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A CASE STUDY ON THE IMPLEMENTATION OF DISTANCE EFL EDUCATION

DOCTORAL DISSERTATION

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A Case Study On The Implementation Of Distance EFL Education

**Nalan Tur
Doctoral Dissertation**

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Taahhütname

Doktora tezi olarak sunduđum "İngilizcenin yabancı dil olarak uzaktan öğretimi üzerine bir vaka çalışması" isimli çalışmanın, tarafımca, bilimsel ahlak ve değerlerine aykırı bir yardıma başvurmadan yazıldığını ve yararlandığım eserlerin kaynakçada belirtilenlerden oluştuđunu, bunlara atıfta bulunarak yararlandığımı belirtir ve bunu onurumla doğrularım.

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Foreword

Life does not stay stable in time. As the time is changing, needs and alternatives are changing, too. Of course, distance learning is a remarkable change in education field, which presents people flexible studying time and unlimited revision of the same lesson. It is favourable with its limitlessness. On the other hand, there are some doubts and beliefs about efficiency of distance learning for some reasons. However, through the history human beings have doubts and fears about what they do not know. Distance learning is mostly unknown for many people so it is normal to hear these doubts about it. With this thesis, all unknown parts of distance education will be enlightened and initiates the distance learning facilities.

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İngilizcenin Yabancı Dil Olarak Uzaktan Öğretimi Üzerine Bir Vaka Çalışması.

Nalan Tur

Özet

Uzaktan eğitim kavramının varlığı çok uzun bir süreye dayanmaktadır ve bugüne dek birçok araştırmacı tarafından farklı açılardan, özellikle de pedagojik bakış açısıyla incelenmiştir. Ancak, uzaktan eğitimin hala birçok sorunu vardır. Yer ve zaman esnekliği , rahat ve hızlı erişim gibi avantajları sebebiyle tercih edilebilir görünmesine rağmen, kişilere sorulduğunda çoğu öğrenci hala bir öğrenim grubu ve belirlenmiş bir yerde bir öğretmenle ders yapmayı tercih ediyor (Smaldino, Albright, & Zvacek, 2008). Eğitimciler, öğretimin kalitesini artırmak için çabalarken, çevrimiçi kurs destekçileri uzaktan eğitimi geliştirmek için mücadele etmektedir. Ancak tüm bunlara rağmen uzaktan öğrenme hala öğrencilerin ilk tercihi değildir.

Bu çalışma kapsamında, uzaktan eğitimin uygulanması, öğrencilerin eğitim öncesi ve sonrasında çalışmada kullanılan ankete verdikleri cevaplar yardımıyla araştırılıp ve uzaktan eğitim ile ilgili, öğrencilerin cevaplarından inanış ve tutumlarına yönelik çıkarımlar yapılmıştır. Ayrıca, mülakat yöntemi ile öğretim elemanlarının uzaktan EFL eğitimi ile ilgili görüşleri hakkında bilgi edinilmiştir. Bu şekilde, elde edilen sonuçlarla İstanbul Üniversitesinde uzaktan EFL eğitiminin ne ölçüde uygulanabilirliği incelenerek tespit edilen eksiklikleri azaltmak için fikirler önerilmiştir.

A Case Study On The Implementation Of Distance EFL Education

Nalan Tur

Abstract

The term of distance education is not a new phenomenon, on the contrary it dates back a very long time and many researchers have been conducting studies by taking different perspectives into account and especially by underlining a pedagogical aspect. Nevertheless, distance education is still a problematical concept. Although it is seen preferable because of its flexibility of place and time, feeling comfortable and quick access to people, when choice is up to the students, most of them would rather be together with a learning class and a teacher in a classroom atmosphere (Smaldino, Albright, & Zvacek, 2008). While educators and researchers try to enhance the quality of teaching and online course designers are challenging to spread distance education, distance and open education cannot still place the first choice of the learners.

In the scope of this study, implementation of distance learning and open education was investigated by the help of learners' responses to questionnaire before and after education terms and inferences were made about distance education's functional and pedagogical benefits from learners' beliefs and attitudes in answers of questions. Moreover, the study found out the insights of instructors about distance EFL education through an interview. In this way, with the results obtained, ideas were proposed to reduce the deficiencies detected by examining the extent of applicability of EFL education at Istanbul University.

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List of Abbreviations

AUZE	: Açık ve Uzaktan Eğitim Fakültesi
DOE	: Distance and Open education
COI	: Community of Inquiry
EFL	: English as a Foreign Language
HEC	: Higher Education Council
LMS	: Learning Management System
NEA	: National Education Association
SPSS	: Statistics Package for Social Sciences

Chapter I: Introduction

Problem Statement

Willis (1993) suggests that the background of distance learning dates back 17th century in the United States. It was based on advertisements which used to be sent by means of mail. No matter the exact date of history, it is clear that distance education is not a new topic.

The feature of high quality of delivery and interactivity in distance education makes it popular in educational setting (Vrasidas, 2002). Many years ago students involved in distance education by means of the mail then in time but technology has developed the way of distance education delivery. However not only the delivery of distance education is different in distance education but also there are many other things were changed (Henkell, 2007). Among these changes, the attitude of people toward distance educations has begun to change in positive way. An increasing number of adult students are eager to take place in distance learning alternatives. Thus, educationists and researchers have studied distance learning to advance distance learning. According to Moskal and Dziuban (2001), there are mainly three reasons to choose online courses for students; the first one is called flexibility; the second one is curiosity to manage these online lessons, and the last one is to avoid of guided discussions in a face to face traditional settings.

In 1990s, students had the chance of higher education apart from the face to face traditional classroom via distance learning.

At the same time, technological innovations including computer applications and common access to the internet took place and it supported distance learning. Many schools and institutions adopted distance education for higher learning as a next step.

Web-based and web-delivered classroom courses have taken place in educational pedagogy of the future. It means traditional teaching setting is not only way of teaching students. Improvements of technology in educational field have triggered the wish to teach a huge number of learners and answer their different needs. This has led a lot of institutions and schools to evaluate and enhance their education supplying systems (Gallogly, 1995).

This study will investigate implantation of distance education which has become an important research concept for a very long time because of its positive attributes such as flexibility, learner-centeredness. Distance education enables pupils to develop deeper learning experiences and help them not waste time with involving the knowledge that are already familiar to them, so that they easily focus on what they need to know and what is unknown (Kirtman, 2009).

Whereas some distance education researchers focus on approaches related to the needs of learner-centred education and constantly technologically changing world (McCombs & Vakili, 2005), some other educationists such as Garrison and Anderson (2003) suggest that distance learning can be simply defined as a way of education based on learner-centred and it is the main difference that differ it from traditional face-to-face education regardless of the nature of process in education between teachers and students and also regardless of education type.

Moreover, distance education still has many problems. For example, some certain techniques and skills which have a significant role in face-to face traditional education is not able to be applied in online education setting. It arouses the need fir teachers to be open to new teaching techniques and methods apart from certain old ones (Caplan & Graham, 2004). To illustrate, teachers sometimes do not tell directly what they want to tell or they do not correct students' mistakes directly. Instead, they choose to some visual cues including gestures, mimes, body language facial expressions to hint what they would like to transmit to students rather than tell directly in face to face classroom (Duffy & Kirkley, 2004). However, it is not the same an online course which lack of these auditory and visual clues and it makes difficult to decode students needs, feelings and thought about the lesson and their understanding of the lesson. The most importance deficiency is that students cannot get immediate feedback from the teacher or visa versa in an asynchronous distance education, which is also called as open education in this field. Thus, according to Duffy and Kirkley, students can stay behind the course of their learning process.

In addition, instructors who teach through distance education can design their lessons in various formats including native speaking audios, multimedia, animation, songs, and reading texts as short stories. Therefore, the need for having necessary knowledge to cope with technological points of distance education and how they can be affected by teachers technological authority.

According to some researchers, being expert in subject matter to pursue a high quality online learning is not enough, so there should be cooperation between teachers who have the pedagogical knowledge and some specialists who are expert on technology and media (Bates, 2005).

Since the first person whom is frequently exposed to learners and their questions about both technological and technical issues is the instructor -s/he is the first aid to assist the students-. This situation is not only challenge for the teachers but also breaking up and moving apart the traditional classroom settings, distance learning is also another challenge for the instructors (Smaldino, Albright, & Zvacek, 2008).

Although numerous benefits of distance education, due to some restrictions mentioned above, while educators challenge to provide high quality of teaching and teachers who are charged with online teaching try to enrich distance education, learners has some hesitation to choose such kind of learning at first place. In other words, their preference is still being a part of face to face traditional classroom. Therefore, to cope with these negative attitudes that prevent students to move forward from the traditional views, various studies are being conducted from various point of views but especially from the views of pedagogical field. However there are only a few studies on investigating implementation of distance education with both positive and negative aspects.

Thus, this study will serve educators about these aspects and make suggestions to get the maximum benefit from distance education.

Purpose

The phenomenon of distance education is not a fresh trend, conversely, it has a very long history and a number of researchers have been doing studies by taking different perspectives into account and especially by underlining a pedagogical aspect.

Nevertheless, distance education is still a problematical concept. Although it is seen preferable because of its flexibility of place and time, feeling comfortable and quick access to people, when choice is up to the students, most of them would rather be together with a learning class and a teacher in a classroom atmosphere (Smaldino, Albright, & Zvacek, 2008). While educators and researchers try to enhance the quality of teaching and online course designers are challenging to spread distance education, distance and open education cannot still place the first choice of the learners.

In the scope of this study, firstly implementation of distance and open education is going to be investigated by the help of learners' responses to questionnaire before and after education terms and it will make inferences about distance education's functional and pedagogical benefits from learners' beliefs and attitudes in answers of questions. Moreover, the study will find out the insights of instructors about distance EFL education through an interview. In this way, it will be possible to see applicability and practicality of distance EFL education in İstanbul University and suggest ideas to impair flaws in it.

Significance of the Study

Even though the history of distance education has reached back very early, it is undeniable that distance education still has many problems. Even though, a number of studies have been done so far by the researchers who are experts in different educational areas especially in pedagogical field, most of them mainly have taken quantitative research methods into consideration.

In most of the studies, questionnaires and scales are applied to collect information from a group of participants and afterwards, data obtained from the scales are analyzed and discussed by the help of statistical technologies. Statistical data gives some numerical results and of course it contributes to the enlighten distance education phenomenon, but the need for qualitative research methods cannot be denied to get some detail and reflective data as well.

Therefore, not only quantitative methods but also and qualitative ones are necessary to get data and make some deductions from them. Apart from numerical results, there is some kind of information could only be gained through observation, interviews and some other methods known qualitative. For an example, all participants of an interview might agree that distance education is comfortable and flexible and to what extent they can get benefit from it. However by using a scale or a questionnaire, it is difficult to understand what they understand when flexibility is asked. According to some participants, flexibility only means learning whenever they want whereas it means learning wherever they want for some others. Even for some others distance education means being free of cost and comfortable. To sum up, if there is need for both numerical and reflective data from participants of a study, both quantitative methods and qualitative methods should be applied.

Taking all the reasons into account mentioned above, it is clear that there is a need to investigate advantages and restrictions of distance education in EFL context to reach a higher quality distance education.

This study will be conducted with the aim of improving the quality of delivery of education and online learning, enhancing distance education, and making it the learners' first choice in learning English. As a result, the benefits of distance education will trigger institutions to apply this and make learning English beyond places, cities even countries.

In this way, people will feel eager to learn English with regardless of daily restrictions, lack of time, being tired of being a regular student or being afraid of missing courses when they are off. With this study, the limitations and negative aspects of distance education will be analyzed with learners' responses and it will help to see further about this target.

Limitations of the study

Although the scope of the participants was significantly wide with students in AUZEF and in all faculties that make first-year students take Foreign Language I and II (English) as a compulsory lesson, the most important limitation of this study is that it was a case study which was conducted in İstanbul University in Turkey.

Moreover, regarding the technical aspects of distance and open education this study was limited with the programs (Adobe Connect and Powtoon Presentations) which are used to enable instructors teach English as a compulsory lesson.

Definitions

The key terms that are used in this study are listed as below:

Asynchronous learning. Asynchronous learning is a term to describe a kind of education in which, both teaching and learning do not take place at the same time.

To say differently, students learn through pre-recorded video lessons and not having an interaction with a person in real time.

Distance Education (DE). Distance learning can be called as online learning, e-learning, distance education and it is a kind of education that occurs with the lack of physical existence of students and teachers during delivery of education by using of various technologies.

Learner beliefs and attitudes. Learners' attitudes to learning and beliefs are the factors to influence learning and its outcomes. If a student develops positive beliefs and attitudes towards his/her abilities, strategies, styles of learning English, s/he could be accepted as successful (Anstey, 1988).

Lifelong learning. Lifelong learning is “the continuing development of knowledge and skills that people experience after formal education and throughout their lives” (Encarta, 2008).

Open-Education (OE). Open education includes resources, tools and practices that construct a framework of sharing information to improve educational access worldwide.

Synchronous learning is a term to describe a kind of education in which, both teaching and learning take place at the same time. In other words, students learn through interaction with a person in real time.

Powtoon presentation. Powtoon presentation is a kind of animation application in which you can add videos, photos and audios and text. It is also a useful tool to present lectures via youtube.

Chapter II: Literature Review

Distance and Open education

Use of World Wide Web (W.W.W) to present the content makes interaction possible both real-time (synchronous) and pre-recorded way (asynchronous). The growing technology has changed the idea of that only a computer is required to access online learning because there are some other means for online education. In other words, it can be said that, today a computer is not only vehicle for online learning but there are many options.

Ally (2008) suggests that asynchronous one helps pupils to reach the latest version of materials in the field of study regardless of physical or geographical location or time differences. Advanced video conferencing tools are good examples for instant interaction taking place between students and teachers.

However, instructors are also benefited from teaching online. working in such contexts. Ally states that

For instructors, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs. If designed properly, online learning systems can be used to determine learners' needs and current level of expertise, and to assign appropriate materials for learners to select from, to achieve their desired learning outcomes. (Ally, 2008, pp. 17-18)

In the light of this information, benefits of distance education can be listed as; being free from time and physical location, having interaction with other (in synchronous mode), using the updated materials, feeling no restriction of teaching and learning time (Ally, 2008, pp. 17-18).

The simplest definition of distance education is that education takes place with being separated geographically for both learners and instructors. Nonetheless, according to Moore (1993) this is not the exact definition. Rather, the word of “distance” was explained as "not simply a geographic separation of learners and teachers, but, more importantly... a pedagogical concept" (Moore, 1993, p.20). While in asynchronous distance education the meaning of separation means physically existence and free of time, in synchronous distance education it means being physically free space only.

Namely, social and personal points can create the distance between the learner and the teacher. Varying circumstances could affect its rise or fall. In other words, it is a fact that communicational and psychological gaps between a learner and his/her teacher are bound to change and so the quality of the interaction between learners and instructors in a distance course is highly affected by the quality of communication.

Autonomy is defined in behaviouristic and humanistic approaches differently when the point is learning. Moore (1993) claims that a teacher had a powerful emphasis in mainstream school education. This is always the same even the students are adults. They are dependent on the teacher even though they are independent in areas of their lives. Thus, the teacher shines here to give guidance to students to encourage and initiate learners' autonomy in distance learning.

Although the internet has abolished time and space limitations in delivery of education for both learners and teachers, there are still some hesitations of them to believe if distance education can be replaced with traditional face to face education. For instance, National Education Association (n.d.) underlines the difference between traditional and distance education with the policy statement on distance education by saying "Unless otherwise indicated, distance education should be subject to the same criteria that NEA has adopted for quality education generally. Because distance education presents unique concerns, certain additional criteria should be used in evaluating its quality". (Osman, 2018). As to these expressions, it is clear that there are negative beliefs and attitude towards distance education and it leads the thought of how to prove 'credibility' of distance and open education.

As in many countries, also in Turkey, there have been debates on this topic and the commission meetings of Higher Education Council (HEC) decides that the term of distance education is not seen appropriate. Instead, this term should be named as distance teaching.

In Thompson and Irele's studies (2003) comparing lessons instructed through distance education to those instructed face-to-face, to create the feeling of trust for new distance education system was the main object. While face to face teaching is thought as being in a higher status, some attempts which aims to expand use of distance and open education in traditional schools are being done.

"Thus, whether the distance education program was offered by a traditional institution or an institution specializing in such programming, its evaluation was defensively focused on presenting data that would allow its continued existence, if only on the margins" (Thompson & Irele, 2003, p. 568).

Most studies which were done on this topic tried to prove that academically comparison can be done between distance and open education and face-to-face traditional education as a medium (Thompson and Irele, 2003).

About the quality, Rosset (2002) suggests two key elements which are support and learner-centred education. On the other hand, Ring and Mathieux (2002) takes it differently and focuses on interactivity, authenticity, and collaboration as key factors in online learning. However, Lezberg's list (2003, pp. 432-433) the most detailed one which is a list of quality features from US institutions:

1. Context and Commitment of Institution
2. Instruction and Curriculum of the Institution
3. Support from Institution
4. Support from learners
5. Evaluation

The quality of distance education is also discussed when it comes to teacher education. According to researchers it is difficult to control such kind of study which investigates the quality of distance education in terms of teachers. As seen in classroom practice, exam results are being used in a number of studies to measure distance education courses and traditional face to face classrooms.

In this way, more subjective data could be obtained to discuss the results of teacher training programmes.

The rates of teacher training courses which are delivered through distance education can be accepted as a criterion to find out the relationship between its success and quality (Perraton, 1993).

According to Garrison and Anderson (2003) developing technology in educational field is strongly related to the tools used in traditional teaching practice to spread, indicate, get a contact, or let learners and instructors involve in exercises deliberately to trigger learning.

There are many technologies which are being used in distance education. While offline ones are still used very commonly, there is a movement towards integrating an online one. There are many media mediums online now such as graphics, audio, video and text. They are linked in some ways for entertainment, obtaining information, and education. The continuing speed of the developments and innovations in distance education make educationists surprise and they cannot foresee what extent it can go further.

There are a number of technologies used for distance education including offline ones which are highly used. They provide flexibility of time, physical existence with these students and a great favour for the student who is not happy with fulltime attending universities. Moreover, among technologies used for distance education, there is a tendency to online lessons being seen as a big opportunity given to students who want to access the materials and courses fast and easily whenever and wherever they would like while they are keeping on their own jobs and life (Reyneke, Y. & Shuttleworth, C.C., 2018). It is clear that to foresee to what extent the distance education can go further is not hard with these benefits.

As an example, students can be given some tasks to find some topic-related videos from YouTube in learning English field and even they might to create their own videos and upload on YouTube to open a way to interact with others.

However, distance education is bound to the internet and it is still a reality to have some problems in internet connection defects, which include connection speed, quality of connection. Some materials especially including long extent audios, videos or animation- in short quantity of the materials in online learning- can affect the speed and quality of the internet connection, transmission of the sound and broadcast. No matter being wired or wireless, such large amount of materials might be time-wasting and frustrating.

Internet sharing is possible in broad places nowadays and it makes easy to watch videos, play video games, upgrade some programmes and chatting with people all around the world for people in every public places such as public transport, school, cafes, shopping mall and etc. It is also possible for most of the students to participate the online lessons via their mobiles or tablets. It shows that with distance education students are free from place and time and even they do not have to own their computer and there is no need to be in front of the computer and to sit for hours to learn English. To say differently, the mobile phones and tablets have a vital role in the distance and open education in terms of providing computer-like capabilities and being easy to carry wherever you go (Ally, 2008). In this way, both interaction and connection are carried from such machines to the online learning system.

In a synchronous type of distance learning, there is an opportunity for students and teacher are to see each other, which gives the feeling of social presence in a real classroom.

However, some students deeply feel the lack of physical existence and being actively interactive in a real classroom and the instructor has to overcome these difficulty by using technology including chatting tools, online role-plays or imitations, using avatar or creating real time both audio and oral communication (c It does not only help the students save time but also use the learning materials practically. It is clear that it is more attractive for students and motive them much more than written based assignments.

With such an interaction, students feel ready to take a part in a real world language practice outside the class. The interaction in distance and open education is divided into three types. One of them is learner-content which puts the learner in the centre of the system and can be flexible as to learners' point of views and cognitive level. Students read texts, listen to broadcast audios and make them interactively. Learner-instructor type gives a responsibility to teachers to motivate students, provide materials and evaluate the process of education. In this type both instructors and students are more active and students are more active, which develops their responsibility for their own learning.

The last one is learner-learner interaction, as seen its name, which occurs between one learner and others without a teacher (Moore, 1989). The first and second interaction types in distance education are possible to see in the distance education system of İstanbul University, however, the third one (student-student interaction) is not practical in this system because there is no permission or opportunity for the students to interact each other without a presence of teacher.

Moreover, the material that is being used in teaching online is also highly debatable issue in both face to face real classroom setting and distance education. In a real classroom education, mostly a course book is being followed and mostly teacher based.

In distance education the material should be well controllable and motivating because there is no direct interaction, eye contact, body language and some other factors that help teachers to contact with the students. Therefore, as used in İstanbul University distance education system, there might be visual and audio materials including animation, videos, songs, some short clips and etc. Unfortunately, results of this study showed that some students really wanted to feel the presence of the teacher, to interact instantly, to clarify some issues that they could not properly cover and to ask questions directly in real time.

It is normal because they were being taught in real classroom through their education lives therefore it might be accepted as a transmission reaction from the real classroom to online classroom.

Especially, in asynchronous lesson which is also called open education, the lack of teachers is highly being felt. As seen in the interview with the instructors who used to teach through distance and open education, there is an important role for the teachers; to guess possible troubleshooting, misunderstandings, confusion and questions beforehand and to design the lesson and speech according to these negative possibilities. In this way, instructors make their instruction clearer and try to answer the questions which are probably going to be asked if they are in a real classroom.

Learning strategies are begin developed with self-autonomy and distance learning provides this opportunity for each student. Some students have prejudices about technology, computers and the internet. However, the aim of the distance education is not to replace real people and teachers with computers. Rather, it must be seen as an innovation to access more students.

As Hauck and Hample (2008) stated, one of the ways for preventing students' hesitations about technology is make them expose to it on learning and decrease the anxiety level of students. If they are aware of what and why they are doing, positive attitudes can be developed.

If it is in a real classroom, ice-breakers, some games, facial expressions and body language can be good treatment for feeling awkward as a student in a new classroom. However, it is really difficult to do this in online classroom- even students and teachers cannot share their emotions by their eye contact or body language.

The most important action to do is to give some training for using technology and distance education system of the universities and what advantages it has. It might be an orientation program for the all students of the universities at the beginning of the term.

Due to the fact that online learning lacks of passing through emotions, using gestures, mimes, eye contact and body language, it is difficult to clarify if the students cover the lesson properly or not. The instructor has to ask students to confirm their understanding. Actually, it is worse in open education because there is no live interaction with the students. Teacher based lessons in open education are delivered to students through the internet but in asynchronously.

Therefore, it is impossible to learn how students feel or what they are thinking or what questions they would like to ask. The instructor has to foresee all or them and to build empathy and to design her/his teaching according to this situation, which is the hardest part of being a teacher in distance education; doing monologue without interaction with any people.

At that point, the importance of teachers in-service training to make them involve in distance education actively and learn why they are doing this rather than when, how or what they are going to do. Moreover, interviews show that all the instructors agree with the idea of there should be a training for distance education teachers. Both technically and pedagogically, teachers need to be trained in this area and in this way; it would be easier to adapt the teaching in distance learning.

According to Dzakiria (2012), students could be from different backgrounds and profiles and even some students do not have the internet connection, electricity or computers in poor areas. So can we say that distance education is for high income learners? Many students has to work fulltime or part time jobs to live by. While distance learning presents a number of benefits to learners, is it fair to think it is suitable for high income people?

Unfortunately open education and evening classes of distance education are not free in İstanbul University. The students have to pay some amount of money for each term and they must be aware of this and they have to own some technical equipment such as computers, mobiles and the internet. Actually, day classes of distance education is free of charge however again these students need to have the internet connection, computer, mobiles or tablet to attend the online lessons.

Streaming is a way of distance learning that let the audio file split into smaller parts such as tracks and it can be played by the user when he wants. As an example, radio programmes are sometimes used in teaching in classroom. Even, students can develop their speaking skills by tasks and it is possible for the students to record themselves to do an interview with others. After that, students could upload it on live streaming.

It is possible to apply streaming technology to videos. However, it demands more storage place in computer because of the size of the large videos. It is possible to broadcast it with some videos on YouTube in the language learning context and learners might be given tasks to create their own videos.

Web conferencing is another way of distance education and it let students record the conference for later reference. It is seen very preferable in distance learning classes because it is a synchronous type. It means that users both students and teacher are able to see each other. As a result the level of social presence is felt in the classroom.

To overcome the problem of lack of physical separation, which affect the development of interactive skills negatively, teachers apply some methods by using technology to communicate through chat board in the online lessons, online role-plays, creating and using avatars, and also by using meeting mediums such as real-time audio and visual interaction. (Bhatia & Ritchie Eds., 2004)

Blogs can be defined as personal web pages on specific topics such as interests, travels or education. Related texts, graphics, audios and videos are included in these blogs. If it is used for educational purposes, it can be an assignment blog. The students can construct their own blogs on a specific topic given as a task by the teacher. It is both time saving and practical and also it can attract students' attention and motivate them much more than written assignments.

Wiki is a website in which a user can read information, write and renew the information. They are usually open access and commonly known as Wikipedia.

It comes to use it for language learning, students collect or provide information about the topic given by the teacher and they can write text, provide references and insert other media if they want.

The other means of online learning can be the games which are very popular and are played online and require people communicate by means of real-time messaging or audio types. This international interaction can make students ready to involve in real life situations outside the classroom.

Moore (1989) mentions about three basic types of interaction in distance education. One of them is learner-content. Learner-content is changeable according to learner's comprehension of the lesson, the learner's point of view, thinking way, in other words the cognitive features of his/her mind. As to Moore, the interaction between the teacher and the student is not referred to changes in behavioural dynamics. It is clear that a change occurs but just cognitively not behavioural way.

There are some examples such as audios, texts, short stories, CDs, video based materials, animations for interactive programmes in learner-content education.

The second one is learner-instructor in which teachers motivate learners, present materials, evaluate progress and counsel them. Moore adds that these roles can change in different contexts. With this type of interaction learners are more active because they have their own responsibility for learning, which requires being disciplined and motivation.

In learner-learner interaction, as seen its name, there is an interaction between one learner and others and there is no presence of a teacher (Moore, 1989).

The material used in teaching is also highly debatable issue for either face to face traditional education and distance and open education. In traditional education, the instructor and students can instantly interact with each other and the most important thing is that students can clarify some issues which they do not understand or in which they have some questions by asking the teacher directly in real time.

On the other hand, there is not such a chance for students in distance education, especially in asynchronous lesson called open education due to the lack of teacher time for each student.

At that point, it is important that the teacher foresees and create a scenario for possible problems, confusion and questions of students during the lesson. Therefore, the teacher designs his material and his teaching very clearly and simple so that there should not be any ambiguity about the topic. Moreover, it is not a bad idea that the teacher can highly use students' mother tongue to make the instruction clear for pupils in open education which is known as a kind in distance education.

It is possible that some faster students might suffer such very low and slow instruction but this problem could be solved with some extended materials and exercises on each topic. However, it is difficult to understand to what extent the students can grasp the topic.

In real classroom, teachers can understand if they understand what is being taught or if there is a question in their mind even with students' facial expressions or body language. Yet, it is not possible to get it so easily in distance education. Therefore, the teacher can encourage the students to express themselves instantly; for example by writing the lesson board and to believe the teacher will help him if he asks for help.

In addition, the teacher might use some mini quizzes to test students' understanding at the end of the per lesson. It is a choice to test if the students have some unclear point in their mind.

While students can manage their learning with the popularity in use of technology and online materials in the distance education environments the students are supposed to have good computer and technology literacy. For example, students must know how to sign in learning websites, how to us the microphone to take part in discussion in online class.

Moreover, learners develop themselves to present an assignment or tasks and to do and submit an online exam. These are only some example basic skills which are required for learners and they must be taught in advance to make them involve and successful in distance education. Moreover, students must know how to select an avatar if they want to be visible in the classroom in distance education.

They also must have the knowledge of how they can watch the recorded lesson and download the teaching materials. Maybe the first lesson with students in distance education, such kind of training must be given for students. In a real classroom which can also be called as face to face education teaching and learning occurs is in class synchronously even though the teacher might use some asynchronous materials to present a variety of materials including short exams, tasks, homework, and some written and readable assignments. The students cannot use these materials synchronously due to being classroom out materials.

Actually, in distance education, both synchronous materials such as online lesson sessions, interactive materials and asynchronous lessons (recorded videos, PowerPoint presentations, e-materials and some tests have important roles. It comes to synchronous mode, students are free to express themselves and take a feedback sometimes verbally but mostly with short written through chat board in the lesson.

However, the materials in asynchronous mode students' needs, problems and questions are a bit delayed. It can be solved with the awareness of the teachers. If the communication is strong between students and the teacher, the teacher can have a clear idea of learners' needs. For this purpose, the teachers can frequently check emails or blogs so that he could shorten delay time and it makes the student to get use of these with a higher benefit and also it keeps the students from losing his/her loss interest to the lesson.

Learners who are especially in the beginning stages of learning in a face to face traditional language class want to feel the existence of the teacher and the degree and type of this teachers support can be alter at various stages of learning.

Likewise, learners need to feel the existence of the teacher in distance and open education. In this respect, it is important that the teachers are required to have the ability of identifying learners needs and provide necessary support when needed.

At first, the teacher can give technical support to students and make them feel comfortable and everything is under control. In time, the teacher can decrease the level of this support to initiate learner autonomy in language learning through distance education.

It is clear that fostering the learning strategies is important to produce high success and quality. Apart from the questions of *who*, *what*, and *how* questions of distance learning, the question of *why* is really important to provide distance education with high quality.

Many educationalists suggest that the purpose of providing distance education is surely to provide access each person for language courses. The purpose of initiating distance learning is neither for saving money nor replacing people with computers. Distance learning must be seen as an modern way to access more students effectively (Bhatia & Ritchie Eds., 2004).

According to Hauck and Hampel (2008) , there are social and affective strategies to be applied to achieve successful learning. One of affective strategies is to decrease the anxiety level of students by the help of music or techniques that relax learners. It makes students increase awareness of their perceptions of their own feelings in this concept. To do this, can use icebreaker exercises and jokes could be used by the teachers especially at the beginning of the online lessons. The second affective strategy is to employ positive expressions for motivation and praise. One way to achieve the teacher should integrate the learners into the preparation of the lesson so as to decrease the level of anxiety in the lesson. The last one is about awareness of feelings. Students check some physical signs, record emotions or talk about them with other students to be able to develop his/her awareness.

If the teacher initiates and provides information that student need to understand the lesson thoroughly during the online lesson, using praise and positive expressions or developing a reflective rewarding system seem to be useful for this strategy.

Hauck and Hampel (2008) also list the social strategies one of which is to question to enlighten issues or to be sure for understanding.

If the teacher provides comprehension check questions which are with a welcoming attitude to encourage benefiting more, it helps to understand insights of students on their comprehension of the course topics. The second social strategy is about collaborating with other learners. The teacher can provide tasks in which collaboration is required by students and they help them to stay alert during the learning process. Lastly, Hauck and Hampel

mention about developing social awareness and initiating empathy with other students. Teachers can also employ perspective taking to build empathy among students by the help of some think aloud protocols and scenarios.

Learners' Beliefs and Attitudes in Distance EFL Education

Even friends, family members, neighbours who have not got enough knowledge about foreign language acquisition theory impose various thoughts that they believe such as learning a foreign language is only possible through living in that country in which that language is being spoken or learning a foreign language is possible if people have got good ear for languages and some languages can be learned because they are easier than the others (Scovel 2001).

On the other hand, many people believe that there is a biological program that helps children learn foreign language quickly and easily or some people believe that some people are gifted specially to learn a foreign language (Altan 2006).

Samway and Mckeon (2007) suggest that they can occur due to the gap between myths and realities. As a result it can be claimed that “language is such an intimate part of our reality that each of us can set up as an expert on language learning (Wardhaugh 1999: 49)

In this respect, it cannot be denied learners who are learning a language also have got beliefs in language learning. Learner beliefs of language learning such as beliefs about the time needed to attain fluency, the relative difficulties of languages, the right age to start language learning, the roles of grammar, vocabulary and communication in language learning and other aspects of the learning process are of critical importance to the success or failure of any student's efforts to speak a foreign language (Huang 2006).

For example if a learner believes in learning a foreign language means learning new words, she will give her concentration to master new vocabulary as a result. It can be claimed that such beliefs can affect learner's use of learning strategy.

Or if an adult learner believes in younger learners learn better and easily she has got negative expectation in her/his language learning and it affects her achievement (Bernat 2004). These examples support Tumposky's thoughts (1991) that learners' beliefs can influence their own attitudes toward language and learning it. According to Brown (2001), the important aspects of the foreign language learning theory are to understand learners' feelings, to respond and believe and value them.

Moreover, Nikitina and Furuoka, (2006) agree with Tumposky (1991) that the importance of learner beliefs as being a descriptive factor of their learning behaviour. Pintrich (1990) claim that if students believe how interesting and important their study is, they have roles in learning process more actively and pertinaciously. It shows that it is necessary for teachers to know learners' beliefs have got such a vital role in learning English to provide effective language environment.

Furthermore, Alexander and Dochy (1995) claim that learner beliefs can be explained by cultural background of the students. In her study, Oh's (1996) conclusions point out that there are strong relationship between language learners' beliefs and their background. Moreover while Dias (2010) suggests that family and home background conditions are reflections of learners' beliefs, Abraham and Vann (1987) point out that beliefs are personal ideas emerged from individual differences. On the other hand, Chiou (2006) and Gaoyin and Alvermann (1995) define beliefs as each foreign language learners certain thoughts, their background of learning experiences and beliefs about how one should learn a language.

It is clear that learner beliefs are the values in language learning that influence learning behaviour profoundly (Cotterall 1995; Huang 2006) and influence directly learner's attitude and motivation in learning process (Bernat 2004). Bernat also suggests that beliefs play the most important role in learning experience and achievement. When language learners bring their beliefs into classroom with a complex set of attitudes, expectations, experiences, the role of teachers is to understand what learning beliefs held by their students in language classrooms (Benson 1991; Nyikos & Oxford 1993). The understandings of learners' beliefs are so various that studies do not present an exact explanation of learners' beliefs in language learning. However, the studies show that it can be beneficial to find and understand learners' beliefs in language learning in terms of their effects on students. For example they could feel frustrated, anxious, demotivated in both language learning and teaching process (Huang 2006).

According to Horwitz (1999), it is possible that beliefs of a language learner not only profoundly affect their learning experiences but also their actions. It means that while learner beliefs are affected by past experiences either positively or negatively, future learning experiences are affected and occurred by means of learners' beliefs.

Horwitz (1987) suggests that while a positive past experience might lead students to believe that they can learn the language by studying regularly, it is possible the students might be led by a negative past learning experience to believe that they cannot learn the language because these students do not have the special abilities which are thought to be necessary to learn a foreign language. In such a condition related to these students Riley (1997) suggests that it is not possible for students to feel positive motivation to learning English in a natural way.

As Ellis (2004) points out that it is crucial to make certain learners' positive beliefs related to successful learning and beliefs having a negative effect on learning a language. Riley (1997) denies that there are right and wrong beliefs due to the fact that beliefs reflect the subjective reality and the truth from the perceptions of learners. According to this, it can be claimed that beliefs are individual thoughts that are right or wrong to the same individual without judging the correctness or incorrectness of them.

Eggen and Kauchak (2001) categorize beliefs as "beliefs about ability" and "beliefs about capability" in the light of attribution theory. They suggest that attribution theory presents and develops views of ability in which beliefs are stable and uncontrollable. If a learner needs to avoid failure, she finds herself in the storm of beliefs about ability because failure can be the sign of falling ability for learners and low level of self-worth.

As a result, these learners can protect and maintain self worth by avoiding failure. While beliefs about ability are highly related to inner world, beliefs about capability are emerged from social cognitive theory and engaged with the relationship among behaviour, the environment and personal factors in the learner (Bernat 2004).

In another classification, Fang and Xue-mei (2007) categorizes learning beliefs in four: "management beliefs (about importance of planning, setting goals, choosing learning strategies and evaluating progress)", "form-focused beliefs (learners thoughts about how important the repetition and memorization)" , "meaning-focused beliefs (learners thoughts about how important the communicative use of the target language is" and "using mother tongue beliefs (about translation as a good way to learning English well)". However, Horwitz (1987) classified beliefs into five concepts as the "difficulty of language learning", "aptitude for language learning, the nature of language learning process", "learning and communication strategies" and "motivations and expectations" for language learning: in her questionnaire-

Beliefs About Language Learning Inventory (BALLI) which will be explained in detail below.

Advantages and restrictions of distance EFL education

As in every field of education, there are also some problems and challenges in open and distance education. These can be exemplified as managing time, enduring personal stress, having little knowledge about technology and about proficiency in English as foreign language (Geduld, 2013). According to Geduld, it is not difficult to be successful in learning English through distance education if the students have some kinds of strategies such as cognitive skills, organizational and emotional skills and critical thinking.

Moreover, Fouche (2013) adds that the other important factor for teachers who are teaching through distance and open education to take different background of the learners into account. There might be students having different profiles in terms of age, educational past, working experience.

According to Dzakiria (2012), students could be from different backgrounds and profiles and even some students do not have the internet connection, electricity or computers in poor areas. So can we say that distance education is for high income learners?

Many students has to work fulltime or part time jobs to live by. While distance learning presents a number of benefits to learners, is it fair to think it is suitable for high income people? Unfortunately open education and evening classes of distance education are not free in İstanbul University.

The students have to pay some amount of money for each term and they must be aware of this and they have to won some technical equipment such as computers, mobiles and the internet.

Actually, day classes of distance education is free of charge however again these students need to have the internet connection, computer, mobiles or tablet to attend the online lessons.

Even though there are some certain problems and challenges in open and distance education as mentioned above, it presents great opportunities to students. They could develop their basic skills called soft *skills*. These skills are explained as 'personal attributes that enable someone to interact effectively and harmoniously with other people' in the Oxford Dictionary.

By developing these soft skills, it is possible for the students to enhance their writing skills by the help of some written tasks given by the teachers. The change of education phenomenon toward online learning, having technological skills is gaining importance for the students (Nti, 2015; Kamanja, 2007). It is clear that the materials which are being used in distance and open education affect students success positively (Bozok, 2011).

Furthermore, it is true that students who attend distance or open education get much more benefit from lifelong learning than as in a face to face traditional classroom. (Sad, Goktas, & Bayrak, 2014).

Moreover, learners could develop critical thinking and problem solving skills. In this way, reflection on information could be possible for the students to be able to have better decisions (Kamanja, 2007).

In addition, distance education still has many problems. Due to the fact that online learning lacks of passing through emotions, using gestures, mimes, eye contact and body language, it is difficult to clarify if the students cover the lesson properly or not. The instructor has to ask students to confirm their understanding.

Actually, it is worse in open education because there is no live interaction with the students.

Teacher based lessons in open education are delivered to students through the internet but in asynchronously. Therefore, it is impossible to learn how students feel or what they are thinking or what questions they would like to ask. The instructor has to foresee all or them and to build empathy and to design her/his teaching according to this situation, which is the hardest part of being a teacher in distance education; doing monologue without interaction with any people.

Moreover, the material that is being used in teaching online is also highly debatable issue in both face to face real classroom education and distance education. In a real classroom education, mostly a course book is being followed and mostly teacher based.

In distance education the material should be well controllable and motivating because there is no direct interaction, eye contact, body language and some other factors that help teachers to contact with the students.

Therefore, as used in İstanbul University distance education system, there might be visual and audio materials including animation, videos, songs, some short clips and etc.

Unfortunately, results of this study showed that some students really wanted to feel the presence of the teacher, to interact instantly, to clarify some issues that they could not properly cover and to ask questions directly in real time. It is normal because they were being taught in real classroom through their education lives therefore it might be accepted as a transmission reaction from the real classroom to online classroom.

Especially, in asynchronous lesson which is also called open education, the lack of teachers is highly being felt. As seen in the interview with the instructors who used to teach through distance and open education, there is an important role for the teachers; to guess possible troubleshooting, misunderstandings, confusion and questions beforehand and to design the lesson and speech according to these negative possibilities.

In this way, instructors make their instruction clearer and try to answer the questions which are probably going to be asked if they are in a real classroom.

Whereas there are a number of advantages of distance and open education, it cannot be still the students and teachers and even administrators' first choice as an education type due to some restrictions mentioned above. Therefore, distance education should be studied from different perspectives including pedagogical point of view and in this way both positive and negative aspects of implementation of distance education should be clarified. Thus, this study will serve educators about these aspects and make suggestions to get the maximum benefit from distance education.

Educational Technology Tool in Distance Education of İstanbul University

English has being taught as a foreign language via distance and open education in İstanbul University since 2012-2013 academic term. Open and Distance Education Faculty is responsible for three dimensions one of which is open education. Open and Distance Education Faculty has 23 departments in which students are delivered courses in an asynchronized way with recorded videos by the instructors beforehand. The students are required to pay the charge for these lessons. They are able to watch them whenever they want through their student account of faculty. Moreover, there is no limit in how many times students can watch these videos. Only official way for contact with the university is help message board in the website for students. They can express their comments, wishes or complaints through this message board. Students can contact with the instructor through email informally, in which the instructor is not supposed to give feedback to students.

The other dimension for which Open and Distance Education Faculty is responsible is distance education.

Students who are enrolled in distance education have a weekly schedule for lessons and they go online at lesson times, see, watch and listen to the instructor in a synchronized way. The lessons start after 5.p.m, at which people who work can attend the online lessons. The students are required to pay the charge for these lessons.

The lessons last for 60 minutes and students can text on instant message board if they want to ask questions. The students can choose private chat if they want only the instructor to see their questions or messages. Or they can write their messages on common board in which all students and also the instructor can see. Actually, the system allows teacher to see and hear students if they have cameras and microphone and of course if they let the teacher see and hear themselves.

It is possible but not preferable because it is not possible to turn down the students microphone in the system and all students might talk together and lesson might turn into a chaos with such an uncontrollable troubleshoot. Moreover, the teacher has the control of students' conversation with each other. The teacher can choose free chat with all students each other or s/he can prevent students to chat each other during the lesson. As similar to open education, distance education students can also watch the recorded lesson videos whenever they want with a limitless repeat.

The last dimension for which Open and Distance Education Faculty is responsible is distance education for regular students at university and of course it is free of charge. They are supposed to take their courses face to face related to their own departments but only common compulsory lessons such as Foreign Language is delivered through distance education. Similar to evening- distance education system, students also have a weekly schedule for lessons and they go online for English lesson at lesson times.

It helps faculties and departments which has thousands of students save place and time for other courses which are serviced face to face. Even students can attend the lesson via their mobile phones (android ones) so they do not need to have a computer or laptop to watch and listen to the lesson.

However, there is a kind of side effect of this system, which is actually not impossible to be solved. Some departments might ignore the time of English lessons in the schedule and they might arrange two different lessons, one of which is English, at the same time in the schedule. Therefore, students who are supposed to attend both lessons have to choose face to face lesson because it cannot be repeated, namely, students cannot watch and listen to the same lesson again as in distance education. For this reason, the online English lesson is lack of students and the teacher has to teach the lesson and talk as if s/he were in an empty lesson.

The teacher teaches the lessons as if s/he were just recording his/her voice while teaching lesson. It is not physically and formally wrong but emotionally it is not satisfying for the teacher because s/he is just teaching as if s/he were talking to the walls in a classroom. There is no question and answer period or there is no asking questions to assess students understanding, there is no feedback. The teacher just instructs and goes offline. Therefore, it is important to arrange course schedule by taking distance education lessons time into account even though these lessons can be watched repeatedly.

In evening distance education and regular student distance education, Adobe Connect program is being used. The instructor is supposed to open the camera during the lesson. However, if the course material is rich enough visually, the camera can be off in the lesson to avoid students distract their attention to the lesson.

In other words, it is about the variety of the course material. In some other lessons, course materials are in PDF format in the system and the teacher reads the page and goes down or up. There is an arrow to help students follow the flow of the lesson.

Moreover, there are colourful pencils or highlighters for teachers to underline important parts of the lesson. However, students are not allowed to draw or make changes in the page of the material, there is no permission for this in the system. Furthermore, the teacher can text whatever s/he wants by opening a new blank page and it is possible to write notes, questions or extra information to make students take notes during the lesson. The teacher can use more one material in the lesson however only one material is preferable for the institution.

Apart from the teacher and students, there is a person who is responsible for the technical help during the lesson as a controller. The controller uploads the material at least 15 minutes before the lesson and prepares the design of the lesson.

During the lesson, the controller makes explanations to help students, if they face some technical problems especially about internet connection by texting on the public open message board in the lesson. By this way, the teacher is free of technical side of the system and focuses on just his/her lesson. However, in 2018-2019 academic terms, Open and Distance Education Faculty did a pilot study that if it could be possible to do the lesson when there is no controller in the lesson. By this way, all regular student distance education programs could have been done without extra human workforce who is really needed for the university.

At the end of the study, it was found that there could be possible to pursue the lesson without a controller who is in charge of technical help. It shows the instructors are capable of using distance education system, opening and closing the lesson, uploading the material, and computer and they do not need extra technical need during the lesson.

However, it should be noted that even though there is no controller in the lesson, if the teacher really needs any help, of course s/he can reach the controller and want help for technical support from the controller of Open and Distance Education Faculty.

Between 2012- 2015 academic terms, Open and Distance Education Faculty of Istanbul University used to use a A1 level course book written by an instructor at university. Students could not buy it but they could download the book that was uploaded as PDF on the system. However, it was not useful and appropriate for such kind of lesson because the teacher had to present material page by page on the system and s/he could not show the answers of the exercises one by one. She had to tell the answers or she had to show the answers as a whole at the end of the page.

Students had to see all answers at once, which did not give students time to think about the correct answers or they had to hear the answers without seeing written answers, which might make students misunderstand the correct answers when they got them orally.

In 2015-2016 academic term, material development committee decided to make some changes in the material being used. PDF version of the course material, which can also called "e-book", was changed into power point presentation. In power point presentation, the teacher could show the material part by part by means of separate slides. The most important difference was that it gave the students time to think about the answers of the exercises because this PPT presentation allowed the teacher pause before the answer, in other words, the teacher could show the answer to the students when s/he thought students were ready for the answer. Especially, colourful and highlighted written answers and important notes and remarks could help students see on what point they had to focus in the course material.

In 2016-2017 academic terms, material development committee made a radical change in the course material.

With the financial support of Open and Distance Education Faculty, a program which was called Powtoon and which provided animated visuals, videos and pictures. This material was designed firstly as about 15 minute- videos for each lesson. It was remarkably different from PPT version of the material. Students could see pictures, realities, videos, some film quotes from Voscreen and they could feel themselves involving the lesson. The teacher used this 15- minute material by pausing and playing and as a result it took about 40, 45 minutes to finish the lesson, which was appropriate for a lesson time. It was not comfortable and useful for only students but also the teachers because such rich visual materials helped the teacher show less effort to present especially vocabulary part.

This video material also let students think about the answers of the questions and activities because the teacher could pause the video when s/he thought necessary. In 2017-2017 academic terms, the video material was used for English lesson again however there was a cute change in the material.

In that year, the material development committee give a part to native speakers, who also used to teach in Prep classes of Foreign Language School, to make students develop their listening and speaking skills. Native speakers read vocabulary and reading parts and sometimes they read English- Turkish, Turkish-English translations parts. In this way, students had a chance to hear different native accents apart from their own teacher, which was a very motivating for distance education students. Native speakers read their parts beforehand and these parts were integrated into the video material by technical team of Open and Distance Education Faculty. During the lesson, when the turn was the native speakers' part, the teacher turned off his/her microphone and waited for his/her turn.

However, there were some drawbacks which were understood from reflection of students' feedback through e-mail or messages on the board during lesson.

While a native speaker was reading words in the lesson, students could not ask question about the words because they could not interrupt the lesson. As a result, the teacher had no idea which words were problematic for the students in the lesson. As an another example, while a native speaker was reading a paragraph which had true/false questions to assess the comprehension of students, s/he did not translate sentences and when the students could not understand the sentences in the paragraph again they could not follow with the same speed with the native speaker.

Moreover, they could not ask and interrupt the lesson because the teacher's microphone was off. Therefore, the teacher sometimes had to explain the paragraph sentence by sentence again while they were answering the comprehension questions.

It was waste of both time and effort. In addition, there was another problem, which was actually the biggest one; even it was so big that it changed the type of material in the further academic term. The size of video material was about 1 GB and it began to be a problem in flow of the synchronized lessons because it caused 5 or 6 even 10 seconds delay in the flow of the lesson. Therefore, while the teachers were answering the questions, the students could not see the questions yet and it causes a problem with students and the teacher.

The reason for this was the big size of the video material. Adobe connect system could not work properly with such a big size of video material.

The video material sometimes stayed as a frozen screen and it did not play on the computer even though there was no problem in delivering the voice of the teacher. Students could not follow the lesson and the teacher at the same time for this reason. After some problems that expressed by the students, the teacher had to use PPT version of the material at the half of the term, which means last 7 units of the material in 2018-2019 academic term.

Chapter III: Methodology

Research Model

In this study, a quantitative research design was conducted to reveal the answers for the research questions. Moreover, the researcher interviewed with instructors and which means the study is also a qualitative research.

Research Universe and Sample

In the scope of this study, implementation of distance education was investigated by the help of learners' responses to questionnaire before and after education terms and inferences were made about distance education's functional and pedagogical benefits from learners' beliefs and attitudes in answers of questions.

In addition insights of instructors about distance EFL education were investigated and in this way, it was possible to see applicability and practicality of distance EFL education in Istanbul University and suggest ideas to impair flaws in it.

An estimated number of 33,000 students of distance EFL education at Istanbul University, Turkey was asked to participate in the research study.

The students were from several different faculties and schools, such as İstanbul Faculty of Medicine, Faculty of Law, Faculty of Letters, Faculty of Sciences, Faculty of Economics, Faculty of Forestry, Faculty of Pharmaceutical Sciences, Faculty of Dentistry, Cerrahpaşa Faculty of Medicine, Faculty of Business Management, Tourism Management, Faculty of Political Sciences, Faculty of Veterinary Medicine, Faculty of Engineering, Chemistry Engineering, Electronic Engineering, Electric and Electronic Engineering, Faculty of Fisheries - ENG Faculty of Communication, Faculty of Divinity , Hasan Ali Yucel Faculty of Teacher

Training, Faculty of Open and Distance Education, Faculty of Medical Science, Faculty of Florence Nightingale Faculty of Nursing. Some of these students attend synchronous courses (distance EFL and asynchronous courses (Open education).

In the revised version of the scale included relevant items from the literature. Then, the initial version of the scale was administered to the participants. With reference to their responses, revised scale was administered for main study to reveal their beliefs on implementation of distance EFL education before and after the course terms. Findings from the questionnaire and interview with instructors were analyzed and present answers to following research questions.

Research Question 1

Is the learner beliefs and attitudes to open and distance education scale revised by the researcher valid and reliable?

Research Question 2

Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation?

Research Question 3

Is there a significant difference in the insights of learners in open and distance education after the implementation?

Research Question 4

What do instructors think about open and distance education?

Data Collection and Procedures

Instruments

In order to collect data, two scales were developed by the researcher namely as “Learner beliefs and attitudes to open and distance education” and “Insights of learners about ODE process”. The scales were composed of questions which depended on the relevant literature and studies done before but mostly on the researcher’s 4-year experience of distance education.

The questions in these scales were subjected to the scale reduction procedure by means of exploratory factor analysis. To check whether the data were appropriate to be analysed by exploratory factor analysis (EFA), Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett’s test of sphericity were taken into consideration. In addition, Cronbach’s alpha reliability scores for these scales were also established.

Learner beliefs and attitudes to open and distance education scale

The questions of the scale named as “Learner beliefs and attitudes to open and distance education scale” were mostly composed by the researcher’s 4-year experience in distance teaching at university and the comments, messages and complaints of the AUZEF students via e-mail and student information system.

During the education term, Students mostly texted what they really needed and expected and what distance education lacked of. Although some of them seemed as prejudiced and harsh complaints about the distance education system or distance education itself, they had some reasonable sides and they were useful with regard the analysis of the quality of distance education in this dissertation.

There were 20 items in the initial version of “Learner beliefs and attitudes to open and distance education” scale and the KMO coefficient was .91 and this confirmed that the data were appropriate for EFA in terms of partial correlations among variables. A chi-square statistic associated with Bartlett’s test was significant ($\chi^2[300] = 3,403.11, p < .001$); therefore, this also confirmed the appropriateness of the data for EFA. At the pre analysis stage, exploratory factor analysis was regarded to be an appropriate method to analyse data.

Considering the results of EFA, two items were removed from the scale since these two items had factor loads in two components.

The remaining 18 items explained 57.03% of the total variance and were categorized in four components namely ‘education process’, ‘effectiveness of ODE’, ‘success in learning’, and ‘learning environment’ as presented in Table 1 below;

Table 1

Rotated Component Matrix for “Learner Beliefs and Attitudes to Open and Distance Education” Scale

	Component			
	1	2	3	4
The absence of time or space constraints in the AUE ensures continuity of education.	.766	.149	-.087	-.098
Working time at AUE is adjusted more easily according to learning speed.	.766	.140	.155	-.129
Each course can be learned with AUE.	.729	.190	.075	-.043
Technology facilities with AUE motivate me to learn.	.657	.180	.316	-.154
Repeatedly watching courses at EAU ensures that knowledge is permanent.	.652	.214	.173	-.220
AUE provides the flexibility to repeat as many times as desired.	.636	.396	.101	-.058
AUE makes the student more active because the stress factor is low.	.629	.190	.313	.050
Having to work independently as a student at AUE does not bother me.	.610	.271	.085	-.095
AUE is more effective in learning English than traditional education.	.217	.779	.236	-.130
I can succeed in the English exam by following the instructor's live lessons.	.257	.738	.210	-.151
Working with online materials in English is more effective than traditional methods.	.303	.701	.188	-.137
I do not believe that I can learn English through distance education.	-.177	-.335	-.713	.164
I do not believe that I can learn English through open education.	-.128	-.270	-.707	.174
In order to learn English, the courses must be face to face.	-.079	-.226	-.627	.243
I can only pass the English exam with materials, even if I there isn't a teacher.	-.246	-.308	-.553	.242
In AUE, student control cannot be performed in a healthy way.	-.214	-.064	-.117	.800
In AUE, the education environment cannot be controlled in a healthy way.	-.220	-.135	-.193	.762
The learning environment in AUE is anti-social.	-.149	-.136	-.133	.527

Notes. Extraction Method: Principal Component Analysis. Rotation Method: Varimax with

Kaiser Normalization. a. Rotation converged in 6 iterations.

In addition, internal-consistency reliability was also computed and Cronbach's alpha coefficients were revealed for the entire set of 18 items in "Learner beliefs and attitudes to open and distance education" scale ($\alpha = .76$), for Component 1 [education process]($\alpha = .85$), for Component 2 [effectiveness of ODE]($\alpha = .70$), for Component 3 [success in learning] ($\alpha = .72$), and for Component 4 [learning environment] ($\alpha = .71$). Therefore, all these Cronbach's alpha coefficients indicate that the scale had internal consistency.

Insights of learners about ODE process scale

There were 18 items in the initial version of "Insights of learners about ODE process" scale, the KMO coefficient was .84 and this confirmed that the data were appropriate for exploratory factor analysis in terms of partial correlations among variables. A chi-square statistic associated with Bartlett's test was significant ($\chi^2[171] = 1,722.11, p < .001$); therefore, this also confirmed the appropriateness of the data for exploratory factor analysis.

At the pre analysis stage, exploratory factor analysis was regarded to be an appropriate method to analyse data. Considering the results of EFA, all items were considered to be appropriate for the scale. These 18 items explained 58.85% of the total variance and were categorized in four components namely 'course materials', 'instructor effect', 'requests', and 'attendance' as presented in Table 2 below;

Table 2

Rotated Component Matrix for “Insights of learners about ODE process” Scale

	Component			
	1	2	3	4
I can access course materials in a healthy way.	.820	.084	.000	.131
Course videos are transferred to the system on time.	.770	.123	.007	.129
The course material is in accordance with the objectives of the course.	.734	.309	.043	.162
Course material and exams are consistent.	.642	.433	-.071	.169
The visual elements in the materials ensure that what I have learned is permanent.	.565	.444	.096	.106
My teacher motivates me to attend the class.	.143	.774	.149	.139
My teacher positively affects my attitude towards the lesson.	.210	.770	.138	.040
I attend the English course more willing than the other courses.	.115	.733	.046	.142
I can easily reach my teacher when I need it.	.238	.638	-.265	.156
I would like to have an online consultation with my teacher.	-.039	-.025	.790	-.050
I would like to participate in the class with video or audio.	-.338	.023	.676	.205
I would like to have the necessary information on the website to get to know the instructors.	.369	.076	.605	-.097
In the lesson, I find the chat section useful in creating a classroom environment.	.187	.345	.498	.035
AUZEF deals closely with the solution of my system-related problems.	.311	.058	.763	.000
It is true that the exams are held in the classroom.	.473	.122	.617	.086
I would not follow the classes regularly if there was no obligation to attend classes.	-.041	-.093	-.005	.742
For English courses, 1 lesson is enough.	.222	.141	-.101	.615
I often have connection problems in class.	.368	.086	.205	.565

Notes. Extraction Method: Principal Component Analysis. Rotation Method: Varimax

with Kaiser Normalization. a. Rotation converged in 5 iterations.

In addition, internal-consistency reliability was also computed and Cronbach's alpha coefficients were revealed for the entire set of 18 items in "Insights of learners about ODE process" scale ($\alpha = .78$), for Component 1 [course materials]($\alpha = .71$), for Component 2 [instructor effect] ($\alpha = .79$), for Component 3 ($\alpha = .74$) [requests], and for Component 4 ($\alpha = .73$) [attendance]. Therefore, all these Cronbach's alpha coefficients indicate that the scale had internal consistency.

Following table indicates the result of One-Sample Kolmogorov Smirnov Test for Pre and Post tests to find out whether the scores obtained from the learner beliefs, attitudes and insights for open and distance education scale show normal distribution.

Table 3:

One-Sample Kolmogorov-Smirnov Test(for Pre and Post tests)

		PRETEST	POSTTEST
N		41858	41858
Normal Parameters	Mean	13,085	13,873
	Std. Deviation	1,4589	1,8232
Kolmogorov-Smirnov Z		0,879	0,695
p		,63	,18

As seen in the table 3, the difference of the distribution from the normal distribution was not significant as a result of the one sample Kolmogorov-Smirnov test conducted to determine whether the scores obtained from the learner beliefs, attitudes and insights for open and distance education scale show normal distribution (*Pretest: $z = ,879$; $p > ,05$ and Posttest: $z = ,695$; $p > ,05$*)

Chapter IV- Findings and Discussion

Results from the scale

In this part, the results of students' answers for the "Learner beliefs and attitudes to open and distance education scale" were analyzed for each component separately. For this reason, research question 2 was answered and discussed for each component analysis.

Section 1: (Learner beliefs and attitudes to open and distance education)

Table 4 below compares the participants' responses to the questions in the first component entitled 'education process' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

Table 4

Comparative Analysis of Pre and Post Test Results (Component 1: Education Process)

<i>Items</i>	<i>N</i>	<i>Pre</i>		<i>Post</i>		
		<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. The absence of time or space constraints in the AUE ensures continuity of education.	24,268	3.83	0.94	17,592	4.07	1.04
2. Working time at AUE is adjusted more easily according to learning speed.	24,268	3.78	0.84	17,592	3.88	0.78
3. Each course can be learned with AUE.	24,268	3.33	0.97	17,592	3.60	1.15
4. Technology facilities with AUE motivate me to learn.	24,268	3.63	0.95	17,592	3.55	0.99
5. Repeatedly watching courses at EAU ensures that knowledge is permanent.	24,268	4.01	0.84	17,592	4.38	0.92
6. AUE provides the flexibility to repeat as many times as desired.	24,268	3.99	0.84	17,592	4.36	0.95
7. AUE makes the student more active because the stress factor is low.	24,268	3.38	1.04	17,592	3.63	1.00
8. Having to work independently as a student at AUE does not bother me.	24,268	3.74	0.94	17,592	3.87	0.86

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the first component entitled 'education process' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'. The most remarkable differences are seen for question 5 (Repeatedly watching courses at EAU ensures that knowledge is permanent.) and question 6 (AUE provides the flexibility to repeat as many times as desired.). It shows that students were contended with the chance of watching recorded lessons without time limit.

In other words, the students realized that they could watch and listen to recorded lessons whenever they wanted and it was a really useful to learn effectively as they believed watching recorded lessons provided a permanent learning.

Following this, there is also a significant difference in answers of question 3 (Each course can be learned with AUE.) The slightest difference in students' answers belongs to question 2 (Working time at AUE is adjusted more easily according to learning speed.) According to this, students started to change their idea of impossibility or difficulty of learning any lessons through distance education. After 14-week courses in distance and open education, they started to believe every lesson could be learned via distance learning. Moreover, question 8 (Having to work independently as a student at AUE does not bother me.) also had a slight difference between pre and post test results.

According to this, studying independently did not bother the students. Surprisingly, there is a question which is adversely affected before and after the implementation of the scale; question 4 (Technology facilities with AUE motivate me to learn.). It indicates that students were not motivated with technology as much as expected. The reason for this could be some students were not familiar with the technology so much or they could have some prejudices to using technology due to background, personality or age factors of students.

Before moving to other component, Table 5 presents independent samples t-test results of the participants' responses to the questions in the first component entitled 'education process' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'. In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 5

Independent Samples t-test of Pre and Post Test Results (Component 1: Education Process)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	3.71	0.64	-31.553	36914.192	.000
Post	17,592	3.92	0.67			

Independent samples t-test results of the participants' responses to the questions in the first component entitled 'education process' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education' indicate significant differences ($p < .001$) between pre and post test mean values with moderate impact ($d = 0.32$). In other words, it could be claimed that students' belief and attitudes to learning English through distance and open education were reshaped in positive way in terms of education process.

Table 6 below compares the participants' responses to the questions in the second component entitled 'effectiveness of ODE' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

Table 6

Comparative Analysis of Pre and Post Test Results (Component 2: Effectiveness of ODE)

<i>Items</i>	<i>Pre</i>			<i>Post</i>		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
9. AUE is more effective in learning English than traditional education.	24,268	2.69	0.99	17,592	3.12	1.36
10. I can succeed in the English exam by following the instructor's live lessons.	24,268	3.47	0.94	17,592	3.95	1.23
11. Working with online materials in English is more effective than traditional methods.	24,268	3.10	1.01	17,592	3.36	1.23

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the first component entitled 'Effectiveness of ODE' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'. The most remarkable differences are seen for question 10 (I can succeed in the English exam by following the instructor's live lessons.) and question 9 (AUE is more effective in learning English than traditional education.). The least significant difference is seen in the answers for question 11 (Working with online materials in English is more effective than traditional methods.).

According to these results, while students mostly used to think they could be successful at exams without watching and attending online sessions of lessons and just with studying e-book, they began to believe the importance of the teacher live lecturing was useful for their success at exam.

In this way, the belief of "Working with online materials in English is more effective than traditional methods" gained power at the end of 14-week course sessions. In other words, students' beliefs in success of traditional face to face education moved to success of distance and open education.

In addition, Table 7 presents independent samples t-test results of the participants' responses to the questions in the second component entitled 'effectiveness of ODE' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'. In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered. According to results, it could be claimed that students belief and attitudes to learning English through distance and open education were reshaped in positive way in terms of belief in effectiveness of open and distance education.

Table 7

Independent Samples t-test of Pre and Post Test Results (Component 2: Effectiveness of ODE)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	3.09	0.74	-44.391	30934.291	.000
Post	17,591	3.48	0.99			

As seen in Table 7, independent samples t-test results of the participants' responses to the questions in the second component entitled 'effectiveness of ODE' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education' indicate significant differences ($p < .001$) between pre and post test mean values with moderate impact ($d = 0.45$).

In other words, , it could be claimed that students belief and attitudes to learning English through distance and open education were reshaped in positive way in terms of education process.

Table 8 below compares the participants' responses to the questions in the third component entitled 'success in learning' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

Table 8

Comparative Analysis of Pre and Post Test Results (Component 3: Success in Learning)

<i>Items</i>	<i>N</i>	<i>Pre</i>			<i>Post</i>	
		<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
12. I do not believe that I can learn English through distance education.	24,268	2.76	1.07	17,592	1.93	1.21
13. I do not believe that I can learn English through open education.	24,268	2.88	1.11	17,592	2.16	1.22
14. In order to learn English, the courses must be face to face.	24,268	3.40	1.12	17,592	3.23	0.98
15. I can only pass the English exam with materials, even if I am not a teacher.	24,268	2.94	1.05	17,592	2.88	1.07

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the first component entitled 'Success in Learning' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

The most remarkable differences is seen respectively for question 12 (I do not believe that I can learn English through distance education.) question 13 (I do not believe that I can learn English through open education.) and question 14 (In order to learn English, the courses must be face to face.). Actually beliefs for these questions were affected adversely at the end of the 14-week course sessions however, it aroused changes in beliefs positively. According to these results, students started to believe they could learn English through open and distance education. Moreover, the belief in success in face to face traditional classroom moved to in the success in open and distance education.

The least meaningful difference is seen in question 15 (I can only pass the English exam with materials, even if I am not a teacher.) however it is a good result for the realization for the importance of existence of the teacher even in online lessons.

Table 9 presents independent samples t-test results of the participants' responses to the questions in the third component entitled 'success in learning' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'. In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 9

Independent Samples t-test of Pre and Post Test Results (Component 3: Success in Learning)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	2.99	0.63	66.567	35034.090	.000
Post	17,592	2.55	0.71			

According to Table 9, independent samples t-test results of the participants' responses to the questions in the third component entitled 'success in learning' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education' indicate significant differences ($p < .001$) between pre and post test mean values with moderate impact ($d = 0.66$). It means that students belief and attitudes to learning English through distance and open education could be reshaped in positive way in terms of success in learning English.

Lastly, Table 10 below compares the participants' responses to the questions in the fourth component entitled 'learning environment' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

Table 10

Comparative Analysis of Pre and Post Test Results (Component 4: Learning Environment)

<i>Items</i>	<i>N</i>	<i>Pre</i>		<i>Post</i>		
		<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
16. In AUE, student control cannot be performed in a healthy way.	24,268	3.20	1.05	17,592	3.27	1.06
17. In AUE, the education environment cannot be controlled in a healthy way.	24,268	3.15	1.02	17,592	3.21	1.03
18. The learning environment in AUE is anti-social.	24,268	3.37	1.01	17,592	3.16	0.88

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the first component entitled 'Learning Environment' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

The most remarkable differences are seen respectively for question 18 (The learning environment in AUE is anti-social.).

According to this, while students used to believe learning English through open and distance education could be anti-social because there was no real classroom, real teachers, and classmates. Shortly, they used to believe that it could be anti-social in such a learning environment.

However, after 14-week course sessions, the student started to reshape their belief and attitudes about feeling anti-social in open and distance education in positive way. The reason for this might be that they found out that they could text on the message board, they could see and hear the teacher in online lesson and they could ask their questions in online lesson. It means that they are not on their own in such a learning environment actually.

However, there is a surprising adverse change in students' beliefs and attitudes towards learning environment in open and distance education. For question 16 (In AUE, student control cannot be performed in a healthy way.) In addition, for question 17 (In AUE, the education environment cannot be controlled in a healthy way.) According to these results, students who were accustomed to a face to face traditional classroom environment began to think that the classroom management was really difficult in open and distance education in which teachers could not see their students, have a eye contact, use body language even hear them. As a result, the online lessons could not be controlled and well manages as well as in face to face traditional classroom settings.

Moreover, Table 11 presents independent samples t-test results of the participants' responses to the questions in the fourth component entitled 'learning environment' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education'.

In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 11

Independent Samples t-test of Pre and Post Test Results (Component 4: Learning Environment)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	3.24	0.82	3.732	38745.603	.000
Post	17,591	3.21	0.78			

Independent samples t-test results of the participants' responses to the questions in the fourth component entitled 'learning environment' of the first section of the scale entitled 'learner beliefs and attitudes to open and distance education' indicate significant differences ($p < .001$) between pre and post test mean values with little impact ($d = 0.04$).

In other words, students' belief and attitudes to learning English through distance and open education could be reshaped in positive way in terms of success in learning environment, in other words, setting.

Section 2: (Insights of learners about ODE process)

Table 12 below compares the participants' responses to the questions in the first component entitled 'course materials' of the second section of the scale entitled 'insights of learners about ODE processes.

Table 12

Comparative Analysis of Pre and Post Test Results (Component 1: Course Materials)

<i>Items</i>	<i>Pre</i>			<i>Post</i>		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. I can access course materials in a healthy way.	24,268	3.70	0.88	17,592	4.04	1.02
2. Course videos are transferred to the system on time.	24,268	3.77	0.94	17,592	4.08	1.04
3. The course material is in accordance with the objectives of the course.	24,268	3.72	0.78	17,592	4.08	0.94
4. Course material and exams are consistent.	24,268	3.52	0.80	17,592	3.89	1.02
5. The visual elements in the materials ensure that what I have learned is permanent.	24,268	3.73	0.82	17,592	4.06	0.97

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the first component entitled 'Course Materials' of the second section of the scale entitled 'Insights of learners about ODE process'. The rank of these changes in these questions are very close to each other. The most remarkable differences are seen respectively for question 4 (Course material and exams are consistent.), question 3 (The course material is in accordance with the objectives of the course.), question 1 (I can access course materials in a healthy way.), question 5 (The visual elements in the materials ensure that what I have learned is permanent.) and question 2 (Course videos are transferred to the system on time.). The rank of these changes in these questions are very close to each other.

According to these results, students seemed to be contended with the course material which they were being taught during 14-week course sessions in open and distance education. Firstly, they thought that aims of the lesson and the course material were balanced and in this way students felt that they reached their target at the end of the academic term. Moreover, students were satisfied with the easiness to reach the course material in distance education system. The visual activities and explanations were appealing for the students to cover the knowledge more efficiently.

The most important point is about the exams, which were thought to be consistent with the content of the course. This thought could make students feel safe and relaxed because they were exposing to the material which was going to be asked ins the exam. In other words, there was nothing unknown about the exam and it could give the sense of success.

Table 13 presents independent samples t-test results of the participants' responses to the questions in the first component entitled 'course materials' of the second section of the scale entitled 'insights of learners about ODE processes. In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 13

Independent Samples t-test of Pre and Post Test Results (Component 1: Course Materials)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	3.69	0.65	-46.782	32964.417	.000
Post	17,592	4.03	0.80			

Independent samples t-test results of the participants' responses to the questions in the first component entitled 'course materials' of the second section of the scale entitled 'insights of learners about ODE process' indicate significant differences ($p < .001$) between pre and post test mean values with moderate impact ($d = 0.47$). In other words, insights of learners about open and distance education reshaped in positive way in terms of course material in AUZEF.

Table 14 below compares the participants' responses to the questions in the second component entitled 'instructor effect' of the second section of the scale entitled 'insights of learners about ODE process'.

Table 14

Comparative Analysis of Pre and Post Test Results (Component 2: Instructor Effect)

<i>Items</i>	<i>N</i>	<i>Pre</i>		<i>Post</i>		
		<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
6. My teacher motivates me to attend the class.	24,268	3.49	0.93	17,592	3.80	1.12
7. My teacher positively affects my attitude towards the lesson.	24,268	3.63	0.86	17,592	3.96	1.02
8. I attend the English course more willing than the other courses.	24,268	3.24	1.05	17,592	3.53	1.22
9. I can easily reach my teacher when I need it.	24,268	3.43	0.94	17,592	3.38	1.00

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the second component entitled 'Instructor effect' of the second section of the scale entitled 'Insights of learners about ODE process'.

The most remarkable differences are seen respectively for question 7 (My teacher positively affects my attitude towards the lesson.) question 6 (My teacher motivates me to attend the class.) and question 8 (I attend the English course more willing than the other courses.)

Even though, the lessons are being done through the internet in distance and open education, the role of a teacher cannot be denied. As seen in the results, students thought that they were being motivated by the teacher and affected their learning positively. As a result, the desire to be involved in language learning was triggered. The teacher factor was seen important during 14-week course sessions by the learners. Of course it could also be related to what extent the instructor was good at distance education and it can be claimed that to be able to become qualified for distance and open education distance teaching training was really important.

However, there is an unexpected change in answers of students for the question 9 (I can easily reach my teacher when I need it.) There is an adverse difference between pre and post test answers. It indicates that students could need the teacher to ask their questions, clarify one blackout points in their learning, to have some support to feel confident in their learning. However, they could not reach their teacher easily in this distance and open education system especially in open education in which lessons were recorded not done live.

Table 15 presents independent samples t-test results of the participants' responses to the questions in the second component entitled 'instructor effect' of the second section of the scale entitled 'insights of learners about ODE processes.

In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 15

Independent Samples t-test of Pre and Post Test Results (Component 2: Instructor Effect)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	3.45	0.69	-28.703	34052.512	.000
Post	17,592	3.67	0.82			

Independent samples t-test results of the participants' responses to the questions in the second component entitled 'instructor effect' of the second section of the scale entitled 'insights of learners about ODE process' indicate significant differences ($p < .001$) between pre and post test mean values with little impact ($d = 0.29$).

It means that insights of learners about open and distance education reshaped in positive way in terms of instructor effect in AUZEF except availability of the instructor to contact with the students.

Table 16 below compares the participants' responses to the questions in the third component entitled 'requests' of the second section of the scale entitled 'insights of learners about ODE process'.

Table 16

Comparative Analysis of Pre and Post Test Results (Component 3: Requests)

<i>Items</i>	<i>Pre</i>			<i>Post</i>		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
10. I would like to have an online consultation with my teacher.	24,268	3.93	0.93	17,592	3.92	0.94
11. I would like to participate in the class with video or audio.	24,268	3.48	1.12	17,592	3.51	1.13
12. I would like to have the necessary information on the website to get to know the instructors.	24,268	4.01	0.82	17,592	4.42	0.86
13. In the lesson, I find the chat section useful in creating a classroom environment.	24,268	3.65	0.92	17,592	3.80	0.87
14. AUZEF deals closely with the solution of my system-related problems.	24,268	3.29	0.94	17,592	2.87	1.05
15. It is true that the exams are held in the classroom.	24,268	3.62	1.05	17,592	3.65	1.05

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the second component entitled 'Requests' of the third section of the scale entitled 'Insights of learners about ODE process'. For this component, there seem to be surprising results of students' answers for question 10 (I would like to have an online consultation with my teacher.) and question 14 (AUZEF deals closely with the solution of my system-related problems.). According to this, students could not get enough support from the distance and open education staff. They could not solve their problems, they could not mention about their suggestions and questions.

Actually, they had the opportunity to text their request to "Solution Centre" of AUZEF but there were so many students that it was almost impossible to meet all students' requests and needs. It was really difficult to solve all of their problems and to answer their all questions.

The most remarkable differences are seen respectively for question 12 (I would like to have the necessary information on the website to get to know the instructors.) and question 13 (In the lesson, I find the chat section useful in creating a classroom environment.) It means that students would like to know their teachers in detail, which actually aroused with the sense of fear of unknown and with the sense of being familiar with a contact person. It must be so new and difficult to move to lessons without a teacher, a classroom and classmates from face to face traditional classroom as they were accustomed to such an education style during their life. Therefore, at least, they would like to reach the instructor and classmates through "chat board" in the online lessons. According to results, students were happy with "chat board" in the online lessons and with communicating by texting at least.

On the other hand, there is an only slight difference between pre and post test results in question 11 (I would like to participate in the class with video or audio.) and question 15 (It is true that the exams are held in the classroom.) It shows that students would like to take more active role distance and open education process. To say differently, students would like to participate lessons visually or at least orally. It is like saying that "I am also here". They would like to be present in the lesson process and express themselves more easily and quickly.

Table 17 presents independent samples t-test results of the participants' responses to the questions in the third component entitled 'requests' of the second section of the scale entitled 'insights of learners about ODE processes.

In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 17

Independent Samples t-test of Pre and Post Test Results (Component 3: Requests)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	3.67	0.58	-5.202	38675.151	.000
Post	17,591	3.70	0.56			

Independent samples t-test results of the participants' responses to the questions in the third component entitled 'requests' of the second section of the scale entitled 'insights of learners about ODE process' indicate significant differences ($p < .001$) between pre and post test mean values with little impact ($d = 0.05$). In other words, insights of learners about open and distance education were mostly found changed in positive way in terms of requests in AUZEF.

Table 18 below compares the participants' responses to the questions in the fourth component entitled 'attendance' of the second section of the scale entitled 'insights of learners about ODE processes.

Table 18

Comparative Analysis of Pre and Post Test Results (Component 4: Attendance)

<i>Items</i>	<i>Pre</i>			<i>Post</i>		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
16. I would not follow the classes regularly if there was no obligation to attend classes.	24,268	2.78	1.14	17,592	2.57	1.10
17. For English courses, 1 lesson is enough.	24,268	2.84	1.13	17,592	2.58	1.08
18. I often have connection problems in class.	24,268	2.89	0.97	17,592	3.25	1.00

According to this table, as seen pre-test and post-test results, there is a significant difference in the answers of the participants pre test and post test for the second component entitled 'Attendance' of the fourth section of the scale entitled 'Insights of learners about ODE process'. The most remarkable differences are seen respectively for question 17 and question 16. This remarkable difference for question 17 (For English courses, 1 lesson is enough.) means that students needed more than 1 hour for English lesson. Actually, it is not about the faculty decision but related to High Education Council, therefore it seems to hard to answer this request of students.

However, the time of lessons could be used more beneficially if there were not any technical problem such as connection problems or synchronization problems of course material and course process.

Another remarkable difference is seen for question 16 (I would not follow the classes regularly if there was no obligation to attend classes.).

According to this, it can be inferred that students would like to be forced for attendance to lessons even though they had preferred distance and open education because of flexibility of time and place. The reason for this could be their habits of face to face traditional classrooms during their education life. Another reason could be that some students even some people would like to be initiated, to be forced, to be triggered to achieve something. It seems to be related to a bit personality and being accustomed to traditional education style.

However, there is an undesired change between pre and post test results for question 18 (I often have connection problems in class.) which is actually related to their own internet connection quality and the instructors who are teaching online lessons cannot do anything for the students or they cannot solve such technical problems. In this respect, AUZEF technical staff has really important role to solve such problems because students can be easily demotivated by such problems in online lessons.

Table 19 presents independent samples t-test results of the participants' responses to the questions in the fourth component entitled 'attendance' of the second section of the scale entitled 'insights of learners about ODE process'.

In this way, Research Question 2; Is there a significant difference in the beliefs and attitudes of learners to open and distance education after the implementation? was answered.

Table 19

Independent Samples t-test of Pre and Post Test Results (Component 4: Attendance)

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Pre	24,268	2.84	0.70	5.666	39158.019	.000
Post	17,591	2.80	0.66			

Independent samples t-test results of the participants' responses to the questions in the fourth component entitled 'attendance' of the second section of the scale entitled 'insights of learners about ODE process' indicate significant differences ($p < .001$) between pre and post test mean values with little impact ($d = 0.06$). It means that insights of learners about open and distance education increased with the experience of taking courses through distance and open education.

Open-ended question in the scale

At the end of the scale, the participants were asked an open ended question "What do you think about distance and open education?", which seems to have endless answers but in fact answers of the question could be classified into 5 titles; *course material*, *course process*, *exam*, *technical issues* and *cooperation of staff*.

Course material

According to the answers, students who were studying at open and distance education in AUZEF mostly thought course material was good and understandable because it included various visuals, audios and videos which helped them learn English especially vocabulary and remember what they learned.

There are some examples of the students' answers about "course material"; "Pictures are very good to memorize unknown words.", "Videos are appealing for me.", "Cartoons in the material are very enjoyable even though we are adults. They help us to love the course." "To learn some words with these pictures is easy."

The material which had been used before was consisted of only written material as a form of word document or PDF format. There were no visual and audio components and students had to follow the worksheet as the teacher was teaching on the screen.

Therefore it is reasonable that students think and feel the material being used now is very upgraded and successful for learning English. However, students answers show that not only visual or audio components made the course material good and understandable but also content, presentation, examples and exercises were also important to make student think that course material was good and understandable. The students thought the course material was so clear and like slow-motion so that they could follow the topics in the lesson. Explanations were not too long or too short, they were average and it made students feel comfortable. The examples of each topic were very various and understandable. Exercises were designed from easy ones to difficult ones and students could feel this sequence and they forced themselves to challenge.

Moreover, revision questions which were presented in the end of each unit tested and enlightened students understanding. In this way, students were getting ready for the exam questions because revision questions were a kind of exam questions. In other words, revision questions were consistent with exam questions, which made students feel relaxed because they had an idea of what they were going to be asked. "Revision questions are useful for the exam.", "Content of the this course is consistent with the exam questions.", "We are being asked what we are taught.", "Wrap up of the lessons are very useful for us.", are some examples of students answers.

On the other hand, there were some suggestions for the course material for example some of the students thought that a summary of the lesson should be presented to have an idea what the lesson was about and what they had learned in that lesson instead of watching the whole lesson video, which lasted at least 40 minutes. Furthermore, there were some students who wanted to see much more exercises and especially in revision test to get prepared well for the exams.

Even some students suggested that the course material should present exam questions in the revision part. In other words, students would like to have a course material which consisted of a question pool at the end of each unit and they wanted to be examined with questions among this question pool content. It might be possible to increase the number of test questions similar to exam questions, however, it is not possible to ask exam questions in the revision parts or it is not possible to present a question pool which includes also exam questions to the student.

Moreover, most students stated they would like to have the course material as a printed book. Even though, they were satisfied with the course material which contained visual and audio components, most of the students still would like to get a written material. They stated that they were feeling more comfortable and safer with a printed book while they were studying. In addition, students thought a printed material was also needed because there was not always internet connection and appropriate situations to watch the video records every time. That printed version of the book either might be presented part by part in each lesson or as a whole or might be bought from bookstores. Students also would like to have a practice book -sometimes called workbook- apart from the course book. It could include mostly exercises and questions which could help students be familiar to the questions and do them in the exam. This is possible to do for the instructors who design the course material for the further academic terms.

Course process

According to the answers, students who were studying at open and distance education in AUZEF mostly thought that course process was successful as expected. Lessons were delivered both in synchronized and asynchronous way and students stated they were happy for the process.

Most of the students thought that the time of lessons was good with 40-45 minutes for each lesson and they were happy with the teacher gave time for them to think about answers of the questions and write them on the message board in the lesson. Moreover, a number of students were satisfied with compulsory attendance, which is very surprising. Even though there were some students who were not in favour of compulsory for the attendance to the lesson. They stated that they felt more planned and disciplined when they were forced by such a system. In short, most students were happy with the course process in open and distance education in AUZEF.

However, there are some suggestions for the course material of the open and distance education in AUZEF. For example some students demanded that they could attend face to face lessons -especially applied ones- in the related faculties at least 2 or 3 times. They would like to see a classroom environment, real classrooms, students and the most importantly instructors. It seems a bit psychological but actually it is really reasonable. The breathing the face to face course environment motivates students to involve in the lesson lecture and activities, which are done more formally there. There some answers like this; "I prefer to see a real teacher and talk to her.", "I would like to be in a face to face classroom at least 2 days a week.", "I think some applied lessons should be done as face to face courses.", "I need to know my teacher more closely and spend much more time with her by asking questions."

The reason for this might be that the students are accustomed to forceful education system even starting from the family, which is in fact not preferred but a reality in the country education system. Therefore, it is normal that students feel comfortable and safe because of their exposure to long education life in real classrooms. This situation can be compensated with free entrance to face-to face day classes in which the same level of English and the same course material is being taught in related departments.

The distance and open education students who would like to attend a real classroom at the university will be able to take a part in these classes of different faculties because the English course content is common in all departments of the university. Students might get acceptance as a name of "guest student" and they might take place in the classroom.

However, it is debatable how practical and realistic such a participation into face-to-face day classrooms which are almost full and crowded anyway. The solution might be the students can be reduced in small groups and involve these face-to-face day classrooms.

In addition to students' being eager to attending face-to-face classroom, they also wanted to meet their instructor as a supervisor. They needed to have a certain time table to see their own teacher at school and they wanted to ask their questions about exam, materials and the course and about school and some principles and problems. The students wanted to have a supervisor to consult and ask their own questions about exams, courses, school, some students affairs points and their problems about the school.

Actually, it is very normal and humanistic wish because they really need to expose a real person, contact and if it is a teacher it is preferable. They gave answers for this question like; "I need to see my teacher and ask some questions about the school.", "I want to have some time to talk to my teacher.", " We need to know a real contact person who will listen to us, our problems and lead us.". Such a similar suggestion was done beforehand by the instructor who was teaching this course through the internet. The suggestions was admired and proved very useful however for such a regulations, there were not appropriate conditions as physically a place, classroom or meeting room and reasonable time for the instructor to be a supervisor nearly 35.000 distance and open education students. Therefore, the offer of supervisor service was not approved due to the inappropriate conditions even if it was proved to be useful for the students.

Apart from this, some of the students would like the lesson hours of English course that is given through the internet to increase as 3 hours a week. They say; " English cannot be learned with an hour a week properly." , "If the lessons are given three times a week, it can be more useful to learn English better.", "The lesson time of English lessons should be lengthened.". The students were aware of learning a language requires time, effort and patience. However, the curriculum does not let them to have much more time for exposure to the language lessons with a lesson hour a week. To sum up, students thought the time given to English course (one hour a week) was found not enough to learn English A1 and A2 level in both academic terms.

In addition, students would like to have speaking practice in English lessons even if it was applied via internet. Actually, there were videos in which short movies were shown and there were audios which were voiced by native speakers who had been also teaching in İstanbul University. However, these were seen as monologue because there was no student involvement in the lesson.

Some of the student answers are like; "I can do the exercises but I need to speak.", "If I can speak, I understand that I have learned English.", "I want to do speaking exercises with my native teachers and my classmates.", " I wish I could speak English and our teacher could hear us."

That the students can do speaking exercises in the distance and open education does not seem possible for many reasons. Technically, students can attend the lesson orally in distance education but not in open education, however, the distance education system (Adobe connect) does not let the teacher monitor the students easily. The teacher has to choose to whom s/he wants to talk and click the microphone button placed next to the student's name on the screen and the teacher lets her/him talk in the lesson. The teacher can stop the conversation by clicking off and student's speaking cannot be heard anymore.

It is not impossible but it is very time-consuming. It was tried by the researcher and at the same time as the instructor of the lesson and the system was getting slower and connection was getting worse if more than one participants tried to speak in the lesson and voice was so weak and not clear. Apart from this, a classroom include at least 50 students and how much is it possible to let each of them speak in the classroom while the instructor is supposed to follow the curriculum at the same time. Even it seems to be possible it is not practical in such conditions.

Exams

Students who were studying at open and distance education in AUZEF mostly thought that the exams which were done at the 8th week and 14th week of the academic term to assess students' knowledge for this course was consistent with the content of the course. Sometimes, exams might be out of course content and it might cause students get low marks and as a result they fail the exam and retake the course in the next academic term.

The students answer; "The exam is as easy as the exercises in the course material.", "The questions in the exam are consistent with the level of the course material.". However, there are some students that think the exams should not be designed as multiple choice exam. They stated that they wanted to fill in the blanks in the exam and they did not want to complete an answer sheet in the exam.

The reason for this is to want to be evaluated by their own sentences and knowledge even if they could partly answer a question in the exam, for example. In other words, some of the students hoped to get a mark what they would write on the exam sheet because they thought the teacher could take the student's learning process into account while he/she assessed the exam sheet.

As seen in the answers of some students; "I don't want to have an exam in which I have to fill in an answer sheet. ", "We want to be assessed with the open ended exercises similar ones of which are presented in the course material.", "The teacher should not evaluate students only 20 multiple choice exam."; the students preferred having open ended exams to having multiple choice exams with the idea of getting higher marks from their answers in the exam. However, it does not seem to be practical because only an instructor has about 30 thousand students which enrolled open and distance education and it is extremely difficult even almost impossible to assess thirty thousand open ended exam sheet for an instructor.

In addition, some students stated that they would rather have online exams than paper based exams by saying "The exams should be done online.", "Why don't you do online exams while you are doing online lessons?", "It is difficult to come to school in which exams are being done while you are living in a city in which AUZEF exams are not being done." Actually, at the first year of distance and open education in İstanbul university, mid- term exams which were done in the 7th week of the academic term were being done online whereas final exams were being done paper-based.

Nevertheless, it did not take long to change the exam system into totally (both mid-term and final exam) paper-based exams because reliability of the exams could not be obtained with the possibility of that students could have answered the questions in the exam by the help of some other people, of books or of the internet.

Therefore, the results of mid-term exams which were done online cannot have showed the rate of success in English course exactly. For this reason, as being tried before, there is no possibility of doing online exams in distance and open education programs.

However, there is a solution for these students who were complaining that the AUZEF exams were not being done in some cities where they were living. Some of the answers; "I want to go to school near my place for the exams.", "I do not want to travel to another city for the exams because there are no AUZEF exam centres in my city.", "People should do exams where they live. It is the easiest way."

As some of them stated, the exam centres can be expanded more cities and AUZEF exams can be done in more cities in which these students were living. In this way, the expectation of online exams can be shadowed by the students who supported online exams since they did not have schools in their own cities in which AUZEF exams were not being done. It is clear that distance and open education has power to abolish the obstacles with physically existence in the classroom, it might not be possible to do the same thing for the exams.

Another point about exams, some of the students offered that mid-term and final exams could be done in only one weekend so that they could finish all their exams at one weekend instead of two weekends. Some of the students stated that "All exams should be done at the same weekend.", "It is difficult to come twice for the exams.", "It is hard to get permission from our work to come for exams at two different weekends."

As students stated, the distance and open education exams had been done in two different weekends and student had to come to the schools in which AUZEF exams could be done. It was very time and effort consuming for the students because actually they could do their all exams at only one weekend. After this scale done, this situation was seen better and AUZEF changed the exam times by designing all exams only one weekend so that the student who were living in cities in which AUZEF exams were not being done could finish their all exams at only one weekend.

In this way, those students would not have to travel to cities in which AUZEF exams were being taken and would not have to spend time for this. In short, this problem was solved anyway at the end of the term.

Moreover, some students thought that course material did not enough to get properly prepared for the mid-term and final exams. They stated that they needed to be tested and they need to see their English level beforehand. Some of their answers are "There must be small exams before the real exams.", "I want quizzes before the mid-term exam.", "I want some worksheet or some king of small exam before midterm and final exams.", " I would like to be familiar with the questions which are going to be asked in the midterm or final exam by the help of some quizzes."

Therefore, some students wanted to be have a quiz which could show their lacks and weak points in English. In this way, they believed that they could get prepared for the exam better. Actually, although it seems difficult, it is not impossible because the quiz which does not affect the grades of students at the end of the term can be done online easily because Adobe Connect system let the instructor design an online test. After doing the quiz, the instructor can share the correct answers in the lesson and students can see their results. It is notable to state that it can be done with distance education which is done synchronously.

In short, doing some quizzes are not impossible in distance education to make students aware of their own level of English.

About exams, the students had a serious suggestion which seems to be difficult to solve in a short time by themselves. In all open education programs which are being done offline- asynchronously in Turkey, four wrong answers delete one correct answer. However, in distance education which are done -online and synchronously, there is not such rule in the exams.

There is much debate about this and students stated; "I want to have the same rights in exams with the distance education programs.", "Four wrong answer shouldn't delete on correct answer in our exams like in distance education exams."

However, there is nothing to do to regulate this rule. I means the instructors and the dean of Open and Distance Education Faculty and even the rector of İstanbul University cannot decide to break this rule because it was decided by High Education Council in Turkey. Therefore, it is difficult to make students happy about this point in a short time. Students of open education programs and instructors, deans and rectors of the universities which have open education programs should offer High Education Council in Turkey that the rule of "four wrong answers delete one correct answer in the exams of open education programs" should be regulated as in the distance education programs. If it is accepted by the council, this effort can make sense for the students and in this was their problem would be solved.

Technical issues

Students who were studying at open and distance education in AUZEF mostly thought that there were some defects in technical issues before, during and after the lessons.

Firstly, the students would like to download the videos in which the lessons were being taught but the Adobe Connect does not let students download either recorded and online lessons. They stated that "I want to download lessons.", "If I can download the lessons.", "I prefer to have downloaded version of lessons.", and "It would be very useful for us. I can watch it even if I do not have the internet connection.", "If you let us download the lessons, we can study better for the exam." and "I do not have to use my internet quota while I am watching the lessons only being online."

As seen in the answers, students would like to have the right to download recorded or online lessons on their own computers, laptops or mobile phones. It seems to be very reasonable demand because it is true that students must have the right to watch the videos when they are offline therefore the only way for this is that they could download the lessons.

In addition, students claim that they had to use the internet while they were watching the lessons through mobile phones, it was also a burden financially due to GSM operator internet quota. Therefore some students who enrolled distance education stated that they had already paid for their education and they did not have to overuse their internet quota. Though, it seems reasonable for some points, it is not allowed in case the videos could be duplicated and used by third party persons in the vast internet network. It is cannot be acceptable for both the instructors in distance and open education programs. However, there was power point version of the lesson as JPEG pictures and students could use this, which seems the best solution for this problem, because the PPT and JPEG pictures of the lessons are the similar to the lesson itself.

Another suggestion made by the students is about the internet. The students states that the university needed to make its internet connection more powerful so that the students could follow the online lessons synchronously; especially while they were attending the lesson via mobile phones. They stated "We sometimes lose the connection in an online lesson and we cannot follow the lesson.", "I want to follow the course material with the exact time of the instructor is teaching the lesson.", "When the internet connection is weak, we cannot follow the lesson synchronously." Although, the internet connection is quite good in AUZEF at İstanbul University, there might be some connection problems when the number of students attending the online class is huge. However, it should not be an excuse for this problem therefore, AUZEF should support its internet connection in distance education lessons.

In addition, some students indicated that they would like to have the right of pausing the video. Some examples of their answers; "Sometimes I need to pause the video while I am watching the video.", "We should be allowed to monitor the course material while we are watching it." Actually, this point is again related to the demand for downloading the lesson videos because if the student cannot download the lesson videos, they will have to watch it by going online and they cannot monitor, pause or replay the video while they are watching them by being online.

In other words, students want to pause and replay while are watching and listening to the lessons so that they could understand what they could not grasp better. They would like to control the video according to their own paces. It is a rightful demand as the students need to understand the lesson clearly to be successful in learning English. Therefore, students wanted to be allowed to control the video streaming while they are watching it.

The last technical defect that students emphasized that they would like to attend the lesson orally at least and have a contact with the teacher orally. They suggested; "We can be included in the lessons at least orally not visually with the camera.", "It seems difficult but I would like to have apart orally in one of the lessons." Actually, it is not impossible to make students use microphone and let them take a part in the lesson orally. In Adobe Connect system, teachers are able to let students turn on the microphone by clicking one by one and the student who is allowed to use his/her camera in the lesson. It is not practical to let students speak out in the online (distance education) lesson because there are hundreds of students to attend the lesson and the lesson takes 50 minutes at most. Therefore there is not enough time to give them the chance of speaking out through microphone in the online lesson.

Cooperation of staff and others

Students who were studying at open and distance education in AUZEF mostly thought that cooperation of staff and students were a bit weak. Some of the answers are like that; "I cannot contact the staff who was responsible for AUZEF technical and student affairs.", "I would like to ask what I want to ask.", "The staff should send us e-mails which inform us some new things about the lessons or system.", "The lessons should be uploaded on time after the online lessons.", "There should be a mini trailer to train students how they use "e-ogren" website in which you can go online lessons."

As seen in the answers, some students would like to have a real contact person to whom they could speak when they had a trouble in system or when they had questions about AUZEF. They need to have an instant answer in detail. Actually there is a "Solution Centre" to which students could write their problems or questions. However, some students claimed that they got late answers of their questions from AUZEF.

It is understandable that students have questions about lessons, process and AUZEF itself. Such a demand can be provided by increasing the number of stakeholders who are responsible for the Solution Centre should be increased. In this way, students could call AUZEF Solution Centre and they could solve their problems which could be about registering the lesson, using e-ogren, about examination process and school or even they would like to have information about their teacher.

The other point the students stated in their answer is about level of English. Some of the students suggested that there should be A1 and A2 even B1 level classes so that the students who can speak English better than others can develop themselves also better because the lesson will be challenging for them rather than being an easy game. In other words, if some students are good at English, they could be feel bored while they are being taught very basic level of English.

It can be possible to realize this demand by doing an exam at the beginning of the academic term which is called exemption exam. The exemption exam can also help identify students' level, as well. Therefore AUZEF can design classes according to their levels and instructors are assigned as to them.

Some students would not like to have a diploma in which they seemed graduated from Distance and Open Education Faculty however, they would not prefer to be names as well because some companies do not prefer open education graduated students with the prejudged thought of they are not capable enough. Nevertheless, it is not possible to change the name of faculty in the diploma.

At the beginning of the lessons, academic calendar should be shared with the students so that they could manage their own plans and other exams.

They stated that; "I want to know start, finish time of the college and exam dates to organize myself.", "I need to know the academic calendar to get prepared both physically and psychologically." For example some students are also taking KPSS, YDS, ALES exams and if they know the academic time table they are able to organize themselves not to miss other exams which are also important for them. Moreover, each person has a private life and s/he needs to know when s/he is going to take the exams because some of them have to travel to the cities in which AUZEF exams are held.

Lastly, some students demanded to have the right of access of all faculties of the university. Open and distance education students are not allowed to enter all the faculties of İstanbul University and they rejected this by claiming they were also students at İstanbul University and they must have the access permission all faculties especially all libraries.

Interview: What do instructors think about distance EFL

Apart from students, there are some other participants who also could share their ideas, beliefs about distance and open education in this study; instructors that used to teach English through the internet for various departments in İstanbul University. There are three instructors one of whom was already the researcher of this study and all of them were teaching English with online courses and open education during the academic terms in which this study was done.

The instructors were named A, B and C when their answers are being discussed in this part. Interview questions were;

- 1. Are you happy with teaching through distance education? Why? Why not?*
- 2. What points of distance education do the university need to develop?*
- 3. Would you like to be educated through online lessons when you were at college? Why? Why not?*

According to the results of the interview with three instructors who were teaching English through distance education, the common themes of the interview were titled as; *1. course material, 2. course process, 3. exam, 4. technical issues and 5. cooperation of staff*, which were also titled for the open ended question for students in the scale. Each question in the interview was analyzed with each theme for three instructors.

1. Are you happy with teaching through distance education? Why? Why not?

1. course material

Instructor A stated that she had not been happy with teaching through distance education before the new video based material was begin taught.

Before the new video based material, PDF version of book- a kind of e-book- was being used and it was difficult to monitor the material page by page on the screen which was seen by the students during the lesson. For example; when the teacher intended to teach a topic on the page which was seen as one full page, she could not show only the part that she wanted the students to see. She meant to prepare students for the new topic with a warm up activity and she did not want the students see the following activities or explanations below the exercises on the PDF e-book. However, she could not control the page because it was shown as a whole on the Adobe Connect system screen.

Moreover, Instructor B claimed that the most important problem used to be that there were no answers for the exercises in the course material before and the teacher had to tell all the answers orally, he could not write the answers on the screen. As a result, students could not get enough benefit from the exercises in the book because the teacher had to tell the answers orally right away and so students could not test and grasp what they learned properly. After the "material revolution", instructor B stated that he was happy with teaching English through distance education.

Instructor C stated that the course material which had been used before was both boring and useless for such a distance education system. There had been a need to develop and change to make students involve in the lesson more and make other students and teachers motivate. Therefore, the course material was changed and the new material was more appropriate for the course. According to Instructor C, the current program and course video material were successful enough to follow the lesson and it was not needed to make remarkable changes to develop the system. The only thing she would like to change was that the system could let the students attend the lesson at least orally rather than texting on the message board. It would be easier and quicker for the students to present their ideas about the lesson and to ask questions about what they could not properly grasp in the lesson.

With the new video based material, instructor C stated that she was happy with teaching English through distance education.

1. Are you happy with teaching through distance education? Why? Why not?

2. course process

Instructor A who was also charged with English in open education was teaching English in front of cameras and adjusting her teaching by guessing students styles, background information and even to try to guess which points of the lesson might not be understood by the students- audience-, since s/he cannot see the students and their reactions. It is really hard to teach a certain topic and do activities in 30-40 minutes and imagine what questions the students might ask if they were in the class and s/he tries to teach by taking all these thing into account and S/he speaks without pausing for minutes. There is no question-answer session or there is no student to see to what extent they could grasp the lesson. By thinking all of these points, it is a great opportunity and experience for a teacher to develop himself/herself in such an area therefore Instructor A claimed that she was really happy with teaching distance and open education programmes.

For another example, instructor B stated that a teacher could share her own computer screen and go online. She could find some activities about the topic that was being learned and the student could see the reflected screen on their own computers. Or sometimes the teacher could make students watch some parts of movies as in Voscreen -which was a free website one could watch some film quotes that were selected according to levels and some grammar points in English-, and in this way students could expose to a real world of English use. The chance and experience of access the world through the internet and bringing it into the classroom and sharing with the students all around the country at the same time was actually enough to be happy as a teacher according to Instructor B.

Apart from the material, the instructor A stated she was also happy with teaching English through the internet because of the flow of the course process.

With the video based material in which students could listen to songs and real conversation from the movies, the lesson was more authentic and motivating for the students. Moreover, there were some pauses for the answers of the exercises and questions in the revision test. In other words, students had enough time to think about the answers of the questions with the new material and therefore the teachers did not have to give the answers her own as if she had been talking herself.

It is important to note that actually, in the previous years, the instructors did not have to go to the office at the university. It means that she could teach English at home, in the park wherever she wanted. Even, she could teach through mobile phones beforehand. Actually, it was not extraordinary for distance education, however, some misunderstandings occurred. Some other instructors began to think the instructors who were teaching through distance education were more flexible and out of control when compared to them. Therefore, the manager of Foreign Language High College decided to make the instructors who were teaching through distance education come to the distance education office at the Foreign Language High College. For this reason, the instructors continued to teach distance education at school.

Of course it had been more flexible however, the instructor B was happy with teaching through distance education in terms of course process anyway. Since she was free of place and some responsibility of keeping their attendances she did not have to rush to the class physically. Also she did not have to cope with the difficulties and restrictions of a classroom such as feeling cold, or uncomfortable. Instead, she was instructing via only the computer in

her office at the Foreign Language College, which was really comfortable compared to the real classroom environment.

Instructor C stated that he was happy with teaching through distance education because firstly it helped him save time before, during and after the lesson. In other words, he claimed that you could save time with distance education because you did not need to have to spend time for extra personal preparation to go to the class. You could teach your lesson with a comfort of being flexible.

1. Are you happy with teaching through distance education? Why? Why not?

3. exam

According to instructor A, mid-term or final exams might be done online at least some quizzes which could help students see their lacks in English could be done via the internet. If it was done face to face in real classrooms, it would be time and effort consuming because some instructors and assistants would be charged for each exams and it must be scheduled in the academic term which meant there must be a spare day for this for each faculties. Moreover, faculties could not afford paper and photocopies for the frequent quizzes since a remarkable budget would be needed for this for each faculties. Therefore, online quizzes would be better for being more economical and also more time and effort saving. When cheating possibility was thought, of course it would be possible; however, if the quizzes were not assessed with mathematical grades, students would not need to cheat to get high grades which affect their English Course grade at the end of the term. It would be only like a check-up and it would lead the student see their levels of English and what they had learned or what they had not learned properly. In short, instructor A was not happy to not to be able to evaluate her students with mini quizzes due to technical problems.

Instructor B also would like to have a mini quiz system during the term so that he could see the development of his students in English.

It could be done through the Adobe Connect system in which the teacher could design a multiple choice test and when the students logged in, they could see the test and answer the questions. However, it would be very difficult to give feedback to each student, number of which were thirty two thousand as total, however, the instructor could see how many questions were answered correctly or incorrectly in the chart of Adobe Connect system. So, it can be said that instructor B was also not happy he could not evaluate her students with mini quizzes due to technical problems.

Moreover, the instructor C was not seen happy with the exams in distance education. He offered that there must be a testing office department for distance education day students because the instructors were exhausted in mid-term exams and final exams and other extra exams. Instructors were totally responsible for the whole preparation of these exams.

In other words, they do not only evaluate the exam papers and feed them on computer, but also they had to prepare the exam, photocopy them- and some faculties had 2000-2500 students-, organize the exam and each attendance sheet according to classes in which the exam would be taken. He stated that it was the most time consuming job and they even sometimes had difficulty to catch the online lessons due to these exam preparation. It was not only time consuming, but also effort consuming as the instructors used to spend at least 3 or 4 days to prepare the exams. Therefore there must be a department that could do all the organizations for the exams.

1. Are you happy with teaching through distance education? Why? Why not?

4. technical issues

Instructor A was also happy with teaching through distance education since she liked using technology and liked to insert technology into teaching English. She stated that distance education system and material were getting better day by day and written course books which were used in face to face classrooms might be sometimes boring to follow both teachers and learners. However, teaching through distance education was not only motivating for students but also for teachers to teach English with videos, native audios, visuals. Moreover, when students were well motivated to learn in the lesson, it directly affects teacher's motivation and teaching performance. So, instructor A was contented with being a part of distance education as motivation factors were highly satisfying.

Secondly, Instructor B stated that she was also happy with distance and open education because he thought that it must be thought not only for university compulsory English lessons, but also any lesson can be taught through distance and open education. It offers a great deal of flexibility and comfort for both students and teachers. He said that she could use the internet in the lesson by sharing his own computer screen with the students and the students could see what appears on the teacher's computer screen. For example, if the teacher wants to use a song to teach a topic and he can share his computer screen with the students and student can see the screen that reflects what appears in the teacher's computer screen and the teacher goes online and find the song which she is going to use to teach and play the song and reflect the song lyrics with blank words and he can do his own activity. It is just a trivial example, a teacher can do more than this.

In addition, Instructor C stated that she was happy with distance and open education but there were some obstacles or limitations that inhibited to get high efficiency from distance education.

Regardless of these problems, she told that she was contented with teaching through distance and open education. The first reason is that distance education is not actually a new trend in education field however; it has started to expand in a number of programmes at universities in Turkey. Anatolia University was the first to present open education opportunity to many students and after that apart from open education, distance education, which occurs in synchronized way with online lessons with both day and evening programs, has started to come forward.

It presents not only technological innovation but also it triggers communication skills of an instructor. The instructor who is teaching distance and open education programmes has to speak and teach English even there is no student online in the class. S/he has to do that because students can watch and listen to the recorded videos whenever and wherever they want afterwards. In open education, the instructor has to speak for minutes by only looking at the camera and imagining there were students. It is really difficult not only to teach; even speaking to a silent group of people might be hard.

1. Are you happy with teaching through distance education? Why? Why not?

5. cooperation of staff

In addition, Instructor A stated that she was partly happy with distance education in terms of cooperation of staff since she could not reach the authority contact people to explain her problems or suggestions.

She told that when she had a problem with students or technical crew or when she had some suggestions to the course material and course process, it was difficult to express her because AUZEF was a busy institution and authority people were always engaged with some sort of works there. However, instructor A told that she was happy with technical crew in distance education.

She could reach whenever she needed and they were doing their best to solve the problems which occurred before or during the lesson. For example, sometimes she could not upload the course material or it happened very slowly due to its width, the technical crew were always ready to help her and solve her problems.

Moreover, instructor B stated that he was happy with distance education since he actually did not need help of technical crew. In other words, it was really easy to teach English through distance education because there were readymade course material which had been uploaded before the lesson and everything was ready for his lesson. If he had computer with microphone and camera and the internet he could start the lesson and finish it himself in the system. With the new procedure, instructors did not have to contact with technical crew for the course process or there did not have to be a controller in the online lesson. It gave the whole authority to instructors and it made instructor B feel comfortable and relaxed. At the same time, he stated that if he needed to talk to authority contact people in AUZEF, he knew that he had to make an appointment otherwise he could not reach them whenever he wanted or needed.

On the other hand, instructor C was not happy with distance education in terms of cooperation with staff in distance education especially with the new process in which there was not a controller in online lessons and the instructor was only contact person for the students in the lesson.

She stated that she was sometimes feeling nervous in the online lesson when students began to complain about the internet connection or some connection problems or some other technical problems. In such conditions, students were in panic and constantly texting on the message board to want help from the instructor. However, the instructor could not have the authority or opportunity to help students.

She needed to ask questions to the technical staff but there was not anyone in the online lesson right away. Therefore, the teacher had difficulty to control the class and to go on her lesson due to this troubleshooting and she was unhappy with this lack of cooperation in distance education.

2. What points of distance education do the university need to develop?

1. course material

Instructor A was teaching English through distance education for four years and she stated that there were a number of changes in the process of the teaching and also assessing students. She started to teach English with a PDF course book through the internet and she thought it was totally a burden for the instructors as she could not monitor the material during the lesson properly. The most remarkable change was the type of material which was changed into a video based material from the PDF version of course book. However, when she was asked what else could be developed in distance education, she offered that the students could be involved in the lesson much more, which was difficult but not impossible physically. She preferred to contact to students more and she would like to feel she was teaching real students. It could be done if it was properly controlled because classroom management was really difficult when more than 100 students were online at the same time in the lesson. Imagine that all of them tried to speak in the lesson. For this, students were not let involve the lesson with microphone and camera.

According to instructor B, course material was good enough when compared with the material long before. The material which was being used included videos, native audios and even songs.

However, when he was trying to be realistic, unfortunately, the students were asking this question at the end of the lesson: "So what?" or "Which points of the lesson will be included in the exam?", "Are the included in the exam?". Instructor B stated that though he was eager to use technology and video-based materials in the lessons, and learners seemed to be happy and motivated in the lesson, at the end of the lesson, the "exam nightmare" came into students minds and they focused on only the knowledge which could be asked in the exam. Therefore, he suggested that the material should also include some realistic samples of exam questions. The students should feel relaxed and comfortable with the knowledge that they need while they were being motivated with enjoyable materials. There could be more exercises and mini tests during the lesson. In this way students could feel more relaxed and feel free.

Instructor C also agreed with instructor A and B and she stated that video based material that was being used in that academic term could be named as "innovation" or "revolution". It provided them to teach English by using audio and visual opportunities and it helped instructors to have an enjoyable and motivation lesson. However, the material could be revised especially pauses before the answers of the questions should be extended to give students time to think properly. Of course, the lesson took 45-50 minutes but the content of the lesson could be lessened for each lesson and the time for thinking or feedback could be extended.

2. What points of distance education do the university need to develop?

2. course process

According to instructor A, although being a part of distance and open education is a big happiness and chance, it cannot be denied that nothing is perfect in this system. There are some deficiencies, limitations, obstacles or problems in distance and open education in terms of both process and technical points. First of all, instructor A stated that the most important defect in distance education is that the system does not let students attend the lesson either orally or visually, which is actually possible technically in Adobe Connect system. However, instructor A claimed that the students and also teachers were not ready for such a thing. In other words, if the students weren't informed and trained about how they could attend orally and visually and what points they had to watch out, they could not know how to use this technology.

Therefore, instructor A offered that the instructors who were teaching through distance education were given some more authority to monitor the online lessons in distance education. For example, if a student attempted to disturb the instructor and the other students during the lesson by texting irrelevant things or asking some personal information or some other attempts that would spoil online classroom environment, the instructor would be able to let that student go offline and dropped from the online lesson for a few seconds.

After the student came back and went on doing the same disturbing actions, the instructor would be able to block that student for that lesson and the students would not be able to go online for the lesson. It would give some classroom management power to the instructors otherwise they could not control such actions in the lesson in advance. Instead, the instructor let the AUZEF technical crew know such a disturbing situation and they would do the restrictions for the students not in advance because the crew also did not have the authority to keep disturbing students off the online lesson.

2. What points of distance education do the university need to develop?

3. exam

In addition, Instructor A emphasized the importance of preparations for the exams which were being done for day-programme students. As other instructors of English, she also stated that doing mid-term exams, final exams and some other exams for these students was really hard because the number of the population of the students was really high. An instructor used to have at least 4000 day students which attended different faculties and the instructor had to organize the exam by coping the exam papers, count them according to classes in which the exam would be taken and put them into envelopes, preparing attendance sheets for 4000 students in different faculties. Also there might be some technical problems such as broken coping machines or even lack of thousands of papers which were needed for the exam.

Apart from this, Instructor A stated that after the exam, the instructor had to evaluate the exam paper one by one and it took days to finish all and feed the student grades on the computer; AKSIS system so that the students could see their grades. Instructor A stated that this exam process took too much time of the instructors and there must be a solution for this; testing office for distance education day programmes. If there was a testing office for distance education day programmes, the exams would be prepared and copied and after the instructor did the exams, the testing office would evaluate the exam sheets and the only thing the instructors to do is to feed the students grades on the computer by clicking only one button. It would be really easy, time saving and practical and also the most objective way for the evaluation of the students' exam papers. According to Instructor A, it seemed quite difficult but not impossible in a long period.

In addition, Instructor B suggested another way of organizing a test by using some other internet web sites such as Google survey or survey monkey. In this way, students could be sent a link which included the mini quiz and the students solved the questions.

However, the same problem would again appear; evaluation. The instructor could see the answers of the students in the test but he could not evaluate one by one. He could see the overall results of the answers of the students. Of course it can give an idea about the level and development of the students in English as a whole and it is very important information for the instructor to see which points could not be grasped properly, and he could share this information with the students. However, of course, it would not be like in a real classroom evaluation, which gives an individual feedback.

Moreover, the instructor B offered that there must be a testing office department for distance education day students because the instructors were exhausted in mid-term exams and final exams and other extra exams. Instructors were totally responsible for the whole preparation of these exams. In other words, they do not only evaluate the exam papers and feed them on computer, but also they had to prepare the exam, photocopy them- and some faculties had 2000-2500 students-, organize the exam and each attendance sheet according to classes in which the exam would be taken. He stated that it was the most time consuming job and they even sometimes had difficulty to catch the online lessons due to these exam preparation. It was not only time consuming, but also effort consuming as the instructors used to spend at least 3 4 days to prepare the exams. Therefore there must be a department that could do all the organizations for the exams.

In addition, Instructor C suggested using answer sheet for mid-term and final exams in distance education day programs, which would be easier, quicker and more practical to evaluate and feed on the computer. As each instructor prepared and organized his/her own exam, they evaluate the exams without multiple choice answer sheets. Instead, instructors add a box at the end of the exam paper to let students choose their correct answers. Instructors prepared an answer key and evaluate the exams one by one manually.

However, if one types multiple choices answer sheet had been used for those exams; it would have been more practical in terms of both time and effort. In addition, it would be useful also to feed the results on the computers because the results of the exams could be directly feed on computer by this way.

2. What points of distance education do the university need to develop?

4. technical issues

On the other hand, since the number of students is very high in these programs and it can be reasonable to avoid letting students involve the lesson orally and visually. Instructor A stated that she had tried to involve students into one of her online classes. She told the students chosen by herself to turn on their cameras and microphones. As they had not been trained before, they had technical problems and after a short troubleshooting they could manage to sustain the lesson orally and visually. After a while, the instructor changed the attained students and they involved the lesson with their cameras and microphones. In this way, all students had an experience of attending the online lesson both visually and orally.

According to instructor B, it seemed good at the beginning; the student were excited for such an experience and the instructor was happy to involve her students in the lesson lively, however, there was something wrong; weak internet connection.

When students went online at the same time and turned on their cameras and microphones, the Adobe Connect system could not provide enough connection service, in other words, it was too much to get use of high quality of internet service. It affected the flow of the online lesson and some seconds delays occurred and it spoilt the synchronization of the lesson and some sound noise occurred while more than three students participated into the lesson with their cameras and microphones.

Instructor C also stated that she would like to have more authority to control the panel in Adobe Connect system to be able to manage the online classroom better. It is clear that classroom management is more difficult than in face to face real classroom management. At first, there are much more students than in a real classroom and there is no eye contact, there are no gestures and mimes even you cannot see the students. Sometimes a teacher can understand if the students cover the lesson or not by the help of their body language, gestures and mimes.

Therefore, it is really difficult to govern a huge online classroom from a small window on the screen. According to Instructor B, if an instructor is given the authority to let students attend the lesson visually or orally, it could be both motivating and beneficial for not only for the students but also the instructor himself. As the instructor can control the permission for attending the class orally and visually, if a student spoils the lesson dynamic, the teacher can take the student back and she is not allowed to speak as long as the teacher let her. However, the instructor C thought it would be difficult but not impossible and if AUZEF worked on it and did some pilot study for this, it could be done further academic terms.

2. What points of distance education do the university need to develop?

5. cooperation of staff

Moreover, instructor A underlined the importance of in service training for instructors who would teach through distance and open education. When the instructors were asked which lessons they would like to teach at the beginning of the term, most of the instructors would not like to teach online lessons because they did not know anything about it and it is a certain truth that people are afraid of unknown. If the instructors are trained and informed about every detail of distance and open education including technical, process and other points, they can be more eager to take a part in distance and open education programs.

The instructors should be taught from the most simple point as how to go online in lesson to the most difficult one as how to manage the classroom in online lessons. This training can be given by the experienced instructors who were charged with distance and open education and also it can be given by AUZEF crew to tell about some technical points and how the instructors can solve such problems in the lesson. In this way, more instructors want to take a part in distance and open education and they can feel comfortable when they know how to challenge with online teaching problems.

Instructor B agreed with instructor A and he offered that a similar training could be given to the students because Instructor C claimed that there were some students who attended day-programme at the university and even did not know some courses were being given through the internet and they did not know some courses were being taught as distance education. He mentioned about one of his experiences and he was going to observe the student who was taking mid-term exam in the class, he heard that some of the students complained about the instructor.

They told that the instructor of English had never come to the class and taught and then he was doing such an exam. It showed that some students even did not know English course was being done online. Therefore, orientation programs are really important. Students should be given necessary information at the beginning of the term.

Similarly, according to instructor C, if the teachers were not informed and trained how they could manage the online class by monitoring and controlling students' being visually and orally active one by one, they could not use the technology and opportunities properly again. Therefore, if the system is wanted to be used with a high capacity, both teachers and students should be trained about using distance education technology properly and correctly without misusing it.

3. Would you like to be educated through online lessons when you were at college?

Why? Why not?

1. course material

According to instructor A, visual and audio materials on the screen and interactive communication make the distance education appealing. Moreover, instructor B would like to involve in distance education when he was at college, it would be free of place and time and it would be very flexible and comfortable to fit easily in your life; you could need just the internet. Furthermore, the most striking advantage of distance education is that you can watch or listen to lesson whenever and wherever you are after the lesson finishes. You can revise the same lesson over and over again.

However, there is a defect that the students cannot control the play and pause panel so they cannot stop the lesson when they need to pause and take notes. But it is a problem that could be easily solved and possible physically.

Similarly, instructor B was in favour of being a distance education student because of a variety of materials. Instructor B was keen on technology and he liked to be exposed to the internet, computer and technology. He claimed that in distance education, learners had the chance to reach endless knowledge if they could use it properly. There is no time limit and free of place in the lesson. It meant they did not have only one chance to listen to the lesson. They could watch and listen to lessons after recorded whenever and wherever they wanted. It was a really luxury for the people who were working and studying at the same time. Therefore, instructor B was eager to be distance education learners in terms of course material.

However, instructor C did not agree with this and she claimed that there used to be some people who wanted to feel a real book; to touch book pages. Those people did not prefer practicality to traditional books.

As being in this example, some students would rather be taught directly, face to face and feel a real classroom atmosphere. It was sometimes about personality of the students so Instructor C stated that she was a type of traditional one. She accepted the practicality, advantages and easiness of the distance and open education, however, she would like to be taught in a real classroom anyway. She claimed that she was thinking like this since the distance education system did not let the students be more active for now. If some regulations were done and participation of the students into online lessons were increased, she would like to have a part of this.

She added that it could not be denied the comfort and flexibility and also motivating factors of the distance and open education. Especially, it was appealing to young generation and instructors, and heads of the universities should make use of such an interest to attract students to benefit distance and open education.

3. Would you like to be educated through online lessons when you were at college?

Why? Why not?

2. course process

When the Instructor A was asked if she would like to be educated through online lessons, she stated that she exactly would like to have online courses firstly because of making use of flexibility of place and time. She added that if she had opportunity to have online courses she would have attended all the lessons and she would have got benefit from the remaining time of hers. Moreover, she told that if she had been a distance education learner, she could have stayed at home with very comfortable namely "home-style" clothes, which means a total comfort for students. Instructor A also would like to have a chance to attend distance education in the college because it could present opportunity both to work and study at the same time.

Especially, the students who had financial problems needed to earn money to survive as a student so they needed to both study and work. Through distance and open education, it was possible to survive financially both in her private life and in school life.

Instructor B stated that he would like to be educated through online lesson when he was at college because he had to work when he was at college and it would be so reasonable for him to attend distance education programs. It presented the chance of both working and studying.

It would be also motivating and enjoyable to involve such a technical system since students always tried to find ways to make learning easy and attractive apart from traditional ways. Thus, distance education would be the exact choice for this.

To add, instructor C believed that distance education could initiate the self control, self confidence, and self autonomy because the learner has the main role in his/her education apart from the teacher. Students can manage their own learning according to their paces in the process of learning. It is not wrong to say the student play the most important role in distance education because they cannot access their teacher when they want and sometimes they have to solve their own problems and difficulties in learning. They have to manage their strategies and learning and realize their own speed and modify their learning as to their learning speed and style. Whereas some students take some notes when they are in the online lesson with distance education or while they are watching recorded lesson videos with open education, some students just listen and watch the lessons.

To sum up, instructor B would like to be educated through distance and open education because not only it is flexible of time and place but also it provides flexibility of learning styles.

3. Would you like to be educated through online lessons when you were at college?**Why? Why not?****3. exam**

When the point comes to the exams in distance and open education, all instructors were not in favour of distance and open education. They explained this with the type of exam and evaluation. Of course they could not help thinking this point without thinking they were teachers. In other words, they did not believe that a multiple choice exam could decide a student was successful and the other one is unsuccessful.

There was no performance effect in the evaluation process. They stated that they would not be evaluated with only one exam and pass the class according to this exam result. However, from the view of students, multiple choice tests could be easier than the exam including open ended questions or tasks. Unfortunately, it was a reality. Some students could choose easier one to pass the class rather than learning a language properly.

3. Would you like to be educated through online lessons when you were at college?**Why? Why not?****4. technical issues**

Instructor A and B stated that they would like to be a distance education learner when the technological opportunities were taken into consideration. They liked to be involved in technological development and to be a part of this as a teacher. However, they would also like to be a part of these technological developments and distance education as being a student. As a student, they would like to attend the lessons through the internet and feel relaxed due to flexibility of time and place.

Furthermore, when instructor A and B were asked if they would be happy if they had a chance of being educated through distance education, they stated that they would like partly because the current distance education system was not properly being used and there were some defects and problems to be solved and some points to be developed. They emphasized that they would like to be educated through distance education if they could be involved in the online lesson much more actively. It meant that they would like to attend the lessons orally and visually.

They would like to attend the lesson at least orally because they would like to speak to the teacher directly and to ask their own questions and in this way, they could get the answers more quickly and correctly. They claimed that being taught through distance education was like reading e-books. It was free, easy, practical and motivating. You did not have to carry books or you could read whatever you want.

However, instructor C was more conservative about being a distance education student because she was accustomed to real classroom and real teachers and students during her education life. She would like to have a "real" book, a written one. She stated that she felt safe and comfortable with traditional education. Of course she was happy with distance education with a number of opportunities, she stated that it was a matter of style.

In other words, she accepted and agreed that distance and open education had a number of opportunities and advantages, however, her learning style and personal traits were not appropriate for being a distance education learner.

3. Would you like to be educated through online lessons when you were at college?**Why? Why not?****5. cooperation of staff**

When the point comes to the cooperation of staff in distance and open education, all instructors were not in favour of distance and open education. They explained this with the problems they had already encountered in the lessons. Although they experienced those problems as being teachers, they did not believe that if cooperation of staff did not satisfy even teachers, how it could satisfy students? Therefore, if there were more chances to contact with distance education staff, it was possible to change.

From the view of students, it was important to reach a real contact person and tell about problems and suggestions and of course to be happy with the solution of their problems. If it could be possible, they would like to be a distance education learner.

Chapter V- Conclusion and Implications

Conclusion and Implications

In this section, findings of this research from each research question were summarized. Relevant references from the literature were presented to compare and contrast with the findings from this study. Researcher's analysis and interpretation of these compared and contrasted points were also be added to the discussion to provide a better understanding of the research and literature relationship. Numerical data and tables were not contained in this section. In order to access such data, findings section should be consulted. Moreover, some recommendations and implications take place in this section to be helpful and to reflect a light for further studies to be held.

Though distance and open education is not a new term in educational field and great deals of studies were done to investigate the details of distance and open education, there are still some prejudices and hesitations about the performance and efficiency about distance and open education. Even some educationalist and instructors are questioning if this kind of education is really working well and if it is really useful for learning and teaching. With the simplest explanation; distance and open education can be defined as "being flexible of geographical distances of both learners and teachers.

As being different from traditional classroom, distance and open education is a new door to open for the teachers. Actually, every candidate teacher is being educated to be an English teacher and to teach the students who are at different ages, and have different backgrounds, strategies, styles, beliefs.

It is quite hard to catch the rhythm every kind of students in teaching. To cope with that every novice teacher practises teaching in School Experience course and has a chance of teaching in a real classroom.

However, when the point is distance and open education, candidate teachers do not have a chance to try, practise and teach through distance education though they take Distance Education course at university theoretically. Human beings feel nervous, hesitated and even afraid when they do not know something. In other words, people are afraid of unknown. Therefore, it is not strange that there occur some prejudices and hesitations about the efficiency and application of distance education. It is a fact that this fear is the strongest obstacle to go further and to try new things. The first thing to do for this that the instructors should read books, articles and studies done on this area and make use of literature pedagogically in their teaching. In this way, teachers see what advantages and restrictions the distance education has and how they can cope with possible problems in teaching online and some other details about distance education.

Secondly, these teachers should be trained about distance and open education and provide them with some practice pedagogically and technically to teach online and open education. After the teachers have educated themselves by the help of previous studies and some books on distance education and after they have had training or made cooperation with the teachers who used to teach through distance and open education, the teachers who are not familiar with online teaching feel ready to teach English through distance education.

At that point, the importance of studies on distance and open education comes forward to help instructors and teachers to be familiar with teaching through distance and open education and make them involve in this education type and initiate them to make use of distance education with the highest benefit. It is important to note that distance and open education have started to shine due to its authenticity and interactivity (Ring and Mathieux, 2002) and some teacher training programmes have also started to training teachers about distance education through distance courses (Perraton, 1993).

As in this study, views of the instructors about distance and open education with interviews and results could show what points are weak or problematic in distance education. In addition, their suggestions and "remedies" as the instructors of the course could be quite important to get a high quality of distance learning.

Not only the teachers have hesitations, beliefs and fears about distance and open education but also learners share the same feelings with teachers. It is normal that students have such feelings because they used to be taught face to face real classroom through their lives and distance and open education seems too abstract for these students. This is a serious obstacle to affect the efficiency, quality and result of the teaching and learning since learners are also humans. Humans have feelings to control or initiate themselves so if the students cannot feel safe, comfortable and strong to cope with a new concept and if they are not eager to try and do their best, failure is an indispensable result.

To add, it is clear that this negative attitude to distance and open education raises the question of how credibility of distance education can be established in Turkey's educational system. Therefore, it is important to change or reshape not only teachers and instructors' point of view about distance and open education but also to change and reshape students' negative beliefs, feelings and hesitations about this phenomenon which is new for them.

This is the only way to get the highest benefit and spread the distance education which is really practical, useful and motivating by making both teachers and learners be aware of the importance and efficiency of distance education. Initially, identifying what points of distance education occur such hesitations and beliefs of students is the first step.

Therefore, this study aimed to find out what beliefs and attitudes to learning English through the distance and open education learners had before and after taking the course for 14 weeks.

According to pre and post results, it can be concluded that there is a significant difference in students' beliefs and attitudes. While they used to have some hesitations about the possibility of being successful in English exams and learning English. It is not unusual to have hesitations, prejudices and even fears about what one does not know and this was the first time they had distance learning courses and it is understandable that they had some negative belief and attitudes to such kind of education.

However, as they began to expose to English lessons, their beliefs and attitudes began to reshape in positive way. They started to think they could learn English through distance and open education, and distance education gave them the opportunity of motivating and enjoyable learning. Apart from this, they began to think the repeated videos would provide them with knowledge keeping on.

However, it is not such a simple phenomenon. The term of "distance" is not only related to being physically separated, it is also related to the "distance" between learners and teachers pedagogically. Not only place and time flexibility but also social and personal features are also important to get success in distance education. If the teachers and learners feel ready for such kind of education, it would be easier to be adapted to it in spite of these social and personal "distance" among them.

When the importance and the place of distance education in teacher education is being discussed, researchers thought that it is not easy to get a clear idea about the quality of distance education with teachers by the help of such kind of study. Since as seen in many studies, exam results have been playing roles to compare traditional and distance education courses and decide which one overweigh in terms of success and quality (Lezberg, 2003). However it is hard to decide what points are weak in each teaching and learning type.

Therefore, as in this study, the students might be applied some scales to ask them their opinions about distance and open education and in this way teachers and researchers can see what points of distance and open education should be regulated, reshaped or added and avoided. The data obtained from such studies could be so precious for teaching and learning experiences of future instructor and students as much as being for researchers with the further studies.

As Ally (2011) stated, the other advantage of distance and open education is to be able to reach the latest updated learning materials and to be able to assess the internet and share the information which can be useful for the lesson. If the education system let students select appropriate material for them, they begin to be expertise about their own learning and develop their autonomy, which is a humanistic and behaviouristic concept in educational area, to achieve learning outcomes. It is supported by Moore (1993) and the dependency of learners - especially adult learners- on teachers and books is mentioned to underline the need of developing self-autonomy for learning. The teachers play the main role here and should manage this process carefully.

Unfortunately, Thompson and Irele's studies (2003) comparing learning and teaching through distance education to learning and teaching in a face-to-face real classroom found out that teaching and learning are seen more prestigious in face to face real classroom. In other words, the credibility of lessons in face to face real classroom are difficult to replaced with the lessons through distance education, which is seen so abstract. This traditional thought can be accepted as a traditional accustom to develop a defence to unknown and new one (Thompson & Irele, 2003).

There are a number of technologies used for distance education including offline ones which are highly used. They provide flexibility of time, physical existence with these students and a great favour for the student who is not happy with fulltime attending universities.

Moreover, among technologies used for distance education, there is a tendency to online ones which can be seen as a big opportunity given to students who want to access the materials and courses fast and easily whenever and wherever they would like while they are keeping on their own jobs and life (Reyneke, Y. & Shuttleworth, C.C., 2018). It is clear that to foresee to what extent the distance education can go further is not hard with these benefits. As an example, students can be given some tasks to find some topic-related videos from YouTube in learning English field and even they might to create their own videos and upload on YouTube to open a way to interact with others.

However, distance education is bound to the internet and it is still a reality to have some problems in internet connection defects, which include connection speed, quality of connection. Some materials especially including long extent audios, videos or animation- in short quantity of the materials in online learning- can affect the speed and quality of the internet connection, transmission of the sound and broadcast. No matter being wired or wireless, such large amount of materials might be time-wasting and frustrating.

Internet sharing is possible in broad places nowadays and it makes easy to watch videos, upgrade some programmes, play video games and chatting with people all around the world for people in every public places such as public transport, school, cafes, shopping mall and etc. It is also possible for most of the students participate the online lessons via their mobiles or tablets. It shows that with distance education students are free from place and time and even they do not have to own their computer and there is no need to be in front of the computer and to sit for hours to learn English. To say differently, the mobile phones and tablets have a vital role in the distance and open education in terms of providing computer-like capabilities and being easy to carry wherever you go (Ally, 2008). In this way, both interaction and connection are carried from such machines to the online learning system.

In a synchronous type of distance learning, there is an opportunity for students and teachers are to see each other, which gives the feeling of social presence in a real classroom. However, some students deeply feel the lack of physical existence and being actively interactive in a real classroom and the instructor has to overcome these difficulty by using technology including chatting tools, online role-plays or imitations, using avatar or creating real time both audio and oral communication (Bhatia & Ritchie Eds., 2004). It does not only help the students save time but also use the learning materials practically. It is clear that it is more attractive for students and motives them much more than written based assignments.

With such an interaction, students might feel ready to take a part in a real-life practice of language outside of the class. The interaction in distance and open education is divided into three types. One of them is learner-content which puts the learner in the centre of the system and can be flexible as to learners' point of views and cognitive level. Students read texts, listen to broadcast audios and make them interactively. Learner-instructor type gives a responsibility to teachers to motivate students, provide materials and evaluate the process of education. In this type both instructors and students are more active and students are more active, which develops their responsibility for their own learning. The last one is learner-learner interaction, as seen its name, which occurs between one learner and others without a teacher (Moore, 1989). The first and second types of interaction in distance education are possible to see in the distance education system of İstanbul University, however, the third one (student-student interaction) is not practical in this system because there is no permission or opportunity for the students to interact each other without a presence of teacher.

Moreover, the material that is being used in teaching online is also highly debatable issue in both face to face real classroom education and distance education. In a real classroom education, mostly a course book is being followed and mostly teacher based.

In distance education the material should be well controllable and motivating because there is no direct interaction, eye contact, body language and some other factors that help teachers to contact with the students. Therefore, as used in İstanbul University distance education system, there might be visual and audio materials including animation, videos, songs, some short clips and etc. Unfortunately, results of this study showed that some students really wanted to feel the presence of the teacher, to interact instantly, to clarify some issues that they could not properly cover and to ask questions directly in real time. It is normal because they were being taught in real classroom through their education lives therefore it might be accepted as a transmission reaction from the real classroom to online classroom.

Especially, in asynchronous lesson which is also called open education, the lack of teachers is highly being felt. As seen in the interview with the instructors who used to teach through distance and open education, there is an important role for the teachers; to guess possible troubleshooting, misunderstandings, confusion and questions beforehand and to design the lesson and speech according to these negative possibilities. In this way, instructors make their instruction clearer and try to answer the questions which are probably going to be asked if they are in a real classroom.

Learning strategies are being developed with self-autonomy and distance learning provides this opportunity for each student. Some students have prejudices about technology, computers and the internet. However, the aim of the distance education is not to replace real people and teachers with computers. Rather, it must be seen as an innovation to access more students. As Hauck and Hample (2008) stated, one of the ways for preventing students' hesitations about technology is make them expose to it on learning and decrease the anxiety level of students. If they are aware of what and why they are doing, positive attitudes can be developed.

If it is in a real classroom, ice-breakers, some games, facial expressions and body language can be good treatment for feeling awkward as a student in a new classroom. However, it is really difficult to do this in online classroom- even students and teachers cannot share their emotions by their eye contact or body language. The most important action to do is to give some training for using technology and distance education system of the universities and what advantages it has. It might be an orientation program for the all students of the universities at the beginning of the term.

Due to the fact that online learning lacks of passing through emotions, using gestures, mimes, eye contact and body language, it is difficult to clarify if the students cover the lesson properly or not. The instructor has to ask students to confirm their understanding. Actually, it is worse in open education because there is no live interaction with the students. Teacher based lessons in open education are delivered to students through the internet but in asynchronously.

Therefore, it is impossible to learn how students feel or what they are thinking or what questions they would like to ask. The instructor has to foresee all of them and to build empathy and to design her/his teaching according to this situation, which is the hardest part of being a teacher in distance education; doing monologue without interaction with any people.

At that point, the importance of in service training for teachers to make them involve in distance education actively and learn why they are doing this rather than when, how or what they are going to do. Moreover, interviews show that all the instructors agree with the idea of there should be a training for distance education teachers. Both technically and pedagogically, teachers need to be trained in this area and in this way; it would be easier to adapt the teaching in distance learning.

According to Dzakiria (2012), students could be from different backgrounds and profiles and even some students do not have the internet connection, electricity or computers in poor areas. So can we say that distance education is for high income learners? Many students have to work fulltime or part time jobs to live by.

While distance learning presents a number of benefits to learners, is it-fair to think it is suitable for high income people? Unfortunately open education and evening classes of distance education are not free in İstanbul University.

The students have to pay some amount of money for each term and they must be aware of this and they have to own some technical equipment such as computers, mobiles and the internet. Actually, day classes of distance education is free of charge however again these students need to have the internet connection, computer, mobiles or tablet to attend the online lessons.

Students of AUZEF answered the questions in scale and overall results show that distance education material is also important. Especially, audio and video based materials are really powerful to affect students' prejudices for distance education. In other words, the material used in distance learning can directly affect students' success positively (Bozok, 2011). Rather thinking limited version of distance education of AUZEF, wider even endless lifelong learning opportunities which overweigh face to face classroom learning must not be underestimated.

Learner centred distance education is being discussed and it is thought to meet the needs of the world, which never stays stable. It is certain that some techniques and approaches cannot be applied in distance learning as in face to face classroom setting because of the nature of the learning and teaching process. In other words, it is because of education type.

For example teachers can use some facial expressions to give some clues or attract the students' attention to the point however it is quite limited in online learning (Duffy and Kirley, 2004) especially in asynchronous distance learning.

To conclude; with the relevant literature and studies that were conducted in distance and open education, this study tried to find out what belief and attitudes learners have for distance and open education and the insights of them the distance education process in AUZEF in İstanbul University. As well as students, instructors' views about distance and open education were taken into consideration to find out what points have defects and are needed to regulated. As a result of this interview, it can be concluded that instructors needed to be trained for teaching through distance and open education. Especially, open ended question in the scale gives the sense of that students would like to take more active role in their learning and they needed to have a contact person - a real person- to whom they could apply when they demanded help with technological or some other problems about distance learning.

Moreover, the student would like to be informed about distance and open education before lessons start. In this way, students feel more comfortable and safe about the thing what they do not know about. According to results from the scale, it could be referred that being exposed to 14-week English lesson sessions through distance and open education helped students could reshape their negative beliefs and attitudes to distance and open education. However, some technical problematic issues which limit students and instructors during the lesson sessions indicate that some regulations and modifications should be done to be really ready for teaching and learning distance and open education programs.

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Appendix A: Questionnaire

Instruction: In our university, students follow the course with video recordings and materials only in Open education programs, while they follow the course with live class participation and materials in distance education programs. The curriculum and materials are the same in both programs.

In this survey, which aims to investigate your beliefs and attitudes about learning English through Open and Distance Education, you are expected to select the appropriate option. "ODE" in the questions is the abbreviation of "Open and Distance Education". It is aimed to make English learning more effective through distance education through answers to your questions. The answers you give for the items in the questionnaire will have no effect on your grades from English or other courses. Your answers will only be available to the researcher. While your answers are reported, we will not be able to provide any information that could reveal your identity. If you have any questions about the study, please contact the researcher.

Thank you for your participation. Instructor Nalan TUR (trnalan@gmail.com)

Personal Background

1. Gender:Female Male
2. Age:18–2021-2526–3031-35 36–40 41-45 46-45 46-50 51-55 56-60 62 and over
3. How long have been learning English?:1-2 years 3- years5-6 years7 years and over
4. How much time do you spend time on computer for education: 30 minutes1 hour 2 hour 3 hour 4 hour and over
5. Which kind of distance education do you take?: Distance education (Evening classes-online)Open education (Video records) Day/Evening Regular Students (Day classes- online)
6. Instructors:Ins. NalanTurIns. Emel Ataman Ins. NedimTaş
7. For AUZEF Distance Education Students

Communication Faculty	Social Science School	Public Administration
AUZEF Associate Programs	Faculty of Economy	
8. For AUZEF Open Education Students

Geography	Philosophy	Economy	Management	Sociology
	History			
9. For AUZEF Distance Education Associate Students
 Civil Air Transportation
 Law Office Management and Secretariat
 Cultural Heritage and Tourism
 Retail and Store Management
 Healthcare Management
 Social services
 Medical Documentation and Secretariat
10. For other faculties:
11. Do you work? Yes..... No
12. Possible English lesson exam score you can take:
 0-49 FF.... 50-54 DD..... 55-59 CD.... 60-65 CC....66-72 CB.... 73-79 BB... 80-87 BA.... 88-100 AA
13. Internet Connection: Wired connection..... Wireless connection.....
14. How do you attend the courses: Computer..... Laptop.....Tablet/Ipad..... Mobile phone.....

Part:1“Learner beliefs and attitudes to open and distance education”	Totally agree	Agree	Neutral	Disagree	Totally disagree
1. The absence of time or space constraints in the AUE ensures continuity of					
2. Working time at AUE is adjusted more easily according to learning speed.					
3. Each course can be learned with AUE.					
4. Technology facilities with AUE motivate me to learn.					
5. Repeatedly watching courses at EAU ensures that knowledge is permanent.					
6. AUE provides the flexibility to repeat as many times as desired.					
7. AUE makes the student more active because the stress factor is low.					
8. Having to work independently as a student at AUE does not bother me.					
9. AUE is more effective in learning English than traditional education.					
10. I can succeed in the English exam by following the instructor's live lessons.					
11. Working with online materials in English is more effective than traditional					
12. I do not believe that I can learn English through distance education.					
13. I do not believe that I can learn English through open education.					
14. In order to learn English, the courses must be face to face.					
15. I can only pass the English exam with materials, even if I there isn't a teacher.					
16. In AUE, student control cannot be performed in a healthy way.					
17. In AUE, the education environment cannot be controlled in a healthy way.					
18. The learning environment in AUE is anti-social.					

Part 2: Insights of learners about ODE process	Totally agree	Agree	Neutral	Disagree	Totally disagree
1. I can access course materials in a healthy way.					
2. Course videos are transferred to the system on time.					
3. The course material is in accordance with the objectives of the course.					
4. Course material and exams are consistent.					
5. The visual elements in the materials ensure that what I have learned is permanent.					
6. My teacher motivates me to attend the class.					
7. My teacher positively affects my attitude towards the lesson.					
8. I attend the English course more willing than the other courses.					
9. I can easily reach my teacher when I need it.					
10. I would like to have an online consultation with my teacher.					
11. I would like to participate in the class with video or audio.					
12. I would like to have the necessary information on the website to get to know the					
13. In the lesson, I find the chat section useful in creating a classroom environment.					
14. AUZEF deals closely with the solution of my system-related problems.					
15. It is true that the exams are held in the classroom.					
16. I would not follow the classes regularly if there was no obligation to attend					
17. For English courses, 1 lesson is enough.					
18. I often have connection problems in class.					

Appendix A: Ölçek

Yönerge: Üniversitemizde öğrencilerimiz, Açık öğretim programlarında dersi sadece video kayıt ve materyaller ile takip ederken, Uzaktan eğitim programlarında canlı derse katılım ve materyallerle takip etmektedir. Müfredat ve materyaller iki programda da aynıdır.

Açık ve Uzaktan Eğitim ile İngilizce öğrenme konusunda inanış ve tutumlarınızı araştırmayı amaçlayan bu ankette sizlerden uygun olan seçeneği işaretlemeniz beklenmektedir. Sorularda geçen "AUE" ifadesi, "Açık ve Uzaktan Eğitim" ifadesinin kısaltmasıdır. Sorulara vereceğiniz cevaplar aracılığıyla uzaktan eğitim ile İngilizce öğrenimin daha etkili hale getirilmesi amaçlanmaktadır. Anketteki maddeler için vereceğiniz cevapların İngilizce dersinden ya da diğer derslerden alacağınız notlarınıza herhangi bir etkisi olmayacaktır. Sorulara vermiş olduğunuz cevaplar yalnızca araştırmacının erişimine açık olacaktır. Verdiğiniz cevaplar raporlandırılırken, kimliğinizi açığa çıkarabilecek herhangi bir bilgi verilemeyecektir. Çalışmayla ilgili herhangi bir sorunuz olursa, lütfen araştırmacı ile iletişime geçiniz.

Katılımınız için teşekkür ederim. Öğr.Gör. Nalan TUR (trnalan@gmail.com)

Bölüm 1: Kişisel Bilgiler

1. Cinsiyet: Kadın Erkek
2. Yaş: 18-2021-25 26-3031-35 36-40 41-45 46-45 46-50 51-55 56-60 62 yaş ve üstü
3. Kaç yıldır bir okul kapsamında İngilizce ders alıyorsunuz?: 1-2 yıl 3- yıl 5-6 yıl 7 yıl ve üstü
4. Eğitim amacıyla bilgisayar başında geçireceğiniz tahmini süre: 30 dakika 1 saat 2 saat 3 saat 4 saat ve üstü
5. Uzaktan eğitim türü: Uzaktan eğitim (Akşamcanlı ders) Açık öğretim (Video kayıtları) Örgün/İkinci Öğretim (Gündüz canlı ders)
6. Öğretim Elemanı: Okt. Nalan Tur Okt. Emel Ataman Okt. Nedim Taş

7. AUZEF UZAKTAN EĞİTİM ÖĞRENCİSİ İÇİN BÖLÜMÜNÜZÜ İŞARETLEYİNİZ.

İletişim Fakültesi Sosyal Bilimler MYO Kamu Yönetimi
Auzef Önlisans Prog İktisat Fakültesi

8. AUZEF AÇIK ÖĞRETİM LİSANS ÖĞRENCİSİ İÇİN BÖLÜMÜNÜZÜ İŞARETLEYİNİZ.

Coğrafya Felsefe İktisat İşletme Sosyoloji Tarih

9. AUZEF AÇIK ÖĞRETİM ÖNLİSANS ÖĞRENCİSİ İÇİN BÖLÜMÜNÜZÜ İŞARETLEYİNİZ.

Sivil Hava Ulaştırma İşl.
Hukuk Büro Yön ve Sekreterliği
Kültürel Miras ve Tur.
Perakende Satış ve Mağ. Yön.
Sağlık Yön.
Sosyal Hizm.
Tıbbi Dök. ve Sekr.

10. DİĞER TÜM FAKÜLTELERDE ÖRGÜN VEYA İKİNCİ ÖĞRETİM ÖĞRENCİSİ İÇİN BÖLÜMÜNÜZÜ İŞARETLEYİNİZ.

ÖRGÜN - FAKÜLTE.....
İKİNCİ ÖĞRETİM - FAKÜLTE.....
ÖRGÜN - YÜKSEKOKUL.....
İKİNCİ ÖĞRETİM - YÜKSEKOKUL.....
ÖRGÜN - MESLEK YÜKSEKOKULU.....
İKİNCİ ÖĞRETİM - MESLEK YÜKSEKOKULU.....

11. Bir kurumda çalışıyormusunuz? Evet..... Hayır

12. İngilizce Dersi Sınav Başarı Not Aralığınız tahmininiz kaç olabilir/oldu:
0-49 FF..... 50-54 DD..... 55-59 CD..... 60-65 CC..... 66-72 CB..... 73-79 BB... 80-87 BA.... 88-100 AA

13. İnternet Bağlantınız: Kablolu Kablosuz.....

14. Dersleri hangi yoldan izlersiniz: Masaüstü bilgisayar..... Laptop..... Tablet/İpad..... Cep telefonu.....

Bölüm: 1 Açık ve uzaktan eğitime yönelik öğrenci inanç ve tutumları	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. AUE de zaman va da mekan kısıtlaması olmaması eğitimin sürekliliğini sağlar.					
2. AUE de çalışma süreci öğrenme hızına göre daha rahat ayarlanır					
3. Her ders AUE ile öğrenilebilir.					
4. AUE ile teknoloji imkanlar beni öğrenmek için motive eder.					
5. AUE de dersleri tekrar tekrar izleyebilmek bilginin kalıcı olmasını sağlar.					
6. AUE istenildiği kadar tekrar edebilme esnekliği sağlar.					
7. AUE stres faktörü az olduğu için öğrenciyi daha aktif hale getirir.					
8. AUE de öğrenci olarak bağımsız çalışmak zorunda kalmak beni rahatsız etmez.					
9. İngilizce öğrenmede AUE geleneksel eğitimden daha etkilidir.					
10. Öğretim elemanın canlı derslerini takip ederek İngilizce sınavında başarılı olurum.					
11. İngilizce online materyallerle çalışmak geleneksel yöntemlerden daha etkilidir.					
12. Uzaktan eğitim ile İngilizce öğrenilebileceğime inanmıyorum.					
13. Açık öğretim ile İngilizce öğrenebileceğime inanmıyorum.					
14. İngilizce öğrenmek için derslerin yüz yüze olması şarttır.					
15. Öğretmen olmasa bile sadece materyallerle İngilizce sınavında başarılı olabilirim.					
16. AUE de öğrenci kontrolü sağlıklı bir şekilde yapılamaz.					
17. AUE de eğitim ortamı sağlıklı bir şekilde kontrol edilemez.					
18. AUE de öğrenme ortamı anti sosyaldir.					

Bölüm 2: Öğrencilerin ODE süreci ile ilgili görüşleri	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Ders materyallerine sağlıklı şekilde ulaşabilirim.					
2. Ders videoları sisteme zamanında aktarılmaktadır.					
3. Ders materyali dersin hedeflerine uygun içeriktedir.					
4. Ders materyali ile sınavlar tutarlıdır.					
5. Materyallerdeki görsel öğeler öğrendiklerimin kalıcı olmasını sağlıyor.					
6. Öğretmenim derse katılmam beni için motive eder.					
7. Öğretmenim derse olan tutumumu olumlu etkiler.					
8. İngilizce dersine diğer derslerden daha istekli katılıyorum.					
9. Öğretmenime ihtiyaç duyduğumda rahatlıkla ulaşabilirim.					
10. Öğretmenimle dersle ilgili online bir danışma saati olmasını isterdim.					
11. Ben de derse görüntülü ya da sesli katılmak isterdim.					
12. Öğretim elemanlarını tanımak için ilgili gerekli bilgilerin web sitesinde					
13. Derste sohbet bölümünü sınıf ortamı yaratmada faydalı buluyorum.					
14. AUZEF sistemle ilgili sorunlarımın çözümü ile yakından ilgilenir.					
15. Sınavların sınıf ortamda yapılması doğrudur.					
16. Derslere devam zorunluluğu olmasaydı dersleri düzenli takip etmezdim.					
17 İngilizce dersi için 1 ders saati yeterlidir.					
18. Derste sık sık bağlantı sorunu yaşıyorum.					

Appendix B: Permission from AUZEF to do study

Tarih ve Sayı: 21/09/2017-348063



T.C.
İSTANBUL ÜNİVERSİTESİ
Açık ve Uzaktan Eğitim Fakültesi Dekanlığı



Sayı :60443914-044-
Konu :Nalan TUR-Anket Çalışması

İSTANBUL ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi :08.05.2017 tarih, 174128 sayılı yazı.

Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi doktora programı öğrencisi Nalan TUR'un "A Case Study on The Implementation of Distance EFL Education (İngilizcenin Yabancı Dil Olarak Uzaktan Öğretimi Üzerine Bir Vaka Çalışması)" başlıklı tez çalışması ile ilgili olarak AUZEF öğrencilerine anket uygulama talebi uygun görülmüştür.

Bilgilerinizi arz ederim.

e-İmza
Prof. Dr. Halis Yumus ERSÖZ
Dekan Vekili

21/09/2017 Fak. Sek. : H.ALTUNTAŞ

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