes toward using asynchronous distance education mode in ELLP during ERT?
- b) Is there a significant difference between participants' attitudes and their technological literacy in ERT?
- c) Is there a significant difference between students' attitudes and their foreign language competency in ERT?
- d) Is there a significant difference between students' attitudes and their access to technology in ERT?

Qualitatively, the following research question is asked:

- a) What online distractions have the participants frequently faced after the ERT experience?

1.5. KEY TERMS AND DEFINITIONS

Asynchronous Learning: A more student autonomous model of online education/learning, in which the education proceeds with uploaded materials in different platforms such as forums and learning management systems (Ogbonna, Ibezim, & Obi, 2019).

Attitude: Evaluations, which are either transmitted genetically or learned through experiences, of things, people, or groups. These evaluations can range from positive to negative, affecting a person's behavior or choices (Nguyen, 2014).

Distraction: The factors that prevent students from learning a foreign language by diverting their attention somewhere else (Tavarez DaCosta & Cepeda, 2020).

Distance Education: "A generic term for modes of education in which the student and the teacher are separated in time and space" (UNESCO, 2021).

Emergency Remote Teaching (ERT): An education mode which differs from planned distance education and applied in crises like wars, the pandemic, and disasters (Hodges, Moore, Lockee, Trust, & Bond, 2020).

English as a Foreign Language (EFL): Teaching English to non-native students in a country where these students do not have a chance to speak this target language outside the classroom and English is not spoken as a native language (Broughton *et al.*, 2003).

English as a Global Language: "A language achieves a genuinely global status when it develops a special role that is recognized in every country" (Crystal, 1997; p.2).

English as a Second Language (ESL): Teaching English to non-native students in a country where these students have a chance to speak this target language outside the classroom and where English is widely spoken as a native language (Broughton *et al.*, 2003).

Motivation: In a language learning context, motivation is striving to accomplish learning a language and having positive attitudes and aspirations for it (Gardner, 1985). Two widely-referred types are intrinsic and extrinsic motivation; intrinsic motivation is inner desire and self-determination to do something, while extrinsic

motivation is, as the opposite of the former, a pragmatic approach to achieving something (Deci & Ryan, 2010).

Synchronous Learning: An online learning mode that provides interaction and exchange of opinions with the teacher or between students due to its live nature in the forms of virtual classrooms, online conferences, and chat rooms (Ogbonna, Ibezim, & Obi, 2019).

CHAPTER TWO

LITERATURE REVIEW

This chapter of the study aims to review recent related studies to frame the overall compatibility of the current study's results and identify the gap this study may fill in the existing literature. The first section is the study's theoretical background consisting of the definition and roots of distance education. The second section is about distance education, and it has three subheadings comprised of three significant modes of distance education: blended learning, online learning, and emergency remote teaching. Each subheading starts with contextual background and definitions and then refers to related studies.

2.1. THEORETICAL BACKGROUND

Words and actions are generally reactions people express as a response to certain situations. These reactions are the final product of a deep psychological foundation. An attitude directly relates to behavior, and having a positive or negative attitude towards something affects how one behaves, acts, or does that thing positively or negatively (Lipnevich, Gjicali & Krumm, 2016). It is also a valid and influential factor in an EFL/ESL context. Students' attitudes can be a determining factor in their motivation to learn a language. Based on having a positive or negative attitude towards learning that language, motivation or demotivation for the learning process may affect the success output (Genc & Aydin, 2017). An attitude, along with other factors such as motivation, aptitude, and anxiety, is one of the critical components of EFL/ESL as a field (Dörnyei, 2001; Gardner, 1985). Considering how integrated the factors of language learning and attitude are, a variety of studies in EFL/ESL have been conducted regarding attitude.

Advancements in technology have brought new aspects and research approaches to attitude and language studies; furthermore, existing distance education studies were frequently combined with attitudes towards language learning studies. Distance education is, in its broad definition, "a generic term for modes of education in which the student and the teacher are separated in time and space" (UNESCO, 2021), yet, given the various developments borne of the

contemporary age, the definition of open and distance education is not an easy and congruent one (Saykili, 2018). Defining distance education needs a broader perspective on its roots because, like Miller, Topper, and Richardson (2017) state, the advancements in technology require the field to have new terms to identify new modes of distance education such as blended mode or online education.

The common view of the birth of distance education as a way of learning may be that it started with the internet and information technologies. Although the closest predictions about the emergence of distance education indicate the 20th century, the birth of distance education dates back to the 19th century with correspondence studies through postal service (Moore and Kearsley, 2011). DE started with the idea to supplement summer schools using postal services, and it evolved along with the advancements and the tools it utilized, bringing about a different phase for DE. Regarding its first appearance, Saykili (2018) states that the definition of distance education was more based on a tactile approach with printed documents and materials comprising the days' resources; however, as education as a field developed alongside industrial and technological advancements, and the definition of open and distance education has since been revisited. As Diehl (2019) mentions, the changes from postal services to radio and television broadcasting, and finally to our pockets via mobile phones, has been a long evolution for DE.

The tools, ideas, use, and even the definition of DE have also evolved since its inception; however, several defining characteristics of DE have remained the consensus in definitions and research, these characteristics being flexibility in terms of access, time, cost, space, and providing a level playing field for students with diverse backgrounds and competencies (Moore & Kearsley, 2011), as well as the fact that "it is an educational process in which the teacher and student are spatially separated" (Radovan, 2019, p.30). This spatial separation may differ depending on the distance education mode; that is, synchronous, asynchronous, and blended learning modes are different from one another in their application.

2.2. DISTANCE EDUCATION MODES

On the topic of the changing aspects and definition of DE, which may also be referred to as digital learning, the most current models are based on internet

services, in which there are some subforms and/or different distance education models such as hybrid and/or blended learning, e-learning, and mobile learning (M-learning). In other words, digital learning (D-learning) is the most current mode of distance education, and several other detailed forms exist within this concept.

2.2.1. Blended Learning

One of the most argued-over topics of the pandemic year, 2020, was educational precautions in Turkey, and questions over whether to switch to online classes or utilize blended education. Although the definition of blended learning (BL) in the existing literature is divergent, with different synonym terms such as blended education, hybrid education, and flipped classroom (Bowyer & Chambers, 2017; Hockly, 2018; Hrastinski, 2019; Tayebinik & Puteh, 2013), it may be delineated as the combination of online learning and face-to-face teaching approaches (Ju, 2018; Kumar & Pande, 2017; Laer & Elen, 2020).

The literature is not wildly divergent regarding the pros and cons of blended learning in classrooms. Blended learning had already been a subject in education studies as a ‘new normal’ (Cahapay, 2020; Dziuban, Graham, Moskal, Norberg, & Sicilia, 2018; Pham & Ho, 2020) when the outbreak of the pandemic made the use of technology in education unavoidable. This obligatory new normal understanding after the pandemic led to recent efforts of utilizing blended learning with all its benefits and drawbacks. Besides, as Dziuban, Graham, Moskal, Norberg, and Sicilia, (2018) state, “blending learning, by interacting with almost every aspect of higher education, provides opportunities and challenges that we are not able to anticipate fully” (p.12). Current literature contains studies from both extremes of the idea. Multiple studies suggest that blended learning in Science, Technology, Engineering, Mathematics (STEM) results in more academic success (Alsalhi, Eltahir, & Al-Qatawneh, 2019; Bazelais & Doleck, 2018; Owston, York, Malhotra, & Sitthiworachart, 2020; Vo, Zhu, & Diep, 2017).

Alsalhi *et al.* (2019) studied two (one experimental and one control) groups of ninth-grade students to see a possible positive effect on academic success in a science subject. Quasi-experimental design case study results showed

a significant difference between groups not only in academic success but also in students' attitudes towards the use of blended learning in their science classes.

Similarly, Bazelais and Doleck (2018) conducted a comparative study on this model of teaching. In their research, where blended learning and traditional learning outcomes were compared in terms of academic success in STEM education, blended classes resulted in higher academic performance than traditional ones.

In another example, Owston, York, Malhotra, and Sitthiworachart, (2020) researched fourteen university courses, six of which being STEM, and eight others being non-STEM. All of the courses employed a blended education model to see if students in STEM and non-STEM courses would differ in terms of performance and perceptions. The results indicated that students performed better in STEM courses than non-STEM courses, while the latter group's perceptions were more positive.

However, success in STEM education may not be the only criterion to prove blended learning useful. Foreign language teaching has been utilizing a blended learning mode for years; moreover, implementation of BL has resulted in advantages for ESL/EFL scope in terms of age (Arkhipova *et al.* 2017), motivation (Arkhipova *et al.* 2017; Banditvilai, 2016), student autonomy (Banditvilai, 2016), improvement of language skills, (Banditvilai, 2016; Birova, 2021; Hu, 2020; Ryabkova, 2020), and positive attitude (Lestari, 2021; Shaikh, Koçak, & Göksu, 2021; Wali, 2021).

Arkhipova *et al.* (2017) conducted a study on different age groups to see how blended learning resulted in effectively learning language skills depending on age. The results showed a relationship between age and technology use; therefore, younger generations are more open to utilizing internet sources in learning. Arkhipova *et al.* (2017) also concluded that “introducing the latest IT forms and achievements within the blended learning method into the class boosts students' motivation and creativity”(p.385).

In addition, Banditvilai (2016) investigated the effects of blended learning on the improvement of language skills and student autonomy with sixty English

major students. The study, conducted with mixed-method design, revealed that online practices are not only favorable for improving speaking, writing, reading, and listening skills, but they also boost learners' autonomy and motivation.

In a doctoral dissertation, Birova (2021) noted that as well as building higher autonomy for students, the implementation of blended learning tools for language education poses a significant impact on students' general proficiency, especially on grammar, communicational, and listening competency.

Moreover, Hu (2020) studied two (one experimental and one control) groups to see whether the application of blended teaching tools affected medical major university students' reading abilities in English classes. A comparison of values between the groups revealed that BL mode helped the experimental group develop English reading ability.

Similarly, Ryabkova (2020) addressed the relationship between BL and another language skill, writing. In the study, 48 students were divided into two groups, and the control group continued to take formal education while the experimental group was supported with materials from Rosetta Stone. The results showed a significant difference in the experimental group in enhancing writing skills in English classes.

Students' perceptions and attitudes towards distance education modes pose a significant factor in terms of efficiency in education. That attitude is directly related to motivation, readiness, and perception has turned many researchers' attention to it. Therefore, some current research has proven BL is related to attitude as a variable in educational efficiency.

In one of these studies, Lestari (2021) investigated senior university students' perceptions towards the use of BL in a study where a mixed-method was employed. The quantitative data from 75 participants and the qualitative data from focus group interviews with 13 participants showed that students' attitudes were positive for implementing BL tools and mode in English classes.

In addition, Shaikh, Koçak, and Göksu (2021) examined the effects of one specific BL tool called *DynEd* on the attitudes and language skills of 136 middle school students. The results pointed to positive attitudes and improvement in

language skills. Wali and Rassul (2021) have also conducted semester-long research to examine university students' attitudes towards using Moodle—a Learning Management System (LMS)—for English classes. In their study, in which data were collected through pre and post-tests, the results revealed that students' attitudes were positive towards the tool, which helped increase their motivation.

On the other hand, the adaptation of BL in education, especially in language teaching/learning, has its disadvantages. Although the implementation of BL indicates favorable outcomes, there also are some challenges.

In a study where related literature was reviewed on the challenges of BL, Rasheed *et al.* (2020) classified these challenges under two main categories: self-regulation challenges and technological issues. Procrastination, online help-seeking challenges, lack of self-regulation skills, limited preparation before class, poor time management skills, and improper utilization of online peer learning strategies were the main issues concerning self-regulation to consider in the implementation of BL. In the latter category, different user interface problems, resistance to technology, technological distraction from overly complex technology, lack of technological competency, intimidation by learning technologies, appropriate online help, isolation, insufficient and unequal access to technology, and outdated technology and lack of internet outside of the class were highlighted in the existing literature for BL.

In one of the studies regarding those challenges, in which Akçayır, G., and Akçayır (2018) reviewed the literature about pros and cons of BL, they highlighted some challenges, such as BL studies not focusing on more than one course and thereby lacking generalizability; further, there is not enough consensus among studies about the efficiency of BL in providing sufficient time for students to prepare for classes.

Another challenge stated in the literature is infrastructural inequalities. Chen *et al.* (2015) aimed to determine what students' perspectives were in their studies employing Q-methodology. Although the mixed data from forty-five participants indicated positive aspects of BL, student-related concerns such as diversity of student backgrounds, lack of accessibility to necessary technological

infrastructure, and students' unreadiness to play a significant role in their learning were also highlighted.

In brief, BL has been a valuable mode of education in many areas. It has been proven to engender more academic success in STEM education (Alsalmi, Eltahir, & Al-Qatawneh, 2019; Bazelais & Doleck, 2018; Owston, York, Malhotra, & Sitthiworachart, 2020; Vo, Zhu, & Diep, 2017); moreover, language education as a field has utilized this mode and examined different perspectives like age (Arkhipova *et al.* 2017), motivation (Arkhipova *et al.* 2017; Banditvilai, 2016), student autonomy (Banditvilai, 2016), improvement of language skills (Banditvilai, 2016; Birova, 2021; Hu, 2020; Ryabkova, 2020), and positive attitude (Lestari, 2021; Shaikh, Koçak, & Göksu, 2021; Wali, 2021). However, there are some drawbacks in implementing this mode, such as self-regulation and technological issues (Rasheed *et al.*,2020), time management for students to get prepared (Akçayır, G. and Akçayır, 2018), and infrastructural and accessibility challenges (Chen *et al.*, 2015).

The success of BL in some studies may even suggest leaving traditional classrooms behind. For instance, Ghahari and Ameri-Golestan (2013) investigated the effect of BL and traditional classrooms over 29 B2-C1 EFL students' writing output. Pre-test, post-test, and placement test results revealed higher success favoring BL. Although BL mode has ups and downs, face-to-face mode or traditional classrooms do not necessarily mean more success in education. The question should not be whether one should preponderate over another; instead, how both modes can integrate one another (Aragon, Johnson, & Shaik, 2002; Wright, 2017).

2.2.2. Online Learning

The second type of DE model is online learning, which “refers to the use of information and communication technologies to enable the access to online learning/teaching resources” (Arkorful & Abaidoo, 2015, p.30). Although BL and e-learning can be regarded as the same model based on the online counterpart of BL, as the definitions of both suggest, they differ from each other in their relationship to face-to-face classes (Tayebinik & Puteh, 2013). The former is integrated with face-to-face courses such that they support each other, while the

latter merely refers to education conducted only through online sources. Synchronous and asynchronous models are two main tools for e-learning activities. Synchronous model enables participants to interact and exchange opinions with the teacher or between each other in such learning environments as virtual classrooms, online conferences, and chat rooms, while asynchronous model is more individually centered to the students' own pace of engaging in the classes or materials through blogs, forums, video classes (Ogbonna, Ibezim, & Obi, 2019). Both models have often been examined to see their effects in EFL/ESL context; furthermore, each model has its advantages and disadvantages. Synchronous learning is distinguished by its possibility to create real-time interaction with teacher and peers as in classrooms (Schwier & Balbar, 2002), while it also has some general limitations like set time hindrance of flexibility and intimidation by technology (Ahmad & Bokhari, 2011). Asynchronous learning, on the other hand, bears some advantages like reducing classroom anxiety (Pop, Tomuletiu, & David, 2011) or providing flexibility in time and space (Hariadi & Simanjuntak, 2020) but has the main disadvantage of lack of interaction (Sun & Chen, 2016).

In their study, Ene and Upton (2018) investigated the effectiveness of synchronous and asynchronous feedback to writing drafts of 64 ESL students. The survey, which employed word comments and live chats as synchronous and asynchronous feedback, indicated a practical implementation of these tools; furthermore, the use of synchronous feedback to enhance the asynchronous one was suggested.

Similarly, Shang (2017) compared these two models in providing feedback to 44 EFL university students. The qualitative and quantitative results revealed that although students' perceptions towards the use of both were positive, participants tended to favor asynchronous tools as a reinforcement after the synchronous feedback.

In addition to these, according to the results obtained from a study by Lotfi and Pozveh (2019), which compared synchronous and asynchronous models in terms of vocabulary learning through online learning with 60 EFL students in two

groups employing pre-tests, post-tests, and t-tests, the use of synchronous classes for DLL online learning results in more success compared to asynchronous ones.

Correspondingly, Alibakhshi and Mohammadi (2016) conducted a study to discover the possible effects of multimedia elements on learning collocations for 150 pre-intermediate male EFL learners in six groups. The results showed that synchronous computerized materials were more effective than their asynchronous counterparts for English learning collocations.

In other research, integrating language classes into online or e-learning has also included speaking as a language skill. In their quasi-experimental research, Mehr, Zoghi, and Assadi, (2013) divided 60 EFL students into experimental and control groups. They applied a speaking test as pre-and-post-test after twelve sessions to see the differences between synchronous classes and face-to-face classes, and the data obtained from the group taught in synchronous classes indicated a significant improvement compared to the other group.

In another study conducted with ninety participants in three groups as control, synchronous CMC, and asynchronous CMC, Abrams (2003) compared groups based on their production of oral communication skills in discussions. The results showed that the synchronous CMC group outperformed the control group, and the asynchronous CMC group significantly differed in producing less output.

In addition to improving some aspects of language skills, online learning with synchronous and asynchronous models also has a relationship with motivating students towards language learning. According to Hrastinski (2008), “synchronous e-learning increases arousal and motivation, while asynchronous e-learning increases the ability to process information” (p.54). In their study, Tahriri *et al.* (2015) conducted a survey of twenty-six female Iranian EFL learners in two experimental and one control groups to see if the implementation of synchronous CMC boosts learners' motivation. When the data obtained from pre-and-post-tests were analyzed, the results showed an increase in the motivation levels of all the groups; however, ANOVA results revealed that the use of synchronous CMC significantly differs in terms of improvement of EFL learners motivation compared to face-to-face classrooms.

Similarly, Ayoub (2019) investigated the effect of Zoom sessions as a part of online teaching on students' overall motivation and success. The study employed a mixed-method design in which sixty university EFL learners were divided into control and experiment groups, and participants were tested before and after the semester. The findings revealed that using Zoom as a tool for synchronous online learning/teaching motivated students to learn the language.

Another perspective for online learning studies has been to find out how students perceive the use of online learning to learn English. In her qualitative research, Gunes (2019) investigated thirteen EFL students' perceptions of implementing asynchronous classes and BL classes. The results obtained from semi-structured interviews showed that perceptions towards learning English through the asynchronous model were not favorable compared to BL.

Correspondingly, Riwayatningsih and Sulistyani (2020) found in their study, which employed triangulated data collection from fifty-five EFL students, that students' perceptions and attitudes towards the implementation of synchronous and asynchronous modes together are highly positive.

In addition to these studies, social media can also be used as a synchronous learning tool for raising intercultural awareness. In his study, Saltaş, (2015) investigated the effect of social networking on EFL students' intercultural awareness, and qualitative and quantitative data collected from control and experimental groups over fourteen weeks showed that using social media as a synchronous learning tool has a significant effect on raising intercultural awareness in language learning.

Essentially, another psychological term affecting language learning outcomes, attitude, was also included in online language learning studies. In their study, Mohammadi *et al.* (2018) sought to find out sixty EFL students' attitudes towards an asynchronous online discussion forum as a writing lesson instrument, and the findings gathered out of this quasi-experimental study pointed to an increase in students' attitudes towards writing skills and the asynchronous online forum.

Similarly, Cinkara and Bagececi (2013) examined 1783 university EFL students' attitudes and the relationship between participants' success rates and their attitudes, and their survey-based research results showed that more than half of the students had a positive attitude towards the use of asynchronous mode in learning English at the university level; furthermore, there was a significant relationship between positive attitudes and course success.

On the other hand, another study conducted by Erarslan and Topkaya (2017) on 47 EFL students' attitudes towards e-learning with relation to the effect that the implementation of this mode had on overall success rates presented partly positive attitudes towards e-learning; besides, online courses appeared not to help students' overall success at preparatory class.

In short, online language learning as a single teaching tool is not the same as blended learning which uses supplementary platforms such as CALL and MALL. Online language learning as stated in this study uses LMS instead of traditional classrooms. In such teaching, courses are delivered synchronously, asynchronously, or both synchronously and asynchronously. Studies found in the current literature compared these two models from the perspective of their effects on different language skills (Abrams, 2003; Alibakhshi & Mohammadi, 2016; Ene & Upton, 2018; Lotfi & Pozveh, 2019; Mehr *et al.*, 2013; Shang, 2017), investigated effects of these two modes on student motivation (Ayoub, 2019; Hrastinski, 2019; Tahriri, Hassaskhah, & Pour, 2015), revealed students' perceptions (Gunes, 2019; Riwayatinationsih and Sulistyani, 2020), and identified attitudes towards the use of online learning modes (Cinkara & Bagececi, 2013; Erarslan and Topkaya, 2017; Mohammadi *et al.*, 2018; Riwayatinationsih and Sulistyani, 2020).

2.2.3. Emergency Remote Teaching

Distance education, as mentioned earlier, is not a current trend, taking into account its roots dating back to the 19th century. A variety of advancements, experiments, and discussions have taken place in the field. However, considering the characteristics that allow DE to take place, the COVID19 pandemic period required universities to continue their programming regardless of their readiness or possession of those criteria, features, and infrastructures. In other words, what

DE has been, and what has been applied during the time of COVID19 curfew by universities, are not always the same. Emergency remote teaching was born to fill in this gap. As Hodges *et al.* (2020) clarify, “well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating this emergency remote teaching” (p.1). Therefore, the studies in existing literature and their conclusions may not be exact references to the studies subjecting distance education variables in the pandemic period. Given this, a variety of studies have been conducted in EFL/ESL context with different variables such as student motivation and autonomy (Huang, Shi, & Yang, 2021; Lengkanawati, Wirza, & Alicia, 2021; Yazawa, 2021), teaching language skills (Sukanaya, 2021), student emotions (Resnik & Dewaele, 2021), and attitudes and perceptions (Afip, Norshazrina, & Hassan, 2020; Price, 2021; Shahzad *et al.*, 2020).

ERT experiences of teachers and students may differ from each other and by application at various institutions. Huang *et al.* (2021) examined the experiences of 101 Chinese EFL university students in times of ERT in their studies. The findings of their explanatory mixed-method design research revealed that students’ intrinsic motivation was not affected by the ERT period as their primary goal was to pass the exams rather than acquiring the language itself.

Students may regard this process as compulsory, but, as students may evaluate the success of classes based on passing their exams, the focus of their success criteria may remain stuck on grade levels. Therefore, how students perceive their language education in ERT is essential. Sukanaya (2021) explored the impact of dialogue journal writing with relation to forty EFL students’ perceptions in the ERT period; the data collected out of qualitative and quantitative research instruments showed that the implementation of dialogue journal writing has a positive impact on students’ writing; moreover, it contributes to keeping students motivated in teaching writing in ERT.

In addition to their perceptions, students’ motivation and autonomy are also crucial elements for their ERT experiences. Yazawa (2021) conducted a

quantitative study with a total of 543 EFL students to compare motivation and autonomy levels before and after ERT, and according to the findings, the implementation of ERT in English teaching has a positive effect on students autonomy and, by extension, self-determined motivation.

As it provides students flexibility in time and space, online learning helps improve their autonomy. As another example, Lengkanawati *et al.* (2021) uncover results to this effect in their qualitative study conducted with six EFL students through online interviews. Findings showed that ERT enhanced students' autonomy, and their attitudes towards the use of ERT online English courses were partially positive as they were somewhat aware that ERT was the only option in times of the pandemic.

Attitudes towards language learning in ERT, the key variable in the present study, present a significant contribution to the literature in revealing student experiences. Price (2021) examined attitudes of 69 EFL first-year students towards synchronous and asynchronous English classes in ERT, and the results gathered from quantitative and qualitative tools pointed to partially positive attitudes towards ERT; moreover, students actually preferred a combination of both synchronous and asynchronous modes to either one alone.

In a different study, Shahzad *et al.* (2020) investigated 100 students' behaviors with experimental research in the online learning period of ERT. Results obtained from qualitative and quantitative data showed that students' attitudes towards virtual online learning in the ERT period were positive.

In their quantitative study, Afip *et al.* (2020) investigated 72 university EFL students' experiences regarding perceptions and challenges encountered during ERT. The results gathered indicated a positive perception on the part of the students towards the use of online language.

Resnik and Dewaele (2021) investigated the relationship between 510 university EFL students' classroom emotions, emotional intelligence, and autonomy. The findings revealed that classroom experience is more enjoyable but raises more anxiety for students; however, ERT removes this correlation. The results also showed that although emotionally intelligent students are more

autonomous with more enjoyment outside of classes, being not present in classrooms diminishes emotions and relationships for all.

Although the implementation of online learning modes in emergency remote teaching during pandemic outbreaks has many benefits, it also presents some challenges. According to Ariyanti (2020), the challenges encountered by university EFL students in Indonesia can be grouped under three main categories, which are internet connection, accessibility to online conferencing or LMS applications, and health and psychological issues derived from extended use of technological devices.

Another study related to the challenges of ERT highlights similar vital points from a broader perspective. Chahkandi (2021) conducted qualitative research on the challenges of an EFL faculty in ERT experience with faculty members and students. Findings revealed that technical problems are the most significant challenge, followed by safety and security concerns in assessment, planning, regulative issues, and adaptation. On the other hand, the difficulties underlined by students were related to infrastructure, self-motivation, interaction, and computer literacy.

Similarly, Mazlan *et al.* (2021) reviewed the literature on the challenges and strategies related to tertiary ERT. The challenges highlighted were motivation problems encountered by students and teachers, inadequate skills for teaching and learning, and infrastructure issues.

Briefly, the outbreak of the COVID19 pandemic mandated the use of distance education models in the EFL/ESL context in higher education. Although previous studies have revealed the many advantages of online learning, these advantages may not apply to the current situation given its additional complications. Several studies regarding the EFL/ESL context have proven e-learning tools to be valid from several perspectives, such as student motivation and autonomy (Huang, Shi, & Yang, 2021; Lengkanawati, Wirza, & Alicia, 2021; Yazawa, 2021), teaching language skills (Sukanaya, 2021), student emotions (Resnik & Dewaele, 2021), and attitudes and perceptions (Afip, Norshazrina, & Hassan, 2020; Price, 2021; Shahzad *et al.*, 2020). However, as Toquero (2021) states, some major challenges of ERT are not very different from what needs to be

considered in online learning. In other words, ERT and online learning embody similar challenges such as accessibility, connection, and health issues, technical problems, planning, regulative issues, adaptation, self-motivation, interaction, computer literacy, inadequate skills for teaching and learning, and infrastructure (Ariyanti, 2020; Chahkandi, 2021; Mazlan *et al.*, 2021).

CHAPTER THREE

METHOD

This study followed a mixed-method design to collect data to examine EFL students' attitudes towards the distance education or distance language learning (DLL) system used as a pandemic-related necessity in the English Preparatory Program of a state university and to examine online distractions for the students throughout the process. This chapter also explains the method, research design, population, sampling, procedures, and data collection tools used in the present study.

3.1. RESEARCH DESIGN

The study employed explanatory sequential design, one of the three most common and core mixed method designs classified by Creswell and Plano Clark (2018): convergent design, explanatory sequential design, and exploratory sequential design. The aim of applying explanatory sequential design in this present study is to utilize quantitative data collection tools and then to support and illuminate the results with qualitative data. Although the data in this study was quantitative in nature, qualitative add-ons were also made through the study's open-ended questions and semi-structured interviews.

3.2. AN OVERVIEW OF EFL EDUCATION IN THE TURKISH HIGHER EDUCATION CONTEXT

In the Turkish education system, several institutions have been enhanced to have more English, and universities started opening English language preparatory programs not only to prepare their students for English-medium programs but also to become compatible with the Bologna membership criteria. These programs have become so common in universities in Turkey that 140 out of 207 higher education institutions have at least a unit or school for foreign language education (YÖK, 2020).

Two different systems can be seen in the programs, the first of which is modular teaching. At first, a proficiency exam is required for students in case any of those competent students, with regard to legislative requirements and faculty necessities, can start their education without having ELPP. Those who cannot are

placed according to their level and learn the English language with all four skills until their level based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (see Appendix A) is sufficient to start their classes in the faculty. In this system, students can begin taking their faculty classes as soon as they are proven to know English. The second system is year-based, through which students who cannot demonstrate the required level of English in proficiency tests are placed into classes based on their language competency levels for one academic year. They generally finish three to four levels with all four skills. One significant difference of this system compared to the former is not offering students the option to start their faculty classes as soon as they prove themselves to be competent. In other words, students have to finish one academic year with some compulsory criteria such as a limited number of absences, a required level in all skills, and taking all examinations for one academic year. The reasons why some of universities are working in these systems may be a lack of infrastructural and academic necessities. As the education in these systems is regarded as a whole, the COVID-19 pandemic may have mainly affected the year-based ELPP. Due to the sudden onset of the pandemic, year-based systems had to halt in the middle of the term and change their teaching environment into online courses. As White (2006) states, “rapid changes raise important issues of access and quality in the provision of distance language learning opportunities by small providers as well as mass providers, with issues of scale impacting on quality” (260).

3.3. THE STUDY CONTEXT

This study was conducted on ELPP students at a state university in Alanya, Antalya, Turkey. As with most of its contemporary counterparts, the primary purpose of this program is to teach the English language to the students enrolled in those faculty and departments where the medium of instruction is 30% or 100% English. Although there are different applications and legislative structures, the duration of education in most ELPPs is either one semester or an academic year, as in this program. Students in this university have to take one year-long English language course to communicate in a target medium of instruction. During this education period, these students are responsible for completing twenty hours of intensive English language class per week, as well as

two midterms and four quizzes per term, consisting of integrated, receptive, and productive skills. Those competent enough may take the proficiency examination at the beginning of the academic year and start taking courses from their department without taking ELPP courses. Those, on the other hand, who fail to get the required level by getting the average score of 70 points out of all the examinations must repeat the ELPP. This score represents the minimum level to be considered successful; students are to complete the B2 level of English as stated in CEFR in all the skills taught. 360 ELPP students were placed into 12 classrooms according to their level of English language competency. Two classrooms started their language education from A2 level while the other ten classrooms were identified and placed as A1 level.

All of the classes started their education in face-to-face classrooms in September 2019 and completed the fall semester; however, due to the outbreak of the COVID19 pandemic, language education was mandated to continue through an LMS that the university adopted from another university in Turkey. As in most of universities in Turkey, the sudden obligatory decision to switch to distance education was made in three weeks by the university with a recommendation from the Council of Higher Education. The ELPP continued language education through asynchronous classes due to infrastructural shortcomings.

3.4. SAMPLING

The population of this study is the students of year-based English language preparatory program in universities in Turkey. The sample group was chosen from among 360 ELPP students after the necessary permission to conduct the research was granted by the rectorate (Appendix C). A convenience sampling strategy was followed. 320 were engineering students from different majors and 40 were English language teaching students. The medium of instruction in all of their departments was entirely English. All of the students were reached by sending an online questionnaire prepared on Google forms. They were requested to fill the questionnaire starting from the consent section; however, 280 of these students attended the research by filling up the questionnaire voluntarily. Ten of the survey results were omitted from the analysis. These participants' results were insincere,

the same, patterned, or they had filled the mock question, which was intentionally placed to improve the results. A total of 270 students participated in the study.

3.5. PERMISSIONS

This section of the study provides details about sampling, data collection instruments and procedure, and data analysis procedure. Necessary permissions were granted for the use of the tool from the questionnaire creator (Appendix B), from the university whose students were the participants of the study (Appendix C), and as consent approvals from participants (Appendix D). All the documents related to the permissions given are present in the appendix section of the study. Individual consent forms were not collected from participants; instead, there was a consent statement in the questionnaire. Oral consents were provided by the participants attending the semi-structured interviews.

3.6. DATA COLLECTION TOOLS

This study employed four data collection tools, two of which were quantitative and two others qualitative in design. The quantitative data collection tools were profile forms in which a consent approval statement had been placed (Appendix D) and Online Language Learning Attitude Test (OLLAT) (Appendix E). Qualitative data collection tools were open-ended questions (Appendix F) and semi-structured interviews. All of the data collection tools except semi-structured interviews were prepared on Google Forms, and participants were requested to write their answers on these online forms because these participants were not available in person due to quarantine curfew; moreover, it was more practical and precise to collect data in this fashion in terms of decreasing the possibility of making mistakes owing to the human factor.

The first data collection tool, the profile form, had 13 items. These were gender, age, perceived computer skill, income, parental education background, distance language learning history, distance language learning preference, perceived success in ELPP, department enrolled, and distance language learning necessities and accessibility. The purpose of the profile form was to examine the participants' demographics to be compared to their overall results.

The second tool was OLLAT consisting of 15 Likert items. This segment examined if the participants' attitudes towards distance education classes in the

English preparatory program were positive, neutral, or negative. The participants marked each item as ‘strongly agree’ for five points, ‘agree’ for four points, ‘neither agree nor disagree’ for 3 points, ‘disagree’ for 2 points, and ‘strongly disagree’ for one point. Three of the items were scored in reverse as ‘strongly disagree’ for five points, ‘disagree’ for four points, ‘neither agree nor disagree’ for 3 points, ‘agree’ for 2 points, and ‘strongly agree’ for one point.

After these quantitative data collection tools were used, qualitative data collection tools were applied. All of the tools and procedures are shown in Table 1 as a brief summary of research questions with the data collection tool and data analysis method for each question.

Table 1 Overview of the Research Questions and Procedures

Research Questions	Data Collection Tool	Data Analysis
1. What are students' overall attitudes towards the use of distance education in the English Language Preparatory Program?	OLLAT (adopted from Cinkara and Bagceci, (2013)) & Open-ended Questions & Semi-Structured Interview	Descriptive Statistics & Inferential Statistics (SPSS) & Pattern Coding
2. What online distractions have the participants frequently faced after the ERT experience?	Open-ended Questions & Semi-Structured Interview	Pattern Coding
3. How do students from different demographic backgrounds differ in their attitudes?		
3.1. Are there any differences based on gender in students' attitudes towards using distance education in ELPP?		
3.2. Is there a relationship between students' attitudes towards using distance education in ELPP and their preferences about taking online classes for ELPP?	Profile Forms & Online Language Learning Attitude Test (adopted from Cinkara and Bagceci, (2013))	Descriptive Statistics & Inferential Statistics (SPSS)
3.3. Is there a significant difference between participants' attitudes and their technological literacy in ERT?		
3.4. Is there a significant difference between students' attitudes and their foreign language competency in ERT?		
3.5. Is there a significant difference between students' attitudes and their access to technology in ERT?		

The third tool was open-ended questions and semi-structured interviews. Participants responded to five open-ended questions in the first step of collecting

qualitative data. The questions were related to distance language learning (DLL) in ELPP. These five open-ended questions were prepared in a way such that the answers given would support the quantitative item responses and would pose as a preparation phase for the semi-structured interviews.

The fourth and last data collection tool was semi-structured interviews. In the second step of the qualitative data collection procedure, 24 participants from both genders were reached, and 12 of these were randomly selected to have online semi-structured interviews related to the study. The reason for these interviews was to support the quantitative data collected out of OLLAT and to identify online distractions that participants experienced. From the participants' perspectives, such interviews help participants reflect their ideas more clearly just as much as they empower the findings of former instruments. First, the questions to be asked were determined as a preparation step for the interviews, and then the participants were contacted to set an online appointment. Semi-structured interviews proceeded at the appointed times on the Zoom Online Conferencing platform. Participants' responses were recorded in the form of notes.

3.7. DATA COLLECTION PROCEDURE

The procedure of data collection was conducted in four steps respectively. As explanatory sequential design was employed, the first stage of data collection was to implement quantitative design and then qualitative design for supporting and empowering the quantitative results.

Profile form was an adaptation from Cinkara and Bagceci's (2013) OLLAT's first demographic section. Some more demographic items were added to this form to gather more detailed results. Subsequently, two other experts examined the form, and the final version was the first quantitative data collection tool. After applying the form to all participants, consent approvals were the first criterion to validate results for analysis. Dissent, missing, insincere, and patterned responses were excluded, and 270 participant's results were analyzed.

OLLAT was the second quantitative data collection tool. The test was transformed into a Google questionnaire in which all items required a response. No adaptation was implemented in this test. After the participants had the links, they read the caption to receive required instructions and explanations. The results

were exported into an Excel sheet, and the responses were coded to input for the analysis procedure.

Open-ended questions were designed to gather more specific answers from the participants. Five questions were identified with two other experts, and the questions were composed into another Google Form. The questions were intended to draw a more comprehensive perspective about the participants' opinions. Therefore, the links were sent to students, and they were requested to answer questions in sentences. Dissent, missing, insincere, and patterned responses were excluded, and the results were analyzed in view of qualitative data analysis procedures.

Semi-structured interviews were the second and last data collection tool. The interviews were conducted online with open-ended questions determined by two other experts. Volunteer students were scheduled at times at their best convenience, and the interviews were conducted online on Zoom Online Conference Program. The appointments were assigned to one participant at a time to provide a comfortable interview area for students not to feel nervous. Interviews started with general small talk, and then the prepared questions were asked. When the answers were too broad or did not respond to the target of the question, additional questions were asked to follow up. The responses of the participants were recorded in the form of notes.

3.8. DATA ANALYSIS

The data collected in four steps using multiple data collection tools were analyzed in the same principle as data collection. First, the data analysis procedure was identified for quantitative data, which were classified into two categories; descriptive and inferential. Both data were transformed and coded into the IBM SPSS Statistics v.22 computer program.

The second step of the analysis was the replication stage, in which another expert transformed and coded the same data to produce themes and categories for valid and reliable results. Cohen's κ was employed to establish interrater reliability and substantial agreement between the raters' coding, $\kappa = 0.70$, $p < .005$. Categories and themes were concluded based on this agreement. Further,

descriptive analyses were conducted to frame the demographics and personal preferences of the participants.

3.8.1. Quantitative Data Analysis

The reliability of the adapted OLLAT tool was measured. Cronbach's Alpha reliability test was applied to see whether the adapted version of OLLAT is reliable. The results showed that the OLLAT instrument employed in this study ensured reliability ($\alpha = .871$). This procedure was an essential stage because data collected can be analyzed using parametric and/or nonparametric tests depending on the sample, research design and research questions, variables, and how the answers are rendered to provide a conclusion. The former of these two techniques can be referred to as making presumptions related to the study participants from whom data are collected (Ak, 2016; Julie, 2010). The latter group of tests is not as exacting. Nevertheless, they include some disadvantages (Demirgil, 2016; Julie, 2010). Cronbach alpha scores over .70 indicate high reliability (Kayış, 2016; Klemenc-Ketis, Makivić, & Poplas-Susič, 2018), showing that the scale adapted and applied to the population of the study to examine the attitudes of the participants is reliable ($\alpha = .871$).

Table 2 Test of Normality Results of OLLAT

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Item 1.	.35	.14	-.89	.29
Item 2.	.22	.14	-1.12	.29
Item 3.	.11	.14	-.95	.29
Item 4.	-.04	.14	-.70	.29
Item 5.	-.15	.14	-1.24	.29
Item 6.	.38	.14	-.89	.29
Item.7.	.39	.14	-.84	.29
Item 8.	-.16	.14	-1.20	.29
Item 9.	-.36	.14	-.89	.29
Item 10.	.31	.14	-.72	.29
Item 11.	.33	.14	-.99	.29
Item 12.	.27	.14	-.74	.29
Item 13.	-.95	.14	.59	.29
Item 14.	-.77	.14	-.24	.29
Item 15.	-.70	.14	.04	.29

As the attitude test proved reliable, the original study conducted by Cinkara and Bagceci (2013) was checked to compare the reliability results, and the alpha scores showed compatibility ($\alpha = .871$). A normality test on SPSS was carried out to review how well-modelled the collected data were.

OLLAT was tested in view of normality, and as shown in Table 2, the results showed that skewness and kurtosis outcomes of the 15 Likert statements were between ± 1 except the 2nd, 5th, and 8th statements, which were between ± 1.5 . Although skewness and kurtosis values between ± 1 are regarded as showing perfectly normal distribution (Hair, Black, Babin, Anderson, & Tatham, 2013), values between ± 2 can also be tolerable and sufficient (George & Mallery, 2010).

In this view, OLLAT scores were reliable and normally distributed results; therefore, among all parametric tests, a one-way ANOVA test and independent-sample t-test were conducted to examine possible relationships between overall attitude and other factors. Item evaluations were conducted concerning Table 3 as the participation level intervals were found using the $n-1/n$ formula. As a result of the computation, the interval scale is $5-1/5= 0.80$. Items 2, 6, and 13 were scored in reverse, with the interval scale of options starting from ‘strongly disagree’ at 5 points to; ‘strongly agree’ at 1 point.

Table 3 Interval Scale of Options

Participation Level	Mean Scores
Strongly Agree	4.21 – 5.00
Agree	3.41 – 4.20
Neither Agree Nor Disagree	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly Disagree	1.00 – 1.80

3.8.2. Qualitative Data Analysis

The study had two qualitative parts; the first one, as mentioned earlier, was a five-question open-ended part, and the second one was semi-structured participant interviews. The primary purpose of the qualitative data collected in two different steps was to gather data to support the quantitative data collected from Likert questions and to see a better overall frame of participants’ opinions.

Several steps such as coding, categorizing, and creating themes (Nowell *et al.*, 2017) were employed to analyze the qualitative data. At first, the interview recordings were transcribed, and with the open-ended answers, they were coded and then read repeatedly to increase familiarity with the data collected. As

Creswell and Plano Clark (2011) explain, coding is the essence of analysis of qualitative data because this procedure reflects the tips of broader aspects, which is then followed by a grouping phase of those codes to create categories, and then themes, and finally even broader extents and proportions. The codes were then divided into categories that could possibly frame a theme. Next, the themed data were reviewed by the codes and themes; further, two other experts were requested to analyze the themed data, followed by combining and contrasting the categories and themes obtained. Cohen's κ was utilized to appoint interrater reliability and substantial agreement between the raters' coding, $\kappa = 0.70$, $p < .005$. Ultimately, overall categories and themes were finalized.

CHAPTER FOUR

RESULTS

This chapter presents the results of all the data collected from ELPP student participants regarding their attitudes towards online language education and online distractions they encountered throughout the distance education process. The quantitative data were gathered using the OLLAT instrument, and the qualitative data were collected through open-ended questions and semi-structured interviews. The results are presented under two sections; quantitative and qualitative results. First quantitative results starting with demographical descriptives are given. Then, inferential results are presented. Qualitative results, as the second section, are shown following the quantitative ones.

4.1. QUANTITATIVE RESULTS

This part of the study includes quantitative results obtained from the data collection tool. As well as containing attitude scale items, the tool included profile form statements to obtain data about participants' demographics. The IBM SPSS Statistics 22 program was used for analyzing the quantitative data.

4.1.1. Demographic Results

The first group of quantitative results was demographics. The data were obtained from 270 participants. Participants marked 13 items linked with their profiles: gender, age, major, family income, parental education, perceived computer skill, distance education history, perceived language competency, preferences about taking online classes, and accessibility to technology. Five of these items were related to the research questions of this study. These were gender, preference about taking online courses in ELPP, perceived computer skill, perceived language success in ELPP, and accessibility. The participants' profiles including their demographics, preferences, and accessibility are presented in Table 4.

Table 4 Participants' Demographical Results

		<i>f</i>	(%)	
Gender	Female	93	34.4	
	Male	177	65.6	
Age	18-20	180	66.7	
	21-23	81	30.0	
	24-26	3	1.1	
	27-29	3	1.1	
	30+	3	1.1	
	English Language Teaching	17	6.3	
Major	Food Engineering	22	8.1	
	Mechanical Engineering	58	21.25	
	Electrical and Electronical Eng.	68	25.2	
	Genetics and Bioengineering	40	14.8	
	Computer Engineering	57	21.1	
	Management Engineering	8	3.0	
	Perceived Skill	Computer Basic	54	20
		Average	174	64.4
		Advanced	42	15.6
	Distance History	Education Yes	6	2.2
No		264	97.8	
Preferences Taking Online Classes	about Yes	81	30.0	
	ELPP No	189	70	
Perceived ELPP	Success in Poor	12	4.4	
	Not Good Enough	120	44.4	
	Good	126	46.7	
Necessities Accessibility Technology	and Yes	12	4.4	
	to No	114	42.2	
	Partly	30	11.1	
		126	46.7	

Participants' gender distribution showed that the number of male participants were almost twice as many compared to female participants. Age groups distribution showed that most of the participants are peers in age as almost all of the participants' age rank between 18 and 25 (96.7%). Only 3.3% of the participants are older than 25 years of age.

Participants varied in their majors, as they were students of seven different departments: six engineering majors and one education. Most of the students (93.7%) were enrolled in the Faculty of Engineering, and less than one tenth (6.3%) of the participants were Faculty of Education students. About half (47%) of the participants distributed into two majors which are Department of Electrical

and Electronical Engineering, and Mechanical Engineering. Due to the yearly quota in acceptance criteria to universities, which is generally less than 50 students, the participants enrolled to the departments of Computer Engineering, Genetics and Bioengineering, Food Engineering, Management Engineering, and English Language Teaching students were low in number sharing the other half.

Inevitably, given the COVID-19 pandemic, technological competency has turned into a critical skill; therefore, participants were asked to mark the option showing their computer skill to their best estimation. 54 (20.0%) of the participants thought their levels of computer competency were basic. 174 (64.4%) of the participants marked average. 42 (15.6%) of the participants claim to have advanced skills for computer use.

Participants were asked if they had had any experience with taking online foreign language classes. Almost all of the participants (97.8%) had no distance education experience before the coronavirus pandemic, while less than 3% of them had had an experience of online language learning. People with distance education history were also requested to explain the purpose of the online classes they took. 2 participants responded to the follow-up explanatory question, and both of them stated that they have experience of online English language classes with the purpose of general language competency.

For the next item, participants were asked whether they would take English preparatory classes online if given a choice. About one third of the answers were affirmative; however, more than two third of the responses were negative.

Rather than the school's own assessment criteria for success, participants were requested to state their opinions about their overall success rates in the program. Based on the answers given to the item, about half of the students perceive their success at ELPP as not good enough while around other 50% of the participants claim to have a good competency. Less than 5% of the participants think their success is either poor or very good.

The final statement of the demographical questions of the questionnaire was about whether participants had the basic needs or tools required for accessing distant education. These needs or devices may consist of internet connection,

smartphones, computers (desktop or laptop), or tablets. Participants with no access to distance education needs or infrastructure is slightly over 10%. More than two thirds of the answers showed that most of the participants have an access to such necessities either partially or fully.

4.1.2. Descriptive Results

The descriptive results of the study are shown in two different parts. The first covers the participants' responses about their attitudes towards distance language learning in ELPP and shows each item of OLLAT in terms of mean and standard deviation. The second part is related to the overall attitudes of participants. The evaluation process was conducted based on and compared to the original study conducted by Cinkara and Bagceci (2013).

Overall analysis, and gender differences for each item was conducted. The number of male (177) and female (93) participants were the same for each item. Results for items 1 and 13 showed a negative attitude by both genders. Neither male participants nor female participants' think that learning English through distance education can be as efficient as face-to-face classes, and they think learning English results in more success in traditional classroom. On the other hand, results for item 15 showed a positive attitude by both genders indicating that they think that distance language learning provides them flexibility while studying and learning English, and that the option to replay recorded lesson materials enhances efficiency. The results showed a consensus by both genders for items 5, 6 and 9. This consensus indicates that participants do not have a clear attitude about whether distance education is a waste of time or it provides a convenience or comfort in attendance to classes. Females have a negative attitude for items 2, 3, 4, 7, 8, 10, 11 and 12 while male participants are neutral for these statements. For items 7 and 12 male participants have a neutral attitude while females have a negative. The results for these items show that female participants have negative attitude towards learning English through distance education as they do not think it offers optimal content, materials, or helps autonomy and studying habits. Item 14 is related to flexibility DLL offers and male participants show a neutral attitude while female participants' attitudes are positive.

Table 5 Independent Sample T-test Results of OLLAT with Gender Differences

Items	Gender	Mean	SD
1. Learning English through distance education can be as efficient as face-to-face classes.	Female	2.09	1.06
	Male	2.54	1.11
	Total	2.38	1.11
2. * English cannot be learned through distance education.	Female	2.32	1.26
	Male	2.87	1.25
	Total	2.68	1.28
3. Distance education provides more various lesson content	Female	2.35	1.09
	Male	2.94	1.12
	Total	2.74	1.15
4. My family supports me in learning English through distance education.	Female	2.58	1.10
	Male	3.00	1.10
	Total	2.85	1.12
5. Attending classes is easier thanks to distance education.	Female	2.77	1.21
	Male	3.11	1.33
	Total	3.00	1.30
6. * Distance language learning is a waste of time.	Female	3.35	1.09
	Male	2.61	1.15
	Total	2.86	1.18
7. Thanks to distance language learning, I control my studying habit better.	Female	2.19	1.06
	Male	2.79	1.10
	Total	2.58	1.12
8. Distance language learning provides more various audial and visual materials.	Female	2.54	1.34
	Male	3.28	1.12
	Total	3.03	1.25
9. Distance language learning help me feel more relaxed for attending the classes.	Female	3.06	1.30
	Male	3.38	1.16
	Total	3.27	1.22
10. It is easier for me to concentrate on distance language classes.	Female	2.19	1.06
	Male	2.83	1.19
	Total	2.61	1.19
11. The fact that the class is taught through distance education makes it easier for me to study.	Female	2.16	1,14
	Male	2.84	1.19
	Total	2.61	1.21
12. Distance education is effective at language learning.	Female	2.22	1.07
	Male	2.79	1.17
	Total	2.60	1.17
13. *Learning English in traditional classrooms results in more success	Female	4.25	.95
	Male	3.93	.97
	Total	4.04	.97
14. Distance education provides flexibility while studying and learning English.	Female	3.12	1.24
	Male	3.71	1.02
	Total	3.51	1.13
15. The fact that this class can record audial and visual materials enhances the efficiency.	Female	3.48	1.10
	Male	3.72	1.00
	Total	3.64	1.04

Regarding overall results for items in terms of mean scores and standard deviation, as Table 5 shows, participants' responses displayed disagreement with items 1, 7, and 12. Respecting the results for these three items, participants do not

think that learning English through distance education can be as efficient as face-to-face classes that distance language learning has a positive effect on their studying habits, or that distance education is effective for language learning. The responses given to items 3, 4, 5, 8, 9, 10, and 11 showed neutral opinions. In these cases, participants neither agreed nor disagreed with these items. Participants largely agreed with items 14 and 15, indicating that they think that distance language learning provides them flexibility while studying and learning English, and that the option to replay recorded lesson materials enhances efficiency. Three items were coded in reverse: 2, 6, and 13. Participants' answers demonstrated neutral opinions for number 2 and 6; however, for item 13, participants' responses showed a disagreement with the idea that learning English in traditional classrooms results in more success.

Since scale employed in this study showed compatibility in terms of reliability in Cronbach value with the original research by Cinkara and Bagceci (2013) from which it was adopted, the evaluation of overall attitudes of participants towards distance education during the COVID19 pandemic was conducted with the same principle; that is, responses with a total score of 60-75 are labelled as 'very positive'; 45-59 as 'positive'; 15 and 29 are marked as 'negative', and 0 and 14 are labelled as 'very negative'.

Table 6 Overall Attitudes of Participants towards ERT in ELPP with Gender Differences

Overall Attitude	Gender	<i>f</i>	%
Very Negative	Overall	0	0
	Male	0	0
	Female	0	0
Negative	Overall	24	8.9
	Male	12	4.45
	Female	12	4.45
Neutral	Overall	153	56.66
	Male	90	30.0
	Female	63	26.66
Positive	Overall	81	29.99
	Male	63	23.33
	Female	18	6.66
Very Positive	Overall	12	4.4
	Male	9	3.3
	Female	3	1.1

As shown in Table 6, none of the participants have a very negative attitude towards distance language learning in their ELPP education, and just 24 (8.9%) of the students have a negative attitude. The number of participants with negative attitude is the same on both genders. On the other hand, a total of 81 (29.9%) of the participants' attitudes towards distance language learning in ELPP is positive. According to the results on gender, almost one male participants out of every two has a positive attitude while this number falls to one out of every five participants in female group. Furthermore, 12 (4.4%) of these attitudes were very positive. The number of male participants with very positive attitude is around twice as many compared to female participants. 156 (57.8%) of the participants' responses showed a neutral opinion. Although the numbers of male and female participants were different in number, the percentages in gender groups show that both gender groups have similar numbers showing neutral attitude.

4.1.3. Inferential Results

The third and final results component is inferential results, including independent sample t-test results and one-way ANOVA. All of the demographics were compared in means to reveal any possible significant differences concerning the overall attitudes and demographics of the participants.

Firstly, an independent sample t-test was done for items with two possible answers, such as participants' gender, distance education history, and preferences about taking ELPP classes online given choice. Two of these three items, gender and preferences about taking ELPP classes online, differed significantly in results while the third item did not.

Table 7 Independent Sample T-test Results Comparing Gender Differences to Attitudes towards ERT in ELPP

	N	Mean	SD	SEM	t	df	P
Female	93	37.49	9.12	.94	-4.43	268	.00
Male	177	42.93	9.81	.73			

The results for differences based on gender are shown in Table 7. According to independent sample t-test results, male participants (mean=42.93, SD=9.81) significantly differed from female participants (mean=37.5, SD=9.12) in terms of more positive attitudes towards distance education in their English preparatory classes $t(268) = -4.43, p < .001$

Table 8 Independent Sample T-test Results Comparing Preferences about Taking Online Preparatory Classes in ELPP to Overall Attitudes towards ERT

	N	Mean	SD	SEM	t	df	P
Yes	81	51.38	7.75	.86	15.32	268	.00
No	189	36.63	7.02	.51			

The t-test results for differences in participants' preferences about taking online preparatory classes given a choice are presented in Table 8. According to independent sample t-test results, participants claiming they would not accept online courses (mean=36.63, SD=7.02) significantly differed from the ones claiming they would (mean=51.38, SD=7.75) in terms of less positive attitudes towards distance education in their English preparatory classes $t(268) = 15.32$, $p < .001$, indicating that there is a relationship between students' attitudes and their online class preferences.

Table 9 Independent Sample T-test Results Comparing Attitudes by Gender to Preferences about Taking Online Preparatory Classes

F	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	p
228.60	5.55	268	.00	.31	.05	.000

Table 9 shows that there is a significant difference regarding online EFL foundation course preferences by gender, indicating that females and males have different preferences regarding taking courses online or face-to-face although males scored higher than females in the overall attitude scale.

Secondly, a one-way ANOVA test was applied for items with more than two possible answers, such as participants' age, perceived computer skills, average monthly income, parental education backgrounds, perceived success in language in ELPP, and distance education necessities and accessibility. Three of these six items, perceived computer skills, perceived success in language in ELPP, and distance education necessities and accessibility, differed significantly in results. In contrast, the rest of the items did not.

The first item revealing significant differences between groups was about participants' perceived computer skills and their attitudes. The homogeneity test result showed that equality variance is present ($p=0.929 > 0.05$), and ANOVA

results showed a significant difference ($p=0.04<0.05$); therefore, a Tukey post-hoc test was conducted.

Table 10 One-way ANOVA Results Comparing Participants' Computer Skills to Attitudes towards ERT

(I) Computer Skill	Perceived (J) Computer Skill	Perceived Difference (I-J)	Mean	Std. Error	p	M	SD
Basic	Average	-4.89*	1.51	.004	37.05	9.33	
	Advanced	-5.45*	2.00	.019			
Average	Basic	4.89*	1.51	.004	41.95	9.91	
	Advanced	-.55	1.67	.941			
Advanced	Basic	5.45*	2.00	.019	42.50	9.51	
	Average	.55	1.67	.941			

According to the results shown in Table 10, there is a significant difference between participants with basic computer skills and average ($p=.004<.05$) and advanced skills ($p=.01<.05$); however, no significant difference was between the participants with a perceived average level of computer skill and the ones with advanced computer skill ($p=.94>.05$). One-way ANOVA and post-hoc Tukey test results reveal that participants with a lower level of perceived computer skills significantly differed from participants with higher levels of perceived computer skills in terms of less positive overall attitudes towards learning English through distance education in a preparatory program.

Next, participants perceived language success in ELPP was examined, given its relationship with overall attitudes towards distance language education.

Table 11 One-way ANOVA Results Comparing Participants' Perceived Language Success and Attitudes towards ERT in ELPP

(I) Success in ELPP	Perceived (J) Success in ELPP	P	Perceived Difference (I-J)	Mean	Std. Error	p	M	SD
Poor	Not good enough		2.19	2.91	.87			
	Good		-2.95	2.91	.74	40.75	13.95	
	Very well		2.06	3.93	.95			
Not good enough	Poor		-2.19	2.91	.87			
	Good		-5.14*	1.22	.00	38.56	9.93	
	Very well		-.12	2.91	1.00			
Good	Poor		2.95	2.91	.74			
	Not good enough		5.14*	1.22	.00	43.70	9.21	
	Very well		5.01	2.91	.31			
Very well	Poor		-2.06	3.93	.95			
	Not good enough		.12	2.91	1.00	38.68	4.59	
	Good		-5.01	2.91	.31			

Levene’s test of equality of variances was applied to determine if equal variances were assumable, and the result was $p=.01<.05$. A one-way ANOVA test resulted in a significant difference ($p=.001<.05$); therefore, post-hoc results were viewed. According to the results shown in Table 11, there is a significant difference between participants perceiving their success in language classes as ‘not good enough’ and ones perceiving it as good ($p=.00<.05$). However, there was no significant difference among other groups ($p>.05$). Having considered these statistics about the ‘poor’, and ‘very well’ groups, the standard deviation appeared to be large, and therefore one-way ANOVA and post-hoc Tukey test were employed and showed that there is major differentiation among students in terms of their attitudes towards distance education in a preparatory program.

The final analysis of the items mentioned earlier was conducted about participants’ distance education necessities and accessibility. This item was examined with regard to overall attitudes of participants towards distance language education in their preparatory year affected by COVID19 measures. First, one-way ANOVA results showed a significant difference ($p=.00<.05$); therefore, a homogeneity test was conducted to see if equality variance is assumed, and the variance was heterogeneous ($p=.004<.05$). Following the variance test, a Games-Howell post-hoc test was conducted to reveal more about the group difference that had appeared. The results are shown in Table 12.

Table 12 One-way ANOVA Results Comparing Participants’ Accessibility to Technology and Attitudes towards ERT in ELPP

(I) Distance Education Necessities and Accessibility	(J) Distance Education Necessities and Accessibility	Mean Difference (I-J)	Std. Error	p	M	SD
Yes	No	11.78*	1.37	.00	43.08	9.21
	Partly	1.52	1.23	.43		
No	Yes	-11.78*	1.37	.00	31.30	5.85
	Partly	-10.25*	1.39	.00		
Partly	Yes	-1.52	1.23	.43	41.55	9.99
	No	10.25*	1.39	.00		

According to the results shown in Table 12, there is a significant difference between participants claiming to have access to required technological devices for distance learning and those who did not ($p=.00<.05$). The mean scores

show that participants with access ($M=43.08$) differed in terms of having more positive attitudes compared to the participants without access ($M=31.30$). Further, there is also a significant difference between participants claiming to have partial access to required technological devices for distance learning and those who did not ($p=.00<.05$). The mean scores show that participants with partial access ($M=41.55$) differed in terms of having more positive attitudes compared to the participants without accessibility ($M=31.30$). However, no significance difference was found between the participants with access and participants with partial access ($p=.43>.05$)

4.2. QUALITATIVE FINDINGS

This part of the study includes qualitative findings obtained from open-ended questions and semi-structured interviews. As well as gathering data for one of the research questions, these two-phased qualitative data collection tools were meant to support and enhance the results obtained.

Both tools were analyzed with the same principle. Data collected from them were first transcribed and then read to ensure the accuracy of the transcription. Next, the transcriptions were transformed into codes and themes according to content. Two different experts conducted these steps, and the results were compared to provide better validity and reliability. The results presented are the culmination of the final analysis.

4.2.1. Open-ended Questions

The participants were requested to fill out an online form as with the previous data collection tools such as profile forms and OLLAT. As mentioned earlier, following the analysis of the quantitative data, another online form containing five open-ended questions was sent to participants.

4.2.1.1. Participants' opinions towards distance language learning

The first question was, 'How do you feel about distance language learning?' This question aimed to collect data to support results showing participants' attitudes in their own words rather than as Likert responses. Several extracts from answers to these open-ended questions were assigned to each group of themes.

During the analysis procedure, the answers were organized around the keywords stated in Table 12. According to the themes obtained from responses, 58 (33.52%) of the participants thought positively about distance language learning. 31 (17.91%) male participants and 27 (15.59%) female participants responded that their opinions were positive towards DLL. 36 (20.80%) of the answers obtained showed neutral ideas as these answers demonstrated that most students had no prior experience with DLL. They stated that it had pros and cons; however, it could produce better results with a bit of adjustment. 20 (11.56%) male participants and 16 (9.24%) of female participants' answers were neutral.

Table 13 Participants' Opinions towards Distance Language Learning

	N	%	Male	%	Female	%
Desperate	20	11.56	8	4.62	12	6.93
Useless	24	13.87	14	8.09	10	5.78
Anxious	35	20.23	19	10.98	16	9.24
Needs Improvement	36	20.80	20	11.56	16	9.24
Convenient	44	25.43	23	13.29	21	12.13
Ideal	14	8.09	8	4.62	6	3.46
TOTAL	173	100	92	53.17	81	46.82

On the other hand, 79 (45.66%) of the answers showed negative thoughts about distance language learning in general. 41 (23.69%) of these negative answers belonged to male participants, while 38 (21.95%) belonged to female participants. The results of the first open-ended question showed that there were more participants with negative opinions towards DLL than those with positive ideas.

4.2.1.2. Participants' opinions towards the use of ERT for ELPP

The next open-ended question was related to the participants' thoughts towards using distance education systems for ELPP.

Table 14 Participants' Opinions towards the use of ERT systems for ELPP

	N	%	Male	%	Female	%
Challenging	39	22.94	21	12.35	18	10.58
Inaccessible	27	15.88	16	9.41	11	6.47
Impractical	57	33.52	35	20.58	22	12.94
Okay	13	7.64	8	4.70	5	2.94
Time Saver	25	14.70	11	6.47	14	8.23
Perfect	9	5.29	4	2.35	5	2.94

TOTAL	170	100	95	55.88	75	44.11
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Analysis was conducted to reveal themes based on the answers. This question was designed to gather more data to see the students' overall attitudes towards DLL. The observed themes are presented in Table 14.

As shown, 170 of the participants responded to the question, 95(55.88%) male and 75 (44.11) female. The answers were organized into six themes; challenging, inaccessible, impractical, okay, time saver, and perfect. The first three themes were interpreted as negative opinions, while the last two were taken as positive. The theme 'okay' included neutral answers. 123 (72.34%) of the participants thought that using a distance education system for ELPP is challenging, impractical, and inaccessible. Contrary to these negative opinions, 34 (19.99%) of the answers revealed positive reflections stating that DLL for ELPP is a time saver and perfect. 15 (8.82%) of affirmative responses were from males, while 19 (11.17%) were female participants. The last theme for the second open-ended question was 'okay'. The answers were cumulated in neutral opinions. The number of participants expressing a neutral opinion was 13 (7.64%): 8 (4.70%) male and 5 (2.94) female.

4.2.1.3. Distractions in ERT for ELPP

The third open-ended question aimed to discover the online distractions that students came across throughout their online classes and study process.

Table 15 Distractions during ERT

		Frequency	%
Online Distractions	Connection Problems	123	34,45
	Social Media	54	15,12
	Online Ads	36	10,08
	Other Web Pages	30	8,40
	Online Materials	30	8,40
	Music	12	3,36
Other Distractions	Family	27	7,56
	Accessibility Issues	18	5,04
	Background Noise	12	3,36
	Video Games	9	2,52
	TV	3	0,84
Total		357	100,0

The participants were requested to express the distractions they came across throughout their distance language learning progress. 372 answers were collected out of 270 participants' responses; however, 18 irrelevant answers were excluded from the evaluation. 357 answers were categorized as online distractions and other distractions. As shown in Table 15, 285 (79.81%) of the answers are related to online distractions. 123 (34.45%) of these responses are related to connection issues that students experienced in their distance education. The most frequent online distraction, in this case, was connection problems.

The second most frequent distraction appears to be social media, with 54 (15.12%) responses. The theme of social media includes the urge to check social media and notifications of all kinds, such as posts, direct messages, and subscriptions. In addition, online advertisements such as the ones provided by browsers and pop-ups are the third biggest online distraction with 36 (10.08%) answers. 30 (8.40%) responses showed that other web pages also distract students while learning English online. Curiosity about some concept they see during their class, an impulse to click suggestions on part of the page, and open YouTube tabs can be seen as examples for this theme. The next most common online distractions were about the class itself as 30 (8.40%) of the responses indicated that the online materials caused a distraction. Some explained this distraction as being difficulty with utilizing online materials, lack of tactile stimulus, and quality of visual and audial materials. The last theme of online distraction results was music, with 12 (3.36%) answers. The students mentioned in their written answers that music applications and pages distracted them while studying.

On the other hand, not all of the distractions expressed were online. The students had to change their learning environment due to compulsory quarantine conditions; therefore, they were not provided with distance education necessities as a distance learner by choice. Answers were given in response to open-ended questions, and thus respondents stated some other distractions; for instance, 27 (7.56%) of the answers showed that family-related issues caused students distractions. Some of these family-related issues were mentioned by students as follows; interference of siblings or parents, feeling obliged to help parents in household errands and at work, crowded families, and family problems.

Accessibility issues were another distraction with 18 (5.04%) of the answers, which is a theme involving old-tech devices corrupting and not having appropriate technological devices. The last two distractions were video games with 9 (2.52%) answers and television with 3 (0.84%) answers.

4.2.1.4. Participants' Perceived Language Learning Progress

Participants were asked to state their ideas on their language learning progress in the fourth open-ended question. 166 of the participants responded to the question; 93 (56.02%) of them were male, and 73 (43.97%) of them were female.

Table 16 Participants' Opinion for Their Language Development

	N	%	Male	%	Female	%
Poor	7	4.21	4	2.40	3	1.80
Not good enough	65	39.15	36	21.68	29	17.46
Average	50	30.12	29	17.46	21	12.65
Good	37	22.28	21	12.65	16	9.63
Very good	7	4.21	3	1.80	4	2.40
TOTAL	166	100	93	56.02	73	43.97

As Table 16 shows, 7 (4.21%) of the participants consider their language competency levels as inferior. 4 (2.40%) of these participants were male, and 3 (1.80%) of them were female. However, the numbers were condensed in two themes which were not good enough and average. 65 (39.15%) of the participants perceived their competency in English as not good enough. 36 (21.68%) of these were male, and 29 (17.46%) were female. 50 (30.12%) of the participants regarded their level of English language as average; 29 (17.46%) of these students were male while 21 (12.65%) of them were female. Next, 37 (22.28%) of the participants felt that their competency in the target language was good. 21 (16.65) of these were male, and 16 (9.63%) were female. Lastly, 7 (4.21%) of the participants consider their language competency levels as poor. 4 (2.40%) of these participants were female, and 3 (1.80%) of them were male.

4.2.1.4. Participants' ERT Experiences

The final open-ended question was investigated participants' experiences. 137 usable answers were themed. 71 (51.82%) of these answers were gathered from males, while 66 (48.17%) were from females.

As shown in Table 17, the plurality of responses were neutral answers. A total of 71 (51.81%) of the answers showed that participants regarded the use of DLL in ELPP were either 'okay' or 'enough'. The second-highest number of answers were grouped as negative ones, with the total number of people describing their experiences as 'waste of time', 'tiring', or 'unrealistic' being 60 (43.77%). Contrastingly, the number participants whose experiences were highly positive was 6 (4.37%).

Table 17 Participants' Experiences during ERT for ELPP

	N	%	Male	%	Female	%
Waste of time	24	17.51	10	7.29	14	10.21
Tiring	25	18.24	9	6.56	16	11.67
Unrealistic	11	8.02	3	2.18	8	5.83
Okay	19	13.86	11	8.02	8	5.83
Enough	52	37.95	33	24.08	19	13.86
Perfect	6	4.37	5	3.64	1	.72
TOTAL	137	100	71	51.82	66	48.17

4.2.2. Semi-structured Interviews

The last data collection tool was semi-structured interviews with a focus group to obtain more in-depth reflections from participants. 12 out of 24 participants who volunteered to take the interview were successfully reached, and an online meeting appointment was set with each of them separately. Interviews were recorded at first, and the recordings were then transcribed. After the coding procedure, categories and themes were examined. Two other experts also conducted the procedure from transcription to the coding and theming stages, and interrater reliability was $\kappa = 0.70$, $p < .005$. The results are presented in this study under several themes related to the aim of the study, and these results are the synthesis of all analyses conducted.

4.2.2.1 Participants' attitudes towards the use of DLL

According to the interview results obtained, the participants' attitudes towards using distance language learning platforms are positive: however, the use of such tools in their first year at the university is not as positively welcomed as the platforms themselves. The primary reason for this was that students feel that learning a language in a discipline as strict as an ELPP year-based system, given the number of intensive classes, assignments, and assessment criteria, cannot be entirely achievable through asynchronous distance classes.

[...] A friend of mine recommended an application to me, and with this application, one can find a native speaker of the target language and practice the language as they learn. I tried the app to learn Spanish, and I liked it, but it is not the same as this year's education. ELPP requires a full-time effort. (Student 3)

[...] Our teacher once said that the English language is not a class to pass but a language to learn for our aims. However, it does not work that way for ELPP. I can learn French online, and it may take more than a year, but I cannot pass this ELPP in less than a year, and it needs face-to-face classes. (Student 8)

[...] Although it sounds very convenient to be free from attendance limits and spending money on many things like transportation, there is a massive pressure that most of us feel, which is that we have to prove our competency to be able to start our classes in our departments; otherwise, we will lose a year, not to mention our parents' expectations. We were struggling with face-to-face classes, and switching to distance education multiplied the challenge for us. (Student 4)

Most of the participants believed that learning a language using distance education has its advantages. For instance, most of the participants agreed that DLL provides them a variety of materials and makes them feel less classroom anxiety.

[...] There were times I enjoyed taking my classes online; for example, I have always felt nervous in English classes. I did not want to talk in a surrounding of my classmates with fear of making mistakes and being laughed at. (Student 6)

[...] Luckily, we did not have pair dialogues in DLL. I do not like speaking in English in the classroom. (Student 10)

[...] Our textbook has a web page for extra materials, but teachers upload many other materials such as PDF documents and video exercises. (Student 12)

[...] It is much better than a traditional classroom in terms of materials. At school, our classes had a time limit, and there were times I could not finish all the exercises, but teachers had to go on with the lesson, but I can concentrate on my exercises and support them with others in online classes. (Student 1)

In addition to material variety and reducing anxiety, there were several other positive aspects that participants were pleased about with regard to distance language learning for their English preparatory year. The participants' reflections showed a consensus on DLL's flexibility in time, space, and budget.

[...] Just after my high school education, I was somehow disappointed to see that our university education was not significantly different with all attendance rules, many hours of classes, and lots of homework. Trying to catch up on all these was not very easy for me, but thanks to this system, I can have my classes anytime and anywhere I wanted. (Student 9)

[...] It wasn't effortless to make my ends meet every month because living in Alanya is pretty expensive. One thing I love about DLL is that I do not have to spend the money back home, although I could barely afford to buy a laptop for ERT (Student 10)

[...] I was working for a café and trying to take my classes and do my homework on time. I was about to exceed my absence limit due to my shift when our classes were transformed online. (Student 2)

4.2.2.2 Participants' Motivation and Success Perceptions

Semi-structured interviews revealed how the participants felt about their perceived DLL in terms of motivation and success. The results showed that participants experienced multiple challenges that affected their motivation and success accordingly. The most significant factor affecting students was distractions. Connection problems, social media, online advertisements, and other web pages were the top online distractions, and overly comfortable learning

environments, family-related issues, music, and background noise were other distractions participants experienced.

[...]It became tough for me to concentrate again when I got a notification from my social media accounts or text message applications. (Student 9)

[...]Open tabs on my browser attract my attention for just a second, and the next thing I know is that I am watching a video game review. (Student 5)

[...] We live with my grandparents, and they are loud people. For example, my grandfather speaks very loudly or watches television with high volume, and it was tough for me to focus on my classes. (Student 6)

[...] when I start studying, sometimes the electricity goes off, and I lose connection (Student 9).

[...] Our building is in a rural area, so the internet connection is not stable, and it goes off frequently, which drives me crazy and distracts me (Student 1)

[...] I generally use online dictionaries when I come across a new word. Still, all the web dictionaries force me to watch online advertisements if I do not buy a premium account. (Student 12)

Recorded classes and a wide range of materials were given as examples of beneficial aspects. At the same time, the absence of teachers and peers, change of learning environment, overly comfortable study zones, accessibility issues, and limited chance for speaking practice were factors that participants alleged as impactful on their motivation and success.

[...] I felt the absence of a teacher when I had a question or a point I did not understand very well. I am afraid I cannot be as successful as I think I would be. (Student 1)

[...] I knew that I had to study, but it was too comfortable to research, and I always procrastinated my classes and assignments. I hope I can pass the finals. (Student 11)

[...] I did not have a chance to ask for help from my friends. As I also did not have a teacher figure as much as I did in classrooms, it was hard for me to keep my motivation to study. (Student 2)

[...] ELPP is intense, and this sudden break at the term made it more challenging to keep my concentration. (Student 7)

[...] There is only one computer at home, and we have to use it with my two other siblings. It is tough to keep up with the pace for us. I believe none of us will have good grades. (Student 3)

[...] The systems, connections, and all these computer things are too complicated for me. I am not good at these, and I feel like I cannot pass at the end. (Student 10)

The findings of semi-structured interviews showed that participants favor using distance education systems for language learning, but an intense ELPP syllabus may be better suited to traditional classrooms.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

This chapter has two sections, and it mainly discusses the findings obtained from quantitative and qualitative data. After presenting the results related to each research question, these results are compared to in-line studies for their compatibility and discussed from this perspective. The conclusion statements are in the second section of the chapter after all of the research questions are compared to findings in the first section.

5.1 DISCUSSION

This study aimed to examine the attitudes of university EFL students towards the use of ERT distance education mode during their education in ELPP and find out what online distractions they experienced. For this purpose, the study includes six research questions, stated in the introduction chapter. In this section of the final chapter, these research questions are discussed using qualitative and quantitative data.

5.1.1 Discussion of the First Research Question

The first research question is related to the overall attitudes of university EFL students enrolled in an ELLP of a state university towards using asynchronous offline classes during emergency remote teaching in the 2019-2020 academic year. Based on the scores shown in Table 6, evaluated with interval scale of options as in Table 3, the students' attitudes are not negative. In fact, the plurality of answers indicate neutral attitudes, and about one-third of the responses show positive attitudes. The quantitative results obtained showed that the overall attitudes of university EFL students towards the use of asynchronous offline classes during their English Language Preparatory Program in times of ERT were partially positive.

In addition to these quantitative results, findings gathered from qualitative data from open-ended questions also support the partially positive attitudes. The thematic analysis of answers for these questions indicated six themes, which were desperate, useless, anxious, needs improvement, convenient, and ideal. The first

two themes are negative attitudes, and the total number of answers for these two themes is less than one-third, while the last two themes refer to positive attitudes and had more than a third of all responses. As in quantitative analysis, the results of the open-ended questions show a partially positive attitude. The partial positivity indicates that students are not very satisfied with using asynchronous offline classes in the second semester of their English language education in the ELPP. However, they are aware of the circumstances which mandate it.

Semi-structured interviews revealed a more detailed frame for clarifying the question. Based on the data gathered from interviews, it is possible to say that students approach the use of distance education very positively, justifying it with its advantages like flexibility in time, space, and money, reduction in classroom anxiety, and better use of recorded materials. However, what caused students to exhibit negative attitudes about this was the intensive nature of the year-based preparatory program system. Following the topics, doing the assignments, anxiety of failure (which can cause the repetition of a whole year), and the frequent examination schedule are not very manageable without the strict discipline of a classroom with a live teacher.

Considering all the data, overall attitudes of Turkish EFL students enrolled in a year-based ELPP towards the implementation of asynchronous offline classes in ERT were partially positive. The reason for this is that students are torn as they are well aware of what limitations has the pandemic brought (Hussein *et al.*, 2020), and safety comes first no matter the circumstances (Bozkurt & Sharma, 2020). Still, they also need to continue their education despite the challenges they experience. As prior studies (Hodges *et al.*, 2020; Perveen, 2016; Riwayatningsih and Sulistyani, 2020) suggest, the solution for better experiences and attitudes may be blending synchronous and asynchronous learning modes to support EFL students in cases of such needs as ERT. These results are also in line with two other studies (Lengkanawati *et al.*, 2021; Price, 2021) in terms of EFL students' partially positive attitudes towards the use of e-learning in ERT; however, this study is unique due to infrequent research on this population over asynchronous EFL classes in times of emergency remote teaching.

5.1.2 Discussion of the Second Research Question

Due to biological or social differences, males and females can differ from each other in language learning in many ways, such as learning styles (Tatarinceva, 2009; Viriya & Sapsirin, 2014), motivation (Mori & Gobel, 2006), and preferences (Xodabande, 2018). The distinction favors females in terms of having a more positive attitude towards learning English as a foreign language (Aldosari, 2014; Kobayashi, 2002), and males in terms of having a more positive attitude towards using the internet (Aydın, 2007).

The second quantitative research question is related to this aspect. It aims to reveal a possible relationship between EFL students' attitudes towards implementing asynchronous classes as a part of ERT in the preparatory program and their gender. The results of quantitative data analysis showed a significant difference between male and female participants' attitudes towards the use of asynchronous offline classes in ERT. Male participants have a more positive attitude compared to female participants.

These results contradict other studies investigating the relationship between EFL students' attitudes and gender (Aldosari, 2014; Kobayashi, 2002). There may be several reasons for this; for example, as the findings also share a common point in results with the study conducted by Aydın (2007), in terms of male participants' more positive attitudes towards to use of the internet. Participants may have regarded this as a part of the internet rather than a mode of education. In other words, female participants' responses may have been more related to the pros and cons of learning in ERT. In contrast, male participants may have regarded ERT more positively as they are more familiar with internet use. The difference in sample size of participants between male and female participants could be the other reason for the results. The last reason could be the difference between pre- and post-pandemic reactions of the students; that is, male and female students may have different perspectives about being satisfied with what educational institutions offer during ERT and what it should be. Finally, there are no to few studies in existing EFL/ERT literature at the researcher's best availability, limiting the possible comparison of the gender results to other work.

At the same time, this situation brings the study a unique quality among the literature.

5.1.3 Discussion of the Third Research Question

As mentioned earlier, when the COVID19 outbreak appeared globally, not only institutions and teachers but also students were unprepared, and some of them were even unfamiliar with the requirements of emergency remote teaching, especially necessary accessibility and literacy for digital devices. As Kaiper-Marquez, *et al.* (2020) emphasize, a conscious competency in technology-related skills improvement is critical for following repetitions of such global crisis (cited in Bond, 2020). Otherwise, this poses a problem for healthy progress in ERT for all aspects of education (Bond, 2020; Nugroho, Hagheh, & Triana, 2021; Rasheed, Kamsin, & Abdullah, 2020).

Considering this fact, the third research question of this study was related to the relationship between students' familiarity, competence, and literacy with digital tools and their attitudes towards the use of asynchronous offline classes in times of ERT for their English classes in ELPP. According to the quantitative results, students with a lower level of perceived digital competency differ significantly from those with average and advanced competency in computer skills.

Three major reasons could be behind the relationship between lower attitude towards asynchronous offline ERT English classes and lower competency in computer skills. Firstly, as Fidalgo *et al.* (2020) state, students may have felt intimidated by the idea of using ERT tools as they considered these tools too complex even if these tools might be in their digital competency range. Secondly, without any distance education background, students accustomed to face-to-face education may not have needed to acquire digital literacy or competency until they had to with ERT. Finally and most importantly, there is the fact of affordability and accessibility of digital tools such as computers, laptops, tablets, smartphones, etc., because one of the significant challenges behind the healthy implementation of ERT is the issue of affordability and accessibility (Pokhrel & Chhetri, 2021). Students with problems accessing digital tools, either due to location or financial problems, may develop lower levels of digital competency.

5.1.4 Discussion of the Fourth Research Question

There is a relationship between success in language learning and attitudes towards distance education modes, including blended learning and e-learning (Herguner, Son, Herguner Son, & Donmez, 2020). In this case, well-planned distance education modes and more positive student attitudes can culminate in better results in an EFL/ESL context. However, as there is a difference between distance education modes and ERT in terms of design (Hodges *et al.*, 2020), it is important to note this relationship gap still exists in the ERT context.

The fourth research question of this Master's thesis is related to the relationship between EFL students' perceived success in foreign language competence and their attitudes towards the implementation of asynchronous offline classes during ERT of ELPP; furthermore, the results from quantitative data revealed that there is a significant relationship between perceived success and attitudes of the participants at two different levels: poor and relatively good perceived competence in a foreign language. Moreover, after the analysis of the qualitative data obtained from the open-ended questions, the results also showed that there was a clustering of the answers around those same two levels. The final analysis of semi-structured interviews revealed that the attitudes of students' with poor or relatively good competence of foreign language were less positive compared to the students with very poor, good, and very good competence. Semi-structured interview analysis also revealed that these less positive attitudes among the students with these two levels of competence primarily derive from distractions and anxiety to pass.

In brief, there is a significant relationship between EFL students' attitudes towards the implementation of an asynchronous distance education mode and their success rate. According to the findings, the higher the perceived success rate at foreign language competency, the more positive attitude students have towards utilizing distance education modes in ERT. Although these results need further comparisons from studies in EFL/ESL contexts conducted in ERT, they are in line with some other studies (Cinkara & Bagceci, 2013; Herguner *et al.*, 2020) but contradict the results Erarslan and Topkaya (2017) found in the pre-pandemic period.

5.1.5 Discussion of the Fifth Research Question

Distance education strictly differs from emergency remote teaching in that the latter “is a complex process that requires careful planning, designing, and determination of aims to create an effective learning ecology” (Bozkurt & Sharma, 2020). When institutions found distance education-related units, they need to plan each detail from top to bottom. In the 21st century, distance education systems are directly dependent on the internet, which means students have the required accessibility, competency, and devices. However, emergency remote teaching requires evaluating the options and “having to improvise quick solutions in less-than-ideal circumstances” (Hodges *et al.*, 2020). During such an improvisation, issues like accessibility, competency, and devices may be planned but not fully actualized.

The fifth research question of this study is to examine the possible relationship between EFL students’ accessibility to technology and their attitudes towards the utilization of asynchronous offline ELPP classes in times of ERT. Analysis of the quantitative data showed a significant relationship between these two. The students with no accessibility differ from those with full or partial accessibility in terms of having less positive attitudes towards the asynchronous offline ELPP classes. Qualitative data obtained from semi-structured interviews also revealed that students who have partial access to the classes claimed such problems as connection issues, a single device in a multi-need family environment, and affordability. The reason for the lower level of positive attitudes towards distance language learning in ERT for ELPP mainly derives from affordability issues.

Briefly, there is a significant relationship between accessibility to infrastructural necessities and devices for distance education and EFL students’ attitudes towards the use of asynchronous offline classes during ERT for ELPP. The challenge revealed by the results is in line with previous studies conducted in the context of ERT (Ariyanti, 2020; Chahkandi, 2021; Ghosh, Panda, & Panda, 2021; Mazlan *et al.*, 2021; Pokhrel & Chhetri, 2021).

5.1.6 Discussion of the Sixth Research Question

Distractions are the elements that drive someone's attention somewhere or to something else in a way that prevents the original process (Oxford Learner's Dictionary: Online Version, 2021); in education, that someone is the students, and distractions are the elements hindering the process of learning. In the EFL/ESL context, the distractions are barriers for language learners (Erarslan & Arslan, 2020; Tavaréz DaCosta & Cepeda, 2020). The term 'online distractions' is already a very novel concept enlisted by Erarslan and Arslan (2020) with their study on the experiences of EFL students during e-learning.

Considering asynchronous offline classes as factors in which the learning process is under the students' responsibility along with autonomy and motivation factors, distractions pose barriers restricting language learning. Regarding the distant nature of the classes, the final research question of this study aims to reveal online distractions that EFL students experienced throughout their ERT learning for ELPP. Qualitative data analysis from open-ended questions and semi-structured interviews showed that distractions caused a reduction in motivation levels of the study. These distractions are classified under the categories of online distractions and other distractions. Connection problems, notifications including social media, text, or call, the urge to visit other web pages, the complexity of online materials, and online music are the online distractions which participants stated. Other distractions are listed as family-related distractions such as noise, crowdedness, or unsupportive manners from family members, accessibility problems concerning affordability or shared device with a sibling or parent, environmental noise, video games, and television. In short, due to the effects on students' motivation and autonomy, distractions, especially online distractions in distance education, appear to be influential factors on students' attitudes towards asynchronous offline EFL classes in times of ERT.

Very few studies discuss distractions as factors affecting university students' social psychology in EFL/ESL context, and the results obtained in this Master's thesis correspond with both of them (Erarslan & Arslan, 2020; Hussein *et al.*, 2020).

5.2 CONCLUSIONS

This study aimed to investigate the overall attitudes of EFL students towards the implementation of asynchronous offline classes by a Turkish state university's ELPP as a response to emergency remote teaching just after the COVID19 outbreak and to reveal online distractions experienced by the students. According to the results obtained from qualitative and quantitative tools, the students' attitudes were partially positive. Variables such as students' gender, perceived success at language learning, digital competency, and technological accessibility were significantly related to their attitudes. Online distractions revealed through qualitative data impact students' motivation, autonomy, and attitudes substantially. The most commonly experienced online distractions are connection problems, mobile notifications, the urge to visit other web pages, the complexity of online materials, and online music.

5.3 LIMITATIONS

There are four limitations of the present study, which may be considered subjects for other studies as well as recommendations for other researchers. Primarily, the critical limitation of the study is participant-related. The fact that the study participants are students of one specific university in Turkey is a significant limitation. The findings may indicate different outcomes with various different populations and sampling. Next, results may not be the same when the study is conducted in different contexts and with different people of other nationalities. Third limitation may be the number of participants, as a higher or lower number of contributors may affect the results. Fourth, the study was conducted amid the spring semester of the previous academic year which meant that the data were collected in a week or two following events with the COVID19 pandemic that obligated a three-week break for universities in Turkey. Regarding this, findings may differ in research where the data collection procedure is longer. Furthermore, researchers might consider keeping the data collection procedure longer for two reasons, one of which is diversifying data collection tools with more interviews or open-ended questions, and the other is observing the target population for more than a semester or a year.

5.3 IMPLICATIONS

Studies conducted before the outbreak of COVID19 in late 2019 investigated the attitudes of students towards the implementation of e-learning models, and their results indicated that students' attitudes are more positive for the use of synchronous and asynchronous classes used complementarily for English language classes (Perveen, 2016; Riwayatiningsih and Sulistyani, 2020). Therefore, one of the implications based on the findings of the current study is that a blend of synchronous and asynchronous online classes may produce better results if the lockdown process resulting from the COVID19 outbreak mandates emergency remote teaching lasting more than a few years.

Another implication can be about the distractions. Distractions are generally environmental factors; therefore, they may not diminish with individual efforts. However, the effect of both online and other distractions can be minimized with efforts of students. Higher autonomy and motivation with positive attitudes may be effective at reducing the impact of such distraction challenges on the language learning process.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

There are a few recommendations for further studies. Firstly, regarding the participant limitation of this study, a further research can be conducted higher number of participants from multiple institutions. Secondly, a further research with a longer period of data collection process may result in different findings as this study has a limitation in terms of limited data collection period affected by the outbreak. Thirdly, this study has a focus on student perspectives in ERT; however, the attitudes and perspectives can be compared to teachers' and/or to institution management to frame a broader perspectives. Next, the classes were asynchronous in the setting of this study; however, other studies can be conducted in settings where synchronous, or a blend of synchronous and asynchronous classes were possible. Finally, students' attitudes may not be the same towards ERT in ELPP implementing modular system.

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APPENDICES

A. COMMON EUROPEAN FRAMEWORK REFERENCE FOR LANGUAGES (CEFR)

B. PERMISSION TO USE DATA COLLECTION INSTRUMENT OF ONLINE LANGUAGE LEARNING ATTITUDE TEST (OLLAT)

C. PERMISSION GRANTED BY UNIVERSITY TO CONDUCT THE STUDY IN UNIVERSITY

D. CONSENT FORM AND PROFILE FORM

E. ONLINE LANGUAGE LEARNING ATTITUDE TEST (OLLAT)

F. FIRST QUALITATIVE DATA COLLECTION TOOL - OPEN-ENDED QUESTIONS FOR PARTICIPANTS

A. COMMON EUROPEAN FRAMEWORK REFERENCE FOR LANGUAGES (CEFR)

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Council of Europe. Common European Framework Reference for Languages (Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> on 04 May 2020)

B. PERMISSION TO USE OLLAT

13.02.2021

Alanya Alaaddin Keykubat Üniversitesi Posta - Ölçek Kullanım Talebi Hk.



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Ölçek Kullanım Talebi Hk.

5 ileti

FIRAT KESKİN <firat.keskin@alanya.edu.tr>
Alıcı: cinkara@gantep.edu.tr

22 Nisan 2020 17:55

Sayın Hocam,

Size, aşağıdaki alıntıda detayları bulunan çalışmamda hazırlayarak kullandığımız "Online Language Learning Attitude Test (OLLAT)" isimli ölçeğin kullanım iznini rica etmek için ulaşıyorum. "Pandemic-related use of distance education system in English preparatory classes: attitudes of students and online distractors" isimli, bir yüksek lisans tezi yazmayı planlıyorum. Bahsi geçen ölçeğinizi tarafıma göndererek tez çalışmamda kullanmama izin vermeniz beni son derece minnettar kılacaktır. Konuya ilişkin olası tüm diğer soru ve önerileriniz için elektronik posta adresim üzerinden iletişim kurmanız beni ziyadesiyle mutlu edecektir. İlgili ölçeği çalışmamda kullanmama yönelik vereceğiniz olumlu bir cevap temennisisiyle,

Saygılarımı sunarım.

CINKARA, E , BAGCECI, B . (2013). Learners' Attitudes Towards Online Language Learning; And Corresponding Success Rates. Turkish Online Journal of Distance Education, 14 (2) , 118-130 . Retrieved from <http://dergipark.org.tr/en/pub/tojde/issue/16896/176049>

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2 Mayıs 2020 23:48

Merhabalar hocam,

Ekte size o çalışmada kullandığım OLLAT isimli sormacayı gönderiyorum.

İyi çalışmalar dilerim.

[Alıntılanan metin gizlendi]

--

Assoc. Prof. Dr. Emrah Cinkara
Faculty Member - ELT Department - Faculty of Education,
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C. PERMISSION TO CONDUCT THE STUDY IN UNIVERSITY



T.C.
ALANYA ALAADDİN KEYKUBAT ÜNİVERSİTESİ
Yazı İşleri ve Evrak Şube Müdürlüğü



Sayı : 21514439-044-E.8117
Konu : Anket İzni

14/05/2020

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

İlgi : 12.05.2020 tarih ve E.7958 sayılı yazımız.

Yüksekokulunuz Öğr. Gör. Fırat KESKİN'in, ilgi yazımızda belirtilen yüksek lisans tez çalışması kapsamında, Yüksekokulunuz Hazırlık Programı öğrencilerine anket uygulama talebi Rektörlüğümüzce uygun bulunmuştur.
Bilgilerinizi rica ederim.

e-imzalıdır
Prof. Dr. Can Tansel TUĞCU
Rektör Yardımcısı

Adres:Kestel Mahallesi Konya Çimento Caddesi No:80 Alanya/Antalya
Telefon:(0242) 510 60 15 Faks:(0242) 510 60 19
E-Posta: yazisub@alanya.edu.tr, Elektronik Anketler: yazisub@alanya.edu.tr
Bilgi için: Döndü Elif Çeçen
Unvanı: Bilgisayar İşletmeni
Tel No: 0242) 510 60 15
Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

D. CONSENT FORM, AND PROFILE FORM

Değerli Katılımcılar

Kişisel bilgilerinizi paylaşmadan dolduracağınız bu 13 soruluk kısa anket "Hazırlık Programının Pandemi Sebepiyle Uzaktan Eğitim Yoluyla Yürütülmesine Yönelik Öğrenci Tutumları ve Çevrimiçi Çeldiriciler" başlıklı yüksek lisans tez çalışması adına veri toplamak için ıyartlanmıştır. Vereceğiniz bilgiler uzun vadede sizin gibi hazırlık öğrenimi göreceğ öğrencilere yönelik program planlamalarına ışık tutabileceği için son derece önemlidir. Katılım tamamen gönüllülük esaslıdır. Vereceğiniz bilgiler bu akademik çalışma dışında kullanılmayacak ve kimse ile paylaşılmayacaktır. Katılımınız için sonsuz teşekkür ederim.

Katılımınız için sonsuz teşekkür ederim.

I. Rıza Beyanı

Yukarıda detayları yer alan anket çalışmasına tamamen kendi rızamla katılmayı ve vereceğim bilgi ve yanıtların bu çalışma kapsamında kullanılmasını kabul ediyorum.

Evet Hayır

II. Katılımcı Profil Bilgileri

1. Cinsiyetiniz

Kadın: Erkek:

2. Yaşınız

18-20 21-23 24-26 27-29 30+

3. Sizce bilgisayar kullanım düzeyiniz ne seviyededir?

Temel Orta İleri

4. Ailenizin ortalama aylık geliri nedir?

2350 TL altı 5000 - 7750 TL
2350 - 5000 TL 7750 TL+

5. Babanızın eğitim durumu nedir?

Okuma Yazma Bilmiyor
İlkokul Ortaokul
Lise Üniversite Lisansüstü

6. Annenizin eğitim durumu nedir?

Okuma Yazma Bilmiyor
İlkokul Ortaokul
Lise Üniversite Lisansüstü

7. Daha önce uzaktan eğitim yoluyla yabancı dil dersi aldınız mı?

Evet Hayır

8. 7. soruya evet cevabı verdiyseniz ne amaçla uzaktan eğitim yoluyla yabancı dil dersi aldınız?

_____ (Belirtiniz)

9. Tercih imkân verilse Hazırlık Programı derslerini uzaktan eğitim olarak alır mıydınız?

Evet Hayır

10. İngilizce Hazırlık Programı derslerinde genel başarı durumunuzu nasıl tanımlarsınız?

Kötü İyi Değil Orta İyi Çok İyi

12. Kayıtlı olduğunuz bölüm/program adı nedir?

_____ (Belirtiniz)

13. Uzaktan eğitim ile öğrenim görmeyiz adına gerekli mobil cihaz, bilgisayar, internet bağlantısı, rahat çalışma ortamı gibi gerekli öğelere sahip misiniz?

Evet Kısmen Hayır

E. ONLINE LANGUAGE LEARNING ATTITUDE TEST (OLLAT)

Değerli Katılımcılar

Kişisel bilgilerinizi paylaşmadan dolduracağımız bu 15 soruluk kısa anket "Hazırlık Programının Pandemi Sebepiyle Uzaktan Eğitim Yoluyla Yürütülmesine Yönelik Öğrenci Tutumları ve Çevrimiçi Çeldiriciler" başlıklı yüksek lisans tez çalışması adına veri toplamak için uyarlanmıştır. Vereceğiniz bilgiler uzun vadede sizin gibi hazırlık öğrenimi görecektir öğrencilere yönelik program planlamalarına ışık tutabileceği için son derece önemlidir. Katılım tamamen gönüllülük esastır. Vereceğiniz bilgiler bu akademik çalışma dışında kullanılmayacak ve kimse ile paylaşılmayacaktır. Katılımınız için sonsuz teşekkür ederim.

Katılımınız için sonsuz teşekkür ederim.

5: Kesinlikle katılıyorum

4: Katılıyorum

3: Kararsızım

2: Katılmıyorum

1: Kesinlikle Katılmıyorum

	Uzaktan Eğitim İngilizce Dersine Karşı Tutum Formu	5	4	3	2	1
1	Uzaktan eğitim İngilizce dersleri yüz yüze İngilizce dersleri kadar başarılı olabilir.					
2	İngilizce uzaktan eğitimle öğrenilemez.*					
3	Uzaktan eğitim daha çeşitli ders içeriğine ulaşmamızı sağlar.					
4	Ailem uzaktan eğitimle İngilizce öğrenmemi destekler.					
5	Uzaktan eğitim derslerinde derse devam daha kolaydır.					
6	Uzaktan eğitimle İngilizce öğrenmek zaman kaybıdır.					
7	Uzaktan eğitim sistemi ile çalışma düzenimi daha kolay kontrol ederim.					
8	Uzaktan eğitim daha fazla görsel ve işitsel materyal destek sağlar.					
9	Uzaktan eğitimde derse katılırken kendimi daha rahat hissetmemi sağlar.					
10	Uzaktan eğitimle verilen yabancı dil derslerinde odaklanmam daha kolay olur.					
11	Dersin uzaktan eğitimle internet üzerinden olması ders çalışmamı kolaylaştırır.					
12	Uzaktan eğitim dil öğrenimimde verimlidir.					
13	İngilizce ders sınıf ortamında daha başarılı olur.*					
14	Uzaktan eğitim İngilizce öğrenirken ve çalışırken esneklik sağlar.					
15	Bu dersin görüntü ve ses dosyalarını kaydedilebilmesi verimliliğini artırır.					

F. OPEN-ENDED QUESTIONS FOR PARTICIPANTS

Değerli Katılımcılar

Kişisel bilgilerinizi paylaşmadan dolduracağımız bu 15 soruluk kısa anket "Hazırlık Programının Pandemi Sebebiyle Uzaktan Eğitim Yoluyla Yürütülmesine Yönelik Öğrenci Tutumları ve Çevrimiçi Çeldiriciler" başlıklı yüksek lisans tez çalışması adına veri toplamak için uyarlanmıştır. Vereceğiniz bilgiler uzun vadede sizin gibi hazırlık öğrenimi göreceğ öğrencilere yönelik program planlamalarına ışık tutabileceği için son derece önemlidir. Katılım tamamen gönüllülük esastır. Vereceğiniz bilgiler bu akademik çalışma dışında kullanılmayacak ve kimse ile paylaşılmayacaktır. Katılımınız için sonsuz teşekkür ederim.

Katılımınız için sonsuz teşekkür ederim.

I. Nihai Görüşler

1. Uzaktan dil öğrenimi ile ilgili düşünceleriniz nelerdir?

2. İngilizce Hazırlık Programlarında uzaktan dil öğretiminin kullanılması ile ilgili düşünceleriniz nelerdir?

3. Uzaktan dil öğrenim süreniz boyunca tecrübe ettiğiniz dikkat dağıtıcı öğeler nelerdir?

4. Yabancı dil seviyenizi nasıl değerlendirirsiniz?

5. İngilizce Hazırlık Programlarında uzaktan dil öğretiminin kullanılması ile ilgili tecrübelerinizi nelerdir?

CURRICULUM VITAE

Kişisel Bilgiler	
Adı-Soyadı	Fırat KESKİN
Doğum Yeri-Tarihi	Çorum – 17.09.1989
Eğitim Durumu	
Lisans Öğrenimi	Karadeniz Teknik Üniversitesi, İngiliz Dili ve Edebiyatı
Yüksek Lisans	-
Bildiği Yabancı Diller (varsa)	İngilizce
Bilimsel Faaliyetleri (varsa)	
İş Deneyimi	
Çalıştığı Kurumlar	Karadeniz Teknik Üniversitesi Yabancı Diller Yüksekokulu, Eylül, 2013 - Kasım, 2014 Fırat Üniversitesi Yabancı Diller Yüksekokulu, Kasım, 2014 – Eylül, 2016 Alanya Alaaddin Keykubat Üniversitesi Yabancı Diller Yüksekokulu, Eylül, 2016 - Halen
İletişim	
E-Posta Adresi	firatkeskin@gmail.com
Tarih	15.05.2021