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DOĞRULUK BEYANI

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18 / 06 / 2021

Tuğçenur AYTEKİN

AKDENİZ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Bu çalışma **18.06.2021** tarihinde jürimiz tarafından **Yabancı Diller Eğitimi** Anabilim Dalı **İngiliz Dili Eğitimi** Tezli Yüksek Lisans Programında Yüksek Lisans Tezi olarak **oy birliği** ile kabul edilmiştir.

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YÜKSEK LİSANS TEZ ADI: Secondary School Students' Attitudes Towards English Classes On TRT-EBA TV and The Education Information Network (EBA) In Turkey During the Coronavirus Pandemic Process

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun ……. tarihli ve ……. sayılı kararıyla kabul edilmiştir.

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ABSTRACT

SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS ENGLISH CLASSES ON TRT-EBA TV and THE EDUCATION INFORMATION NETWORK (EBA) IN TURKEY DURING the CORONAVIRUS PANDEMIC PROCESS

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The purpose of this study is to examine 7th and 8th grade students' attitudes towards English classesconducted on EBA-ZOOM and TRT-EBA TV during emergency remote teaching process during the COVID-19 epidemic. This study, which has a quantitative research design, aims to gain insight into secondary students' attitudes towards English classes based on the data obtained from a survey. The assessment tool was an attitude questionnaire focusing on attitudes towards learning English in remote education process. The study also aimed to analyze if the participants' attitudes changed according to individual differences such as gender.

The reliability of the questionnaire was assessed using Cronbach's Alpha Model, a model of internal consistency based on the average inter-item correlation. The quantitative findings of the data were analyzed using SPSS 25. The questionnaire, which was used to determine the attitudes of the participants studying in Samsun-Atakum and Sinop-Durağan districts, towards English lessons during the emergency remote learning process, was given to 204 students. The data were collected voluntarily from students on Google form.

The findings revealed that most of the participants had positive attitudes towards learning English in a distance learning environment. Although small differences were

observed in gender, class and province variables, no significant differences were found between them. The analysis between the question groups were evaluated, and it was revealed that participants found the English lessons conducted on EBA TV the least useful, while they gave the most positive answers to the general technical knowledge and distance learning skills question group. Most of the participants stated that English learning materials are sufficient on EBA and they preferred to do homework through EBA. Positive attitude of the participants towards English lessons in distance education is an indication of how eager learners are to adapt to distance education process.

Keywords: Distance Education, Emergency Remote Teaching, Student Attitudes, Eba Zoom, TRT Eba TV, COVID-19

ÖZET

CORONAVİRUS PANDEMİ SÜRECİNDE İŞLENEN İNGİLİZCE DERSLERİNE YÖNELİK ORTAOKUL ÖĞRENCİLERİNİN TUTUMLARI

AYTEKİN, Tuğçenur

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Bu çalışmanın amacı, COVID-19 salgını sırasında acil uzaktan öğretim sürecinde 7. ve 8. sınıf öğrencilerinin EBA-ZOOM ve TRT-EBA TV'de yapılan İngilizce derslerine yönelik tutumlarını incelemektir. Nicel bir araştırma desenine sahip olan bu çalışma, bir anketten elde edilen verilere dayanarak ortaokul öğrencilerinin İngilizce derslerine yönelik tutumları hakkında çıkarımlar yapmayı amaçlamaktadır. Değerlendirme aracı, uzaktan eğitim sürecinde İngilizce öğrenmeye yönelik tutumlara odaklanan bir tutum anketidir. Katılımcıların tutumlarındaki farklılıkların demografik bilgileriyle analiz edilmesi de amaçlanmıştır.

Anketin güvenilirliği, ortalama maddeler arası korelasyona dayalı bir iç tutarlılık modeli olan Cronbach Alpha Modeli kullanılarak değerlendirildi. Verilerin nicel bulguları SPSS 25 kullanılarak analiz edilmiştir. Samsun-Atakum ve Sinop-Durağan ilçelerinde öğrenim gören katılımcıların uzaktan eğitim sürecinde İngilizce dersine yönelik tutumlarını belirlemek için kullanılan anket 204 öğrenciye verilmiştir. Veriler, Google form üzerinden öğrencilerden gönüllü olarak toplanmıştır.

Yanıtlar, katılımcıların çoğunun uzaktan eğitim ortamında İngilizce öğrenmeye yönelik olumlu tutuma sahip olduğunu ortaya çıkarmıştır. Cinsiyet, sınıf, il değişkenlerinde küçük farklılıklar görülmesine rağmen aralarında anlamlı bir fark yoktur. Soru grupları arasında yapılan analizler değerlendirildiğinde, Eba TV grubunun en düşük grup ortalamasına sahip olduğu, genel uzaktan eğitim sorularının

ise en yüksek ortalamaya sahip olduğu ortaya çıkmıştır. Katılımcıların çoğu EBA'da İngilizce öğrenme materyallerinin yeterli olduğunu ve ödevlerini EBA üzerinden yapmayı tercih ettiklerini belirtmişlerdir. Katılımcıların uzaktan eğitimde İngilizce derslerine yönelik olumlu tutumları, öğrencilerin Interneti kullanmaya ne kadar istekli olduklarının ve uzaktan eğitim sürecine kolayca adapte olabildiklerinin bir göstergesidir.

Anahtar Kelimeler: Uzaktan Eğitim, Acil Uzaktan Öğretim, Öğrenci Tutumları, Eba Zoom, TRT Eba TV, COVID-19

LIST OF ABBREVIATIONS

EBA	Education Information Network
ECE	High-quality Early Care and Education
ADEP	Emergency Action Plan
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Package of Social Sciences
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
ECLAC	The Economic Commission for Latin America and Caribbean
ISTES	The International Society for Technology, Education and Science

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CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

Humans, the unique ones among other animals can think, question, use systems of symbolic communication, and exchange ideas. Thanks to all these traits, we appear to be the only beings who are capable of advanced thinking and planning. Kneller (2017) states that animals are primarily driven by instincts and humans can also be driven by instincts; however, the biggest difference between humans and animals is that humans are also driven by reason and logic. Except for some reflexes such as breathing, sucking, swallowing, blinking, people must learn everything. From the earliest times to the present day, this necessity has led people to learn continuously and improve themselves in formal or informal ways to be able to survive and meet their basic needs.

Throughout history, societies have generated knowledge, made many inventions, used and shared information to develop their society. All these have shaped the modern and technologically sophisticated world we live in. In the information society we are in, computers and the Internet have become the technologies that affect every area of our lives. They have succeeded in influencing the whole world regardless of continent, country, gender, and age groups. The development of technology has led to economic, social, political, cultural changes and developments. This has increased the pace of the processes of change.

Affordable technology and widespread use of information have accelerated and changed the perceptions of time, space and distance. So, one of the most important tools of globalization is technology (Yılmaz & Horzum, 2005; Yurdabakan, 2002). In today's world, technology is advancing at an unfathomable rate, and the power of knowledge and cognition is increasing its importance every day. So, human beings are witnessing a new invention every day. The rapid changes and developments in the technological

transformation and information age we live in change the structure of societies. They have changed business, education, government, healthcare, and even the ways individuals communicate, learn, and think. Many things such as invoice payment, shopping, access to information and education have become easier with the Internet (Arı & Yılmaz, 2015).

It is an undeniable fact that technology, which has become one of the key driving sources behind of social evolution, provides us with a more comfortable life as well as new innovative forms to educational institutions and the education system. In the information society we live in, technology has profoundly changed education in many ways. Technologies not only have contributed to education and training, but also have become the center of education. They have caused a shift from traditional teacher-centered understanding to the student-centered one. Various technologies that are used in today's education system have formed a scale extending from an education approach supported by materials such as pencil and paper to an education approach supported by overhead projectors, many projection devices, computers and smaller, portable and functional mobile technologies.

From the past to the present, educational policies have been developed and modified in line with the requirements and needs of the century. Since education is an activity that must be continued without interruption, solutions have always been produced in order to continue the process in the face of difficulties and needs. The growing population, wars, global riots and turmoil, diseases have forced societies to design and implement a flexible and continuous teaching process in terms of time and space. New searches and orientations are needed so that future generations will not be left behind. For this reason, it has been inevitable to create flexible education programs that can adapt to fast developing technology and changing life. Besides these, production of information and the speed of its consumption have led to an education system which provides flexible learning.

In line with the new needs and the situations, distance educational concepts that provide flexibility and opportunities have emerged. At this point, we come across the concept of Distance Education. ‘‘Distance education is a planned learning that normally

occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements'' (Moore & Kearsly, 1996, p. 2). Besides, it is defined as a system in which teachers and students in different places interact with various communication technologies and where teaching and learning activities are carried out mutually in order to provide educational services to a wider audience and to ensure equal opportunities in education (Yalın, 2001). Distance education was first offered in Europe and the United States in the 18th century and have been applied in different ways increasing its importance and prevalence day by day. The first distance education was conducted through letters, mail, radio the main elements of distance education, and these means have been replaced with multimedia tools such as TVs and computers with the development of technology. Today, most countries are trying to ensure the continuation of education through distance education tools because of the outbreak of COVID-19.

Education practices during pandemic process are expressed in different terms in different countries (for example, distance education, distance learning, e-learning, online learning, homeschooling, etc.). However, it should be noted that according to Bozkurt (2020) these terms do not fully cover those applied during interruption of education, this could be better described as emergency distance education (ERE). ''Considering that the terms used in different countries are derivations of distance education, as a generic term, the remarkable difference between *emergency remote education* and *distance education* is that the latter is an *option* while the former is an *obligation''* (Bozkurt, 2020, p.2, italics original).

Yamatoto and Altun (2020) stated that the way to achieve success in a distance education environment, experienced by students for the first time and to increase the effectiveness and efficiency of the courses, is to plan the design process properly. Students' attitudes also have impact on their distance learning experiences. Attitudes can be defined as a negative or positive tendency and they give direction to the behavior of individuals (Ülgen, 1994). "Specialists have discovered that attitude indicates in a certain degree, the possibility of adopting certain behaviour'' (Bertea, 2009, p. 2). Therefore, the

assessment of attitudes is an essential key in determining consumer behavior, as it is a well-known fact that there is a strong link between attitude and behavior.

Özgür and Tosun (2010) implied that identifying the factors affecting student attitudes towards the course in a distance education environment will make it easier to identify future steps in the matters such as improving effectiveness in the courses, meeting the needs and expectations of students, and creating an improved and better planned program. “Thus, attitude can be positive, if the new form of education fits the students’ needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required’’ (Bertea, 2009, p. 2). ‘‘At the heart of the educational process lies the child’’ underlines Plowden Report (CACE, 1967, p. 7). This statement still holds true in 2021 as in 1967.

Determining the cognitive, psychomotor and affective characteristics of students or users before developing these environments in order to increase success in e-learning and to provide more effective and productive environments will contribute to obtaining positive results (Biçer, 2019). Because all of these characteristics influence human behavior, human behavior also affects success in education**.** So, we can raise individuals who can improve their cognitive competencies, who have the ability to perform any physical activity with the acquisition of motor skills, and who can question what they do and how they do (Otluoğlu, 2002).

1.2. Purpose of the study

Technology has always influenced societies politically, socially and economically. Actually, education has been one of the areas mostly affected by technologies apart from these. It has been observed that all the innovations and developments brought about by technology opened the door to new developments in education system, created differences in the understanding of the system and brought a different perspective to education. In short, it is possible to say that education and technology are intertwined (Çakır & Oktay, 2013; Yörük, 2013).

The relationship between education and technology dates back to ancient times. Aksoy (2003) states that once upon a time, people drew signs on cave walls for various reasons and used ornaments and food storage containers, which could have been called technology at that time. In time, these tools were replaced by pen, paper, notebooks, books, fax machines, overhead projectors, photocopiers, computers, tablets, and mobile technologies. Özbek (2016) says that educational televisions, projectors, video tapes and every technological device from headphones to computers provide solutions in education both in our country and in the world. Collins (1992) argued that all the innovations and developments brought about by technology provided a different perspective to education.

Vourikari et al., (2012) describe learning as a more flexible, more creative and an individualized education providing learning at anytime and anywhere in the rapidly changing global world. In line with this progress, in our world where globalization and competition are increasing day by day, we need a flexible educational system that provides individual and creative learning environments offering convenience, collaborative and interactive activities, images, audios, videos, animations and educational games. To meet this need, the concept of distance education was created starting with the letter and shifted to the computer environment with the development of technology.

Distance education term was first appeared in the 1892 catalog of the University of Wisconsin and utilised for the first time in an article in 1906 written by William Lighty (Kaya, 2002). The term has gained widespread use starting the 1960s (Adıyaman, 2002; Erkut, 2013). The emergence of distance education dating back to the 19th century in today's context dates back to the 1920s. According to the University of Wisconsin Continuous Education Group, it is a planned learning/teaching experience designed to provide a certificate of student interaction and learning using a wide variety of technologies to reach a distant audience (Al, 2004). Distance education has eliminated all boundaries, walls in education. Also, distance education allows anyone to learn at any age, place and time and at any speed.

The fact that distance education is student-centered has made it necessary to provide more opportunities for the learner as well as the solution of the problems

encountered. It is essential to identify the problems experienced in the distance education process in a short time, make the necessary arrangements and respond to the needs of the learners as soon as possible. However, although all the necessary updates and tasks in the arrangement of distance education environments are fulfilled fully, the point that determines whether the program will be successful will be the attitude and behavior of the learner towards the created distance education environment.

On the one hand, attitude is defined as a concept with cognitive, affective and behavioral dimensions (Tavşancıl, 2006), on the other hand; it is defined as individuals' positive or negative feelings towards any object, person or subject (Eagly & Chaiken, 1993). Students' attitudes influence the success of language learning, and their willingness for their learning (Tallent-Runnels, Thomas, Lan, Cooper, Ahern, Shaw & Liu, 2006). Some researchers emphasised the strong role of attitudes of learners towards e-learning in an educational context and found that students' attitude towards e-learning was a predictor of their academic performance (Akbari, Eghtesad, & Simons, 2012, as cited in Cinkara & Bagceci, 2013). So, it can be inferred that the ability to learn is largely related to the attitude and behavior of the learner towards distance learning environment and technologies. From this point of view, a learner who has a positive attitude and behavior towards distance education environment is expected to benefit from this process more and be successful, while a learner who has a negative attitude and behavior is likely to fail.

According to Biçer (2019), considering the individual and sensory characteristics of students before starting learning activities is essential. However, the primary one of these features is undoubtedly personal attitude which is of paramount importance in affecting the individual use of technology. In other words, understanding learners' attitudes towards e-learning makes it easier to facilitate the creation of appropriate distance learning environments.

As soon as the case of Covid-19 was detected in Turkey, in March 2020 various measures were taken in the field of education, as in many other phases of life. Education in schools was suspended first, then decisions were made to carry it out and continue education via distance education opportunities. The quality of the distance education

program, which we have to continue on the digital platform due to the pandemic in our world today, is of great importance. If we need it in the coming years, it is necessary to take the right steps now to build a better distance education system. For this, positive and negative factors likely to affect the success should be revealed. What students think and feel about this process should be determined, and the programs that will be implemented should be prepared in line with these data. By discussing the previous research and studies in this field imposed by the current conditions, teacher/student opinions should be analyzed, factors that can increase success should be revealed, and an educational environment that can meet the expectations and needs of the learner in the most effective and efficient way should be created.

1.3. Scope of the Study

The current study aims to determine secondary school students' attitudes towards English lessons conducted remotely on TRT Eba Tv and Eba Zoom due to the Covid-19 epidemic and to reveal the ideas and findings that will shed light ondeveloping of a more effective, functional and better planned education / training program in distance education process. It was conducted in four state secondary schools in Samsun and Durağan/Sinop; namely, Mimar Sinan Ortaokulu, Recep Tanrıverdi Ortaokulu, Şehit Kadirler Ortaokulu and Şehit Hüseyin Yanık İmam Hatip Ortaokulu with the participation of 204 students 7^{th} and 8^{th} grade students.

1.4. Research Questions

For the purpose of this study, the following questions will be answered:

PC1. What are the attitudes of secondary school students towards English lessons conducted on TRT Eba TV and Eba Zoom?

PC2. Are there any statistically significant differences between the secondary school students' attitudes according to gender, grades and provinces they live in?

1.5. Limitations

The main limitation is the sample of the study. Although different grades can be analyzed, the sample involves only 7th and 8th grade students of four state secondary schools in Turkey.

1.6. The significance of the study

Education is of great importance in keeping up with the advancements of today's world, changing and developing societies, gaining knowledge, producing knowledge, having knowledge, and raising qualified people. In this sense, considering rapid proliferation of the information society, the need for a more advanced and selective person who knows where and how to provide information and who learns to learn will undoubtedly be met by education. The factor that plays a major role in increasing the importance of knowledge is technology. With the development and widespread use of technology, the speed of disseminating information and accessing this information has increased. After all, technology has been progressed through the ages so that people can live a more comfortable life in line with their needs.

Today, people's needs have increased in activities such as spreading, accessing and using information, and technologies that help meet these needs have been computers and the Internet. The era we are in also requires having knowledge in the field of technology (Döğer, 2016). In this sense, education and technology cannot be thought independently of each other. The use of educational technologies offers advantages such as improving the quality, wealth, and impact of education, catching up with developed countries, becoming a developed country, raising generations who develop and use technology, adapt to changing technologies, and create new learning opportunities. So, it can be said that these advantages expand the field of use of educational technologies.

When the importance of education, the change of 21st century characteristics, the technologies are becoming more and more widespread and when increasing use of technologies are considered, it would not be difficult to say that the old education system will lag behind. In this sense, it is clear that the integration of developing technologies

into education is inevitable. Because of this, one of the important objectives of education is to educate individuals in accordance with the needs of the community. In this regard, education system needs to update itself by keeping up with the time, and keep up with technological changes as well as the radical changes in our society. When we accept education as a process that has to change continuously, and consider the development of technology and its contributions to education by combining them with the idea of addressing needs such as accessing information anywhere, and anytime and providing self-learning environment, we will see that an entirely new learning environment and an entirely new dimension have emerged in education.

Technologies that have been developing since the 21st century have rapidly entered the education sector. This situation has formed new education programs that are carried out anytime and anywhere by reflecting the formation of new methods, strategies, and learning areas. From virtual classrooms to cyber campuses, information technology that has supported education has an important place especially in the education policies of developed countries (Selwynn, 2003). Indeed, the concept of distance learning has been the most important in these new areas of learning. In this sense, it is essential to improve e-learning, improve its quality and turn it into environments that can be used more effectively and efficiently. To be able create a good, effective, functional and quality learning environment, it will be important to comprehensively examine and analyze the characteristics and needs of students that may affect their willingness to participate in distance learning.

Examining and determining and the individual factors of the target learner should be the first step to be taken in order to improve the quality of a distance learning environment because these individual factors affect the use of learning environments and technologies. There are many individual factors that affect quality, impact and success, however, one of the most vital factors is attitude. Because being aware of attitudes facilitates the design and implementation of appropriate learning environments, in this case, it enables institutions to achieve their goals such as quality education, successful students and permanent learning. (Özgür & Tosun, 2010). The widespread use of technology and its constantly increasing significance in our lives, the increase in the

speed of gaining access to knowledge and number of learners, the importance of providing individual, quality, and functional learning as a result of the concept of lifelong learning will also increase the need for and importance of distance learning.

In late December 2019 and early January 2020, humanity faced the threat of a new Covid-19 Virus which has become a global pandemic.

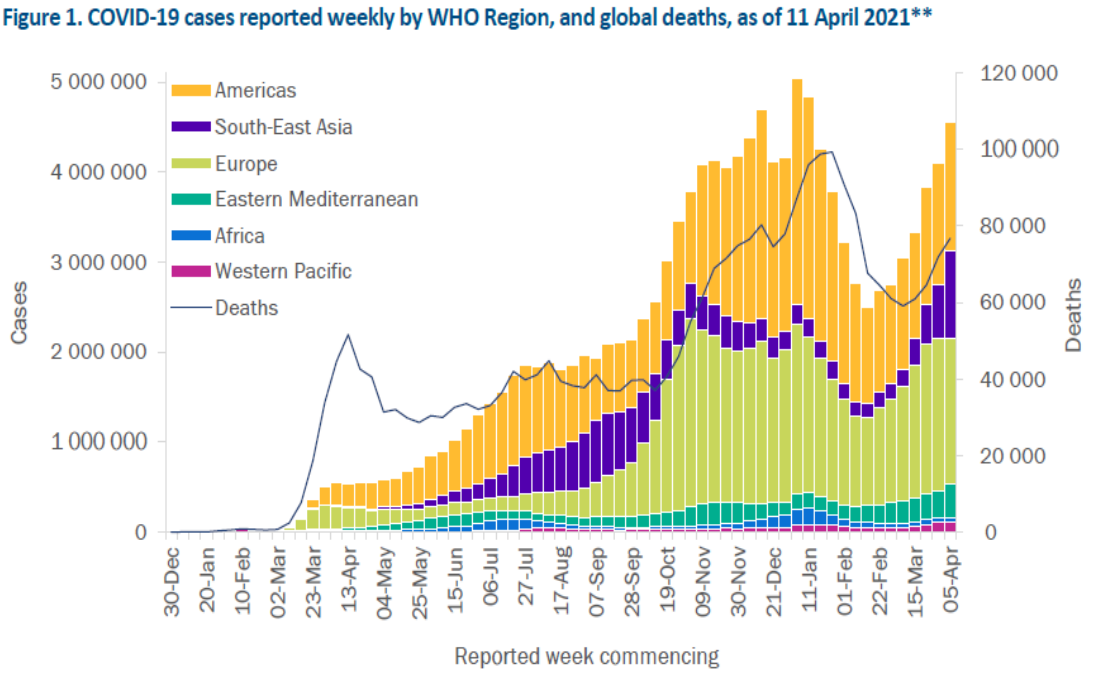


Figure 1.1. COVID-19 cases reported weekly by WHO Region, and global deaths, as of 11 April 2021 (www.who.int).

As seen in Fig.1.1, globally new cases of COVID-19 have increased consecutively and more than 4.5 million new cases reported in the second week of January 2021. ‘‘The highest numbers of new cases were reported from India (873 296 new cases; 70% increase), the United States of America (468 395 new cases; 5% increase), Brazil (463 092 new cases; 8% decrease), Turkey (353 281 new cases; 33% increase), and France (265 444 new cases; 9% increase)’’ (www.who.int, 2021, p. 1).

The governments have implemented numerous measures encompassing education systems around the world to prevent the extremely contagious of COVID-19. Some countries have temporarily closed schools and replaced face-to-face education with distance education to fight the spread of coronavirus. ‘‘On 6 April 2020, 188 countries

implemented temporary closures for educational institutions as reported by UNESCO, while localized closures were imposed by various countries, affecting 1,576,021,818 students'' (Mohmmed, Khidhir, Nazeer & Vijayan, 2020, p. 2). Education systems around the world are dealing with unprecedented challenges in response to coronavirus crisis. ''Although many countries have been previously exposed to natural and human-made disasters, distance education has not been used as a solution to those crises in the same way it has been applied in the wake of the coronavirus crisis. Crisis distance education (CDE) is unique in its philosophies and procedures, being fundamentally different from typical distance education in several ways'' (Al Lily, Ismail, Abunasser & Alqahtani, 2020, p. 1).

At such a critical time, there has been a major shift in the way teaching and learning practises when learners are physically separated from their teachers and co-learners. The way to achieve success in this new education environment that students experience for the first time in our country, and to increase the effectiveness and efficiency of the lessons is to plan the design process properly. Therefore, the most important point to be considered in this matter is the students' attitudes. To boost effectiveness in online classes, to meet the needs and expectations of students, and to determine the steps to be followed in the future in terms of creating an improved and better-planned program, it is necessary to identify students' attitudes toward remote education program during the COVID-19 pandemic.

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Background

‘‘Education is a lifelong process through which learners gain knowledge and develop themselves by means of exploring the unknown issues either by the guidance of someone else or as a self’’ (Caner, 2016). According to Karslı (2003), education is an activity that covers the understanding, attitude, behavior and thoughts of the individual that affects the past and future life, which makes new generations accustomed to the society, and aims to acquire new skills, understanding, attitude and behavior. In addition, education is an important process in which solutions have been produced to continue without interruption in the face of different needs and difficulties from past to present. Factors such as war, the increase in the population, the increasing number of learners, the presence of the individuals being under arrest and those who have physical or health restrictions have pushed societies to create a new era providing lifelong learning in education.

Communication technologies have offered many promises to the field of education. For many years, these technologies have been commonly used in education and training to meet the demands of digital age with the increasing use of technologies in education, and have put forward some new disciplines, or fields of study. So, the phenomenon of distance education, one of the latest forms of education, which relies heavily on telecommunication and computer technologies and carried out with various methods without time and space restrictions has emerged.

There are various terms which have been used to describe the phenomenon of distance learning. Before discussing distance learning, it is necessary to examine how the term has been called in the past and how it is called in the literature today. The term can be used to describe any of a number of instructional situations (Valentine, 2002, p. 1).

Distance education is considered as a new way of teaching, but it has been a part of education strategies for over 100 years. ‘‘One of the earlier forms of distance learning was done through correspondence courses which started in Europe. According to Imel (1996), this stayed the primary means of distance learning until the 20th century when instructional radio and television became more popular’’ (Valentine, 2002, p. 1). As technology has developed and changed, the definitions of distance education have changed too. According to Moore and Lockee (1998), video-recordings as a learning tool have been commonly used in academy lectures for the past two decades. For a long time, audio tapes and lessons were delivered to students by mail in lessons such as foreign language lessons (Teaster & Blieszner, 1999).

Moore and Kearsley (2012) liken distance education to the human body. They assert that a distance learning placed in a wider national educational system contains subsystems of instruction, curriculum design, technical infrastructure, institution management and policy. Greenberg (1998) defines contemporary distance learning as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning” (pg. 36). Rowntree (1992) describes the term distance learning as follows: ‘‘distance learning is learning while at a distance from one's teacher – usually with the help of pre-recorded, packaged learning materials. The learners are separated from their teachers in time and space but are still being guided by them” (Tibi & Tibi, 2009, p. 29).

Keegan (1995) says that ‘‘distance education and training result from the technological separation of teacher and learner which frees the student from the necessity of traveling to a fixed place, at a fixed time, to meet a fixed person, in order to be trained” (p. 7). Teaster and Blieszner (1999) state that “the term distance learning has been applied to many instructional methods: however, its primary distinction is that the teacher and the learner are separated in space and possibly time” (Valentine, 2002, p. 741). All these definitions stress that the student and the teacher are separated in terms of place during instruction, but they do not state the fact that learner and teacher do not have to be separated in terms of time.

In distance learning or remote learning, the students do not have to be physically present at a place and or they do not have to be with their teacher in place, and according to the method used they do not have to be together at the same time. However, today's technology and the Internet have provided new directions to distance leaning, allowing learners to attend their classes in real time. So, it can be said that Teaster and Blieszner's (1999) definition which describes the separation of physical space and/or separate time between the instructor and students and among the students is the most appropriate one. In Rowntree's definition, it is emphasized that the learners are separated from their instructors in both time and place, which is no longer the case for all distance education courses conducted over the Internet today. ''The convenience of time and space is a big promise made by distance learning'' (Valentine, 2002, p. 2). A distance learning lesson based on real time communication or given with today's technological tools provides the virtual real-time connection between the instructor and learner from anywhere. It means that such a distance learning environment can separate the learner and teacher by space but not necessarily by time.

As mentioned before, distance learning or distance education is a term used to refer to an effective and contemporary learning environment that enables educators in both schools and higher education to reach students who do not have to be physically present at a school, college or university in order to have education. Keegan (1980) makes definitions and provides "a comprehensive definition" for distance education (p. 6). ''The main elements of a definition of distance education are:

1. The separation of teacher and learner, which distinguishes it from face to face lecturing,

2. The influence of an educational organization, which distinguishes it from private study,

3. The use of technical media, usually print, to unite teacher and learner and carry the educational content,

4. The provision even initiate of two-way communication so that the student may benefit from or eveninitiate dialogue,

5. The possibility of occasional meetings for both didactic and socialization purposes,

6. The participation in an industrialized form of education'' (Kegan, 1980, p. 6).

In the last 20 years, there has been a digital transformation in the world in which information and communication technologies are used both in academic and administrative areas in educational institutions. In his interview, Brown (2000) states that ''Tools now drive science. Not theory, not experiment - tools have completely changed the speed and nature of innovation. And they have transformed by orders of magnitude the questions we can ask and answer. We now have the ability to have fast, lasting impact'' (www.wired.com). With the Covid-19 global pandemic, the world is experiencing a situation that not only vehicles but also conditions drive science.

It seems that online learning has become one of the fundamental components of education. In the Covid-19 epidemic, it has been accepted that the best practice in the field of education is the distance learning programs. Especially in all countries with intense viral distribution, it has become the most preferred channel by managers and experts. Educational institutions in the world choose to reach their students through distance education because of the risk of continuing face-to-face education, and governments encourage more active use of distance education.

2.2. Synchronous Learning vs. Asynchronous Learning in Distance Education

Distance learning can occur synchronously and asynchronously and can be enriched with different applications. In 1970s, information transferring through television in Turkey can also be considered as a kind of asynchronous learning. Not only with TV but also with the advancement of technology, asynchronous information structures that became active with desktop and laptop computers were developed (Yamamoto & Altun, 2020). The important issue here is that students and teachers who have not experienced distance education before are expected to adapt very quickly to this new situation**.** Success may take time, but if successful implementations are carried out, it can be achieved in a short period of time.

2.2.1. Synchronous Learning

With regard to online material delivery, distance learning teaching activities can be roughly divided into synchronous or asynchronous delivery modalities. Synchronous learning can be briefly described as a form of learning that enables the teacher and the student who are physically in different places to interact with each other in "real time." Simultaneous e-learning requires live, real-time interaction, usually a fixed schedule and student-centered instruction. Khan (2006) defines synchronicity as the real-time communication of participants with their instructors in a web-based learning system (Shahabadi & Uplane, 2014).

For example, with the use of two-way video conferences, learners can interact with "live" video of a teacher. This learning offers meaningful and social real-time interactions between learners and their teachers and flexibility in terms of space. ‘‘They allow students and instructors to communicate orally, exchange messages through typing, upload PowerPoint presentations, transmit video, surf websites together, and more’’ (McBrien & Jones, 2009, p. 2). Scheduled quizzes and tests, chat tools, live streamed lectures or demonstrations and scheduled videoconferencing tools are examples that provide synchronous interaction. Some advantages of synchronous distance learning are listed as follows:

- Online distance learning provides simultaneous communication, increases feelings of community and creates lively and animated discussions during lessons (Johnson, 2006).
- It gives students the opportunity to interact with content, teachers and each other while learning (Thompson, 2019).
- The instructor can provide students with real-time insights to help them understand the matter at hand, and receive immediate feedback from students, which helps improve the quality of instruction (Thompson, 2019).
- The instructor's role as a consultant and the student's active participant role provides student-centered learning environment (Rosen, 2009; Yılmaz & Horzum, 2005).

- Hrastinski (2008) states that ‘‘e-learners feel more psychologically aroused and motivated, since this type of communication more closely resembles face-to-face communication’’(p. 54)
- Lobel, Neubauer and Swedburg (2000) underline synchronous communication enables ‘‘a vital link with a community of others’’ (p. 1).

On the contrary, the limitations suggested by Lim (2017) and Moallem (2006) are:

- Its quality is dependent on bandwidth (Lim, 2017).
- It does not provide time for thinking and reflection (Moallem, 2006).
- It is time-limited (Moallem, 2006).
- It has the potential to become a lecture tool (Moallem, 2006).

2.2.2. Asynchronous Learning

Asynchronous communication does not necessarily happen in real-time (Sabau, 2005). Therefore, students do not have to be together in the same place simultaneously. Rather, asynchronous learning allow students to interact on their own schedule and they can access and satisfy their learning materials according to their instructional time frame. ‘‘Asynchronous instruction is more flexible than synchronous instruction because it frees students to be "present" at a specific time’’ (Tibi & Tibi, 2009, p. 76).

Common tools of asynchronous online learning are discussion forums, recorded presentations, slideshows, wikis, email, self-guided lecture modules, videotapes, broadcast video, audio files, radio, podcasts, DVD and CD-ROM as seen in Table 2.1. As asynchronous delivery does not occur simultaneously or in real time, the instructor may use video or computer to deliver the instruction, and the students respond a while later. Also, the teacher can give his / her feedback via e-mail messages. Common synchronous and asynchronous communication tools are indicated in Table 2.1.

	Synchronous	Asynchronous
Video	Videoconferencing	Videotape, DVD, Broadcast video
Audio	Audioconferencing	Audio files, Radio, Podcasts
Data	Internet chat, Internet videoconferencing	E-mail, CD-ROM

Table 2.1. Common **s**ynchronous and asynchronous technologies. A Teacher's Guide to Distance Learning (https://fcit.usf.edu/distance/chap1.htm, 2009).

Here are some of the advantages of asynchronous distance learning:

- Thanks to asynchronous communication, students have more time to reflect on the topic or discussion, so they have more opportunities to generate knowledge and think critically, which encourages deep and constructive dialogue (Girasoli & Hannafin, 2008; Johnson 2006; Sabau, 2005).
- It enables students to learn at their own pace (Girasoli & Hannafin, 2008; Sabau, 2005).
- It allows more thinking and reflection time before responding (Moallem, 2006).
- It allows students to record course materials (Moallem, 2006).
- It is highly flexible: anytime, anyplace (Moallem, 2006).

On the contrary, the limitations suggested by Lim (2017) and Moallem (2006) are:

- It is difficult to get instant reply to mails especially with large classes (Lim, 2017).
- It is primarily textbased (Moallem, 2006).
- Maintaining social interaction can be a challenge (Moallem, 2006).
- It may cause students to deal with information overload (Moallem, 2006).
- Instant feedback is not possible (Moallem, 2006).

2.3. The Promises of Distance Learning

The first option that comes to mind is to apply technological opportunities to continue educational activities without risking the safety of people against the extreme contagion of the coronavirus. As a matter of fact, the use of information and communication technology has the potential to support, develop and activate education in all kinds of crises. Technologies such as television, radio, internet, smart phone support face-to-face education and gain importance in terms of making education sustainable when face-to-face education is not possible.

2.3.1. Flexibility

One of the advantages of these technologies is that it offers the possibility to continue their education regardless of the location of people who are constantly moving or whose movements have been restricted due to recent experiences. These technological opportunities allow students to continue their education. As stated before, distance learning is not a new phenomenon, but it has diffused through our society with sharp increase that has brought in a new phase of education. Today, distance learning is rapidly growing in the world, because more and more people find it a suitable way to make education more convenient and available. With the advancement in technologies, it is possible to provide instruction anytime and anywhere (Sloan, 2010, as cited in Capra).

The promises and strengths of distance education are worth mentioning. Identifying the strengths of distance learning is crucial to carry out research that may help in reducing the disadvantages an create an advanced and more successful distance education design. When focusing on the strengths of distance learning, flexibility, one of the obvious attractions of distance learning, attracts attention. ‘‘The opportunity to study from anywhere at anytime makes distance learning more flexible than traditional learning’’ (Tibi & Tibi, 2009, p. 77).

The fact that learners do not have to be at a specific place to attend classes provides control over the time and learning setting. O'Lawrence (2005) stated that thanks to its flexibility and accessibility to learners and instructors regardless of the time and

place constraints, distance learning has become common practice in institutions. According to Bates and Bates (2005), learners do not have to physically be with their teachers at the same place or time for effective learning to take place in distance learning environment. They also stated that this provides more flexibility and comfort for both students and teachers, and enables more effective use of time and more effective learning during the lesson.

Flexibility of setting a schedule can provide convenience for students who are working and studying at the same time, and so for a better balance of work and studies. According to Belanger and Jordan (2000), it provides convenience to students who have difficulties with mobility due to their disabilities or responsibilities, or to those who live and work in isolated areas where education is not accessible at all (Tibi & Tibi, 2009). It can be also stated that people living in countrysides will be able to access education through distance learning, and it has flexible programs that adapt to rural life. Therefore, distance learning can reach more learners than traditional classroom setting and thereby reduce social inequalities.

With flexibility in distance learning, learners are enabled to make progress according to their personal needs. This likely allows them to exercise vital time management skills and study in their own time. Moreover, it enables students to accept new responsibilities, be self-disciplined, and have more autonomy due to the lack of face-to-face interactions with their teachers. According to Boyd (2004), the qualities possessed by learners who enroll in and successfully complete distance education courses can be classified as environmental, technical, and personal oriented**.** Technical factors consist of computer-based and web-based information, while environmental ones are related to scheduling and programming, work and family commitments. Some of the most distinctive personal or psychological characteristics of learners who continue and successfully complete distance education are stimulus, attribution, self-monitoring, study technique and personal-efficacy (Wang, Peng, Huang, Hou, & Wang, 2008).

Thanks to self-directed learning in distance education, the active listening skills of the students and their ability to study individually in the absence of face-to-face interaction with the instructor open up for them avenues of success. Therefore, it can be

said that learners need to have more control over their own learning experience in a distance learning environment.

2.3.2. Self-paced Learning

In online distance education, students have the ability to go back and repeat the part they have difficulty understanding, so students can learn and progress at their own pace and design their own learning experience (O'Lawrence, 2005, as cited in Tibi & Tibi, 2009). Most distance learning instructional technologies can help learners create some form of selfpaced learning. So, it also offers flexibility for each learner's individual requirements and level of ability. Some learners need more time to master learning units because of lack of time or lack of prior knowledge in the subject domain while others can learn subject matter units relatively quickly.

In online learning learners can complete course learning materials and activities according to their needs and goals. For example, they can watch a recorded video clip and listen to the audio clips in the units as much as they need. Zhou (2003) mentioned that online learning process allow learners to set their own pace, be autonomous, collaborative and continuous. Self-learning is also useful for fast learners because they have the opportunity to learn materials that are part of upcoming learning units (Tibi & Tibi, 2009).

2.3.3. Course Materials in Various Forms

According to Wang, Xu, Chan and Chen (2002), with the advancement of technology, online learning provides much more advanced multimedia capability and allows video clips and other types of media to be embedded to promote learning (Tibi & Tibi, 2009). Recent advances in technology provide online distance learning with much more advanced multimedia capability and allow embedding of video clips and other types of media to facilitate learning.

Students could conveniently access teachers and teaching materials. Plain, text-based learning materials do not appeal to learners anymore. Okamoto, Cristea and Kayama (2000, as cited in Tibi & Tibi, 2009) stated that recent increases in bandwidth have enabled more ways of expression: images, sounds, animations, videos (multimedia) are used with increasing frequency. Angulo, Schuster, Maseda and Escallada (1998) suggested that online courses pave the way to use a variety of learning materials such as text, books, videos, audio information that enhance student motivation. It provides effective learning with a rich educational environment in terms of teaching material and activities through audio, visual designs and technology.

Thanks to well-designed multimedia and hypermedia elements, students can practise topics studied better as they have a wide range of options. Zhou (2003) argued that using various media types in online lessons is a powerful way to create a deep and comprehensive understanding of the knowledge offered. It can be much better for students to perceive their teachers if this way is used instead of just plain text and verbal explanation. "For example, when a biology teacher gives a class introducing horse's behavior, he might show an image to explain how the horse is like, play a clip of video to clarify the style it runs, or listen to a sound clip of horse whinnying" (Zhou, 2003, p. 230).

2.3.4. The Course Materials are always Accessible

Angulo, Schuster, Maseda and Escallada (1998) stated that one of the main promises of online education is that the instructional materials are always available electronically and accessible via information and communication technologies. In traditional classrooms, if a student does not attend a class he/she may not get the material studied in class. In this case, students may have difficulty accessing all the materials discussed in class. However, a discussion forum can help ensure virtual access to teaching materials and discussions in an online lesson environment. Videos, resource links, assessment tests, and all instructional aids related to the units are just a click away from students. In the traditional face-to-face learning environment, the main

disadvantage is that lessons are conducted in a predetermined order, date and time; learners cannot re-attend a class if they miss it (Chin, Wong & Mark, 2002).

So, they have less chance of missing the classes since a distance learning environment offer learners to access easily from their homes. In this way, lectures can be delivered and shared in a effective way with a much larger set of learners.

2.3.5. Interactivity

With increased interactions, educators can better meet studentspersoal needs. According to Franklin, Yoakam and Warren (1996, as cited in Tibi & Tibi, 2009), introverted students who are too shy to ask questions in class will often "open up" when given the opportunity to interact via discussion forums or other CMC tools Distance learning can increase student-student interaction. With the use of an array of computer-mediated communication tools student engagement and interaction can be promoted. While in traditional face-to-face teaching, instructors generally transmit information directly to students in a way that does not effectively reflect students' understanding of knowledge, the dynamic nature of online classes allows for better communication, such as self-assessment and peer review.

As student engagement is improved through interaction (Anderson, 2003), encouraging interaction in the classroom is an important aspect of enabling students to actively build their own knowledge and achieve success (Banna, Lin, Stewart & Fialkowski, 2015). Bates and Bates (2005) stated that online distance learning enhances quality through a powerful interaction between instructors and learners without reducing the flexibility of online delivery.

Moore (1989) and Sherry (1996) draw attention to three types of interaction which include interactivity between teacher and students, between students and learning environment, and among students themselves for a successful online distance learning environment as seen in Figure 2.1.

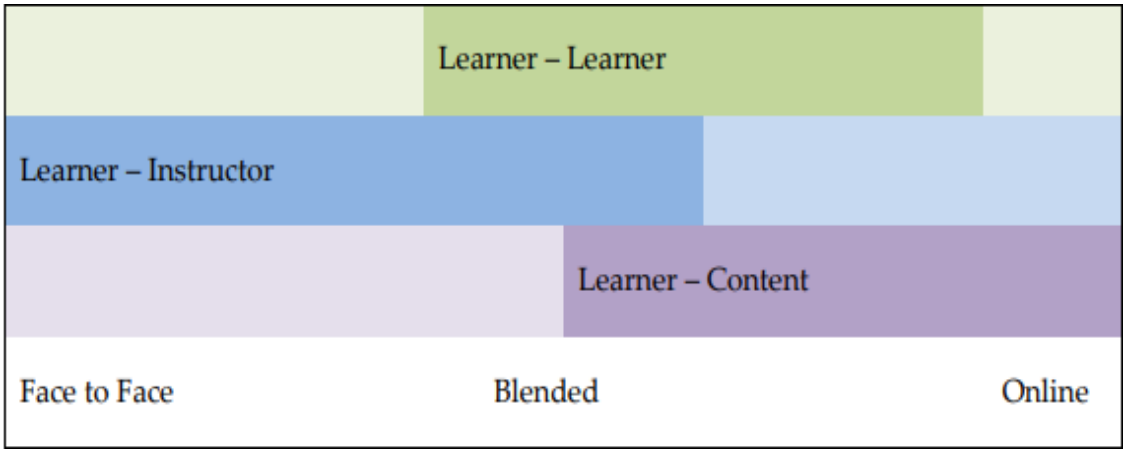


Figure 2.1. Moore (1989) and Sherry (1996)'s interaction type. Adapted from "Murray, Pérez, Geist, and Hedrick (2013).

Besides, Hillman, Willis, and Gunawardena (1994) added a 4th type of interaction called *learner-interface* that occurs between a learner and a technological medium to the distance education literature.

2.3.6. Gaining New Social Skills

Distance learning encourages cooperation among students. Willis (1993) mentioned that distance education leads to establish communication with other students from various social, cultural, economic, and experiential backgrounds. Opperman (2001, as cited in Tibi & Tibi, 2009) stated that the use of distance education technologies allows a wider sharing of views and opinions, so remote approaches are also very effective in the group environment. Due to the sudden outbreak of corona virus, even art and physical education courses have been conducted online. The new online teaching structure has encouraged learners who are usually reluctant to talk in the community and prefer to contribute in writing, so the level of engagement and participation is expected to improve as well (Lau & Dasgupta, 2020).

Consequently, students can acquire not only new knowledge, but also new social skills, such as communicating and cooperating with fellows and peers they have never met (Al-Arimi, 2014).

2.3.7. Cost-Effective

In some circumstances, distance education methods may be the only way to reach some target audiences, in which case lowering the cost of education is not an objective just like the current process we are in. There is not enough evidence about the cost structures of Web-based education at this stage. This may depend on a number of factors. But, it is generally stated in the literature that distance education is more cost effective than other types of education. Because the use of media enables relatively few teachers to reach very large numbers of students without the need for classrooms. Institutions can educate high number of learners with relatively less instructors in online distance learning environment which allows a cost-effective method of delivering education (Belanger & Jordan, 2000; O'Lawrence, 2005, as cited in Tibi & Tibi, 2009). In this regard, UNESCO (2002) states that:

> Factors affecting the cost-efficiency of open and distance learning systems include: the number of learners enrolled; the size of the curriculum; the number of years over which courses are offered without change; containment of course development costs; sharing course development costs; technology choice; the level of student support; and a range of working, labour market and structural practices.'' (p. 13)

While a particular form of open and distance education may be less costly for some options, it may be more expensive for other options. Twigg (2005, as cited in Tibi & Tibi, 2009) stated that the high number of learners in online education in order to make education cost-effective can negatively affect the quality of instruction and learning. The possibility of both reducing costs and improving quality is a debatable issue. Because a considerable amount of investment is required toget digital devices and improve online content. Of course, we do need to discuss the concept of emergency remote education that we abruptly switched to. Therefore, whether it can be more cost-effective than face to face education is a matter of debate. Because a research conducted by World Bank in June 2020 shows that: ''the economic loss might reach $16,000 of lost earnings over a

student's lifetime, translating over time into $10 trillion of lost earnings globally.'' (Education during COVID-19 and Beyond, 2020, p. 9).

2.4. Pitfalls of Distance Learning

In the first phase, distance education can be seen as an opportunity to ensure that children and young people who are physically unable to be in the school can continue their educational activities, to reduce the costs of education due to a long break, to integrate children into the technology-assisted education model, to increase global educational opportunities and to increase the efficiency of children's time at home by opening up the distance education content of the world's major educational institutions to all users. However, distance education offers opportunities as well as risks. In spite of the potential and obvious advantages of distance learning, there are some shortcomings and problems that need to be addressed. These problems include digital inequalities during the pandemic, the quality of instruction, hidden costs, misuse of technology, and the attitudes of instructors, students, and administrators.

2.4.1. Digital Divide

During the time of school closures, it was a priority for governments to be able to ensure learning continuity. Many of the countries closed their education institutions and turned to Information and Communications Technology (ICT) which requires to move towards teaching online. However, the biggest risk is to deepen inequalities in the current education system. In particular, children from socioeconomically disadvantaged families do not have the same opportunities and resources as their other peers do. A UNESCO report on inclusion in education shows that: ''40% of poorest countries failed to support learners at risk during the COVID-19 crisis.'' (UNESCO, Global Education Monitoring (GEM) Report, 2020, p. 1).

One the one hand, there are many students across the world who are equipped with tablets and computers provided by their schools or governments. On the other hand, that leaves out many students particularly in rural areas and from low-income

backgrounds around the world who aren't equipped with such personal digital devices, and do not have Internet access at home. With most educational institutions shutting down due to Covid-19, many emergency remote education programs have relied on Internet accessibility in addition to data and electronic devices to sustain teaching and learning (Bozkurt, 2020). Even if access is available, industrialized countries also have inequalities in terms of bandwidth distribution, data price, and Internet speed, depending on gender, age, employment, educational background, and household income (Rohs & Ganz, 2015). Therefore, we cannot overcome all inequalities learners face during COVID-19 or otherwise just by providing digital connectivity at homes. Not only lack of technology or access to technology, but also lack of people who can guide the use of these technologies can deepen inequality, because the socioeconomic and cultural background of families plays a serious role in the formation of inequality in education.

Factors such as living conditions, economic stress, and low education levels of parents, lack of digital skills have an undeniable effect on the ability to adapt to the new modes of instruction. For example, studies on learning loss for students who take a long break from education during summer holidays reveal that children from low-income families have more learning loss during the summer holidays. A UNESCO, GEM report states that: ''However, many learners in developing countries, especially the youngest and minority groups, are not fluent in the language of instruction.'' (Policy Brief: Education during COVID-19 and Beyond, 2020, p. 8). So, even though they can access content that they can understand, the learning support need to be provided.

All these researches have shown that: ''not all young people are the well connected, digitally savvy, 'digital natives' that the rhetoric around young people and technology would have us believe.'' (Williamson, Eynon & Potter, 2020, p. 4). The percentage of people with access to electricity is less than 10 percent in 7 least developed countries (Policy Brief: Education during COVID-19 and Beyond, 2020). When half of the 21 European countries were analyzed, it was seen that 4th grade students from low income families are at best half as likely to have Internet connection as their peers with higher socio- economic status (Fairness Policy Bried Series:04, 2020). ''In most European countries, children from lower socio-economic backgrounds are more likely to

lack reading opportunities, a quiet room, and parental support during school closure'' (Education during COVID-19 and Beyond, 2020, p. 8). Due to these inequalities that coronavirus deepens for those learners, it seems that the learning loss will likely to be great both in the short and long term.

It is emphasized in Policy Brief: Education during COVID-19 and Beyond (2020):

> A reduction in average learning levels for all students, a widening of the distribution of learning achievements due to highly unequal effects of the crisis on various populations, ora significant increase of students with very low level of achievement due in part to massive dropouts. (p. 8)

According to the World Bank, there are three possible scenarios for the learning loss as shown in figure 2.2:

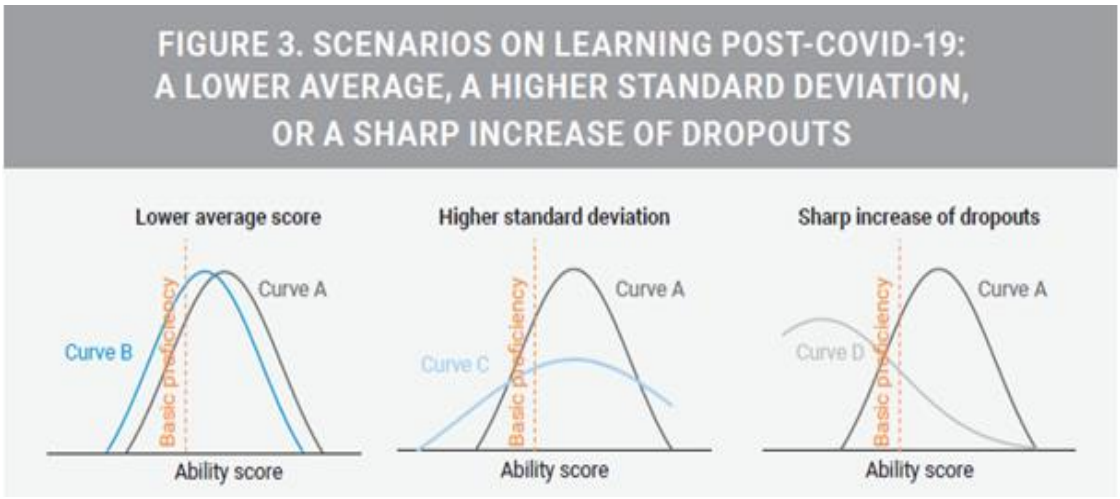


Figure 2.2. We should avoid flattening the curve in education – Possible scenarios for learning loss during the school lockdowns (Iqbal, Azevedo, Geven, Hasan & Patrinos, 2020).

The Program for International Student Assessment (PISA) states that one third of the learning loss in Grade 3, the equivalent of a three-month school closure, could result in lower learning level in Grade 10 and long term losses even after children return to school (Education during COVID-19 and Beyond, 2020). Also, it is suggested that short-term remediation programmes can help reduce long term losses as they will fall behind the curriculum.

2.4.2. Inequality in Education

The timeworn debate of public vs. private schools has arisen due to Covid-19, and another factor in the formation of inequality in education is the differences between these schools. Both private and public education sectors have faced serious challenges since the very beginning of the pandemic. However, in a technology-based education, a -digital distinction- may emerge between schools with strong telecommunications infrastructure and schools without this kind of infrastructure. There is also a risk that such a situation will deepen the difference between already existing private schools and public schools. The increase in enrollment in private schools has deepened the inequality between families who have no choice but to enroll their children in public schools (Lubienski, 2020, as cited in Ayesh, 2020). ‘‘According to a study by the London School of Economics (LSE), nearly three quarters (74%) of private school pupils were benefiting from full days of teaching during lockdown, compared with just 38% of pupils from state schools’’ (www.shropshirestar.com, para. 3). Major, professor of social mobility at the University of Exeter and report co-author, (2020) said: “We are seeing large and sustained losses in education for school pupils and university students in the wake of the pandemic, with those from lower-income backgrounds particularly suffering’’ (www.shropshirestar.com, para. 12). In Kenya, only upscale private schools provide online learning; but this has left thousands of learners in public schools at a very disadvantaged state (Bozkurt, 2020, p. 36). Perry and McConney (2010) mentioned that in Australia, the socioeconomic status of a school is linked to academic success without taking into account the family’s socioeconomic background. Unfortunately, these associations further exacerbate the already existing inequality (Flack, Walker, Bickerstaff & Margetts, 2020). ‘‘At the end of April 2020, the Federal government offered $15M to private schools to incentivise towards their new goal of all schools being open and teaching students in the classroom by the end of May’’ (Bozkurt, 2020, p. 52). This unfair decision caused a concern for the students who might have fallen more behind than their more privileged fellows.

A detailed statistical analysis of the Australian survey data about socioeconomic disparities in Australian schooling during the COVID-19 pandemic revealed that: ‘‘More than 20% of teachers in the least advantaged schools believed their schools were not well-positioned to transition to online instruction (compared with 5.9% in the most advantaged category)’’ and ‘‘fewer than half of teachers in the least advantaged schools said they were able to communicate effectively with their students online – compared with 76% in the most advantaged category’’ (Flack, Walker, Bickerstaff & Margetts, 2020, p. 4). ‘‘This highlights the ongoing need to attend to not only the digital divide of available technology and support between and within schools but also a divide in staffing/resourcing and student-staff ratio’’ (Bozkurt, 2020, p. 52). Flack et al. (2020) also states in the analysis of the survey about socioeconomic disparities in Australian schooling that:

> The results, presented in this report, provide strong evidence that children attending the least advantaged schools were more adversely affected by the shift to online learning than others and that the shift therefore may have compounded existing inequities in the school system. (p. 4)

Unfortunately, even during a global pandemic, money and the private school lifestyle lead the way in terms of advantages (Utteridge, 2020). It can be said that the statistics so far are terrifying, and again the disparity between the life of a private school student and the life of a public school student has grown more than ever.

2.4.3. Social Isolation

Another disadvantage of distance education is that children stay away from the school climate and consequently are deprived of peer education. The family which is the main source of socialization and the school is the place where children spend a large portion of their days and provide major contributors to socialization. The socialization process involves learning how to behave in social settings such as cooperation, assistance, sharing, and solving problems, how to deal with a more formalized group situation and challenges. Shortly, it can be said that schools provide students with social-

emotional learning one of the most vital thing for their personal identity. The fact that children are not able to leave their homes due to an epidemic causes them to be unable to meet their socialization needs. So, the effects of quarantine measures such as physical distancing and mobility restrictions are having detrimental consequences on children's mental health. ''Children today face anxiety about the negative impact of the pandemic on their lives and their communities, and uncertainty regarding the future'' (Policy Brief: The Impact of COVID-19 on children, 2020, p. 9). Therefore, in the isolation process, alternative solutions are needed to meet the physical, mental and psychological needs of children such as communication with their peers, playing games, being outside the home, because lack of social interaction can make students more introverted.

Also, feeling of isolation in distance learning process can create a complex learning process for students. Galusha (1997) suggests that instructors should communicate with their students electronically or by phone in order to solve the problems encountered in this process. Also, O'Lawrance (2005) states that using telecommunications technologies can help reduce the problems encountered. "Because the student in isolation often has no one to practice with, to watch and learn from, his/her progress may be slower" (Egbert, 2001, as cited in Tibi & Tibi, 2009, p.4). Most learners want to belong to a larger students community where they can work collaboratively for their social lives (Galusha, 1997). Therefore, some arrangements should be made in online distance education to reduce the feeling of isolation for students and to support their interactions with their teachers and peers.

2.4.4. Lack of Face to Face Interaction

Another important issue is the risk of reduced teacher-student interaction. Some platforms such as Skype, Zoom, WhatsApp are used to make the teacher-student relationship interactive over the internet. Since direct communication and human touch are absent, distance learning environment has certain weaknesses in the form that it can hamper effective communication between the learner and the teacher. Technical challenges may cause a complex learning process for learners (Favale, Soro, Trevisan,

Drago & Mellia, 2020). Ocker and Yaverbaum (1998) emphasize the value of intimacy and eye contact in lessons that are limited factors in distance education settings. Since it is difficult for teachers to observe students' emotions, they may not be able to fully meet the needs of students.

In the absence of face-to-face communication, students may feel isolated which may cause them to decrease their motivation to learn (O'Lawrence, 2005). Besides, Valentine (2002) states that due to the lack of face-to-face communication, problems may arise when there is an opposing view that can be misunderstood without verbal signals. Deeper learning can be achieved by creating smaller groups with a collaborative learning strategy and making online lessons active, social, engaging and student-centered (Ocker & Yaverbaum, 1998). ''Being involved in a collaborative learning process is an important part of forming the foundation of a learning community. When this is not encouraged, participation is generally low and dialog is absent'' (Palloff & Pratt, 2000, as cited in Valentine, 2002, p. 7). So, lack of face to face interaction may cause learners to loose their enthusiasm for learning and drop out of distance education program. ''In a situation where eye contact and proximity are limited, students cannot be disciplined nor affirmed by eye contact and body language'' (McKnight, 2000, as cited in Valentine, 2002 p. 7).

2.4.5. Technical difficulties are a risk

Distance education includes a number of technologies that are available for us, but sometimes they can cause a lot of difficulties. Examples of these modern technology challenges include download errors, upload issues, login issues, and problems with audio and video. ''Technical problems may interrupt the instruction and may create confusion and frustration for the instructor and students'' (O'Lawrence, 2005, p. 10). Sometimes learners are unable to access their coursesorthey are often or sometimes unable to complete homework assignmentsas a result of their type of access to the Internet. When the Internet does not work, programs and software are down, or when learners have technical difficulties with online learning and have difficulty in understanding

instructional goals, learners may find online teaching to be boring and unappealing. ‘‘Some of these problems arise from a lack of training, some from the instructor's attitudes about using the technology and still others by software and hardware problems’’ (Valentine, 2002, p. 4).

‘‘One of the new challenges for education is that high-level skills are needed not only by an elite, but by the population in general’’ (Unesco, Open and Distance Learning Trends, 2002, p. 18). So, keeping up with the technological expertise needed to succeed in distance learning communities is a crucial issue for all members of these communities. ‘‘The demand for online courses has increased so rapidly that some researchers have highlighted the inability of faculty to keep up with the evolving expertise required to function in this environment’’ (Stumpf, McCrimon, & Davis, 2005, as cited in Capra, 2011, p. 289).

When students are not technologically prepared for the distance education environment, they can negatively affect the instructor as well as other students. Also, instructors may not feel comfortable teaching in such an environment, and students may be reluctant to take more responsibility for their own learning due to their inexperience. In this regard, Capra (2011) states that:

> For students, it is a matter of not only being prepared for the autonomy of the online environment, but being ready for the rigor of an online learning environment. Students who are not technologically prepared for an online course can negatively impact the instructor as well as other students. (p. 289)

2.4.6. Refugee Learners, Disability Learners

Among other groups, refugee learners have also been severely affected with the closure of schools and universities. According to Cerna (2020), immigrant and refugee students who face numerous barriers and disadvantages are also faced by numerous challenges and disadvantages exacerbated by the COVID-19 crisis. They have been facing a long period of time break from education in their countries and in the country

where they migrate. It is very difficult for them to make up for the time they have been away from education. Cerna (2020) also states that:

Another challenge during the COVID-19 crisis is the higher risk of immigrant and refugee students of dropping out of school because they have fallen too far behind in their learning, have become disconnected from school, or need to take on additional household responsibilities and /or work. (para. 5)

‘‘Children with disabilities who were already marginalized before the outbreak are not always included in strategies of distance learning’’ (Policy Brief: The Impact of COVID-19 on children, 2020, p. 8). In this regard, Yamamoto and Altun (2020) notes that:

> Although there have been promising studies developed by organizations such as Tubitak over the years, such as computer-based learning applications that work with voice command or special additional hardware, practices and regulations for students and instructors with disabilities are still very limited. (p. 32)

For this reason, it cannot be said that online education system implemented now can include disabled students yet.

2.4.7. A ripple Effect Beyond Education

Unfortunately, the pause in education has led to distressing consequences that go beyond education. Many of these include food insecurity, economic instability, and violence against women and girls. The closure of schools and other educational institutions have prevented the provision of basic services to children and communities. ‘‘The loss of school meals and other health and nutrition services in the first months of the pandemic affected 370 million children in 195 countries, 30 increasing hunger and nutritional deficiencies for the most disadvantaged’’ (Policy Brief: The Impact of COVID-19 on children, 2020, p. 10). Some countries have managed to adapt and maintain school nutrition programmes, while others have not. The closures also concern health and psychosocial services, as educational institutions also offer prevention, diagnostic and counseling services. As a result, vulnerable groups cannot both receive

basic services and benefit from social protection mechanisms. Unfortunately, ‘‘as with previous pandemics, COVID-19 has shown that education institution closures represent an increased risk for women and girls, as they are more vulnerable to multiple types of abuse, such as domestic violence, transactional sex, and early and forced marriages’’ (Policy Brief: The Impact of COVID-19 on children, 2020, p. 10).

According to UNESCO, GEM Report, (2020): ‘‘an estimated 40 percent of the poorest countries failed to support students at risk during the COVID-19 crisis’’(p. 1) ‘‘Past experiences show that both education and gender inequalities tend to be neglected in responses to disease outbreaks’’ (Policy Brief: The impact of COVID-19 on children, 2020, p. 8). Chores, childcare tasks, especially for girls, or the work required to run farms prevent children from getting enough learning time or make them unable to continue their learning at a distance. Lockdowns and stay-at-home orders increase the risk of children witnessing or being exposed to violence and abuse. With regard to this matter, Policy Brief: The impact of COVID-19 on children (2020) states that:

> Children in conflict settings, as well as those living in unsanitary and crowded conditions such as refugee and IDP settlements, are also at considerable risk. Children’s reliance on online platforms for distance learning has also increased their risk of exposure to inappropriate content and online predators. (p. 3)

Growing digitalization make vulnerable children more susceptible to harm. So, Policy Brief: The impact of COVID-19 on children (2020) also warns that:

> Just as the combined effect of school closures and economic distress is likely to force some children to drop out of school, the same combination can be expected to compel children into child labour, to become child soldiers, and into child marriage in high-risk countries. (p. 10)

According to Children’s Ebola Recovery Assessment written by Risso-Gill and Finnegan (2015), following the Ebola crisis, there was a massive increase in adolescent pregnancy linked to school closures. Based on this, pregnancy is predicted to be a permanent obstacle for a girl to return to education in some communities, even after the COVID-19 crisis is over.

2.5. Distance Education In the Crisis of Corona in Turkey

Due to the rapid spread of the pandemic in March 2020, T.C. The Ministry of National Education (MoNE) on behalf of primary and high school students and educators has decided to suspend formal education and to conduct all classes on online platforms. ‘‘With school closures in Turkey, MoNE strengthened the infrastructure of digital educational portal, Educational Informatics Network (EBA) and collaborated with Turkish Radio and Television Corporation (TRT) to establish an effective distance education system’’ (Özer, 2020, p. 1126).

2.5.1. The EBA Platform & Educational Television: EBA-TV and Live Online Courses

‘‘The EBA platform developed by MoNE and used since 2011 (Özer, 2020) is an online social education platform available to students and teachers free of charge’’ (Sahin & Shelley, 2020, p. 22). Eba can be accessed via network or mobile phone browser. Each student, teacher, and parent can sign into EBA with their username and personalized password. Eba provides online course materialssuch as portfolio, assignments, exams, work, and a library as shown in Figure 2.3.

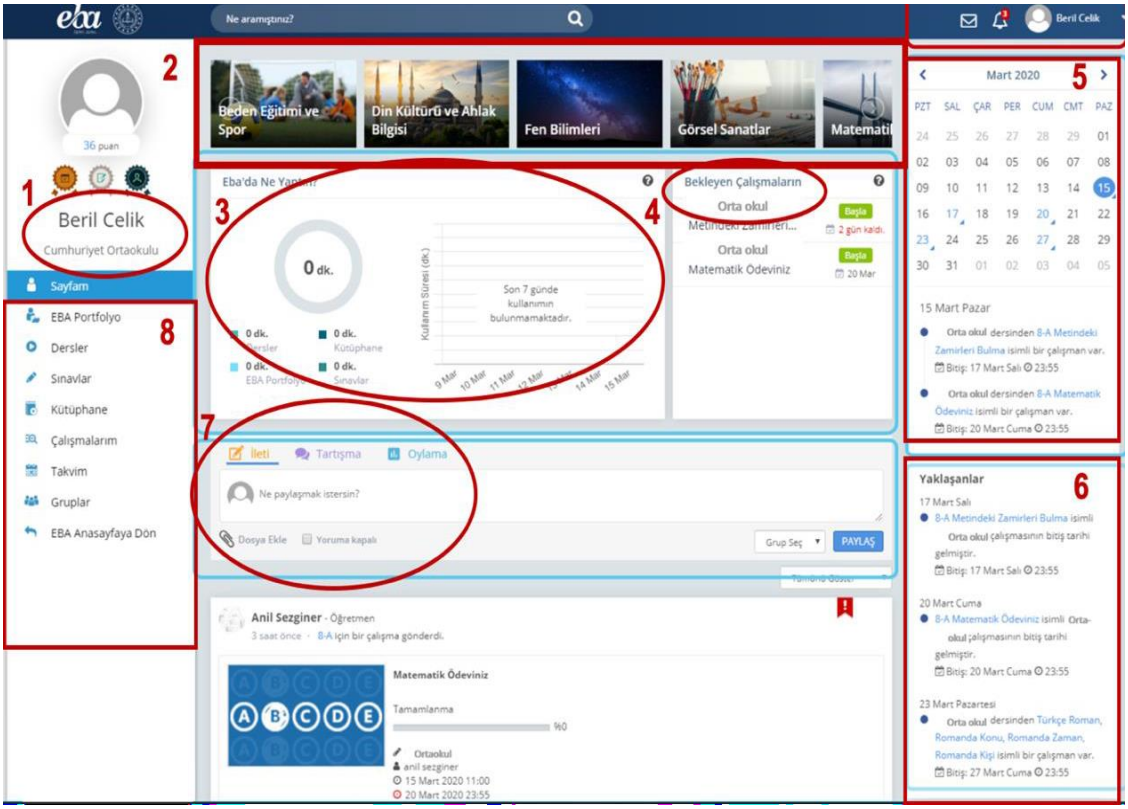


Figure 2.3. Educational Practices during the COVID-19 Viral Outbreak: International Perspectives. ISTES Organization (Sahin & Shelley, 2020).

Note: 1- Student's and school's name (account); 2- Courses; 3- Platform usage statistics; 4- My work/studies; 5- Calendar; 6- Coming assignments; 7- Messages, discussion, and poll; 8- Portfolio, courses, exams, work, and library (Sahin & Shelley, 2020). As seen in Figure 6, students can easily access any page they want by just clicking (EBA, 2020).

In our country, distance education started on March 23, 2020 through the Educational Information Network (EBA) TV for primary, secondary and high schools. Through EBA TV, students can follow the schedule for the live broadcast lessons which have been determined for them as seen in Figure 2.4. Sahin and Shelley (2020) stated that:

> The same content was released two times a day for each grade (09.00 a.m.–2.00 p.m., 02.30 p.m.–7.30 p.m.), with EBA-TV releasing a total of 2,516 hours broadcast on 93 subjects in 10 different studios in Ankara and Istanbul using 674

teachers (681 hours for primary schools, 770 hours for secondary schools, and 1,065 hours for high schools. (p. 24)

The content formed for language arts, mathematics, science, social studies, and daily life skills is presented in courses broadcast on EBA-TV (MoNE, 2020).

EBA-TV Primary School — **April, 20-24**

Grade	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st Grade	09:00 a.m.	Turkish	Science	Turkish	The Celebration of the National Sovereignty and Children's Day	Turkish
	09:30 a.m.	Math	Math	Math		Science
2nd Grade	10:00 a.m.	Turkish	Science	Turkish		English
	10:30 a.m.	Math	Math	Math		Science
3rd Grade	11:00 a.m.	Turkish	Science	Turkish		English
	11:30 a.m.	Math	Science	Math		Turkish
4th Grade	12:00 p.m.	Turkish	Social Sciences	Turkish		Social Sciences
	12:30 p.m.	Math	Science	Math		Science
Support	01:00 p.m.	Turkish	Math	Turkish		Turkish
Turkish for Refugees	01:30 p.m.	Turkish	Turkish	Turkish		Turkish
Special Education	02:00 p.m.	Information	Math	Science		Cognitive Skills
Parents Zone	08:00 p.m.					

EBA-TV Secondary School — **April, 20-24**

Grade	Time	Monday	Tuesday	Wednesday	Thursday	Friday
5th Grade	09:00 a.m.	Turkish	Social Science	English	The Celebration of the National Sovereignty and Children's Day	English
	09:30 a.m.	Math	Science	Math		Science
6th Grade	10:00 a.m.	Turkish	Social Science	English		English
	10:30 a.m.	Math	Science	Religious Culture and Moral Knowledge		Science
7th Grade	11:00 a.m.	Turkish	Social Science	English		Math
	11:30 a.m.	Math	Science	Math		Science
8th Grade	12:00 p.m.	Turkish	Revolution History	English		English
	12:30 p.m.	Math	Science	Religious Culture and Moral Knowledge		Science
Religious Secondary School	01:00 p.m.	Arabic	Arabic	Arabic		The Holy Qur'an
Turkish for Refugees	01:30 p.m.	Turkish	Turkish	Turkish		Turkish
Special Education	02:00 p.m.	Information	Math	Science		Turkish
Parents Zone	08:00 p.m.					

EBA-TV High School						April, 20-24
Grade	**Time**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9th Grade	09:00 a.m.	Turkish Language and Literature	History	Turkish Language and Literature	The Celebration of the National Sovereignty and Children's Day	Geography
	09:30 a.m.	Math	Chemistry	Math		English
	10:00 a.m.	Religious Culture and Moral Knowledge				
10th Grade	10:00 a.m.		History	Turkish Language and Literature		Geography
	10:30 a.m.	Turkish Language and Literature	Chemistry	Math		Philosophy
	11:00 a.m.	Math	Religious Culture and Moral Knowledge			English
11th Grade	11:00 a.m.			Turkish Language and Literature		
	11:30 a.m.	Turkish Language and Literature	History	Math		Geography
	12:00 p.m.	Math	Chemistry			Philosophy
	12:30 p.m.		Religious Culture and Moral Knowledge			English
12th Grade	12:00 p.m.			Turkish Language and Literature		
	12:30 p.m.	Turkish Language and Literature		Math		
	01:00 p.m.	Math	Revolution History	Religious Culture and Moral Knowledge		Geography
	01:30 p.m.		Chemistry			English
All Grades	01:30 p.m.	Time to Exercise		Time to Exercise		

Figure 2.4. Sample Broadcast Flow of EBA-TV for Primary, Secondary, and High Schools (Sahin & Shelley, 2020).

In addition to the EBA-TV and EBA portal, live online courses have also been conducted which are scheduled centrally by MoNE through the video conference application Zoom, where the broadcaster can share screens or presentations, and all participants can communicate with video and audio. ‘‘In total, EBA included 5,954,174 virtual classes within three months’’ (Sahin & Shelley, 2020, p. 25).

According to UNICEF Turkey COVID-19 Response Monthly Situation Report (2020)**,** it is stated that MoNE has increased capacity of the current EBA system with UNICEF support to more effectively provide quality distance education systems to all K-12 learners nationwide:

> As of 16th October 2020, MoNE reports that 10,703,812 students and 842,438 teachers actively benefited from the online EBA platform. Arabic and Turkish messages including tips on parenting during the COVID-19 pandemic, as well as information on school registration and distance learning has been sent using Rapid Pro SMS technology to 12,176 Syrian Volunteer Education Personnel (6,481 females, 5,695 males) and to 11,501 ECE parents and caregivers. (p.1)

UNICEF is working closely with MoNE on implementing the national "Back to School" campaign to advocate and encourage the continuation of learning, raise awareness on the importance of continuing education, increase access to safe and quality education, teach the importance of hygiene practices, and encourage social integration and take care of each other's wellbeing for all children and youth across Turkey, including Syrian children. Also, MoNE is getting technical and financial support from UNICEF for the provision of teacher training in relation to distance education pedagogy and school administrator training on managing distance education and creating safe school environments.

According to UNICEF Turkey COVID-19 Response Monthly Situation Report (2020), on 18th September 2020, some rooms in Antakya and Iskenderun Children and Youth Centers of the Turkish Red Crescent (TRC) in Hatay province were turned into EBA support classrooms for vulnerable children who need education support in accessing distance online learning with the support of UNICEF. Also, it is reported that for early childhood education activities, According to UNICEF Turkey COVID-19 Response Monthly Situation Report (2020):

> Syrian and vulnerable Turkish families across Southeast Turkey received daily phone calls and WhatsApp messages including some tips and instructions for guiding parents and caregivers from a network of more than 200 teachers. 1,057 young children during September and early October'' (576 girls, 481 boys) were benefited from the project. (p. 5)

The Ministry has also taken foreign families into consideration during the epidemic, and tried to reach them through different communication channels in order to allow them to continue teaching and learning process (Aydin, 2020). In addition, Turkey initiated the Basic Education Project and FATİH Project with the aim of reducing inequality of opportunity and increasing the quality of education.

According to definition of High-quality early care and education (ECE): ''Access to early care and education means that parents, with reasonable effort and affordability, can enroll their child in an arrangement that supports the child's development and meets

the parents' needs'' (Friese, Lin, Foory, Tout, 2017, p. 2). UNICEF Turkey COVID-19 Response Monthly Situation Report (2020) states that:

> As part of the COVID-19 response and as a contribution to distance education, 38 children's storybooks that were developed for young children (ages 3-to-7) within the scope of UNICEF's Inclusive Early Childhood Education for Children with Disabilities Project, were uploaded on EBA so that all young children, parents and teachers could have access to them. (p. 5)

EBA Support Points have been established during the pandemic period so that students who do not have a computer or internet access at home can benefit from distance education. Also, ''EBA Assistant'' has been developed as seen in Figure 2.5. responding to user questions about distance education (Sahin & Shelley, 2020).

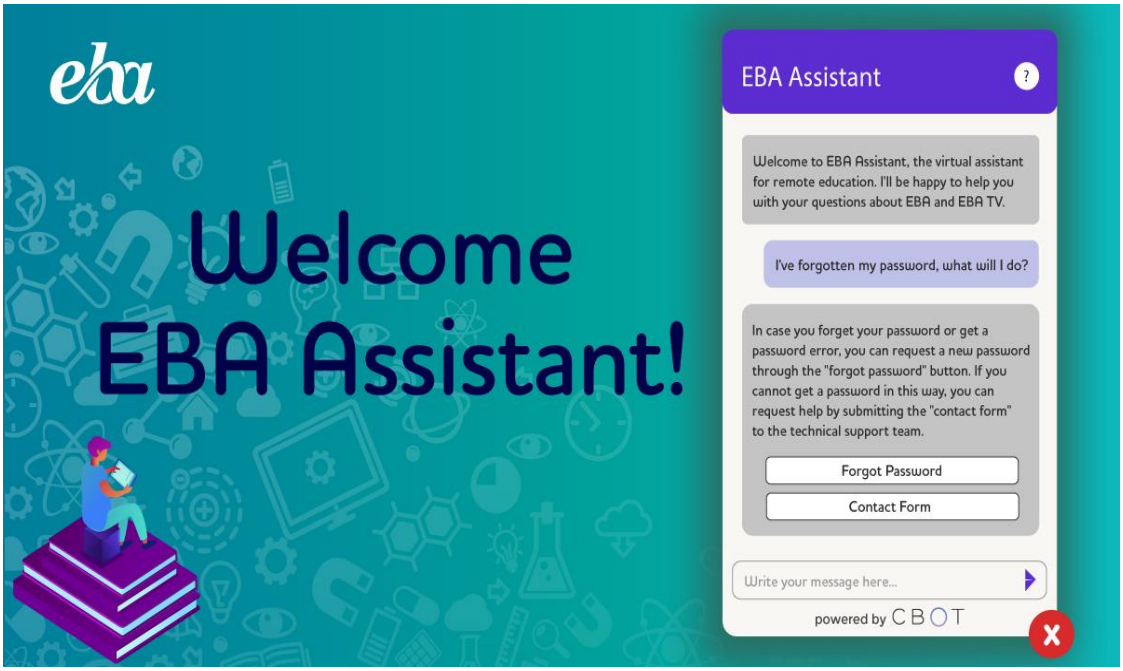


Figure 2.5. EBA Assistant (www.cbot.ai)

As stated on the website of the Ministry of National Education, EBA has became the fundamental part of the remote education process:

EBA which was used actively during distance education initiated by the Ministry of National Eduction on March 23 due to the Covid-19 pandemic, became the 10th most visited internet site of Turkey with 3.1 billion clicks and 3rd most visited education site in the world. (www.meb.gov.tr, para. 1)

EBA mobile application was downloaded 16 million and 700 thousand times by Android phones and 1 million 800 thousand times for iOs devices. As seen in Figure 2.6, ‘‘TRT EBA made 2 thousand and 516 hours of broadcast and 7 million 383 thousand and 213 students as well as 1 million 30 thousand and 516 teachers actively used EBA’’ (www.meb.gov.tr, para. 7).

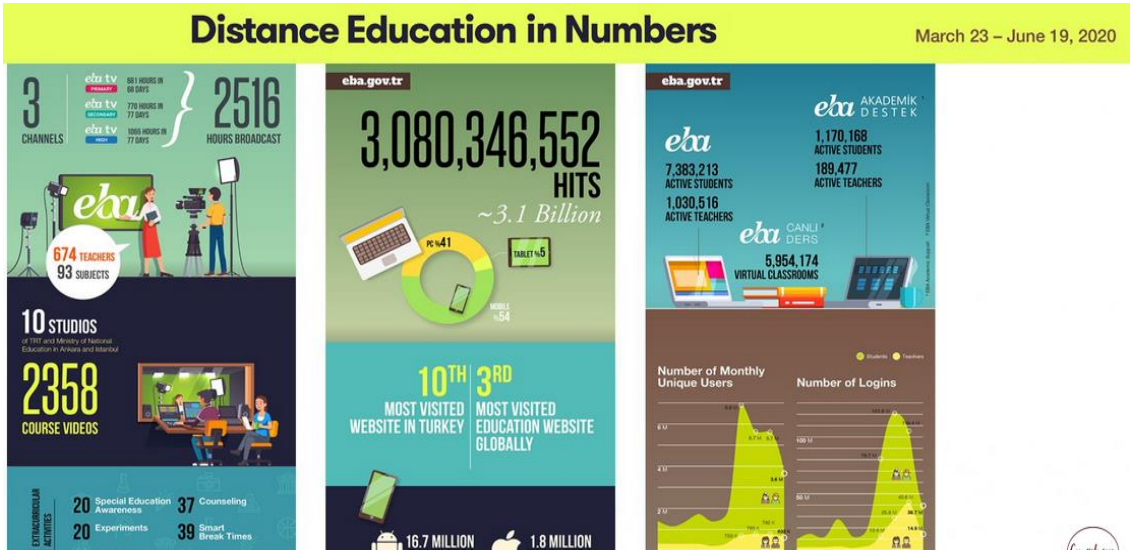


Figure 2.6. Distance Education in Numbers in Turkey during the COVID-19 Pandemic (www.meb.gov.tr).

Figure 2.7. Google Search: Top Queried in 2020 Turkey Report (www.wearesocial.com).

New Digital 2021 reports published in partnership with Hootsuite show that EBA became one of the most queries that people entered into Google Search between 01 January and 31 December 2020 as seen in figure 2.7.

Figure 2.8. Mobile App Rankings Downloads (www.datareportal.com)

In addition, Digital 2021 top downloaded app list for Turkey shows that Zoom ranks 6th among the most installed app, while the Eba app ranks 8th nationwide as seen in figure 2.8.

When we look at the latest digital highlights in this report, it can be said that the Internet, mobile and social media have become an indispensable part of our daily lives. Because according to the "Digital 2021: Global Internet Usage" (2021) report by We Are Social and HootSuite, more than 4.6 billion people now use the internet, (Figure 2.9.) while social media users have passed the 4.2 billion mark. (Figure 2.10.) The number of social media users increased more than 13 percent last year, with nearly half a billion new users bringing the global total to about 4.2 billion by the beginning of 2021 (www.wearesocial.com).

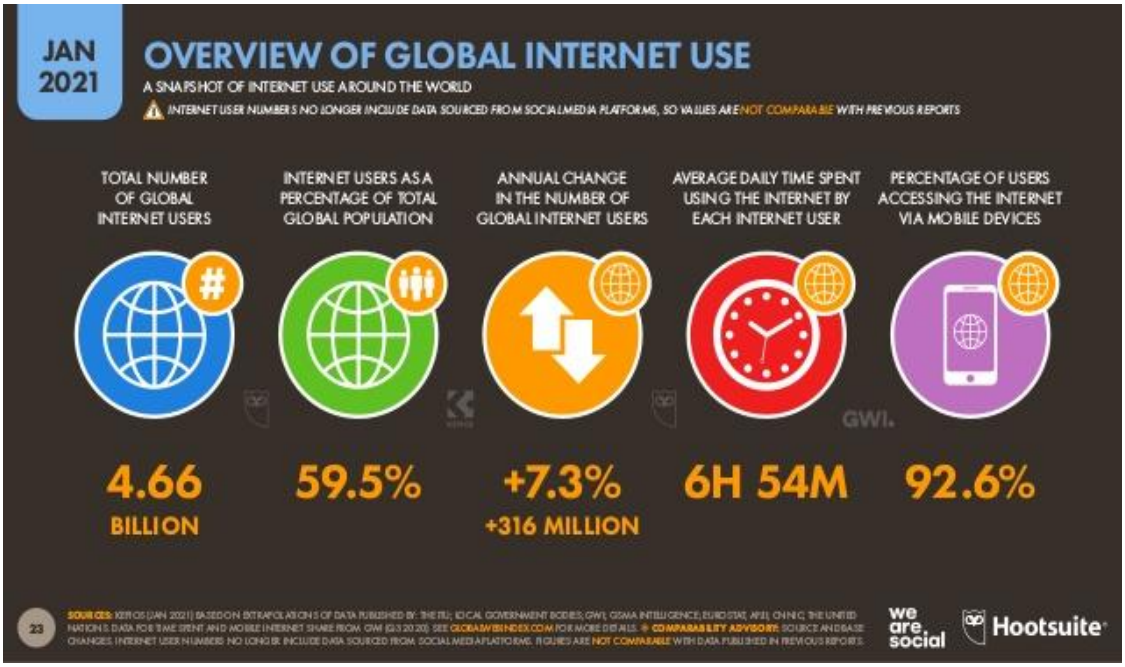


Figure 2.9. Overview of Global Internet Use in 2021, January (www.wearesocial.com)

Figure 2.10. Digital Around The World 2021, January (www.wearesocial.com)

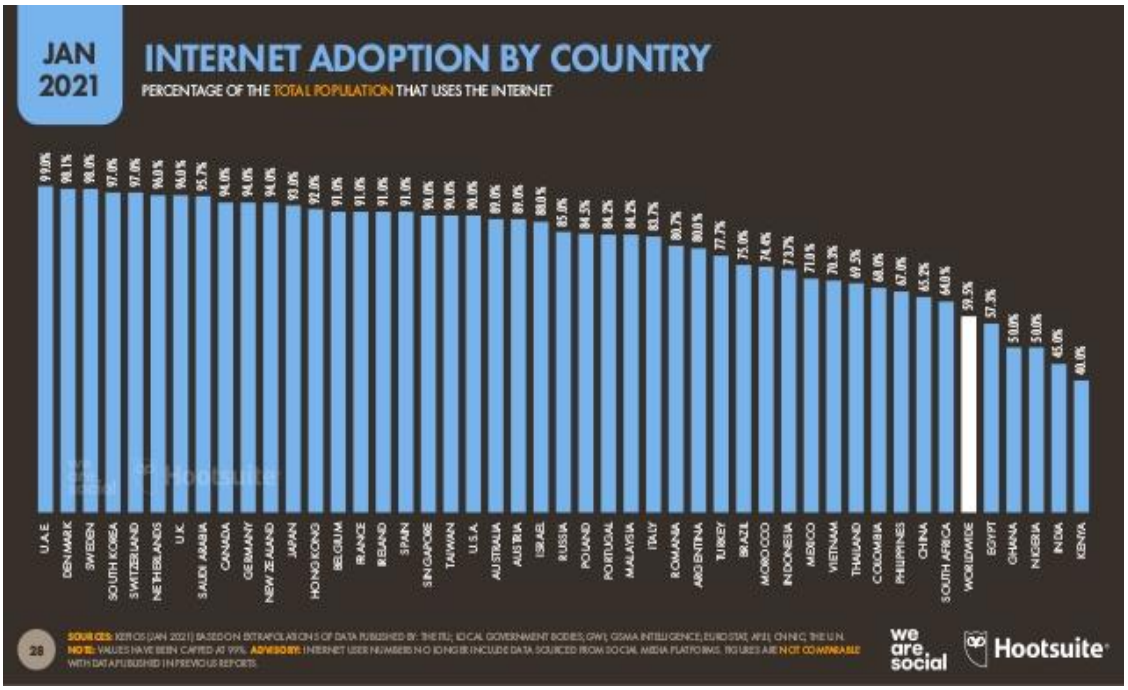


Figure 2.11. Internet Adoptaion By Country (www.wearesocial.com)

While worldwide internet usage penetration is 59.5 % (Figure 2.11) and active social media users penetration is 53.6% (Figure 2.10), these percentages are relatively %77.7 (Figure 2.11) and %70.8 in Turkey. (Figure 2.12). It is reported that there has

been an increase of 6.0 million (+ 11%) in the number of social media users in Turkey since last year (www.datareportal.com).

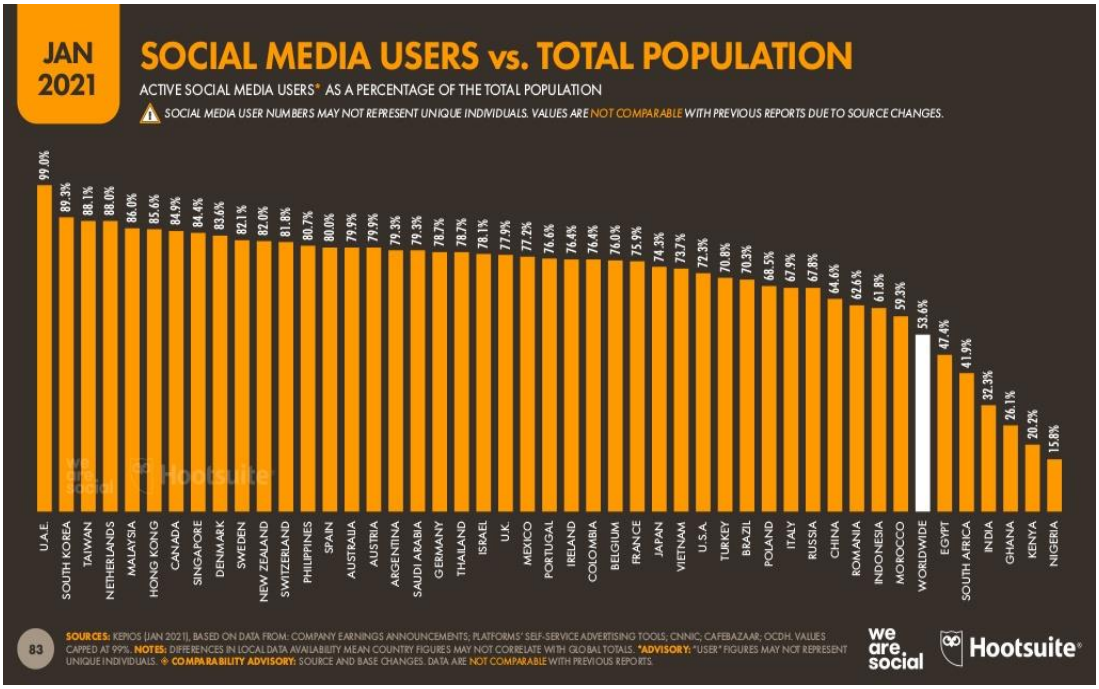


Figure 2.12. Social Media Users vs. Total Population (www.wearesocial.com).

Digital 2021 report for Turkey states that the population of Turkey increased by 806 thousand (+ 1.0%) in a year (www.datareportal.com), while Internet usage in Turkey increased by 3.7 million (+6.0%) between 2020 and 2021. According to Digital 2020 report, Turkey's population growth last year was 1.2% while Internet usage in Turkey increased by 2.4 million (+4.00). So, considering the population growth amounts to %1.1 per year in Turkey, it can be inferred that this increase in Internet usage is not just because of the new generation, but also an increase in Internet use among older age groups.

2.6. Attitude in Education

Education is an activity that covers the understanding, attitude, behavior and thoughts of the individual that affect the past and future life, which makes new generations accustomed to the society, and aims to acquire new skills, understanding,

attitude and behavior (Karslı, 2003). So, it can be inferred that education is not only an activity consisting of cognitive processes, but also a complex concept that includes motor and affective areas.

Learning areas, initially developed between 1956 and 1972, have received significant contributions from researchers and experts in education field. There are three main learning areas: Benjamin Bloom's cognitive domain, David Krathwohl's emotional domain, and Anita Harrow's psychomotor domain (Sousa, 2016). The cognitive domain is focused on the learning and application of knowledge and intellectual abilities (Bloom, 1956). It aims to raise individuals who develop mental skills and the acquisition of knowledge, remember and reason on information, who can form concepts, generalizations, and theories. The psychomotor domain (Simpson, 1972) refers to physical movement, motor skills and the ability to coordinate them. Affective domain includes the positive and negative emotions that a person has, attitudes shaped by emotions, values, interests, morality, character, and the power to make personal and social judgments, and all these are very important in the learning process (Malmivuori, 2001). Education aims to raise “people who know what they are doing and why they are doing and who can question them” (Otluoğlu, 2002, p.4; Özçelik, 1998, p. 20).

According to Brewer, Hentschke, and Eide (2010), the main inputs may include teacher and administration, methods of presenting content and technical equipment, while the main outputs are related to the student's knowledge and skills. Astin (1991) points out that "output must always be evaluated in terms of inputs" (p. 17). In addition, it is stated that learners' characteristics have a key role in determining their educational progress. Astin (1991) emphasizes that the inputs and results should be evaluated together, that is, the educational environment of the learners should be known. So, we need to consider and analyze inputs well to get successful outputs in education.

The characteristics of the students should be carefully researched in order to create pedagogically appropriate online learning environments (Moolman & Blignaut, 2008). In order to design an effective remote teaching process and sustain this process successfully, it is necessary to clearly understand the target audience by determining the basic domains such as the cognitive, physical, affective and social characteristics of the

learners. Therefore, the characteristics of the target group such as cognitive ability, level of cognitive development, prior knowledge and experiences about familiar practise in instruction, competence in computer use, personality, attitudes towards different learning styles, motivation, reading, writing and communication skills should be analyzed (Khan, 2005). We can infer these statements that the level of benefiting from educational environments varies according to the individual differences of the students as the characteristics of each student are of great importance in educational processes. If we can analyze the student profile correctly, they can easily adapt to the designed learning environment.

The concept of attitude has been expressed as a phenomenon that plays a key role in all social and psychological structures and from traditional learning approaches to the processes of transition to distance learning. Because throughout history, the concept of attitude has been used to explain human perceptions, preferences, decisions and behaviors, the attitude of the individual towards any object, person, or situation has been considered as a fundamental determinant of the direction of human behavior. According to Ajzen and Fishbein (1977, as cited in Ullah, 2018), attitudes are reactions of an individual to someone, an object, or phenomenon. Therefore, it can be viewed as an individual's set of emotions and beliefs with regard to achieving the target behavior.

Attitude toward e-learning implies ‘‘learners’ positive or negative feelings about their participation in e-learning activities through the use of computers which would directly influence their behavior in using online learning for different purposes’’ (Al-Musawi, 2014, p. 2). Understanding students' attitudes towards e-learning helps students use the e-learning system better, while also evolving online education into a high quality and robust educational environment.) Determining learner's attitude towards e-learning has a crucial role in predicting students academic performance (Perez Cereijo, 2006, as cited in Al-Musawi, 2014). Success of e-learning depends largely on student attitudes towards e-learning (Zhang & Bhattacharyya, 2008, as cited in Rhema & Miliszewska, 2014).

In a distance education system, learners’ interests, expectations and needs cannot be expected to be the same as in a traditional education environment. Therefore, if

solutions similar to traditional educational approaches are tried to be produced in response to learner problems in this new environment, negative effects may arise for the future of the system. For example, a shy and introverted student in-person education environment can become a more confident and social student as there is no face-to-face interaction in online learning. This is because more individualized teaching takes place in the virtual environment where learner participation is a key element. So, there is a widespread belief that learning can be maximized through active student participation (Collins, 1998; Horton, 2000, as cited in Erdogan, Bayram & Deniz, 2008).

Technology acceptance can be viewed as an acceptance and willingness to use a particular technology (Hendrick & Brown, 1984, as cited in Paluri, 2015). E-learning practitioners need to understand how learning should take place in an e-learning environment and develop and implement more effective ways to deliver instruction (Park, 2009). Students must go through the technology acceptance processes in order to implement a successful distance learning system. Furthermore, the practitioners must look for ways to encourage learners to use technology (Abbad & Moris 2009, as cited in Odeshi, 2014). Because learners' attitudes towards online education can be shaped by usability of an online program and their level and skills in using computer. Analyzing students' intentions and finding factors that affect their beliefs about e-learning can enable students to adopt the distance education environment (Park, 2009). So, measuring attitudes has a vital role in analyzing the learner's behavior, because it is a known fact that there is a strong relationship between attitude and behavior.

Success in web-based education relies mainly on student attitudes because they determine educational programs, learning and teaching methods, and learner and teacher roles for the learning environment. Expectations of students in e- learning environment have an essential role in determining the outcomes of education (Alomyan & Au, 2004; Sanders & Morrison-Shetlar, 2001, as cited in Erdogan, Bayram & Deniz, 2008). Understanding students' attitudes towards web-based teaching will assist students in the adoption and effective use of web-based learning environments. So, the interests and expectations of the target student population should be taken into account in order to get positive results from online learning.

When talking about e-learning, having a positive attitude indicates that students are more likely to adopt the new education system. In this regard, Odeshi (2014) states that:

> Factors such as patience, self-discipline, easiness in using software, good technical skills, abilities regarding time management impact students' attitude towards e-learning. (...) Bad e-learning perception may be due to lack of understanding, lack of communication, and lack of trust or conflicting agendas in appropriate use of technology. (p. 1)

Emotions have a great impact on people's perception and behavior. So, some goal coaching and mindfulness exercises can be used to strengthen people's perception of distance learning environments. ''Thus, the attitude can be positive, if the new form of education fits the students' needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required'' (Bertia, 2009, p. 2). After all, learners' positive attitudes have an impact on online learning adoption (Selim, 2007, as cited in Ullah, 2018).

2.6.1. Learners Attitudes towards Learning English

Learners' foreign language attitude should be considered while formulating the language policy (Çimen, 2011, as cited in Çoşgun & Taşgın, 2018). According to Abidin, Mohammadi and Alzwari (2012) the factor that determines success in foreign language teaching is the attitude towards foreign language learning as much as the capacity of the individual. Students' attitude towards learning a foreign language affects their level of achievement and learners are also affected by this success. In other words, positive students' attitudes towards foreign language are reinforced by the success in foreign language classes. Likewise, learners' negative attitude results in failure to learn the target language.

Knowing language helps us express our feelings, desires, needs and dreams to the world. There are various factors that have impact on language learning process such as stimulus, tendency, anxiety, learning achievement, cognitive level, personality, etc.

(Gardner, 1960; Lehmann, 2006, as cited in Shams, 2008). Generally, it is believed that learners' attitudes towards learning a foreign language affects their success in a target language**.** Therefore, it would not be appropriate to consider language learning entirely in an academic sense. Mental, emotional and social factors may affect language learning process and students' motivation (Padwick, 2010, as cited in Eshghinejad, 2016).

Learning a second language depends not only on language skills but also on students' motivation and enthusiasm (Abidin et al., 2012). It is also argued that the concept of attitude can improve the language learning process by influencing the nature of the student's behaviors and beliefs towards the other language, culture and community, and this will determine their tendency to acquire that language.

Attitudes towards learning are associated with learners' behaviors and academic achievement (Kara, 2009, as cited in Eshghinejad, 2016). So, learner attitude is accepted as a fundamental factor that determines desire to learn. Attitudes towards a particular language can be positive or negative, and they have probably developed through the experiences of the students. It has been suggested that students who have positive beliefs about language learning tend to increase more positive attitudes towards language learning. De Bot, Lowie and Verspoor (2005, as cited in Abidin et al., 2012) claimed that there is a common view that the learners' high enthusiasm both for learning a second language and for the community of that language plays a facilitative in learning a second language.

Brown (2000, p. 181) asserts that, "that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and, in all likelihood, because of decreased input and interaction to unsuccessful attainment of proficiency". Conversely, negative beliefs may discourage, limit performance and prevent learning (Victori & Lockhart, 1995, as cited in Abidin et al, 2012). Hence, it can be concluded that attitudes affect people's inner mood, hence learning.

As in Tella, Indoshi, and Othuon's (2010) study, negative attitude towards English is the one of the affective and cognitive components leading to students' low achievement

in English. Language teachers, researchers and learners should be aware of the fact that students' personal motivation and positive attitudes facilitate foreign learning process. Therefore, if a student has no interest in and tendency to learn the foreign language to interact with others, that student lacks motivation and enthusiasm towards learning the language. The concern about learners' attitudes towards the target language were highlighted by Gardner (1985). He expressed that students' attitudes towards learning another language have a crucial role in encouraging and inducing them to learn that language. As a result, their attitudes have effects on their performance. Feng and Chen (2009, as cited in Abidin et al, 2012, p. 94) stated that the "learning process is an emotional process, and it is affected by different emotional factors, the teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield."

2.6.2. Learners Attitudes Towards E-learning in the Context of Language Education

Rogers (2003) suggests that one of the most important factors influencing an individual's attitude towards innovation is the characteristics of technology. He identifies five perceived characteristics of innovations to be able to address "innovation" differences: 1) relative advantage, 2) compatibility, 3) complexity, 4) trialabity, and 5) observability. In Rogers's (2003) study, ICT elements are characterized as "advantage", "compatibility", "simplicity" and "observability" of Information and Communication Technologies (ICT) by undergraduate students.

Cultural perception plays an essential role in predicting students' acceptance of ICT in their English learning. Rogers (2003) pointed out the importance of a country's cultural or social norms in the acceptance of technology among people stating that the system norm is a significant predictor of the spread of innovations. It is assumed that norms can become obstacles to the acceptance of innovation because social norms and values often direct people's behavior in a particular culture.

As ICT emerges and develops in more economically developed countries, its application in developing nations may face resistance due to teachers and learners' views of their impact on the country and school they study at. Some researchers investigated students' attitudes toward e-learning in the context of education and found that students' attitudes toward e-learning were a strong determinant in taking the most advantage of e-learning as well as having an impact on their success (Akbari, Eghtesad and Simons, 2012; Cinkara and Bagceci, 2013, as cited in Erarslan & Topkaya, 2017). However, a number of conditions must be met for this tool to be effective. As highlighted, the effectiveness of e-learning is shaped by students' access to the Internet, their materials, and their readiness to accept and learn from this new digitally networked environment (Tallent-Runnels et al. 2006; Aydın, 2007, as cited in Erarslan & Topkaya, 2017). According to Olaniyi, (2006, as cited in Odeshi, 2014) the most popular tool of e-learning adopted at Nigerian universities is in the form of lecture notes on CD-ROM that are played whenever learners want. Although these universities have adopted the use of intranet facilities, this is not well sustained due to the problem of constant insufficient electricity supply, bandwidth problems, and the high cost of the generator set. As a result of all these challenges, it is observed that students have negative attitudes towards e-learning. Schrum and Hong (2001, as cited in Tallent-Runnels et al., 2006) conducted a survey with 70 institutions and highlighted some aspects that affect student achievement such as availability of tools, technological knowledge, learning styles, study habits, goals, and personal characteristics.

When experience in computer use is examined, it will be seen that most of the findings showed a possible effect on learners' attitudes. For example, in the study of Mitra (1998, as cited in Kitchakarn, 2015), the participants who reported higher computer use showed a more positive attitude towards computers in all different attitude scales. The result indicated that computers are used for various activities and the level of use is associated with attitudes towards computers. Divine and Wilson (1997) also expressed a similar finding in their study (as cited in Kitchakarn, 2015). It revealed that students with more experience in the field of computers have more positive attitudes towards computers. So, it can be stated that computer experience is a key factor that should not

be ignored. Kitchakaran (2015) discussed two studies by Mohd et al. (2007) and Norzaidi et al. (2007) that found a significant relationship between attitudes towards computers and computer skills of learners.

As clearly stated, students' attitudes towards e-learning are one of the most critical issues for success in learning languages in an e-learning environment (Tallent-Runnels et al., 2006). So, its effect can be attributed to students' efforts and attitudes towards using it, that is evaluating the effectiveness of e-learning actually depends on the effectiveness of its users. Al-Shammari (2007) suggests using new innovative applications such as Internet technologies in Saudi EFL teaching and learning. Woodrow (1987, as cited in Kitchakarn, 2015) points out that integrating technology into the education curriculum can make a big change in the education system (He also argues that any successful development in teaching and learning practices requires the development of positive user attitudes towards technology, as well.

Related literature has shown that EFL learners generally have positive attitudes towards the use of computer technology in classrooms (Abedalaziz, Jamaluddin, & Leng, 2013; Daigle, 2003; Garcia, 2001; Isman et al., 2004, as cited in Kitchakarn, 2015). Considering the gender factor, it was observed that female students have more positive attitudes towards computers (Hashim & Mustapha, 2004). In contrast, Kay (2008) found that male students show more positive affective attitudes towards using computers. However, in many studies gender was found to have no effect on students' attitudes. For example, there is no significant difference between male and female learners' attitudes towards the use of Internet and computer (Abedalaziz et al., 2013). No significant difference was observed between female and male students in terms of the desire to use computer and computer facilities for communication and writing purposes (Karakaş, 2011; İşman et al., 2004, as cited in Kitchakarn, 2015).

When we look into the literature of Kernel Academic journals published in China between 2000 and 2007, we will see that some educators argued that no technology can replace the interaction between teachers and learners in the English classroom. They suggest that the use of ICT cannot replace traditional teaching, it can only be seen as the development of traditional teaching method (Zhou, 2003; Shi, 2003, as cited in Plana &

Ballester, 2009). As relevant research shows, a number of studies have examined the use of technology in language learning and teaching. However, there are very few studies that focused on students' attitudes towards the integration of technology into English teaching and learning.

2.7. Related Studies

Since attitude is accepted as a predictor of foreign language success and one of the most vital keys to success in language learning, many studies have been conducted to investigate the effects of attitudes on foreign language learning success. The increasing importance of language learning is a major decisive factor in increasing the attitude studies towards foreign languages in recent years (Saidat, 2010, as cited in Eshghinejad, 2016).

Recently, a number of studies have been carried out addressing the importance of the attitude in foreign language learning in different countries with various cultural dimensions, language backgrounds and proficiency levels. Also, some others have investigated different variables and their relationships such as learners attitudes and their level of academic performance (Graham, 2004), learners' feelings/beliefs and attitudes towards language use (Levine, 2003, as cited in Eshghinejad, 2016), gender role attitudes (Karahan, 2007) and so on. For instance, Shams (2008, as cited in Eshghinejad, 2016) conducted a mini research study attempting to investigate gender wise learners' attitudes, motivation, and anxiety of grade 8^{th} students toward the learning of English in a private secondary school. The findings underlined that the students had positive attitudes and high motivation to learn English. The findings also showed a higher extrinsic motivation goals based on the learner's language learning outcomes and future achievements, regardless of gender.

In Momani's (2009) study, middle school students' attitudes towards learning English as a foreign language and their success in reading comprehension were examined. The results showed that the respondents had positive attitudes towards learning English. In addition, a high correlation was found between the students' attitudes

towards learning English and their reading comprehension performance. A study by Al-Tamimi and Shuib (2009, as cited in Eshghinejad, 2016) on the motivations and attitudes of Petroleum Engineering students towards learning English indicated that they showed positive attitudes towards using of English in Yemeni social and learning environments and the culture of the English speaking world. Abidin et al. (2012) attempted to examine the attitudes of EFL students in Libyan middle school towards learning English with regard to behavioral, cognitive and emotional dimensions regarding demographic data such as male/female, field and year of study. The respondents had negative attitudes toward learning English contrary to expectations. Another important finding was that significant attitude differences were found on the demographic profile in terms of gender and field of study, but not by study year. According to the results, the attitudes of female secondary school students towards English are slightly higher than the attitude of males.

Karahan also (2007) examined the correlation between language attitudes towards English and gender. He surveyed more than 190 eighth graders of a private school. The results revealed that female students had higher rates of attitudes towards the target culture than males. Fakeye (2010, as cited in Eshghinejad, 2016) analysed the relationship between students' individual differences such attitude and educational level and their performance in English language of 400 secondary school learners randomly selected from five middle schools. The result of the study revealed a considerable relationship between attitude and academic success in English Language. Additionally, it showed that gender had no effect on students' attitude. However, there was a major difference in the academic ability of male and female learners. The average level of achievement of male students was higher.

Çoşkun and Taşgın (2018) conducted a study aiming to reveal their concerns and attitudes towards English courses consisting of 700 university students determined by stratified sampling method. In the research, the English anxiety scale and the English language attitude scale were used as data collection tools. It was found that students who took preparatory education had lower levels of anxiety than students who did not receive preparatory education. It was observed that first year students were less anxious in their English courses than younger and senior ones. Also, female students were found to have

higher attitude scores towards English than boys and first-year students' attitude scores towards English lessons were higher.

In Al-Zubeiry's study (2012), 120 middle school male and female student respondents had positive attitudes towards learning English and high motivation on both instrumental and integrate orientations, but there was a large gap between students' motivations and reflections on their performance. However, Alseweed (2009) stated that students' attitudes towards English learning cannot remain the same. He concluded that students 'attitudes towards EFL learning could vary in accordance with the learning environment, traditional teaching methods, the level of students' achievement, the varying nature between learning environments, and the courses offered.

As the relevant research show, there are some studies done to investigate the process of e-learning or distance learning in language learning. However, since we have not experienced this pandemic process before, there is no study addressing the attitudes of students towards remote education program during the COVID-19 pandemic. As stated in the previous sections, students' attitudes towards English lessons conducted on Trt Eba TV and Eba Zoom are investigated. The following section presents the methodology which explains “how” this research problem is investigated.

CHAPTER III

METHODOLOGY

This chapter presents the overall design of the study, including research method, participants, data collection instruments and procedure as well as validity and reliability of the instruments, and data analysis.

3.1. Research Method

The primary objective of this study is to find out, via a survey, secondary school students' attitudes towards English classes conducted on TRT-EBA TV and the Education Information Network (EBA) in emergency remote learning process during corona virus epidemic. This study, which has a quantitative research design, aims to gain insight into secondary students' attitudes towards English classes. According to Gay, Mills and Airasian (2012): ''descriptive research determines and describes the way things are; involves collecting numerical data to test hypotheses or answer questions about the current subject of study'' (p. 625). According to Sönmez and Alacapınar's (2013) definition:

> The researcher does not interfere in the facts, takes and examines the phenomenon as it works. Whether the researcher is involved in the research activity or not, the phenomenon will continue to exist in the same way. Thus, it is the most widely used and appropriate scientific research technique in social sciences and also used effectively in solving current problems. **(**p. 48)

In this design, a researcher can generalize inferences to a broader population (Creswell, 2013). The quantitative findings of the data were analyzed using SPSS 25 (Statistical Package of Social Sciences) to get accurate answers to the research questions.

3.2. Scope of the Study

The target population of this research was 7th and 8th grade students from 4 public secondary schools in Durağan/ Sinop and Atakum/ Samsun. The study was conducted at two different state schools in both cities. (N=204) students were sampled from Şehit Kadiler Secondary School (n=37), Şehit Hüseyin Yanık İmam Hatip Secondary School (n=43), Mimar Sinan Secondary School (n=56) and Recep Tanrıverdi Secondary School (n=68). The participants were the users of distance learning facilities at the time of remote teaching process. ‘‘Convenience sampling was deemed appropriate by the virtue of the researcher’s accessibility to the respondents (…)’’ (Al-Gahtani, 2016, p. 36).

3.3. Data Gathering Instruments

The data for the study were collected via a quantitative data collection instrument. The assessment tool was an attitude questionnaire focusing on attitudes towards learning English in remote teaching process. Additionally, it was aimed to analyze the differences in the participants’ attitudes according to their demographic information. Sönmez and Alacapınar (2013) defines the questionnaire as follows:

> It can be described as a data collection tool consisting of questions prepared to collect the opinions of individuals, groups and societies on a particular subject. These may be beliefs, values, thoughts, interests, attitudes, self-confidence, alienation, preferences, etc. (p. 110)

Because for the first time since 1945, the entire world has faced a common threat called Coronavirus, the questionnaire’s items were not adapted from any resource. A new attitude questionnaire was formed on Google form. Attitude studies towards the English course conducted before the Coronavirus process were examined and the questionnaire items were informed by these studies. However, these questions were formed considering today’s conditions created by the Coronavirus. Before preparing the questionnaire, problems and sub-problems were identified, and then the questions were determined accordingly.

While drafting the questions, more questions were written than needed for alternative or variety. The layout order of the topics was designed to flow smoothly from one section to another. Factual questions came first to reveal the differences in the attitudes of participants according to gender, grade level and province they live in. Simple selected-response which is a format that participants need to tick one answer was used for the factual questions. Then, the questions examining the participants' attitudes were placed. The questionnaire items were put in a logical sequence. 5-point Likert scale was used to determine the participants' attitudes. In the questionnaire, care was taken to make the statements clear, brief, understandable and appropriate for the purposes of the research. The survey was created to be completed within a maximum of 10 minutes. The draft questionnaire was revised by the specialists to detect flaws in terms of content, grammar and format. When it was revised in line with the feedback, the pilot study was carried out for checking the reliability and validity of the questionnaire. After conducting the questionnaire on 189 students who were selected by convenience sampling and did not take part in the actual study, the validity and reliability of the instrument were ensured. While designing the questionnaire, the list of questions were checked and removed the those that did not work well or irrelevant. The purpose of the survey was clearly and convincingly stated for the participants, and the information on this matter was given at the beginning of the survey. The participants' names, surnames and confidential information were not requested so that they could respond comfortably and honestly. They were selected using appropriate sampling technique. It was emphasized in the survey that the information obtained would not be used against the person or the group. Demographic questions were included to collect meaningful survey data. The advantages and disadvantages of each question group in the questionnaire divided into general distance education, EBA Zoom and EBA TV were also taken into consideration. Considering all these points, an attitude questionnaire consisting of 34 questions was designed. The questionnaire was delivered to the students online.

The questionnaire, which was used to determine the attitudes of 7^{th} and 8^{th} grade students studying in Samsun-Atakum and Sinop-Durağan districts towards English lessons in the remote teaching process, was given to 204 students. Firstly, the research

permission was obtained from the Ministry of education, and the schools were contacted prior to giving it. With parental consent, the data were collected voluntarily from students on Google form. The questionnaire was prepared in Turkish, the native language of the participants. Scales were used to gather data to examine the attitudes of the participating students. The options were prepared in a five-point Likert Scale as seen in Figure 3.1.

Value

Strongly Disagree…… Kesinlikle Katılmıyorum 1

Disagree……..…… Katılmıyorum 2

Neutral…….....Kararsızım 3

Agree…… Katılıyorum 4

Strongly Agree……. Tamamen Katılıyorum 5

Figure 3.1. An Example of Five Point Likert Scale

As can be seen above, all the questions use a 5 -point Likert scale which require the student to respond to a series of statements by indicating whether they Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) or Strongly Disagree (SD). A questionnaire item is given in Figure 3.2.

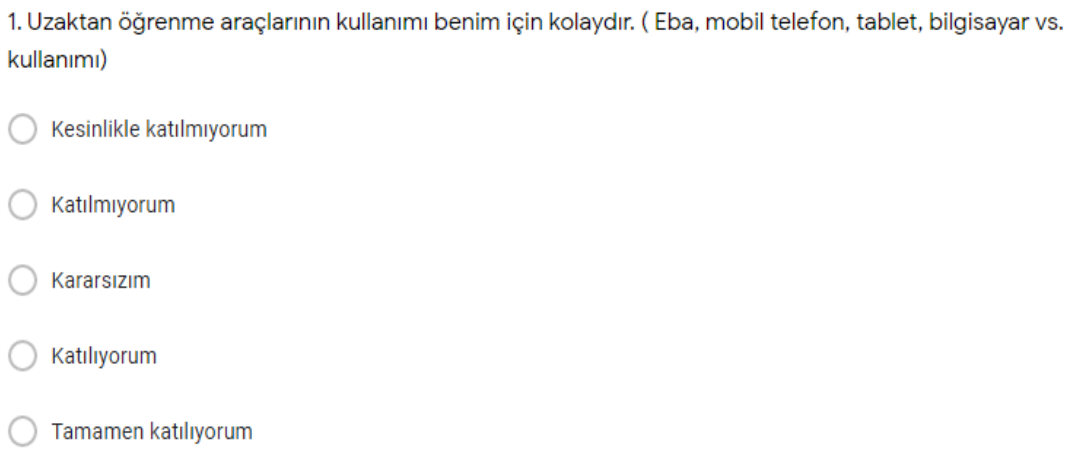


Figure 3.2. An example of questionnaire item

The set of questions was divided into the following three main sections: (a) demographic information, (b) attitudes toward learning English through TRT EBA TV, and (c) attitudes toward English classes conducted online via EBA Zoom. 3 demographic questions were placed at the beginning of the survey to determine the general characteristics of the students. It includes 34 questions aiming to analyze general distance education information with 1-8 questions, distance education via EBA ZOOM with 9-22 questions and distance education via TRT EBA TV with 23-34 questions. The questionnaire can be described as below:

- Demographic information: The demographic component covered gender, grade and province.

- Attitudes toward learning English through TRT EBA TV: In this component, the participants were asked to indicate their learning experience through TRT EBA TV.

- Attitudes toward English classes conducted online via EBA Zoom: The Participants were asked to indicate their attitudes toward online English classes.

3.4. Reliability and Validity

According to Sönmez and Alacapınar (2013), validity and reliability are defined as follows:

> In descriptive studies, reliability and validity of measurement tools are taken into consideration. Reliability can be defined as the degree to which the measuring instrument is free from measurement errors. On the other hand, it can be considered as the measurement tool being sensitive and consistent. The sensitivity of a measuring instrument means minimal or no measurement error. Consistency can be defined as obtaining the same, similar, or similar results in more than one measurement of an attribute. Validity can be defined as the degree of suitability of a test for its intended use. (p. 88)

To investigate the validity of the questionnaire items, the draft questionnaire was examined and corrected by three specialists in English teaching field. Their comments were taken into consideration in terms of content and style before the administration. After the modifications were made, the specialists in English teaching field agreed that the items of the questionnaire are suitable to investigate the research objectives.

To prove the internal consistency among all items, the questionnaire was conducted on a randomly selected sample of 189 students from the target population who did not take part in the actual study and calculated for reliability value using Cronbach's Coefficient Alpha. The result showed that the reliability coefficient value was .912.

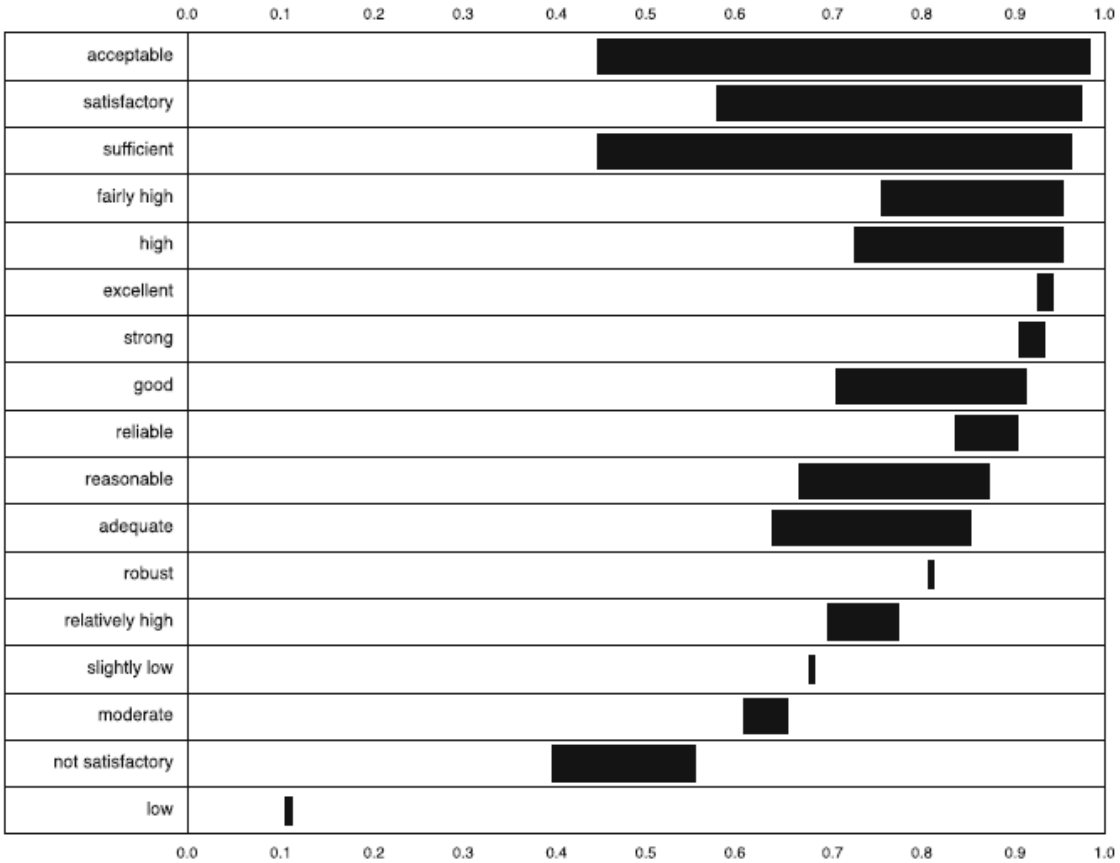


Figure 3.3. The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education, Taber (2016)

According to those descriptors found in the survey of 2015 studies, shown in Figure 3.3, it was revealed that the questionnaire was highly reliable and the items were absolutely suitable to achieve the purposes of the study.

3.5. Data Gathering and Analysis Process

The necessary arrangements were made and the collected data in this study was analyzed using the SPSS 25. The reliability of the questionnaire was evaluated using Cronbach's Alpha Model, an internal consistency model based on the average inter-item correlation.

Tuan, Chin and Shieh (2005) report that ''the Cronbach alpha reliability coefficient for each scale, using an individual student as the unit of analysis, ranged between 0.87 and 0.70" (p. 646) which were expressed "generally satisfactory" (p. 644). The reliability coefficient of the questionnaire used in this study was calculated as .912, indicating that reliability coefficient of the data collection instrument is high. The values in the acceptable level of reliability demonstrate that the instrument is quite reliable for gathering data (Pallant, 2002).

In the statistical analysis of the research, data related to numbers, frequencies, means and percentages were calculated to determine the attitudes towards learning English during students' remote learning process. In addition, the percentages of responses given to the attitude items were used to define attitudes.

CHAPTER IV

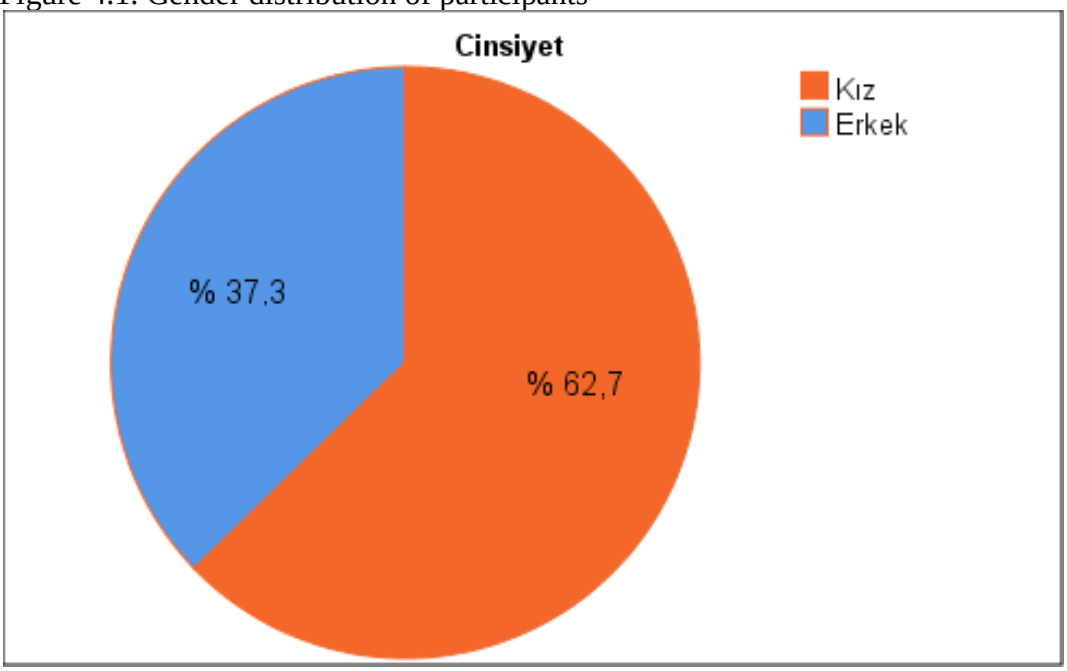
FINDINGS

The data obtained voluntarily from the students on Google form and the findings evaluated using SPSS 25 program are presented in this chapter. The first part of the chapter introduces the demographic information of the students while the following parts focus on reliability statistics, normality analysis, group statistics according to demographic differences, test of homogeneity of variances and descriptive statistics betweenschools presenting in the form of tables and figures.

4.1. Demographic Distribution of Participants

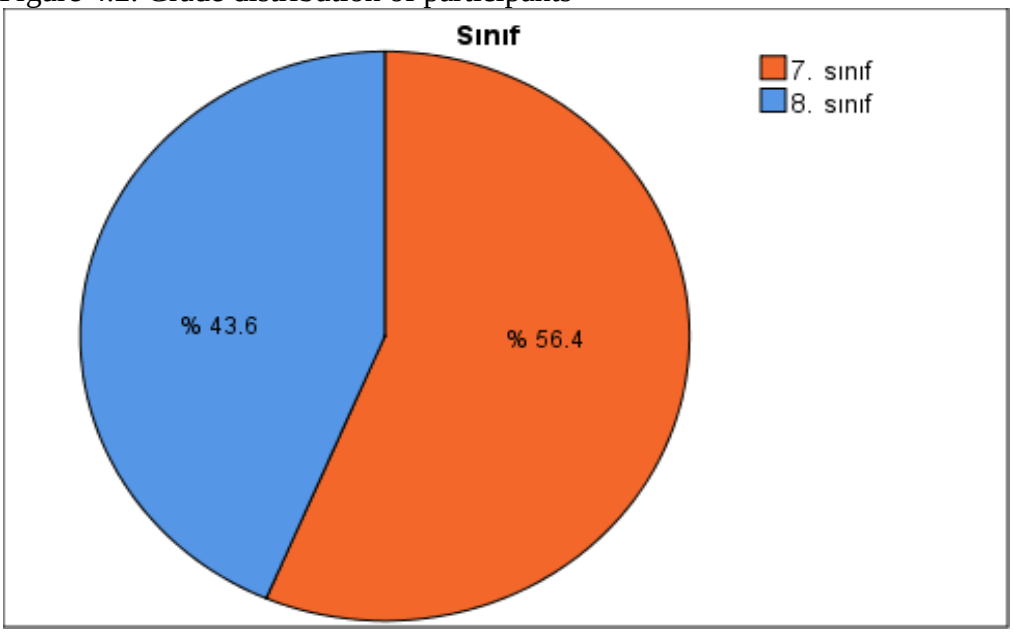
The demographic information of the students regarding their gender, grade and school they are studying at are given in the figures below.

Figure 4.1. Gender distribution of participants



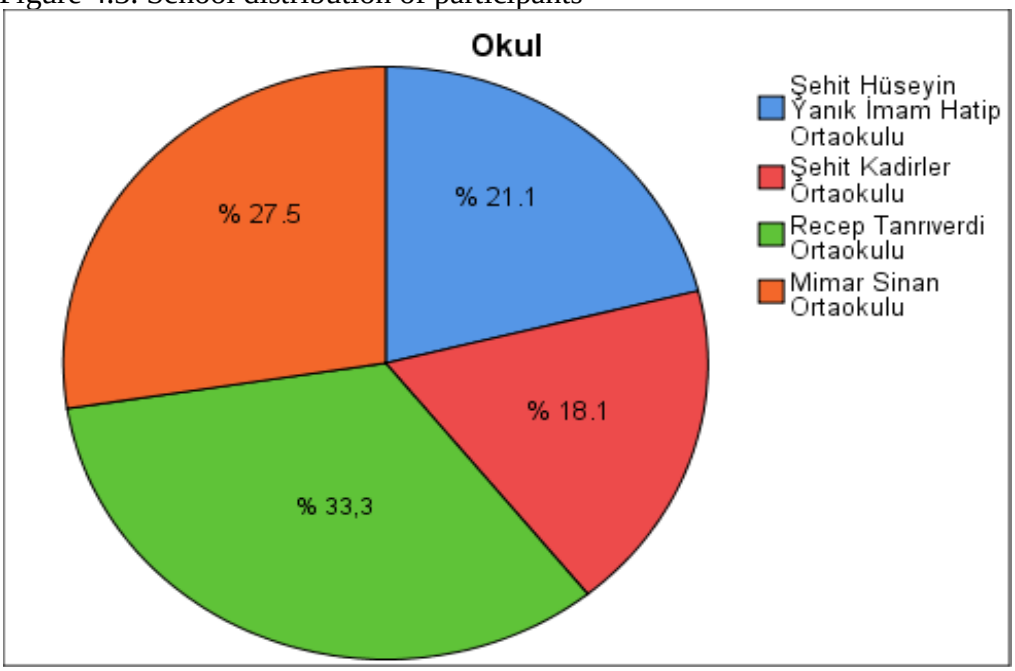
As seen in figure 4.1, the percentage of the participants according to gender in the study is that 62,7% is female and 37,3% is male.

Figure 4.2. Grade distribution of participants



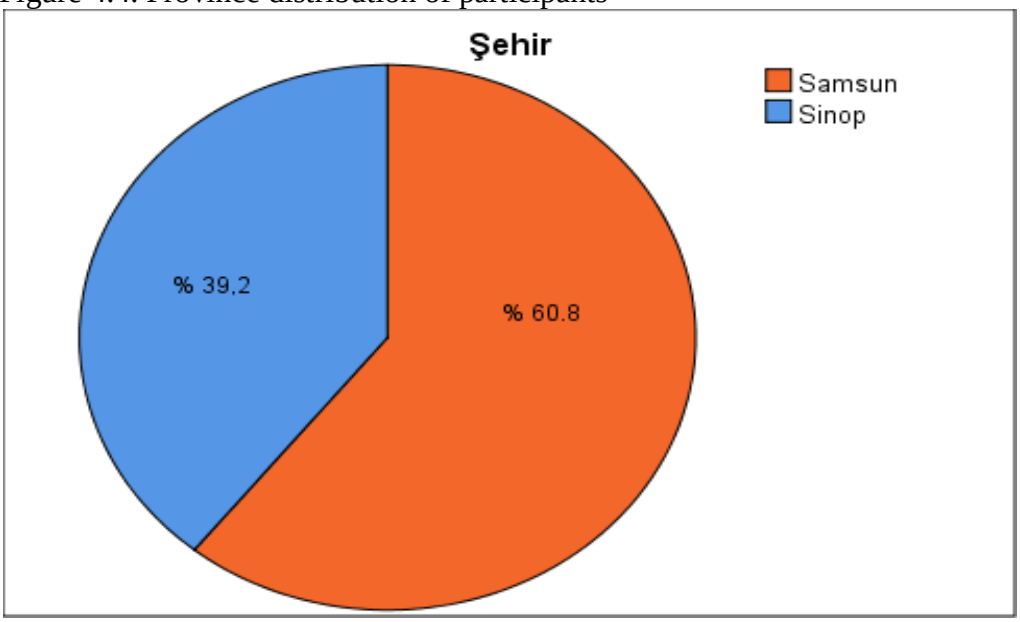
As figure 4.2 shows, 56.4% of the participants are 7th grade and 43.6% are 8th grade students.

Figure 4.3. School distribution of participants



As for the distribution of the schools, Figure 4.3 shows that the students at Recep Tanrıverdi Secondary School make up 33.3%, Mimar Sinan Secondary School 27.5% Şehit Hüseyin Yanık Imam Hatip Secondary 21.1%, Şehit Kadirler Secondary School 18.1% of the total population.

Figure 4.4. Province distribution of participants



As seen in figure 4.4, 60.8% of the participants live in Samsun and 39.2% live in Sinop.

Table 4. 1. Total Demographic Distribution of Participants

	F	N
Female	62.7	128
Male	37.3	76
Total	100	204
7.Grade	56.4	115
8. Grade	43.6	89
Total	100	204
Şehit Hüseyin Yanık İmam Hatip Secondary School	21.1	43
Şehit Kadirler Secondary School	18.1	37
Recep Tanrıverdi Secondary School	33.3	68
Mimar Sinan Secondary School	27.5	56
Total	100	204

Table 4.1. shows the demographic distribution of the participants with frequency values and numbers.

4.2. Reliability Analysis

The analysis of the research was first started with the reliability analysis.

Table 4.2. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
,929	34

As can be seen from table 4.2. above, the reliability coefficient is 0.929 which shows that the consistency of the questions with each other is very high according to Tuan, Chin & Shieh (2005). So, the questionnaire items were completely appropriate for research goals.

4.3. Normality Analysis

In order to determine the analyses to be used in the study, it was first checked whether the collected data had a normal distribution. The data obtained are given in Table 4.3.

Table 4.3. Tests of normality

Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk	
	Statistic	Df	Sig.	Statistic	Df	Sig.
Ortalama	,048	194	,200	,994	194	,596
Genel ortalama	,054	194	,200	,991	194	,284
Zoom ortalama	,054	194	,200	,989	194	,129
*. This is a lower bound of the true significance						
Lilliefors Significance Correction						
Ebatvortalama	,060	194	,200	,989	194	,137

Since the total number of the participants in the normality test is more than 30, Kolmogorov-Smirnov value is taken as the basis (Terzi, 2019).

Both according to the total number of participants and the group of questions (1-8 questions (general), 9-22 questions (EBA Zoom) and 23-34 questions (EBA TV) were examined. It was seen that Kolmogorov-Smirnov test values and all Sig. values are greater than 0.05 and there is no difference between the distribution of these data and the normal probability distribution. That is, all averages fit the normal distribution ($p > 0.05$).

4.4. Statistical Analysis of Variables

Table 4.4. Gender Variable

Groups	*N*	x̄	*ss*	*t* Test		
				t	***Sd***	***p***
Female	128	2,8643	,67992	.474	202	.636
Male	76	2,8186	,64027			

This questionnaire aimed to measure the attitudes of middle school students towards English lessons conducted on EBA Zoom and TRT EBA TV during the pandemic process. As can be seen in Table 4.4, when examined to see whether there was a difference between the attitudes of the students according to their gender, the t-test data on the attitudes of the students according to their gender showed that the scores of female and male students were close to each other (t.05; 202 = .474). Accordingly, there is no statistically significant difference between the score levels of male and female students. In other words, students' attitudes towards English lessons conducted on TRT EBA TV and EBA ZOOM do not differ according to their gender. However, according to their value, it can be said that the average scores of girls are slightly higher than boys when based on the general average (= 2,8643; = 2,8186).

Table 4.5. Grade Variable

Groups	*N*	x̄	*ss*	*t* Test		
				t	***Sd***	***p***
7. sınıf	115	2,9238	,63444	1,88	202	,061
8. sınıf	89	2,7485	,69190			

As seen in table 4.5., when the students' attitudes were examined according to their grades, it was found that the scores of the male and female students were close to each other according to the t-test data in the comparison made according to the scale scores of the 7th and 8th grade students (t.05; 202 = 1.88)

Accordingly, there is no statistically significant difference between the score levels of 7th and 8th grade students. Considering the statistical difference between the means of the groups, it was observed that there was no statistically significant difference between the means of the groups, as P=.061 p>.05. In other words, the students' attitudes towards online English classes conducted in remote teaching process does not change according to their classes.

However, according to its value, it can be said that the average score of the 7th grade students is slightly higher than the 8th grade students based on the general average (= 2,9238; = 2,7485).

Table 4.6. Province Variable

Point	**Groups**	*N*	x̄	*ss*	***t* Test**		
					t	***Sd***	***p***
	Samsun	124	2,8155	,70440	-,851	202	,396
	Sinop	80	2,8966	,59754			

The mean scores of the students in Samsun and Sinop provinces were compared with t test to examine whether there is a difference between the attitudes of the participants according to their provinces. According to the test results shown in table 4.6., there was no significant difference between the average score of the students in Sinop (= 2,8966) and the average score of the students in Samsun (= 2,8155). (t.05; 202 = -. 851). In this case, it can be said that the province they live in has no significant effect on the average scores. In other words, the attitudes of the students towards the English lessons in remote teaching process do not differ according to their provinces.

However, according to its value, it can be said that the average score of the students in Sinop province is slightly higher than the students in Samsun when the general average is taken as basis (= 2.8966; = 2.8155).

Table 4.7. Oneway Anove Test According to School Variable

Oneway anova test according to schools

	f , $\bar{x}$ and *ss* **Values**				**ANOVA Results**				
Point	**Group**	*N*	$\bar{x}$	*ss*	**Var. K.**	*KT*	*Sd*	*KO*	*F*	*p*
	Şehit Hüseyin Yanık İmam Hatip Ortaokulu	43	2,8626,55572		**G.Arası**	,537	3	,179	.402	.752
	Şehit Kadirler Ortaokulu	37	2,9361,64827		**G.İçi**	89,020	200	,445		
	Recep Tanrıverdi Ortaokulu	68	2,7885,71815							
	Mimar Sinan Ortaokulu	56	2,8482,69238							
					Total	89,557	203			
	Total	204	2.8588.65363							

When the attitudes of the students were examined according to the participants' schools, it was determined that the average of Şehit Kadirler Secondary School students (= 2.9361) was the highest, and the average of the Recep Tanrıverdi Secondary School students (= 2.7885) was the lowest as shown in table 4.7. Considering the statistical difference between the means of the groups (p = 0.752), it was observed that there was no statistically significant difference between the means of the groups, as p> 0.05. In other words, the students' attitudes towards English lessons in distance education process did not differ according to their schools.

When the attitudes of the students were evaluated according to the grouped question averages, it was found that the highest avarege in the general distance education questions was in Şehit Hüseyin Yanik Imam Hatip Secondary School, and the highest

average in the EBA Zoom and EBA TV questions was in Şehit Kadirler Secondary School. The lowest average for all groups was seen in Recep Tanrıverdi Secondary School.

Table 4.8. Box's Test of Equality of Covariance Matrices

Box's Test of Equality of Covariance Matrices[a]

Box's M	30,555
F	1,644
df1	18
df2	74965,917
Sig.	,042

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + okul

When tested whether there is a significant difference between matrices ($p = 0.042$), the equality of variance-covariance matrices is not ensured since $p < 0.05$ is as seen Table 4.8. However, since the sample groups are equal, the analysis can be continued.

Table 4.9. Levene's Test of Equality of Error Variances

Levene's Test of Equality of Error Variances[a]

		Levene Statistic	df1	df2	Sig.
genel ortalama	Based on mean	,401	3	190	,752
zoom ortalama	Based on mean	,715	3	190	,544
eba tv ortalama	Based on mean	1,199	3	190	,311

As Levene Test results shows in Table 4.9, since all three p values (0.752, 0.544, 0.311) are higher than 0.05, the condition of equality of error variances is ensured.

Table 4.10. Multivariate Tests

MultivariateTests[a]

Effect		Value	F	Hypothesisdf	Errordf	Sig.	PartialEtaSquared
Okul	Pillai'sTrace	0,22	478	9,000	570,000	,890	,007
	Wilks'Lambda	,978	474	9,000	457,693	,892	,008
	Hotelling'sTrace	0,23	471	9,000	560,000	,849	,008
	Roy'sLargestRoot	,013	,853[c]	3,000	190,000	,466	,013

When the multivariate tests table was examined, no significant difference was observed between the averages of the students from different schools (p = 0892, p> 0.05) as shown in table 4.10. In addition, when the difference statistics of the averages were examined separately, it was found that there was no significant difference between the means of the groups.

Table 4.11. Manova Resuts

	f , $\bar{x}$ **ve** *ss* **Values**				**MANOVA Results**		
	Okul	N	$\bar{x}$	*ss*	*Sd*	*F*	*p*
Genelortalama	Şehit Hüseyin Yanık İmam Hatip Ortaokulu	34	3,0551	,74696	3-190	,493	,688
	Şehit Kadirler Ortaokulu	37	3,0372	,89115			
	Recep Tanrıverdi Ortaokulu	67	2,8750	,85999			
	Mimar Sinan Ortaokulu	56	2,9866	,82043			
Zoomortalama	Şehit Hüseyin Yanık İmam Hatip Ortaokulu	34	2,9223	,56198	3-190	,643	,588
	Şehit Kadirler Ortaokulu	37	3,0676	,62223			
	Recep Tanrıverdi Ortaokulu	67	2,8731	,73937			
	Mimar Sinan Ortaokulu	56	2,9388	,73014			
Ebatvortalama	Şehit Hüseyin Yanık İmam Hatip Ortaokulu	34	2,6838	,68220	3-190	,329	,804
	Şehit Kadirler Ortaokulu	37	2,7883	,84405			
	Recep Tanrıverdi Ortaokulu	67	2,6418	,77308			
	Mimar Sinan Ortaokulu	56	2,6503	,75502			

Although all these analyses indicated that the attitudes of secondary school students towards English lessons conducted on EBA Zoom and TRT EBA TV during the pandemic process do not differ according to gender, class, and province variables, small average differences were detected. According to the data obtained, the average of the female

students is higher than the male students, the average of the 7th grade is higher than the 8th grade, the average of the students living in Sinop/Durağan is higher than the students living in Samsun.The order of the schools from the highest average to the least average is as follows: Şehit Kadirler Secondary School (Sinop), Şehit Hüseyin Yanık Imam Hatip Secondary School (Sinop), Mimar Sinan Secondary School (Samsun) and Recep Tanrıverdi Secondary School (Samsun).

The lowest average is seen for the 25th question with an average of 2.14. ‘‘I prefer to learn English through EBA TV to face-to-face learning in the classroom."The question of the highest average is 1st one with an average of 3.80. ‘‘Using remote learning tools is easy for me. (EBA, mobile phone, tablet, computer, etc.)’’While the lowest group average is in the EBA TV group, the highest average is in the general distance education questions as it is seen in table 4.11.

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

This chapter presents the summary of the current study, discussion of the findings along with pedagogical implications and recommendations for further studies.

5.1. Summary of the Study

The main aim of the present study was to find out secondary school students' attitudes towards online English classes conducted via EBA-ZOOM and TRT EBA TV during the emergency remote teaching process. It was conducted on 204 students from 7^{th} and 8^{th} grades studying in Samsun-Atakum and Sinop-Durağan regions. Based on the research objective stated above, the following research questions were developed:

PC1. What are the attitudes of the secondary school students towards English lessons conducted on TRT EBA TV and EBA-Zoom?

PC2. Are there any statistically significant differences between the secondary school students' attitudes according to gender, grade levels and province they live in?

5.2. Discussion and Conclusion

The current study intended to answer one main question and three sub-questions. In order to answer the main question, first the sub-questions will individually be addressed.

The main question aimed to find out attitudes towards learning English using and the Education Information Network (EBA)-ZOOM and TRT-EBA TV during the Corona pandemic process.

For this purpose, an attitude scale was used in this research to analyse the attitudes of learners toward online English course as well as the relationship between learner attitudes and any differences between some demographics (i.e gender, grade, province). Based on the findings, the results of this study indicated that students' attitude toward online English courses in distance education process were relatively positive. This finding is in line with the findings of previous research. Some other studies examining students' attitudes and motivations in terms of different foreign language teaching contexts also indicated that the learners showed positive attitudes towards online language learning and their level of motivation was moderately high (Hotho, 2000; Ushida, 2005, as cited in Cinkara & Bagceci, 2015). In addition, this result is in synch with the statement that EFL learners generally have positive attitudes towards the use of computer technology in classrooms (Garcia, 2001; Daigle, 2003; Isman et al., 2004; Abedalaziz, Jamaluddin, & Leng, 2013; Award & Alkaraki, 2013) and studies of Shams (2008) and Momani (2009) that investigated the attitudes of middle school students towards learning English revealing that the students had positive attitudes.

The first sub-question of the main research question aimed to investigate the difference between male and female students in terms of their attitudes towards the online English language course. The statistical analysis showed that boys and girls did not differ in their attitudes towards English courses in remote teaching process. Considered in light of the fact that there is no significant difference in terms of gender, this finding isin agreement with the study conducted by Abedalaziz, Jamaluddin and Leng (2013) in that there is no significant difference between male and female students' attitudes towards the Internet and computer use. Similarly, in the study of Karahan (2007), in which she examined the relationship between middle school students' language attitudes towards English and gender, no significant difference was found between the genders.

Nevertheless, it was seen that the average of the female students (2.86) was slightly higher than the average of the male students (2.82). Considering the fact that based on anecdotal evidence boys tend to have more positive attitudes towards using computer than females and females tend to have less positive attitudes toward computers and Internet use, it could be expected that male students' attitudes would be higher. In

contrast, it was found out that the female participants have slightly more positive attitudes.

Although there is not any comprehensive study conducted on gender- related attitudes towards English courses in Covid-19 pandemic process yet, according to our observations in our lessons as teachers, it can be said that female students are more disciplined when it comes to studying their lessons, focus more on lessons and participate more in live classes than males. It is also observed that the male students get distracted more easily, so they have much more trouble with their concentration and staying focused on online lessons.

As for the second sub-question, it was found that the average of the 7th grade students (2.92) was slightly higher than the average of the 8th grade students (2.75). This result indicates that both groups scored similarly. Considering the slight difference between the means of the groups, it is seen that the students' attitudes towards English classes conducted in distance education process does not change according to their grades. However, the 7th grade students have a slightly more positive attitude compared to 8th grade students. The reason why 8th grade students have less positive attitudes compared to 7th grade students may be the anxiety caused by an instant switch to online teaching and virtual education as they will take high school entrance exam at the end of the year. The fact that most students studying at public schools have great difficulties in accessing remote education, and some are not able to attend their classes due to lack of the Internet access, digital devices and low family income, but still being responsible for the 8th grade curriculum at the high school entrance exam at the end of the year may cause them to have less positive attitudes toward remote education than 7th grade students.

In order to find an answer to the third sub-question of the main research question, group statistics were analysed. The results indicated that there is no significant difference between the provinces. However, the average of the students in Sinop/ Durağan (2,890) was slightly higher than the average of the students in Samsun (2,82). It is worth mentioning that Durağan is a very small settlement with a population of 7.000. Those who live here lack the opportunities that those living in big cities have. For instance,

there are no shopping malls, large industrial establishments, social and cultural activities, and playgrounds for children. This reveals that the children living here live in disadvantaged environments compared to those living in a big city. So, there may be two reasons why students in Durağan may respond positively to questions in this way. Either the children may have read the questions casually and generally responded them positively, or the more valid option to us: these children, who had neither a phone nor a tablet before the outbreak, may use technology with a greater longing as a result of the necessity to use it with the epidemic. Because, most of them have not used technology tools due to their families' socio-economic conditions or the lack of internet connection in their homes so far.

While chatting with our students, it is seen that many of them have this way of thinking: ''Fortunately, the corona came out, so I have a tablet / phone.''Also, there are those who expressed their joy: ''Before the tablets were distributed by the ministry of national education, my parents bought me a phone. So, I have both a phone and a tablet now.'' In this respect, we can better understand the happiness of the students in Sinop / Durağan feel and therefore the reason for their positive attitudes.

It was seen that the average of Şehit Kadirler Secondary School in Durağan (2.94) was the highest, and the average of the Recep Tanrıverdi Secondary School students (2.79) was the lowest when the difference between the attitudes of the students was examined the attitudes of the students according to the school they study. The reason for this may be the education level, educational opportunities, socio-economic, cultural, and social status of families living in big cities. The students living in Samsun may think that online classes are not as effective as in-person classes. In addition, since both parents of children living in the big city usually go to work, the child can be left alone at home. ''In this case, it may not be possible for the parent to check whether the child is attending classes or not. In families where both wage earners need to work outside the home, parents have obvious logistical challenges because they cannot be in two places at once'' (Miller, 2020, para. 4). So, children staying home may not get motivated for online learning or need a parental support to join online classes. According to a survey conducted by Morning Consult:

> Just one in seven parents said their children would be returning to school full time this fall, and for most children, remote school requires hands-on help from an adult at home and four in five parents would have no in-person help educating and caring for them, whether from relatives, neighbors, nannies or tutors. (Miller, 2020, para. 2)

In distance learning, adults are expected to be actively involved in the process. Many primary school and high school children say they need adult help during the remote education process (Miller, 2000). UNICEF calls on employers to support working parents: ‘‘By giving working parents the time and support they need to care for their children, workplace family-friendly policies – like paid parental leave, paid sick leave, flexible work arrangements and access to affordable, quality childcare – help reduce the burden on children’’ (UNICEF, 2020, para. 2). Employers must assist in supporting the well-being of working parents and their children by adopting and expanding family-friendly policies with government support. They should also provide working mothers, especially for working mothers who take on more caregiving responsibilities than men in many places (UNICEF, 2020).

Among the questions, 25th question has the lowest average with an average of 2.14. ‘‘I prefer to learn English through EBA TV to face-to-face learning in the classroom." We may infer from that students do not find themselves in a classroom atmosphere while watching EBA TV, but feel like watching TV. This can be caused by an environment where there is no two-way communication on EBA TV. Therefore, it can be said that students prefer lessons conducted on synchronous platforms more because they prefer interactive and virtual learning environments. Teachers and students have the opportunity to give and receive feedback in synchronous lessons, but not in asynchronous learning. Daniel (2016, as cited in Fatimayin, 2018) states that the communication is a circular process that takes place in the form of feedback involving a sender and a receiver.

1st questionnaire item with an average of 3.80 has the highest average. ‘‘Using remote learning tools is easy for me. (EBA, mobile phone, tablet, computer, etc.)’’ Even if these tools are something new for children in small-size urban settlements, they may

have responded positively because of the anxiety of losing the opportunity they have. Because these children were not became familiar with digital technology. On the other hand, this is an indication of how eager children are to use the Internet and that they can easily adapt to digital devices. This is in agreement with Yamamoto and Altun's (2020) statements who think that learners in Turkey adapt smoothly to online education in primary, high schools, and universities. According to two studies conducted by Mohd et al. and Norzaidi et al. (2007, as cited in Kitchakarn, 2015) a significant positive correlation was seen between learners'attitudes towards computers and computer skills of learners. Similarly, if we consider that using technology and general distance education questions have the highest average among the question groups in our study, we can understand why participants have positive attitudes towards distance education.

When the analysis between the question groups were evaluated, it was seen that EBA TV group has the lowest group average, while general distance education questions has the highest average. This finding is in line with Mabrito's (2006, as cited in Alhih, Ossiannilsson & Berige, 2017) study, revealing that students preferred to participate in synchronous interaction environments. As previously explained in connection with 25th question about EBA-TV, it reveals that students prefer synchronous learning environments where there is more interaction that takes place. This result is also in agreement with Anderson & Simpson's (2012) statement that emphasizes interaction as a central point in distance education.

In addition, we can infer from this result that students have a positive attitudes toward learning English through remote learning tools. Generally, they find it easy to study and learn English in a distance-learning environment. Most of them think that they can interact sufficiently with their teachers in the distance education process. It was also seen that the students generally responded positively to the questions about EBA digital education platform. Most of the participants found that English learning materials are sufficient on EBA. In addition, as they found it enjoyable to do homework through EBA, they preferred to complete activities through it rather than study on a paper. Similarly, according to the statements of secondary school students in the study of Tüysüz and Çümen (2016), EBA is a useful site for repeating the subject and solving tests. In addition,

Çetin and Günay (2011) found that interactive activities in EBA made students happy, and Uluçay and Çakır (2014) found that interactive games motivated students towards the lesson.

5.3. Pedagogical Implications of the Study and Suggestions for Further Research

Sustainability in education is the social, economic and spatial sustainability of an educational institution (Yamamoto & Altun, 2020). Kayıhanand Tönük (2011) discussed sustainability of education and training as spatial sustainability and emphasized issues such as the correct and functional use of space. However, this approach can only be considered to ensure the sustainability of schools under normal conditions. With the outbreak of the COVID-19, important changes occurred in the education sector as well as in social, economic and economic fields. During the initial days of the epidemic, it was perceived as a public health issue, but its rapid spread, contagiousness, and mortality made COVID-19 more critical. Governments took several containment measures to halt the spread of the COVID-19 virus (OECD, 2020). So, many countries have suspended face-to-face education and started distance education.

Yamamoto and Altun (2020) discussed that distance education should be taken as a priority within the scope of the Emergency Action Plan (ADEP) after earthquakes, erosions, tsunamis, tornadoes, floods or fires and infectious disease outbreaks (pandemics) to explore and understand the possibilities of distance education. When it comes to addressing this issue for primary and secondary education, even considering only the earthquake hazard, it is seen that emergency preparedness in schools, effective implementation of disaster and emergency plans for educational institutions, legal regulations and obligations about all measures that need to be taken against emergency situations have not been implemented yet (Özmen, Gerdan & Ergünay, 2015). According to a report issued by UNESCO, more than 1.5 billion students and more than 63 million educators in 188 countries around the world have been adversely affected by the closure of schools (UNESCO, 2020). The current situation shows us that the COVID-19 pandemic will undoubtedly take its place in history as an epidemic that has caused the greatest destruction in education system.

During such a major epidemic that affected the world, distance education technologies have been adopted to ensure the continuity of education. Options that can provide distance education most commonly include online teaching platforms and educational broadcasts through television. Therefore, with the decision to switch to distance education, educational applications and TV broadcasts have been actively used. These platforms help increase interaction between teachers and students as much as possible in order to facilitate learning in the impossibility of face-to-face lessons.

Many countries, such as China, Italy, South Korea, France, Portugal, Saudi Arabia, Mexico and some states of the USA have started their distance education activities with their technology infrastructures. After its first case was confirmed in Turkey, the decision was made to close the schools in a short period of time as in other countries. Primary and secondary schools started distance education on March 23 as an early precaution to halt the spread of the coronavirus. Turkey's public broadcaster TRT created a new channel for this purpose. Our country's experience and infrastructure in distance education has accelerated this transition process. So, teacher-student communication started to be carried out in a short time through online platforms determined by the Ministry of National Education.

Distance education transition period brought a very critical issue to the world agenda with it: the closure of schools has deepened inequalities in the education system. The fact that children from disadvantaged backgrounds do not have computers and other digital devices has led to discussions on inequalities in education. Those who have had technological devices also had problems with their internet connections. Some countries are taking measures to solve these problems. ‘‘China is providing computers to students from low-income families and offering mobile data packages and telecommunication subsidies for students’’ (Chang, Yano, 2020, para. 7). Bryant, Chen, Dorn & Hall (2020) state that France has made efforts to lend devices and provide paper assignments to 5 percent of students who do not have access to the Internet or computers. They also note that in Portugal, paper assignments are sent to students who do not have an internet connection at home by a post office that partners with the government. In order to

minimize educational inequality in Turkey, tablets and Internet access support, 8 GB of mobile application support, EBA support centers have been provided for learners.

However, digital support is not sufficient for the continuity of education. Adults are also expected to be actively involved in the process. Many elementary and high school students need their parents' help during virtual learning (Miller, 2020). As is known, parents are expected to fill the gap left by the teacher as much as possible and to help their children's learning in distance learning. But, parents were also caught unprepared for the home-schooling learning. Moreover, many families do not know how to effectively facilitate their child's learning at home. Unfortunately, no guideline was provided for parents to help their children in their distance education process, so this has caused bigger problems for poorly educated families.

Obviously, in current practice, the efficiency of the educational process is largely left to the teacher. Most teachers continue their teaching both remotely and face-to-face. Considering the individual studies of them in Turkey, it is seen that they continue their educational activities by both sending homework via EBA and WhatsApp and actively using other useful education platforms to facilitate their students' learning. However, it is not possible for a teacher to reach all students during the COVID-19 pandemic. According to a survey, ''just a quarter of middle and high school teachers said they could reach all of their students, while 20% said they could reach no more than 20% of their students'' (Lee, 2020, para. 4).

Also, there are some challenges in teacher-student-parent communication between schools. Unfortunately, there is limited communication between teachers and parents especially in rural areas. ''(...) private schools are moving ahead with the regular curriculum because they are generally smaller and more homogeneous than public schools, have mechanisms already in place for communicating with each family on a regular basis, have lower student-teacher ratios, and are facing fewer competing demands (such as organizing meal deliveries) that would prevent them from focusing on new curriculum delivery'' (Levinson, 2020, p. 24). While in some regions teachers cannot interact with most of the children in their class, some private schools follow the daily

curriculum with synchronous broadcasts. To put it more clearly, inequalities, which are quite obvious in face-to-face education, deepen in the pandemic process.

As mentioned before, the digital divide and inequality between homes and schools are major issues to be addressed. Likewise, providing ICT support and high-quality digital education can assist teachers in using new technologies. ‘‘Teachers and education staff as a whole have played a key role in the response to the COVID-19 pandemic and have had to face a number of different emerging demands during the social and health crisis’’ (ECLAC-UNESCO, COVID-19 Report, 2020, p. 9). Because new formats of online education need trained teachers who can make teaching decisions according to the curriculum content in each country and the levels of their students. In this regard, teachers need both time and proper guidance to explore, understand, use of ICT and learning platforms.

‘‘The need to adjust to distance education has also created responsibilities and demands that hugely increase the time teachers spend preparing classes, ensuring suitable connections, and following up on their pupils in various formats’’ (ECLAC-UNESCO, COVID-19 Report, 2020, p. 10). So, teachers should be provided with socio-emotional support for working with students and their families, as well as providing special support for their digital skills in distance education process. In some countries, online trainings are carried out in this sense. For example, according to ECLAC-UNESCO, COVID 19 Report, (2020) the Multinational State of Bolivia launched a course called Education for Digital Teachers, a self-learning course have been conducted by Ministry of Education of Ecuador for teachers called the My Online Classroom and Plan Padrino program aiming to promote the exchange of teaching experiences in relation to the use and adoption of ICT in education has been provided in Colombia.

Considering how much concerns about children's education are discussed and how effective policies have been developed by the Ministry on this issue, it is seen that effective policies regarding inequality and support for parents that we have mentioned above have not been developed yet. Indeed, with a simple observation or a few interviews with families, it can be seen that the digital gap between students continues to exist. On the one hand, there are those who have more than one mobile phone, tablet, computer

and unlimited internet in their homes, on the other hand, there are houses in which more than one child is trying to get education from a single mobile phone with limited Internet. Moreover, students sometimes could not attend their live classes, stating that their siblings have online lessons at that time.

However, it should be stated that easy access to the Internet, increased ownership of smartphones, tablets or laptops increases the risk of children being exposed to online glooming. ‘‘Spending more time on virtual platforms can leave children vulnerable to online sexual exploitation and grooming, as predators look to exploit the COVID-19 pandemic’’ (www.unicef.org, para. 2). With global lockdown millions of children are more vulnerable to sexual and harmful contents. UNICEF (2020) advice parents to make sure about their children’s devices have antivirus programs and have an open dialogue about how and with whom they communicate online, and establish some rules about Internet usage with their children. It is also stated that governments should eliminate online risks that children may be exposed to and strengthen law enforcement by making regulations in this direction.

Awareness campaigns should be immediately conducted in raise awareness of parents on Internet safety. Because we hear from some of our students that their parents, who once banned the use of tablets and phones, are now encouraging them to use their tablets. However, it is seen that some of them abused this situation and use their tablets entirely out of its purpose. Because when we talk to our students about this subject, we sometimes get answers like: ‘‘My parents suppose that I am studying on my tablet, actually I am not. I’m playing games that I downloaded.’’ In this regard, it is important for families to be extremely vigilant and careful. They need to be informed by the authorities and to keep their children under control to avoid harmful and dangerous sites.

All the problems discussed above are among the issues that should be subject to different comprehensive studies. During our study, we have indirectly addressed these problems. We focused mainly on measuring the attitudes of 7th and 8th grade students in four public schools, from both Samsun and Sinop provinces of Turkey, towards English lessons during the pandemic process. Based on the aims and the limitations of the current study, the following points may present some suggestions for further studies:

- A further study can be designed to investigate attitudinal changes of students in English courses in distance education. The Corona is not over yet, if the process is prolonged, we do not think that the results will be the same after one year as lockdowns may create dramatic effects. Because the longer it lasts, the more pronounced the psychological distress and boredom of staying at home will be. Therefore, a study can be done at the end of the Corona Virus process to be able to see whether remote education is viewed positively as much as the positive results obtained today. The questionnaire administered in this study may be employed at the end of the COVID-19 pandemic process. By comparing two studies, the difference can be examined by means of inferential statistics.
- Researchers can also investigate factors that can trigger attitude changes in the process. A possible way is to conduct interviews and ask students about factors that are changing their attitude towards English lessons conducted via EBA-ZOOM and TRT EBA TV.
- A comparative study that aims to investigate the regional differences in students' attitudes towards English lessons in remote teaching process can be done in urban and rural areas in Turkey.
- As this study is limited with 204 students, a study can be conducted with a larger sample group to examine students' attitudes towards learning English in the emergency remote teaching process.
- Attitude differences between classes can be studied with a larger sample as 5^{th}, 6^{th}, 7^{th} and 8^{th} grades.
- Similar studies suggested above can be done on the basis of private schools, so that the possible differences between private schools and public schools can be revealed.

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APPENDICES

Appendix 1: Veli Onay Formu

Sayın veli,

Öğrencilerin uzaktan eğitim sürecinde EBA ZOOM ve TRT EBA TV ile yürütülen uzaktan İngilizce derslerine yönelik tutumları ölçmeye yarayacak bir anket oluşturulmuştur. Öğrencinin ankete yönelik verdiği cevaplar bilimsel amaçla kullanılacaktır. Ankette kişisel bilgiler sorulmamaktadır.

Velisi olduğunuz öğrencinin ankete katılımı konusundaki görüşünüzü aşağıdaki seçeneklerden uygun olanı işaretleyerek belirtmenizi rica ederiz.

☐ Katılıyorum

☐ Katılmıyorum

Appendix 2: Katılımcı İzin Formu

Bu çalışma için katılımcı bilgi sayfasını okuduğumu ve anladığımı, kendi rızamla görüşlerimi paylaştığımı, cevaplarımın kesinlikle gizli tutulacağını ve kişisel bilgilerimin bir raporda ya da yayında tanımlanmayacağını ve paylaşılmayacağını anlıyor ve onaylıyorum.

☐ Onaylıyorum

☐ Onaylamıyorum

Appendix 3:

EBA ZOOM / TRT EBA TV Uzaktan İngilizce Dersine Yönelik Tutum Anketi

Sevgili öğrenciler, bu anket sizin uzaktan eğitim sürecinde işlenen İngilizce derslerine yönelik tutumlarınızı ölçmeye yarayacak bir çalışmadır. Soruları dikkatle okuyup, içtenlikle doğru cevaplar vermeniz önemlidir. Ankette kişisel bilgileriniz sorulmamaktadır. Çalışmaya göstereceğiniz hassasiyet ve katkılarınız için şimdiden çok teşekkür ederim.

1. Cinsiyet

- ◯ Kız
- ◯ Erkek

2. Sınıf

- ◯ 7
- ◯ 8

3. Okul

---

4. Şehir

- ◯ Samsun
- ◯ Sinop/Durağan

1. Uzaktan öğrenme araçlarının kullanımı benim için kolaydır. (Eba, mobil telefon, tablet, bilgisayar vs. kullanımı)

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

2. İngilizce öğrenmeye uzaktan öğrenme ortamında devam etmek isterim.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

3. Uzaktan öğrenme ortamında İngilizce çalışmak kolaydır.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

4. Uzaktan öğrenme ile İngilizceyi daha iyi öğreniyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

5. Uzaktan öğrenme ile öğretmenimle yeterli etkileşim kurabiliyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

6. Eba'da İngilizce öğrenme materyalleri yeterlidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

7. Eba Zoom ile İngilizce derslerimde teknik sorunlar yaşıyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

8. Eba Zoom ile öğrenmede ortaya çıkan teknik sorunlar beni rahatsız ediyor.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

9. Eba Zoom ile işlenen İngilizce dersleri daha ilgi çekicidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

10. Eba Zoom İngilizce derslerinde zaman hızlı geçiyor.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

11. Eba Zoom İngilizce dersleri İngilizceyi öğrenme hevesimi artırdı.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

12. Eba Zoom üzerinden işlenen İngilizce dersleri verimlidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

13. Eba Zoom İngilizce derslerinde kendimi daha özgüvenli hissederim.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

14. Eba Zoom ile öğrenmede öğretmenden yeterli geribildirim alıyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

15. EBA üzerinden aktiviteleri tamamlamak kağıt üzerinde çalışmaktan daha kolaydır.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

16. Ödevleri EBA üzerinden yapmak çok zevklidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

17. Eba Zoom İngilizce dersleri yabancı dile karşı ilgimi artırıyor.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

18. Eba Zoom üzerinden sağlanan öğretim yöntemi sınıftaki öğretim yönteminden daha fazla ilgimi çekiyor.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

19. Eba Zoom üzerinden dersi takip etmek, sınıf ortamında dersi takip etmekten daha kolaydır.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

20. İngilizce derslerinin Eba Zoom üzerinden işlenmesi motivasyonumu artırdı.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

21. Eba Zoom ile öğrenmede öğretmenden yeterli geribildirim alabilirim.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

22. Eba Zoom İngilizce dersleri yabancı dile karşı bakış açımı geliştirdi.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

23. Eba TV aracılığıyla işlenen İngilizce derslerini anlamak kolaydır.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

24. Eba TV’den işlenen İngilizce derslerinde konsantrasyonum tamdır.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

25. Eba TV üzerinden İngilizce öğrenmeyi sınıfta yüz yüze öğrenime tercih ediyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

26. Eba TV'de işlenen İngilizce derslerinin tekrarları olması nedeniyle takibi daha kolaydır.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

27. Eba TV üzerinden yapılan dersler ilgimi çekiyor.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

28. Eba TV'deki İngilizce derslerini aktivite açısından yeterlidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

29. Eba TV'deki İngilizce dersleri süre açısından yeterlidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

30. Eba TV üzerinden öğrenim, zamanı verimli kullanmamı sağlar.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

31. Eba TV üzerinden işlenen İngilizce dersinin, dinleme ve konuşma becerilerimi artırdığını düşünüyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

32. Eba TV'den işlenen İngilizce derslerinde daha özgüvenli oluyorum.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

33. Eba TV'deki uzaktan öğretim metodu geleneksel öğretim metodlarından daha eğlencelidir.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

34. Eba TV ile öğrenmede yüz-yüze etkileşim olmaması beni rahatsız ediyor.

- Hiç katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Tamamen katılıyorum

Appendix 4: Ethics Committee Approval Form

Evrak Tarih ve Sayısı: 11.01.2021-5269

T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Sayı : E-55578142-050.01.04-5269
Konu : Kararlar

Sayın Doç. Dr. Hüseyin KAFES

Ilgi : a) 06.01.2021 tarihli ve 3115 sayılı yazınız,
b) 07.01.2021 tarihli ve 4071 sayılı yazınız.

Ilgide kayıtlı yazılarınıza istinaden; Kurulumuzdan talep edilen Etik Onay belgesine ilişkin, Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulumuzun kararları ekte gönderilmiştir.

Bilgilerini ve gereğini rica ederim.

Prof. Dr. Osman ERAVŞAR
Kurul Başkanı

Ek:
1- 08.01.2021 tarih ve 20 sayılı Etik Kurul Kararı (1 Sayfa)
2- 08.01.2021 tarih ve 22 sayılı Etik Kurul Kararı (1 Sayfa)

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Evrak Tarih ve Sayısı: 10.01.2021-5243

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AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI

TOPLANTI TARİHİ : **08.01.2021**
TOPLANTI SAYISI : **01**
KARAR SAYISI : **22**

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Hüseyin KAFES**'in danışmanlığını, **Tuğçenur AYTEKİN**'in araştırmacılığını üstlendiği, *"Pandemi Sürecinde EBA ZOOM ve TRT EBA TV Üzerinden Yürütülen Uzaktan İngilizce Derslerine Yönelik Ortaokul Öğrencilerinin Tutumları"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvuruculara ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

e-imzalıdır
Prof. Dr. Osman ERAVŞAR
Kurul Başkanı

Başkan **Prof. Dr.** **Osman ERAVŞAR**	**Başkan Yrd.** **Prof. Dr.** **Bahattin ÖZDEMİR**	**Üye** **Prof. Dr.** **Hilmi DEMİRKAYA**
Üye **Prof. Dr.** **Mustafa ŞEKER**	**Üye** **Prof. Dr.** **Adnan DÖNMEZ**	**Üye** **Prof. Dr.** **Abdullah KARAÇAĞ**
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İletişim

e posta:

Tarih: 18/06/2021

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

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18/06/2021

Tuğçenur AYTEKİN

CORONA VİRUS PANDEMİ SÜRECİNDE İŞLENEN İNGİLİZCE DERSLERİNE YÖNELİK ORTAOKUL ÖĞRENCİLERİNİN TUTUMLARI

ORİJİNALLİK RAPORU

%18	%	%18	%
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	Mohamad Jafre Zainol Abidin. "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students", Asian Social Science, 01/29/2012 Yayın	%2
2	ELT, Editor. "Vol. 2, No. 4, in December 2009", English Language Teaching, 2009. Yayın	%1
3	Shahrzad Eshghinejad. "RETRACTED ARTICLE: EFL students' attitudes toward learning English language: The case study of Kashan University students", Cogent Education, 2016 Yayın	%1
4	Pinki Paul, Balgopal Singh. "chapter 15 Adequacy of Instructing Learning Post-Covid 19 Pandemic", IGI Global, 2021 Yayın	%1
5	Hanoi University Yayın	<%1