

REPUBLIC OF TURKEY
MUĞLA SITKI KOÇMAN UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE
EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

PERCEIVED ROLES AND COMPETENCIES OF
ENGLISH LANGUAGE INSTRUCTORS IN ONLINE
LEARNING ENVIRONMENTS

M.A. THESIS

Hilal GÜNEŞ

MUĞLA
JANUARY, 2017

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Supervisor: ASSIST. PROF. DR. MÜGE ADNAN

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T.C.
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**PERCEIVED ROLES AND COMPETENCIES OF ENGLISH LANGUAGE
INSTRUCTORS IN ONLINE LEARNING ENVIRONMENTS**

HİLAL GÜNEŞ

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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün ve sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin maddesine göre, İngiliz Dili Eğitimi Bilim Dalı yüksek lisans öğrencisi Hilâl GÜNEŞ'in "Perceived Roles and Competencies of English Language Instructors in Online Learning Environments" adlı tezini incelemiş ve aday tarihinde saat 'da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra dakikalık süre içinde tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulara verdiği cevaplar değerlendirilerek tezin olduğuna ile karar verildi.

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Üye

YEMİN

Yüksek lisans tezi olarak sunduğum “**Perceived Roles and Competencies of English Language Instructors in Online Learning Environments**” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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1. What are the online English language instructors' perceptions towards roles and competencies of online English language instructors?
2. What are the students' perceptions towards roles and competencies of online English language instructors?
3. Is there a concordance between the perceptions of instructors and students towards roles and competencies of online English language instructors?

TÜRKÇE ANAHTAR KELİMELELER :

1. Rol ve Yeterlilikler
2. İngilizce Okutmanları
3. Çevrimiçi Öğrenme Ortamları
4. Çevrimiçi Öğrenme

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1. Roles and Competencies
2. English Language Instructors
3. Online Learning Environments
4. Online Learning

1- Tezimden fotokopi yapılmasına izin vermiyorum**2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir****3- Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir****Yazarın imzası:****Tarih :/...../.....**

To my lovely nieces and nephews;

Sevde, Eren, Yiğit, Eylül

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ABSTRACT

Recently, a number of universities have started to provide campus-based online courses for various reasons. Online education environments constitute unique conditions for teaching and learning. Especially for online instructors, assuming new roles and developing new competencies has become necessary to be successful.

The main purpose of this study is to explore the roles and competencies of English language instructors in online learning environments through perceptions of English language instructors and students. For this aim, qualitative data are collected from English language instructors who teach Basic English course online and students who take this course at Muğla Sıtkı Koçman University in 2015-2016 Academic Year, Fall Term. Data are gathered through self-designed semi-structured interviews and analyzed through content analysis.

Results indicate that there are some advantages and disadvantages that online education creates. The most articulated advantages of online education are the flexibility of space and time it offers for learning, enabling access to recordings of online classes and creating a comfortable environment. On the other hand, many challenges as well are referred which make online instructors and students feel negative towards online teaching and learning. The most referred challenges are poorness of technical infrastructure, lack of faculty support, interaction and communication problems, lack of content development, student profile and difficulty of teaching English online.

In this present study, facilitator has been identified as the most important role for online language instructors. Nevertheless, it is uncovered that online instructors perform the instructor role most of the time rather than acting as facilitator in online classes. In total, 28 competencies are addressed by participants. The most articulated competencies are delivering the content, using varied teaching methods, strategies, activities and materials, fostering interaction, attracting attention, ensuring participation, giving and receiving feedback, pre-class preparation, having basic ICT (Information and Communication Technologies) skills and integrating technology into teaching effectively.

The perceptions of instructors about roles and competencies of online language instructors mostly correspond to students' perceptions. Promoting peer learning, complying with copyright issues, reflecting on online teaching performance, being collaborative, managing question-answer process, and involving students in lesson planning and implementation process are among competencies articulated by some of the instructors, yet not by the students.

In this study, it is found out that there are great differences between what is regarded as important roles and competencies, and what is actually performed in the class. Instructors especially have difficulty in using varied teaching methods, strategies, activities and materials, fostering interaction, attracting attention, designing online activities, materials, and tasks, integrating technology into teaching effectively, ensuring participation, giving and receiving feedback, promoting peer learning, and monitoring student progress or performance in online classes.

Most of the articulated roles and competencies for online classes are similar to those in traditional classes. For ensuring a successful online learning environment, improvement of technical infrastructure, digital content development, along with hands-on and continuous professional development trainings for online instructors are demanded by the participants. This study uncovers important issues to be taken into consideration by higher education institutions to create an efficient online language teaching and learning environment.

KEY WORDS

Roles and Competencies, English Language Instructors, Online Learning Environments, Online Learning



ÖZET

Son zamanlarda birçok üniversite çeşitli sebeplerle kampüs temelli çevrimiçi dersleri uygulamaya koymuştur. Çevrimiçi öğrenme ortamları, öğretme ve öğrenme için kendine özgü durumlar oluşturmaktadır. Özellikle çevrimiçi ders veren okutmanların başarıyı sağlamak için yeni roller üstlenmesi ve yeni yeterlilikler geliştirmesi gerekmektedir.

Bu araştırmanın temel amacı, çevrimiçi ortamlarda ders veren İngilizce okutmanlarının sahip olması gereken roller ve yeterlilikleri, İngilizce okutmanlarının ve öğrencilerinin görüşlerini alarak incelemektir. Bu amaçla, 2015-2016 Akademik Yılı, bahar döneminde, Muğla Sıtkı Koçman Üniversitesi'nde çevrimiçi Temel İngilizce dersi veren İngilizce okutmanları ve bu dersi alan öğrencilerden nitel veriler toplanmıştır. Veriler araştırmacı tarafından oluşturulan yarı yapılandırılmış görüşme formu ile toplanmıştır ve içerik analizi kullanılarak analiz edilmiştir.

Bulgular çevrimiçi eğitimin bazı avantaj ve dezavantajları olduğunu göstermiştir. Çevrimiçi eğitimin en fazla ifade edilen avantajları, öğrenme için yer ve zaman esnekliği sunması, çevrimiçi ders kayıtlarına ulaşmayı sağlaması ve rahat bir ortam oluşturması olmuştur. Diğer yandan, çevrimiçi okutmanları ve öğrencilerinin çevrimiçi öğretme ve öğrenmeye karşı olumsuz tutuma sahip olmalarına neden olan birçok zorlukları da ifade edilmiştir. En fazla bahsedilen zorluklar teknik altyapı ve fakülte desteğinin yetersizliği, etkileşim ve iletişim problemleri, içerik yetersizliği, öğrenci profili ve çevrimiçi İngilizce öğretmenin güçlüğüdür.

Çalışmada, kolaylaştırıcı rolü çevrimiçi dil okutmanları için en önemli rol olarak ifade edilmiştir. Buna rağmen, çevrimiçi okutmanlarının çevrimiçi sınıflarda kolaylaştırıcı rolünden ziyade eğitici rolünü yerine getirdiği ortaya çıkmıştır. Katılımcılar tarafından toplamda 28 adet yeterlilik belirtilmiştir. En fazla ifade edilen yeterlilikler içerik aktarma, farklı öğretim yöntem, strateji, aktivite ve materyalleri kullanma, etkileşimi sağlama, dikkat çekme, katılımı sağlama, dönüt alma ve verme, derse hazırlık yapma, temel bilgisayar becerilerine sahip olma ve teknolojiyi öğretimle bütünleştirebilmedir.

Çevrimiçi okutmanların rol ve yeterliliklerine yönelik okutman görüşleri çoğunlukla öğrenci görüşleriyle uyum sağlamaktadır. Akran öğrenmesini teşvik etme, telif haklarına uyma, çevrimiçi öğretme performansını değerlendirme, işbirlikçi olma, soru-cevap sürecini yönetme ve öğrencileri dersin planlama ve uygulama sürecine dâhil etme okutmanlar tarafından ifade edilip, öğrenciler tarafından ifade edilmeyen yeterlilikler arasındadır.

Çalışmada, önemli rol veya yeterlilik olarak görülen ve gerçekte uygulanan roller veya yeterlilikler arasında büyük farklar olduğu ortaya çıkmıştır. Okutmanlar özellikle, farklı öğretim yöntem, strateji, aktivite ve materyalleri kullanma, etkileşimi sağlama, dikkat çekme, çevrimiçi aktivite, materyal, görevler tasarlama, teknolojiyi öğretimle bütünleştirme, derse katılımı sağlama, dönüt alma ve verme, akran öğrenmesini teşvik etme ve öğrenci gelişimi ve performansını gözlemleyebilme konusunda sıkıntı yaşamaktadırlar.

Başarılı bir çevrimiçi öğrenme ortamı sağlamak için, teknik altyapı ile dijital içeriğin geliştirilmesi ve çevrimiçi okutmanlar için uygulamalı ve sürekli mesleki gelişim eğitimleri katılımcılar tarafından talep edilmiştir. Bu çalışma, etkili bir çevrimiçi

öğretme ve öğrenme ortamı için yüksek eğitim kurumları tarafından göz önünde bulundurulması gereken önemli konuları açığa çıkarmıştır.

ANAHTAR KELİMELER

Rol ve Yeterlilikler, İngilizce Okutmanları, Çevrimiçi Öğrenme Ortamları, Çevrimiçi Öğrenme



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LIST OF ABBREVIATIONS

ICT: Information and Communication Technologies

CMC: Computer Mediated Communication

COI: Community of Inquiry

DEC: Distance Education Centre

EFL: English as a Foreign Language

ELT: English Language Teaching

F2F: Face to Face

GTM: Grammar Translation Method

ION: Illinois Online Network

LMS: Learning Management System

MOOC: Massive Open Online Course

RSS: Rich Site Summary, Really Simple Syndication

UNESCO: United Nations Educational, Scientific and Cultural Organization

WWW: World Wide Web

CHAPTER I

INTRODUCTION

1.1. Background and Rationale of the Study

In a digitally enclosed environment today, it is impossible to disregard the impact of technology, especially, information and communication technologies (ICTs) growing significantly in recent years. In line with the developments in online technologies, communicating with people or reaching information anywhere and anytime has become easier, more comfortable and preferable. Such improvements have also influenced the way people teach and learn. The opportunity of interacting and communicating via several online platforms evoked the idea of providing education online, transforming the nature of distance education. In consequence, a number of traditional universities have started to supplement campus-based online courses for various reasons. Online learning is utilized by both developed and developing countries for eliminating resource problems, saving cost, welcoming new students, qualifying the education and increasing quantity (Dodds, Perraton & Young, 1972).

According to Anderson (2008), although online and face to face (F2F) learning environments share a lot of common features like assessing the needs of learners, negotiating or prescribing content, planning learning activities and evaluating learning, online medium constitutes unique conditions for teaching and learning:

- Supporting interaction regardless of time and place

- Facilitating delivery of content in various formats
- Allowing reaching content almost everywhere
- Offering ‘communications-rich’ learning environment by letting synchronous or asynchronous computer mediated interaction in different formats.

In parallel with these unique features, teaching and learning in online settings has resulted in new challenges, duties and commitments for all participants. Especially for online instructors, assuming new roles and developing new competencies has become necessary to be successful (Abdulla, 2004; Anderson, 2008; Aragon & Johnson, 2002; Arinto, 2013; Bennet & Lockyer, 2004; Comas-Quin, 2011; Gülbahar & Kalelioğlu, 2015; Smith, 2005; Thach & Murphy, 1995; Yi, 2012). Online instructors, being at the centre of online learning environments, have a critical and important starring role as the quality of online education is determined by their practices. They are supposed to know not only about technology, but also about pedagogy, which is necessary for online teaching. Many researchers indicate that roles of instructors teaching online might be much more challenging than the roles of traditional instructors (Arah, 2012; Baran, Correia & Thompson, 2011; Bawane & Spector, 2009; Goodyear, Salmon, Spector, Steeples & Tickner, 2001). According to Bennet and Lockyer (2004), online instructors should cultivate new strategies to sustain motivation and promote interaction for students with whom they come together only in online platforms. Baran et al. (2011) also emphasize that instructors need to re-examine their roles and embrace more facilitative approaches while teaching online.

For any profession, it is very challenging to get used to new practices. A host of educational institutions, instructors and students are unfamiliar with online teaching environments. For many instructors teaching in traditional learning environments for long periods, it is onerous to adapt themselves into a new pedagogical environment (Baran, 2011), as they are compelled to “move to something new when the patterns of behavior required for success are not fully established” (Natriello, 2005, p.1890). Considering these, the adaptation process can be very stressful and demanding for

instructors to teach online. Yet, instructors are often ‘undervalued’ in the process of transformation towards online digital technologies (Baumann, Shelley, Murphy & White, 2008). While the universities adopt online education, they tend to neglect readiness of instructors. As a result, instructors cannot teach online courses as required, student achievement is affected negatively, and quality of online education decreases. This makes online teaching and learning process ineffective.

For a high quality online education, institutions need to support faculty members with effective faculty development programs. There are faculty development programs in various formats that universities offer to support online faculty including structured in-service training programs, collaborative course design, online training programs, workshops, meetings, peer review programs, hybrid programs and mentoring programs (Herman, 2012).

Although this is true for all disciplines, there are specific perspectives and approaches towards teaching and learning a foreign language. Hampel and Stickler (2005) set forth that teaching foreign languages online necessitates skills that are not only different from those of traditional teaching but also different from other subjects. Borg (2006) also emphasizes that teaching a foreign language is different from teaching other disciplines in various aspects. In this regard, the studies conducted on online teaching in other subjects may not reflect on teaching language online well enough.

So far, roles and competencies of online instructors (e.g., Bawane & Spector, 2009; Berge, 1995; Egan & Akdere, 2005; Goodyear et al., 2001; Thach, 1994; Williams, 2003) and online language instructors (e.g., Compton, 2009; Easton, 2003; Hampel & Stickler, 2005; Hauck & Hampel, 2005; White, 2003) have been identified by various experts experienced in distance education. There are relatively few studies taking into account of the perspectives of online instructors (e.g., Briggs, 2005; Chang, Shen & Liu, 2014; González-Sanmamed, Muñoz-Carril, Sangra, 2014; Muñoz Carril, González Sanmamed & Hernández Sellés, 2013) and fewer of online language instructors (e.g., Baumann et al., 2008; Rosell-Aguilar, 2007). Moreover,

most of these perception studies have been conducted through providing instructors pre-determined roles and competencies and requiring them to accept or reject each role. Hence, there is a gap in the literature reflecting the voice of instructors and students as real practitioners of online teaching. Farrel and Kun (2008) lay emphasis on the importance of learning about instructor beliefs for efficiency of online instruction. The number of studies examining student perceptions towards online teacher roles and competencies is also very limited (e.g., Abdulla, 2004; Stevenson, Sander, & Naylor, 1996). Few studies have been encountered exploring language students' perspectives towards roles and competencies of instructors in online learning environments. Abdulla (2004) suggests conducting more studies to investigate perspectives of students from different disciplines to detect more roles and competencies. Baumann et al. (2008) also indicate importance of examining students' perceptions, asserting that they are the vital part of the equation.

Determining roles and competencies is crucial for design and development of online teacher training programs. Baran et al. (2011) underline the scarcity of studies that critically examines the roles and competencies of online teachers, and claim that suggested roles and competencies have little impact on online teacher training programs that “address teachers’ needs, individual dispositions, external social demands and capabilities within their unique teaching context” (p.422). Thach (1994) and Piskurich & Sanders (1998) also note that more studies are needed to examine roles and competencies of instructors to ensure continuous development of online education.

Aydın (2005) underlines potential nuances regarding formerly classified roles and competencies for different countries, institutions, environments or cultures. Kavrat (2013) also puts forward that faculty members’ competencies differentiate at each institution because of the administrative practices, technical background, personnel inadequacy and ineffective usage of technology by the faculty members. In Turkey, there are few studies related to roles and competencies of online instructors (Aydın, 2005; Kavrat, 2015; Yuksel, 2009). No study has been encountered in Turkey, which examine the roles and competencies of online language instructors from the

perspectives of online language instructors and their students. This study aims to fill this research gap by conducting a detailed exploration of this important and so far neglected area by examining the roles and competencies of online language instructors through eliciting perceptions of online instructors and their students.

1.2. Purpose of the Study

The main purpose of this study is to explore the roles and competencies of online EFL (English as a Foreign Language) instructors in an online learning environment through perceptions of online EFL instructors and students taking online English courses. To this aim, based on students' and instructors' perceptions of a qualified online EFL instructor, answers to the following research questions will be sought throughout the study:

- 1a.** What are the attitudes of online EFL instructors towards online language education?
- 1b.** What are the attitudes of online EFL students towards online language education?
- 2a.** What are the roles of online EFL instructors in from the perspective of EFL instructors teaching online?
- 2b.** What are the roles of online EFL instructors from the perspective of EFL students learning online?
- 3a.** What are the competencies required from online EFL instructors from the perspective of EFL instructors teaching online?
- 3b.** What are the competencies required from online EFL instructors from the perspective of EFL students learning online?
- 4a.** Is there a concordance between the perceptions of online EFL instructors and students towards roles of an online EFL instructor?
- 4b.** Is there a concordance between the perceptions of online EFL instructors and students towards competencies of an online EFL instructor?

1.3. Significance of the Study

Although online education is one of the most hotly-debated issues today, studies on transformation of roles and competencies of online instructors are not at a desired level, particularly in Turkey. Even if online learning and teaching is rising swiftly, there is a lot to be filled in the literature in terms of instructors' roles and competencies in online learning environments as a key factor for quality of online education.

It is clear that studies defining the roles and competencies have provided useful insights so far. Nevertheless, instructors' voices are unheard in most of these studies. This study holds the notion that, listing new roles and competencies of online language instructors without taking their ideas into consideration will not be sufficient since language instructors themselves are the ones who experience this innovation, this transition, and this challenge. It is necessary to learn how they are affected by this process of transition from face to face to online education, along with the changes they confront regarding new competencies required. Setting online education curriculum, establishing online teaching platforms and developing online instructor training programs without getting the ideas of instructors will be impotent and inefficacious.

In online education, instructors are expected to take their new roles without refusing or reforming (Rennert & Ariev, 2008). However, each instructor has a different personality and different online environment, so their roles can be reshaped or altered according to their unique identity. Hence, assigning pre-determined roles and expecting pre-determined competencies may be considered unrealistic. For an effective distance education performance, language instructors should be aware of their changing roles and competencies. This study will help language instructors question their new roles and competencies, and make their adaptation process easier and faster.

Apart from language instructors, students' views are also important as they are an essential part of online education. Learning about how they feel and what they expect or desire is vital. In direction with their needs, expectations and desires, online teaching environment can be reviewed or reformulated as a whole. Therefore, their opinions are quite significant for both designing and developing stages of online education.

This topic is worth examining due to the fact that the language instructors and students will have a chance to articulate their ideas about the roles and competencies of online instructors which they perceive as essential. It will be a prominent study that will put the ideas of language instructors and learners together about the roles and competencies of online instructors in Turkey. With this research, deeper insights into the practice of online language teaching in Turkey will be gained. After obtaining these perspectives, new roles and competencies may be added to online education literature.

Last but not the least, this study will contribute to accumulating additional information for researchers and practitioners to constitute online teaching programs or teacher training programs accordingly. The perceptions of instructors and students may be taken as a supplementary reference point for designing online learning environment and faculty development programs. Additionally, this study can be a basis for the future studies about online language teaching in Turkey.

1.4. Definiton of Terms

Some important terms that are used throughout this study are explained in this section to ensure a more clear understanding of the study.

Distance Education: “Teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization” (Moore & Kearsley, 2012, p.2).

Online/Web-based Learning: “The use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience” (Ally, 2008, p.17).

E- Tutor: “Someone who interacts directly with learners to support their learning process when they are separated from the tutor in time and place for some or all these direct interactions” (Denis, Watland, Pirotte & Verday, 2004, p.3).

Role: “A set of expectations defining the appropriate behaviors and expectations of an occupant of one position in relation to those in other positions” (Johnson & Johnson, 1994, as cited in Egan & Akdere, 2005, p.89).

Competency: “A descriptive tool that identifies skills, knowledge, personal characteristics, and behavior needed to effectively perform a role” (Lucia & Lepsinger, 1999, as cited in Egan & Akdere, 2005, p.89).

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of literature concerning online teaching and instruction, online instructors as key actors and the roles and competencies of online instructors.

2.1. Online Teaching and Instruction

Technology facilitates people's lives to a great deal. From educational aspect, the benefits of technology are countless, enlarging peoples' knowledge, allowing storing information and carrying it with you anywhere, saving time and money, eliminating the boundaries, providing contact with diverse people all around the world and enabling working in virtual communities (Lehman & Conceição, 2010). McGreal and Elliot (2008) put forward that "education is one of the fastest-growing economic and social sectors in the world, and the use of new technologies is an integral and driving component of that growth" (p.143). In parallel with this, technological advances have been changing teaching and learning practices to a great extent lately. The emergence of the Internet in 1990s and internet-based educational technologies in 2000s have a great impact on design, development and delivery of courses both on and off campus (McNaught, 2007).

Developments in the Internet and instructional technologies have also changed the nature of distance education. Transformation of distance education has involved use of technology gradually. In the 20th century, thanks to the integration of

telecommunication technologies, synchronous instruction was started to be used in distance education via the channels of radio, telephone and television (Simonson, Smaldino, Albright & Zvacek, 2008). In the 21st century, with the advent of computer mediated communication, interaction between instructor and learners, among learners and between native speakers of language and learners of that language was possible in written, oral or visual ways (Wang, 2004a). With the introduction of Internet, synchronous courses have been offered through World Wide Web, adopting “anytime, anywhere” approach (Simonson et al., 2008).

According to Assié-Lumumba (2004), distance education is getting ‘more diversified’ and ‘more technologically sophisticated’ as the audiences and course types are varied (p.2). Ally (2008) argues that especially in the 21st century, new emerging technologies enrich the utilization of Web to a large extent:

We have entered an era in which the Web has expanded from a medium to display content created by professional designers and publishers, to one where commercial content is augmented, annotated, enhanced, and, in some cases, displaced by content created by the end users themselves. Increasingly, ways are being developed to have content harvested, filtered, repurposed, and transformed, through the manipulation of both human and automated processes (p.63).

Along with technological developments in the 21st century, students now can access latest educational technological tools, reach any information anywhere, anytime, create their own content through digital channels. In line with this, teaching has become more learner-centered and personalized, considering students as independent learners and producers. Such developments in distance education have paved the way for online learning and teaching to be more student-centered and proper for 21st century learning goals.

2.1.1. Theoretical Foundations of Online Learning and Teaching

Online learning has been designated by various terms like e-learning, internet based learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, web-based learning, and distance learning. All of these terminologies meet on a common ground: instructor and learners are at separate places and they employ technology for the aim of interacting with one another and accessing learning materials (Ally, 2008). Becker (2004) puts that there are only minor differences between these terms in delivery or assessing of the course but the fundamental elements remain unchanged.

There is still no consensus between researchers if online, traditional or blended teaching is better than others. Most allege that it is not the delivery medium, but the instructional methods that affect the quality of learning (Bonk & Reynolds, 1977; Clark, 1983; Schramm, 1977) while some others claim that medium of instruction affects learning (Kozma, 2001).

Many researchers pinpoint that online education is advantageous. According to Abrami, Bernard, Bures, Borokhovski and Tamim (2012), online learning offers tempting facilities as it increases access to education and decreases its cost, and most importantly improves the quality of teaching and learning. Turoff, Discenza and Howard (2004) assert that online learners are not disadvantaged as many people believe; enouncing that online learning is enriched by the social and physical technologies and tools allowing them to interact with each other and other faculty along with accessing the lectures whenever they want.

Simonson et al. (2008) list some of the affordances of online learning as follows:

- Online courses and course materials can be reached by learners from anywhere, anytime through a well-equipped computer and internet connection.
- Irrespective of time-zone, asynchronous course contents are available 24 hours a day.

- Learners can study at their own paces.
- Online course materials and activities are available across entire WWW and shareable with different computer platforms and operating systems.
- Using technology is relatively easy for learners.
- Course materials can easily be updated, allowing students to access current information.
- When the materials are designed to promote interactivity or Internet resources are utilized properly, student-centered learning environment is promoted.
- The internet supports students' active learning and intellectual engagement with the course.
- A well designed online course promotes various learning experiences and numerous learning styles.
- Learners become skillful at using Internet, which may affect employment issues positively after graduation.
- When personal identities are not revealed, all learners are on equal basis, eliminating gender, appearance, disabling condition issues.

Apart from affordances, some of the limitations of online learning are also depicted by Simonson et al. (2008) as follows:

- Availability of the Internet or computers or not knowing about using Internet resources can create some problems for rural or socioeconomically lower regions.
- Instead of promoting content and learning facilities, online courses may focus on technology.
- Well-conceived online courses require high level of labor force, time and staff resources which are not available to lots of instructors.
- Some instructors maintain their teacher-centered, lecture based instruction in online teaching rather than adopting a learner-centered model of instruction.
- Though today's learners are more knowledgeable about technology comparing to before, lots of them regard internet as perplexing and daunting.
- Copyright violations are easier to be detected on online course pages.

- Some subjects may not be delivered effectively enough via computer.
- Advanced technologies like multimedia, streamed video and memory-intensive graphics are not effectively integrated into teaching because of bandwidth limitations.
- Some learners find it challenging to take more responsibility for their own learning in online courses.
- Comparing to traditional classroom, getting feedback in online classroom may take longer.
- There is often little or no infrastructural, technical, instructional design and training support for instructors and students that discourage instructors from teaching online.

According to Garrison (1990), education, whether face to face or distance, requires ‘two-way communication’. Garrison emphasizes that merely accessing information is not adequate in education; “information must be shared, critically analyzed, and applied in order to become knowledge” (p.13). White (2003) also makes a distinction between one-way and two way technologies (See Table 1), asserting that two-way technologies promote interaction and communication between learner – instructor and among learners more.

Table 1. One-way and Two-way Technology Applications

Media	One-way Technology applications	Two-way Technology applications
Text	course units; supplementary materials	“correspondence” tutoring
Audio	radio programmes; cassette programmes	telephone tutoring; audio conferencing
Television	broadcast programmes; cassette programmes	interactive television (ITV); video conferencing
Computing	computer-assisted learning; multimedia	e-mail; interactive databases; computer conferencing

White (2003, p.201)

According to Ring and Mathieux (2002), online learning requires high levels of authenticity, interactivity and collaboration (as cited in Ally, 2008). Milheim (1995) lists the benefits of interactive learning as follows:

- Increased student interest
- Higher cognitive processing
- Development of cooperative learning skills
- Teacher involvement
- Curriculum integration
- Teacher/student collaboration (p.227)

Very stimulating technologies are used in online instruction today. Mcgreal and Elliot (2008) examine some of these technologies and their educational uses which are summarized below:

- ***Multimedia on the Internet:*** Multimedia allows for integrating graphs, text and audio media with the use of computer. Today, nearly every computer is able to deliver multimedia presentations. However, multimedia on the internet does not have the same capability as multimedia on CD-ROM or DVD as internet connection speed affects the quality, quantity and duration of the transmissions. The launching of streaming multimedia facilitates the delivery of multimedia to a large extent, allowing transferred data to be played as soon as reaching it without waiting for downloading.
- ***Streaming audio:*** There are different streaming audio formats in Web today, but the underlying technology is the same. Nowadays, it is utilized in classroom-based and online course teaching as prerecorded lessons, interviews, projects or classroom interaction samples.
- ***Streaming video:*** Latest versions of streamers are adequate for many educational applications. Educational uses of streaming video include showing prepared lectures and showing hands-on activities.
- ***Audio chat and voice-over Internet protocol:*** Audio chat allows for communication between teacher and students from a distance through audio-graphic conferencing. Besides, students can also communicate with other people from different countries, facilitating exposure of foreign language and cultures.

- **Web conferencing:** In web conferencing, teachers and students in different places can contribute to the lesson by working collaboratively through generating, managing, reviewing and updating online information, using an online whiteboard. Especially it is efficient for brainstorming activities. It also allows content to be saved and used later in other presentations.
- **Instant messaging:** It facilitates instant contact between students and teacher. Sometimes, teacher can moderate chat sessions.
- **Hand-held and wireless technologies:** Mobile devices offer flexibility for students and teachers and make learning accessible all around the world.
- **Blogs (web logs):** Blogs facilitate sharing information and networking possibilities between students, instructors or other professionals. It may act as a place where teachers give assignments or make announcements and students submit their work. Blogs are especially useful for writing courses.
- **RSS and atom feeds:** Rich Site Summary (RSS) or Really Simple Syndication (RSS) checks the new content in relevant sites and sends the new information to the user directly. It allows for sharing information between other instructors as new content is available in one site.
- **Wikis:** Wikis are web sites where content can be inserted or edited by users. Instructors can use wikis to post information, lecture notes or encourage participation of learners. Learners also can add notes, links or comments. It allows for project working, group working and brainstorming activities.
- **Virtual worlds:** Virtual world is an online environment where people interact with each other through their simulated avatars. It allows for real-time communication and experiential learning. It eliminates borders as students and teachers from different places can come together in these simulated worlds.
- **Digital games:** Games used for educational purposes are very popular. Digital games support learning by offering instant feedback, satisfaction, motivation and enjoyment. Moreover they maintain students' interest and make them stay on task. They are also good for students who have different learning abilities.

Ally (2008) reports that online instruction does not mean merely putting the information on the web or giving the links of digital resources; it means learners' using the web for researching information, completing learning activities and achieving learning aims and outcomes. For this, different activities need to be utilized for different learning styles. Neidorf (2006) specifies that, apart from content knowledge, efficient online instruction requires connection, communication, motivation and feedback. Weller (2005) also underlines the importance of embracing new approaches, novelties and adaptations along with considering each aspect of the course like materials, content, pedagogy and assessment.

Salmon (2004) proposes a five-step model for teaching and learning online (see Table 2). The underlying premise of this model is that online learning does not occur per se by doing an activity on a computer; online learning “includes an intricate and complex interaction between neural, cognitive, motivational, affective and social processes” (Azevedo, 2002, p.31, as cited in Salmon, 2004, p.28).

Table 2. Model of Teaching and Learning Online

Stages	Technical Skills	Description
1. Access and motivation	Setting up system and accessing	Being able to gain access quickly and easily to the system and being motivated to spend time and effort
2. Online socialization	Sending and receiving messages	Establishing online identities and then finding others to interact with
3. Information exchange	Searching, personalizing software	Exchanging information relevant to the course with others
4. Knowledge construction	Conferencing	Course-related group discussions occur and the interaction becomes more collaborative
5. Development	Providing links outside closed conferences	Looking for more benefits from the system to achieve personal goals, exploring how to integrate online into other forms of learning and reflecting on the learning processes.

Adapted from Salmon (2004, p.28-29).

2.1.2. Methods for Online Learning and Teaching

Because of the differences between F2F and online teaching environments, reappraisal of instructional techniques in online classrooms is essential. According to Simonson et al. (2008), instructors should decide on appropriate instructional methods with the aim of involving all students, promoting student interaction and active participation. Simonson et al. (2008) assert that technology must be regarded as a teaching tool, not a teaching method. In this respect, Tuzun (2004) maintains that active learning strategies like online discussions, real-world projects, and collaborative learning activities should be used in online learning, where students are active learners.

According to Illinois University (ION), instructional methods used in F2F classes can be used in online classes with some variances. They are summarized as follows:

- **Learning contracts:** Learning contracts mean agreement between learners and instructors which include what to learn, how to learn, time period, how to be evaluated and so on. Using learning contracts in online learning is rather efficient. As there will be no F2F meeting, both instructor's and students' expectations need to be explicit. Students can be provided with sample learning contracts online and encouraged to discuss the details of contract via online facilities.
- **Lecture:** Online instructors can lecture via audio or video conferencing. Lecture notes and resources can be shared through web links to learners. It is important that online lectures should be brief and to the point.
- **Discussion:** Discussions can be held asynchronously through mailing, discussion forums, social media etc. and synchronously via online chat platforms, virtual environments, web conferencing and so on.
- **Self-directed learning:** This method put emphasis on learner independence which encourages 'individualized, self-paced learning activities'. Online learning lets students study whenever they want and with their own pace.

Moreover, they can access paramount amount of information thanks to numerous websites, web tools and different kinds of resources.

- **Mentorship:** Online mentorship facilitates convenient relationship and continuous communication between mentor and learners which promote ‘timely feedback’ to online learners’ questions.
- **Small group work:** Small groupworks can be done through a variety of activities such as discussion groups, guided design, role playing and games which promote interaction. In online learning, groups can meet synchronously when they are available. In online learning, dynamics like gender, geography or disability cause no problem. Besides, instructor feedback can be given without taking other groups’ time thanks to online groupwork activities.
- **Projects:** Online projects are authentic tasks which ensure ‘practical experience’ and ‘sense of accomplishment’. With online projects, feedbacks can be obtained from peers or other people as projects are accessed online.
- **Collaborative learning:** Online environments are suitable for learning collaboratively which promotes cognitive skills, self-confidence and building positive relationships between learners.
- **Case study:** Case studies are useful as they develop ‘practical thinking’. Case studies can be done individually or collaboratively, according to students’ interests and levels. Various internet resources can be used for conducting the study and then it can be presented on web or discussed in online conferencing groups.
- **Forum:** Forums are effective platforms for learning as they promote asking questions, discussion, information exchange, and so on. Online forums are quite ‘convenient’ and ‘effective’ as participants do not need to make effort for travelling. They can be held synchronously or asynchronously.

Bates (2015) examines classroom type online learning methods and their limitations as follows:

- ***Classes using lecture capture:*** In this technology, classroom lectures are recorded automatically. This enables students to revise the lectures anytime on their own. For exploiting this opportunity more fully, in flipped classrooms, pre-recorded lectures are viewed by students first and then they are discussed in class. The ‘instructionist’ Massive Open Online Courses (MOOCs) are open to everybody with an unlimited participation around the world. They include Coursera, Udacity and edX. In all of these formats, the design of teaching is not different at all, basic idea is the same.
- ***Courses using learning management systems:*** Learning Management Systems (LMSs) are software for protected online environments where instructors and learners log in with a password. They include Blackboard, Desire2Learn and Moodle. They are utilized for replicating a classroom design model. In these systems, there are weekly units or modules, the instructor demonstrates the subject to all students synchronously. They also enable online discussions and study of students nearly at the same pace. Assessment is done via essays or tests.
- ***The limitations of the classroom design model for online learning:*** While designing online classrooms, it is crucial whether it fulfills the changing needs of digital age. Merely adding technology to teaching or doing teaching online with the same design does not meet the needs. Therefore, online teaching should be designed by taking the advantage of educational uses of technology. Or else, the efficiency of the lesson may even decrease as it will not go further than imitating the traditional class. Because of these reasons, no matter new technologies are integrated in teaching, they may not be sufficient for higher level skills necessary in digital age. Thus, necessary alterations should be done in basic design model to fully exploit the potential of new technology.

Ghirardini (2011) distinguishes between two approaches of e-learning as ‘self-paced’ and ‘facilitated/instructor-led’. She underlines that both approaches can be combined in online courses. In self-paced learning, learners reach courseware through an online platform or CD-ROM, learners determine their own learning objectives and ways according to their own interests and needs, there is no need to have schedule, managing or tracking of learners, learning materials are prepared as comprehensible as possible to make learners feel ‘self-sufficient’ and technical support can be given by e-mails or e-tutoring. In Instructor-led and facilitated e-learning, there is a ‘linear curriculum’ and the course is followed according to it, the course is organized and led by an instructor, the course includes lectures, self-study assignments and collaborative practices, and learning is evaluated through types of assessments.

2.1.3. Teaching and Learning Foreign Language Online

Computer technologies have been utilized for the aim of teaching languages since 1960s (Warschauer & Healey, 1998). With the emergence of World Wide Web (WWW) in 1990s, web-based teaching was started to be integrated into language teaching. Throughout this process, blended language courses (Chenoweth, Ushida & Murday, 2006) and online language courses (Blake & Delforge, 2005) emerged (as cited in Fischer, 2010). In the last centuries, distance language learning has been reshaped through technological improvements (White, 2003). Owing to the rise of the Internet, social network and mobile technologies, learning language online has expanded greatly and become widely accessible (Hauck & Stickler, 2006; Hubbard, 2008; White, 2003).

Warschauer and Healey (1998) address the advantages of using computer software in language teaching as:

- multimodal practice with feedback
- individualisation in a large class
- pair and small group work on projects, either collaboratively or competitively
- the fun factor
- variety in the resources available and learning styles used
- exploratory learning with large amounts of language data
- real-life skill-building in computer use (p.59).

Developments in communication technologies have improved and reformed language learning at a distance, contributing to the interaction of learners both synchronously or asynchronously. In his interaction hypothesis, Long (1996) explains why interaction is important in language acquisition as:

... negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS [Native Speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways (p.451-452).

According to White (2003), Computer Mediated Communication (CMC) is substantially important in distance language teaching as it provides:

- a means of support: learners can support each other both directly and indirectly, by sharing their experiences, insights, concerns and reactions to the course;
- a sense of being part of a cohort of learners, thus reducing a sense of isolation;
- a way of learning from others' questions, as well as responses;
- a source of alternative perspectives;
- opportunities to ponder the points raised, and to have time to formulate a question or reply;
- access to earlier discussions, which are available for review;
- variety;
- motivation to keep going;
- a 'voice' for learners within the course, which is under their control (p. 52).

According to Wang (2004a), there are three types of interaction in CMC as written, oral and oral- visual. Written CMC can be realized both synchronously through chats and asynchronously through e-mails, bulletin boards and listservs. Many researchers (e.g., Hampel & Stickler, 2005; Kern, 1995; Kitade, 2000; Negretti, 1999) affirm that written CMC is beneficial for developing language learners' writing skills. Kelm (1996) states the advantages of asynchronous written CMC in language teaching as:

... present a natural language environment with concrete referents, promote communication among peers, provide expansive feedback, allow correction to be independent from communication, treat network communications as experiential learning activities and allow socialization and communication to take precedence over form. ... assist language instructors in reaching their goal of bringing individuals together so that they might communicate across linguistic boundaries (p.19).

Some researchers (e.g., Goodfellow, Manning & Lamy, 1999; Wang, 2004b; Wang & Sun, 2001) report that, students' interactional skills development may be problematic while learning a language from a distance. It may especially be true for written CMC. According to Hampel and Stickler (2005), written CMC can be useful for developing writing skills but it can create some interactional problems as "communication is limited to one single mode and happens in a delayed fashion, and the skills that are required of a tutor to engage learners and motivate them to interact with one another in such an environment are very different compared to a face-to-face setting" (p.313). Hampel and Stickler (2005) also indicate that, during synchronous online classes which use written CMC, instructors may have classroom management problems such as organizing 'turn-taking' and dealing with "differently structured discourse, one that is characterized by parallel conversational threads" (p.314), which are very different from traditional teaching settings.

Oral interaction can be realized through Internet audioconferencing tools like I-phone, NetMeeting, audio chatrooms etc. Even if it lacks visual clues, such interaction is much closer to face to face interaction as it develops speaking skills of learners (Wang, 2004a). Oral CMC can be useful for practicing pronunciation, but lack of body movements may result in classroom management problems (Hampel & Stickler, 2005).

Wang (2004a) notes the effectiveness of audiovisual interaction in online environments; stating that it resembles F2F interaction the most as it allows oral interaction, seeing visual clues and contextual elements. He emphasizes the significance of visual cues in language learning as follows:

Without visual input, the language learning environment is far removed from real-life situations, thus compromising the ultimate goal of language learning according to communicative methodologies, that is, to communicate and interact in the target language in an authentic environment. The importance of visual input and interaction may be even more prominent to distance language learners in that it can help reduce isolation and anxiety and build confidence (p.378).

Thompson (1996) states that, paralinguistic cues and contextual components are crucial for constructing meaning during communication. According to Wang and Sun (2001), thanks to all of the features that virtual interactions provide, language learning actualizes in a more 'social' and 'meaningful' environment, enriching language learning to a large extent.

Hampel and Stickler (2005) indicate that online environments can offer great opportunities for language learning; especially authentic materials can promote various communicative tasks like web-searches and e-mail exchanges. However, they claim that when the idea behind designing online materials is to lessen the burden on teacher, they fail to support successful learning since communicative competence can be promoted only when authentic and meaningful interaction along with appropriate pedagogical support is provided online. This can happen during synchronous online classes where written or spoken interaction takes place between the participants, and necessary guidance is provided to students by the language tutors.

Because of the new challenges like limited interaction and communication during online classes as mentioned before, language instructors need to develop different and new skills than instructors of other subjects and instructors of F2F classrooms. For White (2003), language instructors need to encourage students to be autonomous, motivated and initiative during computer conferencing. White (2003) suggests that in the absence of paralinguistic clues, language instructors need to "stimulate and sustain discussion and to help the group develop a sense of community" (p.53). Rosell-Aguilar (2007) claims that success of teaching in synchronous online classes highly depends on instructors' personality, cordiality, communication and management skills along with pedagogical and technical skills. According to Warschauer and Healey (1998), online language instructors need to be facilitators rather than information providers. As facilitators, they need to know about student needs and characteristics and utilize variety of materials and technological tools accordingly. Resonating with this, Brumfit (1984) posits that language instructors

should “stop teaching and become simply one among a number of communicators in the classroom” (p.60).

2.2. Teaching Online: Instructors as Key Actors

The efficacy of online teaching largely depends upon instructors as active members of planning, designing, developing, teaching and evaluating educational processes. According to Palmer (2015), 21st century teachers should prepare more learner-centered courses, give more personalized instructions, use authentic resources, promote student autonomy and productivity, encourage collaboration and integrate new technologies into their teaching.

Anderson (2008) states the qualities of excellent e-instructor as follows:

- Firstly, excellent e-instructor should possess generic teaching skills: They need to be knowledgeable in their area, enthusiastic and motivating for the teaching subject or task, they like dealing with students, have pedagogical knowledge, organize different learning activities, and assess learning.
- Secondly, excellent e-instructor should have technical skills: They need to possess adequate knowledge about using hardware, software and technology effectively.
- Thirdly, excellent e-instructor should be innovative, flexible and patient throughout the process of designing, developing and adoption of new learning contexts and tools.

According to Gülbahar and Kalelioğlu (2015), even if instructors have sufficient pedagogical or technical skills, it does not ensure them to be great online instructors. They need to communicate effectively through computers, have sufficient online classroom management skills, revise and reorganize their teaching methods for online classes, provide appropriate online activities for students, be accessible to

students 24x7 and provide feedback for student assignments. To achieve such abilities, necessity of professional development of online instructors is emphasized.

2.2.1. Teaching Presence

In online teaching and learning environments, instructors and learners are separated from each other physically. Holmberg (1985) underlines in his theory of teaching for distance education that feeling emotionally involved in a course and personal relationship between teacher and learner can affect learning enjoyment. This learning enjoyment strengthens learner motivation. Involvement in decision making process of a course also supports motivation which in turn promotes learning.

According to Lehman and Conceição (2010), in order to eliminate the feelings of isolation and make learners involved in the online course, creating a sense of presence is quite important. They explain sense of presence as:

... ‘being there’ and ‘being together’ with online learners throughout the learning experience. It looks and feels as if the instructor has placed the learner at the center of the course development and created the course for that learner. It also looks and feels as if the instructor is accessible to the learners and that the learners are accessible to the instructor and each other, and that the technology is transparent to the learning process. Each learner is ‘there’ and ‘together’ with the instructor and with other learners as well. Learners are also involved in the design process by giving feedback and helping shape the online environment (p.3-4).

Munro (1998) states that sense of presence influences instructor-learner relationship positively. However, sense of presence does not happen naturally and easily, it needs to be intentionally created. Therefore, it requires careful planning and designing; considering social, psychological and emotional dynamics of presence (Lehman & Conceição, 2010).

As revealed by Garrison, Anderson and Archer (2003), online education has the ability to create a “Community of Inquiry” (COI) which allows collaborative and interactive learning experiences regardless of time and place. COI consists of teachers and students; learning takes place in this community with the interaction of

three requisite elements. They are cognitive presence, social presence and teaching presence (Garrison, Anderson and Archer, 2000):

Social presence: The ability of participants in the Community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to the other participants as ‘real people’ (p.89).

Cognitive presence: The extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication (p.89).

Teaching presence: The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001, p.5).

Aragon (2003) establishes that getting accustomed to a novel environment which is new to you requires ‘continued positive social interaction’ and it is the same for online learning environments. Nonetheless, interpersonal communication with others is difficult in such environments as participants are separated from each other physically. For insuring efficient online learning, establishing social presence is vital. Aragon (2003) asserts that, creating and maintaining a social presence in online learning environments is not merely instructors’ duty; course designers and learners also have important roles (see Table 3):

Table 3. Duties of Online Participants for Ensuring Social Presence

Participants	Duties
Course designers	Develop welcome messages Include student profiles Incorporate audio Limit class size Structure collaborative learning activities
Instructors	Contribute to discussion boards Promptly answer e-mail Provide frequent feedback Strike up a conversation Share personal stories and experiences Use humor Use emoticons Address students by name Allow students options for addressing the instructor

Table 3. (Cont)

Learners	Contribute to discussion boards Promptly answer e-mail Strike up a conversation Share personal stories and experiences Use humor Use emoticons Use appropriate titles
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Adapted from Aragon (2003, p. 62-67)

As stated by White (2003), social, linguistic and context cues utilized in F2F classrooms are quite important elements for language classes as they help establishing and maintaining relationship between students and instructor. In distance language learning environments, participants are physically separated from each other, so it affects the interaction along with ‘social’ and ‘affective’ dynamics of language learning. Therefore, creating social presence is important in distance language classrooms.

According to Anderson et al. (2001), ‘sustained and authentic communication’ and collaborative construction of knowledge need to be ensured by online instructors. However, they put forward that it is not an easy task for instructors who teach in a text-based computer conferencing context, so instructors should create teaching presence. It is stated that establishing teaching presence in online learning environments requires a lot of effort. Teaching presence has three components which are explained as follows (Anderson et al., 2001):

- ***Design and organization:*** Designing includes considering the process, evaluation and components of interaction of the course. In this process, instructors need to design, ‘customize’ and ‘repurpose’ instructional course content, materials and group and individual activities, in accordance with online environment. Secondly, instructors deal with organizational issues like “providing guidelines and tips and modeling appropriate etiquette and effective use of the medium” (p.5-6).

- ***Facilitating discourse:*** Instructors need to facilitate discourse by promoting participation, retaining interest and motivation, encouraging engagement in active learning and evaluating the efficiency of the process.
- ***Direct instruction:*** This category refers to teachers' delivery of subject matter knowledge including referral to resources, and providing 'intellectual and scholarly leadership' including technical issues.

2.2.2. Designing an Online Course

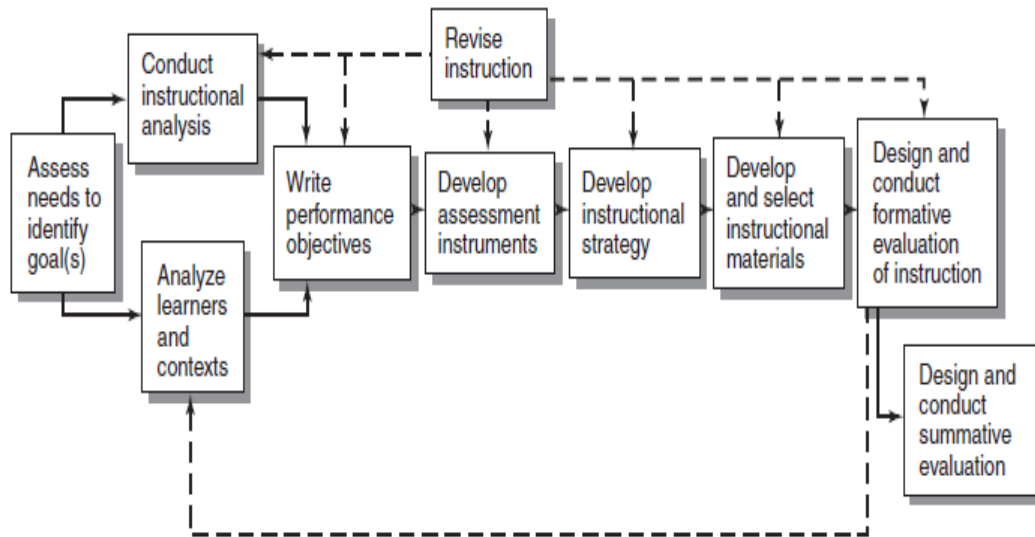
Designing online courses efficiently is a requisite for ensuring effective online teaching and learning environment. According to Anderson et al. (2001) designing online course is much more comprehensive and time-consuming than designing a F2F course. Anderson et al. (2001) assume that instructors need to be 'more explicit and transparent' in this process.

Cooper (2000) considers designing and maintaining a qualified online education program as a demanding job, stating that many factors influence the success of online education settings:

- the level of expertise of the online faculty (technical & online experience)
- the degree of administrative financial support
- the technological infrastructure of the school
- student support system to handle academic and computer related issues
- the depth and quality of faculty training and professional development programs (as cited in Muirhead, 2002, p.87).

As addressed by Simonson et al. (2008), all components of the instructional system like instructor, students, content, materials, technology and methodology should be considered thoroughly while designing an online course. It is stated by Simonson et al. (2008) that, all of these components are equally important and they need to interact with each other: "a series of activities alone cannot lead to learning; it is only with the careful planning for their balance and interface that learning is the result" (p.127). Simonson et al. (2008) put forward that designing a distance course is a

multidimensional process requiring diligent preparation. In the planning process, activities fostering interaction and group working need to be organized, visual materials need to be developed, timing needs to be considered, and contingency plan needs to be prepared for using in case of technological problems. Simonson et al. (2008) propose an instructional systems design model (see Figure 1) which starts with assessing needs for determining goals and ends with both formative and summative evaluation. Evaluation is considered a crucial aspect of an instructional design to assess what is working and what needs improving.



Simonson et al. (2008, p.126)

Figure 1. The Instructional Systems Design Model

Bates (2015) describes the ADDIE model (see Figure 2) for designing of online education programs:

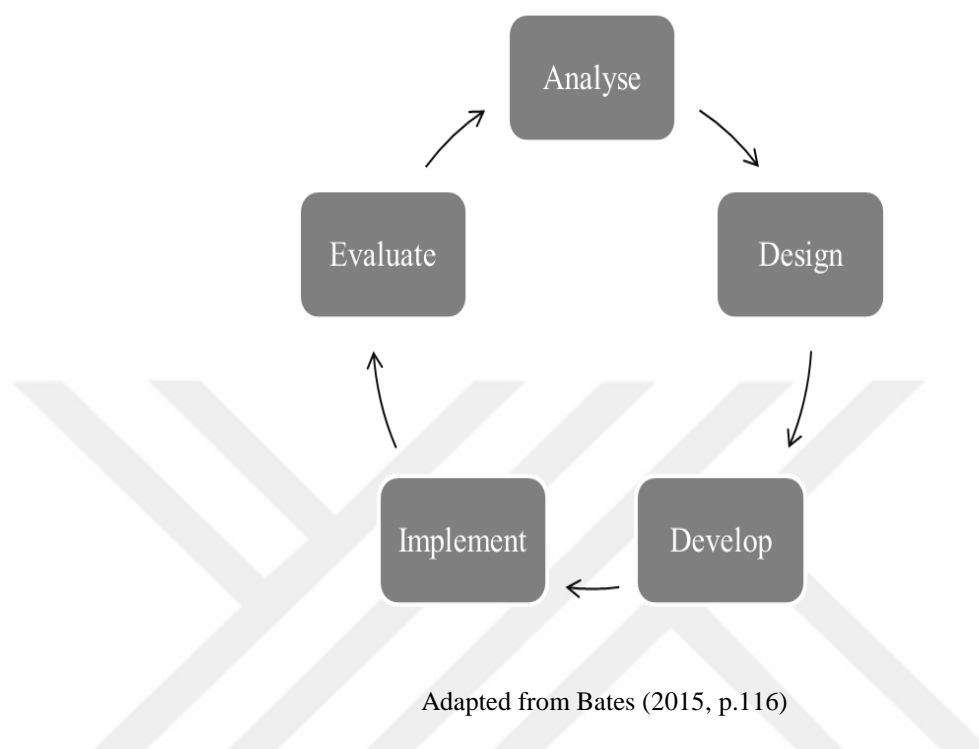


Figure 2. The ADDIE Model

As explained by Bates (2015), *Analysis* step includes identifying all the factors which need to be pondered while designing the course like student characteristics and background knowledge, available resources. *Design* step involves specifying course learning objectives, identifying material design and development process and selecting appropriate technology. *Development* step embraces creating content, paying attention to copyright issues, and loading content into system. *Implementation* step covers prior training of staff, delivering the course, and assessing students. Lastly, *Evaluation* step encompasses getting feedback to define areas to be improved for the next implementation of course. As can be seen from Figure 2, the instructional design process is a recursive one; evaluation process leads to re-analysis, re-design and re-development processes.

Boettcher (2004), on the other hand, describes ‘a-six level design process’ which involves:

- Institutional design - congruence with institutional mission
- Infrastructure design - management of and access to student services, faculty services, learning resource services
- Degree, curriculum, program, or certificate design
- Course design
- Unit and learning activity design
- Student assessment design (p.23).

Richards, Dooley, Lindner (2004) propose nine principles for the design of online programs. They are summarized as follows:

1. ***Design or select a course management tool:*** Course management tools are useful for online classes as they offer “an electronic grade book, password protection for course and student data, communication tools, tools for managing student assignments, and license and support by the university” (p.102).
2. ***Plan the organization of the course:*** Course components involve “course syllabus, course orientation, course content, course calendar, site map and index” (p.103).
3. ***Chunk content into modules:*** Content delivered online should be given in small chunks with varied teaching strategies like exercises or discussions. Preferably each chunk should be about 10-15 minutes.
4. ***Include interactive teaching and learning strategies:*** When designed properly, online courses can be more interactive than traditional courses. “Static and dynamic Web pages, threaded discussion groups, e-mail, chat, instant messaging, streaming media/video, animations, application sharing, IP audio/video conferencing” (p.105) can be used to promote interactivity
5. ***Incorporate adult learning principles:*** Taking into consideration adult learning principles during designing an online course will promote learning. Some of the adult learning principles (Knowles, Holton and Swanson, 1998, as cited in Richards et al., 2004) are summarized as follows:

- Adults need to know why they learn something, so they need to be helped to detect gaps in their knowledge.
- Adults want to be independent, so courses need to promote self-directed learning.
- Adults have different life experiences before coming to class, so the courses need to let them use these experiences for their learning.
- Adults learn better when the information is useful for their life. Therefore, the courses need to be designed accordingly as much as possible.

6. ***Use self-directed and student-centered learning approaches:*** Online courses should promote student autonomy. Grow (1991) states that there are four levels of autonomy: dependent, interested, involved, and self-directed. Instructors need to define student's autonomy level and then design the course accordingly (as cited in Richards et al., 2004).
7. ***Use authentic assessment strategies:*** Authentic assessment techniques need to be used in online learning. For this, three P's method; Papers, Projects, and Portfolios can be used.
8. ***Include an online orientation and technology training:*** Both instructors and students need to be comfortable with using technology to make technology transparent in teaching and learning process. Therefore, technology orientation needs to be done for students.
9. ***Provide information about the institution's infrastructure for learning support:*** Students need to be made aware of teaching support resources like admission and registration materials, laboratories and libraries.

Bates (2015) asserts that when moving to online course from face to face format, as the content is already determined, the major responsibility will be to provide students with sufficient online activities. Besides, F2F content needs to be appropriately transferred to online courses for effective online learning. Lehman & Conceição (2010) propose a sample which shows the design process of switching from existing F2F course to online format (see Table 4):

Table 4. Course Design Task and Timeline for Existing Course

Task	Timeline
Identify course to be taught	
Review course content and divide content into units	
Develop course objectives, outcomes, and assessments	
Create a course outline (content, activities, and timeline)	
Decide on the course format	
Develop interactive strategies	
Identify the role you will play as instructor	
Select additional technology for your course	
Ensure instructional and technical support	
Create your course syllabus to match the online environment.	
Consider the types of experience you would like your learners to have.	
Determine the ways (modes) in which you would like you and your learners to experience a sense of presence	
Decide which features you plan to use in the learning management system and set them up.	
Create and insert content materials and activities using audio, video, and text files.	
Develop course orientation materials	4 to 12 weeks before course starts
Activate the course in the learning management system	3 to 6 weeks before course starts
Send out the course welcome letter	2 weeks before course starts

Lehman & Conceição (2010, p.38)

For the design process of distance language courses, White (2003) points out that ‘construction–trial–rewrite–trial cycle’ is essential. White (2003) adapts a distance language course design cycle (see Table 5) developed by Hurd, Beaven and Ortega (2001).

Table 5. Stages in Course Production

Stage 1	Writing a preliminary draft syllabus, with functions, topics and linguistic elements to be studied.
Stage 2	Drawing up the specifications of audio-visual materials, prepared by the academic team and closely discussed with the editorial team in charge of the technical part of the project at the BBC.
Stage 3	Gathering of authentic audio-visual resources in the target countries.
Stage 4	Editing the video resources and the preselection of suitable audio resources.
Stage 5	Producing a refined version of the syllabus, based on the linguistic exponents present in the audio-visual materials gathered.
Stage 6	Writing the course books, and reviewing drafts by the course team.
Stage 7	Producing activities on CDs (which include extracts of authentic audio and scripted activities recorded in the studio).
Stage 8	Editing the written materials (involves editorial queries to academic team, production of artwork, book design and printing).
Stage 9	Producing an assessment strategy and assessment materials for the course.

White (2003, p. 198)

2.3. Roles and Competencies of Online Instructors

It is clear that new challenges and responsibilities await online instructors. They need to rethink their teaching methods, adapt new roles and competencies to be successful in online environments. Below there is an intensive literature review on determined roles and competencies of online instructors.

2.3.1. Research on Roles and Competencies of Online Instructors

One of the first researchers studying roles and competencies of online educators is Thach (1994), who states that distance learning professionals should perform multiple roles. Thach’s (1994) study aims to identify the key roles and competencies of distance education professionals within the United States and Canada via Delphi

technique gathering data from 103 distance education experts. According to the responses, major and supporting roles are defined as follows (see Table 6):

Table 6. Online Instructor Roles

Major Roles	Instructor Technology expert Administrator Instructional designer
Supporting Roles	Site facilitator Librarian Editor Technician Graphic designer Evaluation specialist Support staff

(Thach, 1994)

Thach (1994) identifies top ten competencies of online education instructors as (1) interpersonal communication, (2) planning skills, (3) collaboration/teamwork skills, (4) English proficiency, (5) writing skills, (6) organizational skills, (7) feedback skills, (8) knowledge of distance education field, (9) basic technology knowledge, and (10) technology access knowledge. Based on this list, interpersonal communication, collaboration/teamwork, English proficiency, writing skills and feedback skills are classified as ‘communication skills’ while planning skills, organizational skills, knowledge of distance education field, basic technology knowledge and technology access knowledge are designated as ‘technical skills’. This categorization emphasizes the importance of communication and technical skills in online teaching environments.

Berge (1995) makes one of the leading research on online instructor roles. He categorizes the roles under four main areas – pedagogical, social, managerial, and technical. Berge’s study underlines the importance of being facilitator more than other roles (see Table 7):

Table 7. Online Instructor Roles and Pedagogical Implications

Pedagogical	One of the most important roles of an instructor is the facilitator role. An instructor should have clear objectives, encourage participation, maintain flexibility, adopt non-authoritarian style and do not merely use offline materials.
Social	It is crucial to create a social and friendly environment where learning is promoted. Supporting human relationship, promoting group work and coherency, facilitating interactivity, praising and modeling positive behavior are all important.
Managerial	It involves organizational, procedural and administrative aspects, and is about managing the interactions with strong leadership.
Technical	The facilitator should make participants feel comfortable with the system and software. The ultimate goal is making technology transparent.

(Berge, 1995)

Stevenson et al. (1996) investigated how distance learning students perceive online tutor role. Data were collected via interviews and questionnaires from ten students. Students stated that online teachers needed to use different teaching methods and activities, act like facilitator, monitor and direct class activities, be supportive, encouraging and have sense of humour.

In 1998, Stevenson and Sander examined Open University students' (n=17) ideas about qualities of a good tutor. Most repeated qualities were being available and helpful, sensitive to student problems, good communicator and knowledgeable.

Fung and Carr (1999) examined expectations of students studying in Open University's School of Education and Languages in Hong Kong. Results showed that students preferred teacher directed lectures, gave importance to understanding of course content to improve their study skills and activities, which promote participation and interaction among them.

Goodyear et al. (2001) report results from a workshop held with the participants of practitioners and researchers experienced in online teaching or competence framework construction from United States and European countries. After the workshop, eight major roles for an online teacher were identified and then described, along with competencies for each role (see Table 8):

Table 8. Online Instructor Roles and Competencies

Role	Description	Selected Competencies
Process Facilitator	facilitating various online activities which supports student learning	<ul style="list-style-type: none"> • Summarize key points in a discussion • Ensure active participation of all learners • Guide discussion in keeping with lesson goals and objectives. • Help the learners articulate their learning concerns and needs. • Help learners take responsibility of their own learning and that of others • Help establish a sense of learning community and/or community of practice • Understand the student's perspective, expectations, culture, and learning needs. • Demonstrate self-confidence and a willingness to be open • Intervene to provide direction, give information, manage disagreements, and drawin participants
Advisor/ Counselor	working with learners privately, offering advice or counseling related to their engagement in course	<i>(not provided)</i>
Assessor	giving feedback, grades, and confirmation of learner's work	<ul style="list-style-type: none"> • Use online techniques to asses learning outcomes & learning • Ensure authenticity of student work • Appreciate ethical issues
Researcher	keeping up with new developments related to profession area	<ul style="list-style-type: none"> • Evaluate the effectiveness of on-line programs and materials • Analyse and reflect upon data, experiences, and records of on-line teaching to monitor and improve one's own performance • Use on-line resources to collect information on on-line teaching and learning
Content Facilitator	facilitating learner's understanding of course content	<ul style="list-style-type: none"> • Point to relevant learning resources • Construct appropriate tasks • Structure content available to learners (provide scaffolding, signposting; weaving materials) • Monitor progress • Provide feedback • Advising (technical, subject matter, learning process)

Table 8. (Cont.)

Technologist	making or helping students make good choices in technological issues	<ul style="list-style-type: none">• Possess adequate technical skills• Make appropriate use of tools and techniques• Diagnose learners' technical issues and challenges• Ability to edit and update distributed learning resources• Respect the intellectual property rights of others
Designer	preparing online learning activities before class	<ul style="list-style-type: none">• Specify activities to be performed by students• Establish relevance between the activity and the desired learning outcome• Establish activities with appropriate pacing-time scale
Manager/ Administrator	dealing with enrollment, record keeping and safety issues	<ul style="list-style-type: none">• Referral of students to appropriate sources of support• Effective management of time

(Goodyear et al., 2001)

Another attempt came from Williams (2003), aiming to examine roles and competencies in higher distance education institutions and compare the results with Thach's (1994) study. Delphi technique was used to inquire views of distance education experts, and 13 roles emerged from the study: (1) administrative manager, (2) instructor/facilitator, (3) instructional designer, (4) technology expert, (5) site facilitator/proctor, (6) support staff, (7) librarian, (8) technician, (9) evaluation specialist, (10) graphic design, (11) trainer, (12) media publisher/editor, and (13) leader/change agent. Looking at the results, it is seen that determined roles are quite similar to the roles defined by Thach (1994) with an addition of leader/change agent and trainer roles. Williams (2003) also identified 30 competencies categorized under four headings (see Table 9):

Table 9. Online Instructor Roles and Competencies

Roles	Competencies
Communication and Interaction	Collaboration/teamwork skills, interpersonal communication skills, English proficiency, writing skills, questioning skills, group process skills, editing skills, negotiation skills.
Learning and Instruction	Knowledge of distance learning field, skills in development of collaborative, student-focused learning environment, adult learning theory, feedback skills, facilitation (discussion) skills, presentation skills, evaluation skills, needs assessment skills
Management and Administration	Knowledge of support services, organizational skills, planning skills, knowledge of intellectual property, fair use, and copyright regulations, public relations skills, consulting skills, project management skills, change agent skills, personal organization skills.
Use of Technology	Basic technology knowledge, technology access knowledge, software skills, multimedia knowledge

(Williams, 2003)

Salmon (2004) describes teachers and trainers working online with learners as ‘e-moderators’. The term “e-moderating” is utilized for roles and skills an online teacher should acquire. Salmon (2004) categorizes competencies as (1) understanding of online process, (2) technical skills, (3) online communication skills, (4) content expertise and (5) personal characteristics.

Denis et al. (2004) reviewed the literature on roles and competencies of e-tutors, and selected eleven roles relevant to both distance and blended learning. Denis et al. (2004) classified roles under two groups as central and peripheral roles (see Table 10):

Table 10. Online Instructor Roles

		Description
Central Roles	Content facilitator	when needed, e-tutor acts as subject expert, interpreter and guide
	Metacognition facilitator	s/he promotes reflecting on learning activities, developing of study skills
	Process facilitator	s/he promotes learning strategies, time management
	Advisor/counsellor	s/he gives support or provides doorway to support systems
	Assessor	s/he provides feedback on performance, assignment and acts as examiner
	Technologist	s/he guides and supports learners related to technology and learning tools
	Resource provider	s/he specifies, establishes, creates and develops resources for supporting learning
Peripheral Roles	Manager/administrator	s/he manages course records, checks registrations
	Designer	when needed s/he designs tasks, activities, course or lesson
	Co-learner	s/he learns alongside with learners as well
	Researcher	s/he may act as an action researcher or reflective practitioner about his/her online experiences

(Denis et al., 2004)

A close examination of these central and peripheral roles will show that they differ from the major and supporting roles defined by Thach (1994) to some extent. For instance, Thach (1994) defines instructional designer and administrator roles as major roles while Denis et al. (2004) classify them as peripheral roles. On the contrary, evaluation specialist is defined as supporting role by Thach (1994) while assessor is defined by Denis et al. (2004) as central role. Technology expert and technologist roles are identified as major and central roles by both researchers.

Abdulla (2004) investigated the perceptions of distance learning students towards the roles and competencies identified by the literature. With this aim, broad list of roles (defined by Berge, 1995) and competencies were given to students and asked them to rate their importance. Participants were comprised of distance learning graduate students in the School of Information Studies at Florida State University. According

to the results, the most important role selected by students was intellectual role, followed by technical role, managerial role and social role. Furthermore, the students regarded managerial skills as the most important, followed by social skills, intellectual skills, and technical skills. Abdulla (2004) asserts that there is a gap between the ideas of experts and students, thus instructors and administrators should bridge this gap by giving importance to students' perceptions while designing and implementing distance education programs.

Egan and Akdere (2005) conducted a study to explore roles and competencies of instructors in distance education using delphie technique. Unlike other competency studies, experts were 106 graduate students having active roles as distance educational professionals. Experts were asked to examine the list of twelve roles and more than fifty competencies defined in prior studies (Thach, 1994; Williams, 2003), and then support or reject each role/competency or add other roles/competencies. The following fourteen roles were identified: (1) administrative manager, (2) instructor/facilitator, (3) instructional designer, (4) technology expert, (5) site facilitator/proctor, (6) support staff, (7) librarian, (8) technician, (9) evaluation specialist, (10) graphic designer, (11) trainer, (12) media publisher/editor, (13) leader/change agent, and (14) systems expert/consultant. The most critical three competencies are referred as (1) Basic Technology (2) Technology Access Knowledge and (3) Computer Networking. As a result of the study, although the roles identified were found to be similar to the previous studies, highest rated competencies in this study were related to technology compared to the previous studies where communication competencies were emphasized mostly. Researchers supposed that this difference might stem from the fact that student-practitioners' graduate programs put greater emphasis on technology associated competencies. In light of the findings, the researchers indicated a need for "greater integration of situational, communication, management-related content and interaction-focused content in distance education curriculum" (p.100).

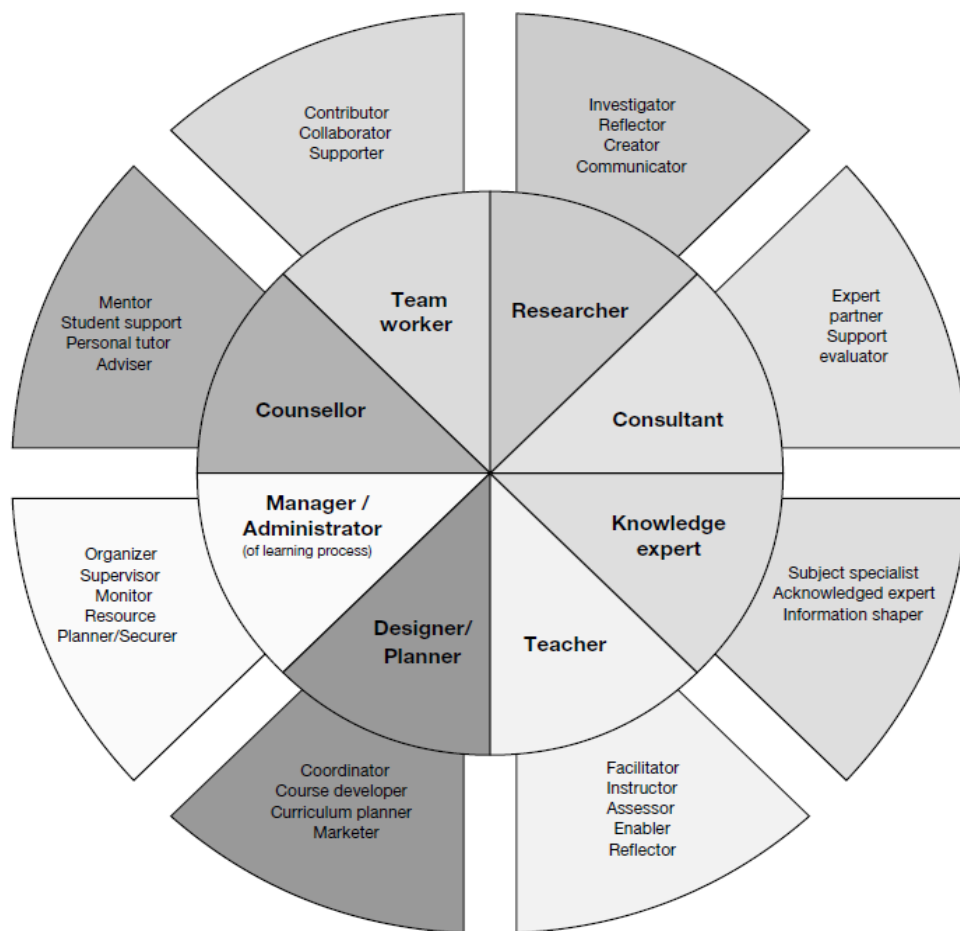
UNESCO (2002) proposes four competency areas for information and communication technology (ICT) in teacher education:

- ***Content and Pedagogy*** is related to curriculum knowledge and instructional practices of teachers, which necessitates teachers' applying ICT to support their teaching.
- ***Collaboration and networking*** is about extending learning beyond class by using the communicative potential of ICT and requires developing skills.
- ***Social issues*** require teachers' appropriate usage of ICT in pedagogy by understanding, ethical, moral and legal codes.
- ***Technical issues*** mean technical proficiency for integrating ICT into curriculum.

Briggs (2005) reported outcomes of a small study conducted in a business school exploring the perceived competencies of business school academics, teaching in both online and traditional classes, towards the indicated online teacher roles. For this aim, a three-item survey was used including eleven roles: technologist, manager, co-learner, designer, e-tutor, knowledge expert, researcher, facilitator, assessor, adviser/counselor and mentor. Participants (n=52) were required to identify which roles are important and which are not, and rate their competencies in these roles. Lastly, they were asked if there was a difference between traditional and online environment roles.

The results showed that most of the participants regarded all roles as important except the technologist. Gender differences appeared in the results of competency perceptions. Males thought of themselves less competent in e-tutor, designer, technologist, adviser, mentor and co-learner roles and more competent in researcher, assessor, facilitator and knowledge expert roles. Females thought of themselves less competent in designer, e-tutor and technologist roles and more competent in knowledge expert, researcher, facilitator and advisor roles. Moreover, participants referred to the insufficiency of online teaching training programs, and indicated that

online teaching added ‘more stress’ to their already stressful teaching environment. The participants considered their roles as similar in traditional and online environments. In parallel with this idea, ‘a generic role model’ was developed for using in both environments with a discussion group consisting of 12 academics experienced in both environments. Accordingly, eight core roles (inner circle) and eight peripheral roles (outer circle) are identified (see Figure 3):



Briggs (2005, p.264)

Figure 3. Generic Role Model

Alvarez et al. (2009) examined expectations and experiences of 101 university teachers in focus groups aiming to clarify university teacher roles and competencies in online learning environments. Alvarez et al. (2009) defined roles and related tasks under five groups (see Table 11), which are similar to those in studies by Berge (1995) and Goodyear (2003):

Table 11. Roles and Related Tasks

Roles	Related Tasks
Designer/planning role	Concerned with planning of the course, organizing teaching-learning process, creating online interactive content, considering the resources and assessment, establishing time parameters, leading and controlling.
Social role	Concerned with promoting communicative atmosphere, supporting building knowledge cooperatively, diagnosing areas of agreement/disagreement, looking for agreement and understanding.
Cognitive role	Concerned with guiding and evaluating learning, validating web-assisted knowledge, knowing about the aspects of constructive, collaborative, active, reflective and authentic learning.
Technological domain	Concerned with knowing about basic technology, software skills, technological access, multimedia, support services, using virtual environment, online platform tools for web-based teaching.
Managerial domain	Concerned with administering online class, managing channels of communication and providing information from different sources.

Adapted from Alvarez et al., (2009)

Bawane and Spector (2009) also analyzed the studies conducted on roles and competencies of online instructors and concluded with eight main online instructor roles (see Table 12). Based on expert opinions towards priority and criticality of eight roles, they emphasized development of competencies and skills of online instructors according to this ranking:

Table 12. Roles and Competencies of Online Instructors

Roles by criticality	Associated Competencies
1. Pedagogical	Design instructional strategies Develop appropriate learning resources Implement instructional strategies Facilitate participation among students Sustain students' motivation
2. Professional	Comply with ethic and legal standards Communicate effectively Undertake efforts to update knowledge Demonstrate commitment and favorable attitude
3. Evaluator	Monitor individual and group progress Assess individual and group performance Evaluate the course/program
4. Social	Maintain a cordial learning environment Resolve conflict in an amicable manner Refrain from undesirable behaviors Promote interactivity within the group
5. Technologist	Access various technological resources Select the appropriate resource for learning Develop different learning resources
6. Advisor/counselor	Suggest measures to enhance performance Provide guidance based on student needs
7. Administrator	Manage the time and course Demonstrate leadership qualities Establish rules and regulations
8. Researcher	Conduct research on classroom teaching Interpret and integrate research findings in teaching.

(Bawane & Spector, 2009)

Baran (2011) critically examines the literature on roles and competencies for online teachers in higher education and identifies three dimensions which are missing in current approaches and need more exploration: (a) issues of empowering online teachers, (b) promoting critical reflection, and (c) integrating technology into pedagogical inquiry. Baran (2011) also emphasizes that teacher role for the creation of teacher development programs are also missing in the literature. Related to these issues, 'transformative learning theory' is suggested to be adopted which regards teachers as "adult learners who continuously transform their meaning of structures related to online teaching through the ongoing process of critical reflection and action" (p.5).

One of the most comprehensive studies on roles and competencies of online teachers has been done by Muñoz-Carril et al. (2013). Their study aimed to find out how the teaching staff, who were used to face-to face classes, were affected by their incorporation into online teaching by discovering their competency level and interest in faculty support programs. With this aim, firstly roles and competencies identified by Bawane and Spector (2009) were adapted, and then they developed an online survey for 166 faculty members with different levels of online teaching experience and proficiency. According to results, participants declared a highest level of proficiency for ‘content drawing’. It was implied as the first and most used action in engaging in e-learning for the first time. On the contrary, ‘assessment’ received the lowest score, which might stem from its controversial nature in online learning environments. Moreover, training need was also articulated to improve their preparedness and awareness towards online teaching requirements particularly on facilitating student participation.

Chang et al. (2014) also studied perceived roles of online instructors and their practices of these roles. Descriptive findings of a questionnaire applied to 99 online instructors from 20 universities in Taiwan showed a difference between the perceptions and practices of online instructor roles (see Table 13):

Table 13. Perceived and Practiced Roles of Online Instructors

Roles by criticality	Practiced roles
1. Content expertise	1. Content expertise
2. Instructional design	2. Administration management
3. Learning assessment	3. Instructional design
4. Administrative management	4. Technology use
5. Facilitating learning	5. Learning assessment
6. Technology use	6. Research development
7. Research development	7. Facilitating learning.

(Chang et al., 2014)

González-Sanmamed et al. (2014) conducted a study examining perceptions of online instructors towards their competency proficiency, and their needs for

professional development programs. This study was somewhat different from the others as they gathered the perceptions towards peripheral roles (social, evaluator, manager, technologist, advisor/counsellor, personal, researcher) pointing that peripheral roles were as important as central pedagogical roles even if the latter were emphasized more in the literature. Results showed that instructors placed a particular importance to social, technological and advisor roles while personal and researcher roles were perceived as less important. Overall, instructors emphasized the significance of peripheral roles for the teaching quality and demanded more training related to these roles.

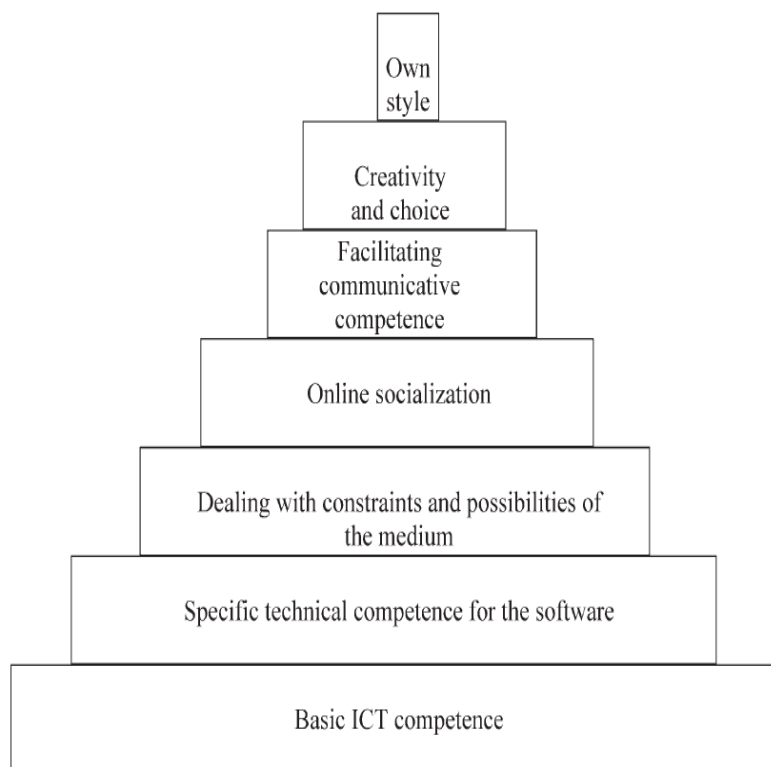
2.3.2. Roles and Competencies of Online Language Instructors

There are a few educationalists/researchers studying the roles and competencies of online language instructors. Among them, White (2003) lists the competencies that distance language instructors should have as:

- ability to adapt themselves to distance learning environments and help students to adjust as well
- ability to diagnose students' needs and characteristics at a distance
- ability to help students related to unfamiliar elements in online learning environments
- ability to deal with various issues and emotional states
- ability to provide motivation for students from distance
- ability to be a part of a team such as technology experts or learning support staff
- ability to embrace continuous innovation and change

Hampel and Stickler's (2005) study is one of the most important studies in the area of online language instructor training. They propose a skills pyramid (see Figure 4) for online language teachers where the skills are built one another. The lower-level skills should be achieved before higher-level skills are achieved. They suggest that

online teacher training programs can be designed and implemented according to this skills pyramid:



Hampel & Stickler (2005, p. 317)

Figure 4. Skills Pyramid

1. **Basic ICT competence:** Requires having basic computer knowledge, familiar with basic commands and applications like word, Internet, audio and know dealing with problems stem from these equipments.
2. **Specific technical competence:** Requires having specific software skills like audio-graphic conferencing software, and commercially available software.
3. **Awareness of constraints and possibilities:** Requires being aware of both strengths and constraints of online teaching and trying to doing best use of it.
4. **Online socialization:** Requires creating a sense of community and trust in online classroom and ensuring 'netiquette' in virtul classrooms.

5. **Facilitating communicative competence:** Requires developing and implementing activities which support ‘meaningful communicative interaction’.
6. **Creativity, choice/selection:** Requires designing activities creatively, using applications or tools in different ways, adapting pre-prepaid activities or being able to choose the appropriate book, text or exercise having communicative principles in mind.
7. **Development of own style:** Requires re-inventing personal teaching style during the journey of online teaching.

Rosell-Aguilar (2007) reports on a study examining the perceptions of language tutors towards their roles in online distance courses, and the differences between an online and a traditional teacher. Qualitative data collected from 12 tutors categorized perceived roles under three aspects: cognitive, social and administrative (see Table 14):

Table 14. Online Language Instructor Roles and Competencies

Cognitive	Providing language support to students via communicative activities and practice opportunities, monitoring, offering feedback, developing materials, promoting independent learning and supplying resources and tools.
Social	Building personal relationship with students, promoting their comfort and confidence during lessons, providing affective support, and creating a relaxing and warm environment.
Administrative	Sending reminder e-mails, educating students for software usage and giving technical support.

(Rosell-Aguilar, 2007)

Responses indicated not many differences between face-to-face and online teaching, except for five main areas of difference between traditional and online teaching: lack of visual clues like boredom or confusion, speaking limitations, too much teacher talking time, difficulty of creating a relaxing environment or sense of community, and facilitating e-mail communication. Rosell-Aguilar (2007) also emphasize that tutors’ own style is really important for online teaching by stating that “no matter

how many tools, affordances, or opportunities for communication the software and environment provide, it is the tutor who will make the experience a failure or success” (p.91).

Baumann et al. (2008) explored skills and competencies for teaching language at a distance from the perspectives of tutors with a small group of academicians including distance language course designers through data collected through various methods like focus groups, brainstorming, open-ended questionnaires, discussions and interviews. Main categories and sub-categories of skills and competencies referred by tutors are shown in Table 15:

Table 15. Perceived Skills and Competencies of Online Language Instructors

Main categories	Sub Categories
Qualities and affective orientation	Flexible Open-Minded Enthusiastic Committed Patient Respecting Individuals Positive Attentive Approachable Encouraging Supportive
Pedagogical expertise	Give examples Offer useful language models Take account of different learning styles Encourage students to locate and use resources in their environment Adapt flexibly to needs that may arise Differentiate/cater for a variety of needs Assist development of pronunciation Manage groups flexibly/with variety Respond to developments in methodology
Subject matter expertise	Understand how learners learn grammar Provide appropriate help with grammar Be up-to-date with cultural developments in target language countries Have native or near native competency Be up-to-date with current linguistic developments in target language countries Be aware of linguistic diversity in target language Have knowledge of the countries and cultures where language is spoken Be aware of cultural differences

Table 15. (Cont.)

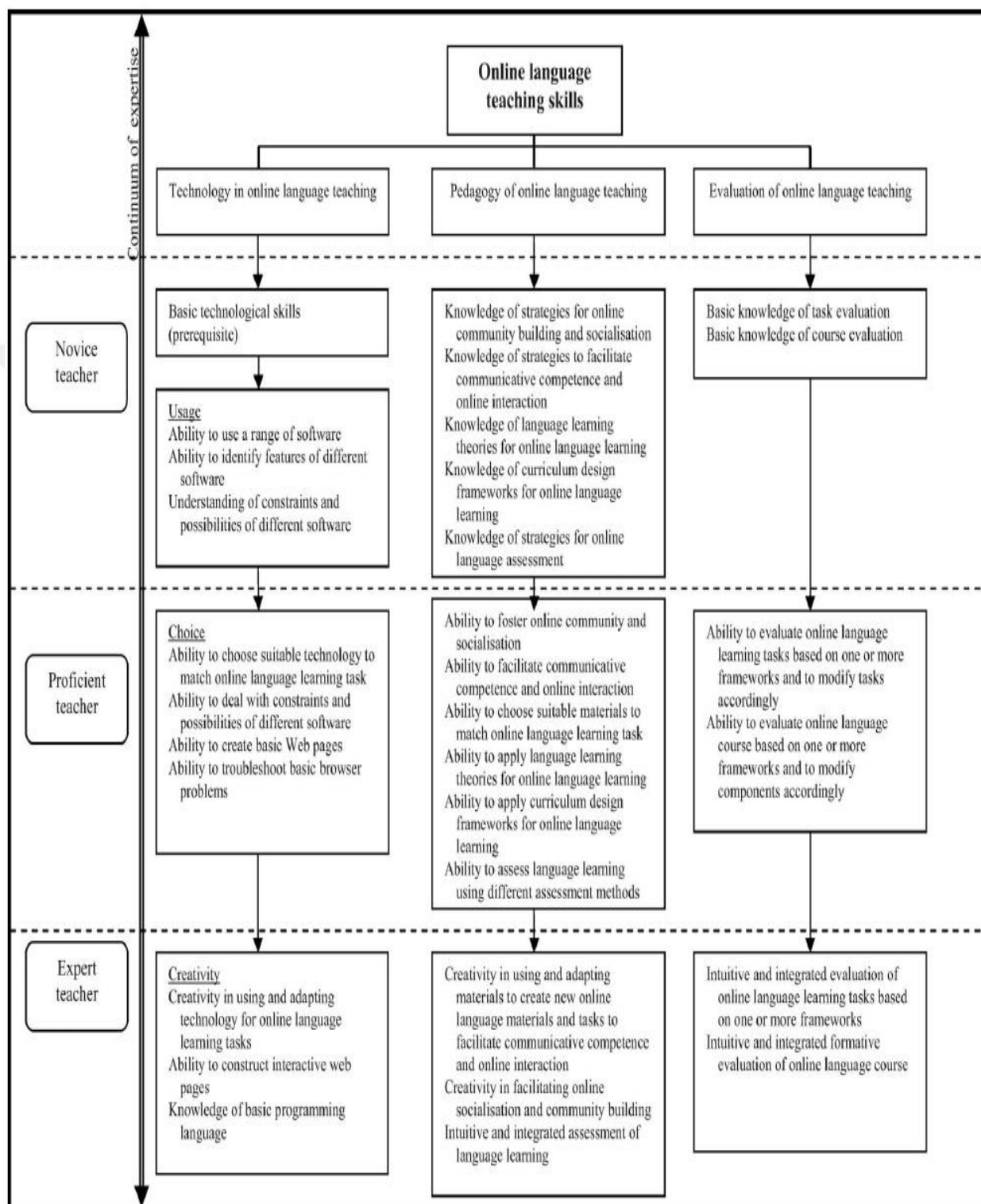
IT skills	Have computer literacy skills Use web resources for communication and information between individual, institution and learner Use e-mail (First Class) for communication with learners and institution Use text/audio conferencing Optimize/integrate online learning with other support Be aware of relevant online resources.
One-to-one interactive support skills	Establish a friendly atmosphere Adapt to students' language levels Provide unambiguous, individualised and prompt feedback using language at the appropriate level In feedback give specific advice and/or examples Understand learners' needs/strengths and provide appropriate support Offer extra support where necessary Reassure Make students feel they matter and are not on their own Give honest feedback Keep in touch regularly
Self-management	Be well-organised with records/materials Respond promptly to student queries Sort out problems and difficulties quickly Exercise discipline in time keeping Prioritise
Group management and support skills	Establish a friendly and communicative atmosphere Allow space for students to think/talk Explain mistakes clearly in a non-threatening manner Design tutorial activities where student involvement predominates Put students in touch with each other if desired.
Professional skills and responsibilities	Know the course materials well Seek students' feedback on all aspects of tuition Advise students on what they can do locally to improve their learning experience Help/facilitate /inform students about self-directed learning Know when to refer a problem on to other support service Help students to review their ways of working regularly Know what is expected from students for assignments/exams and tell them Be well-informed about organisational procedures, for example, late submission.

(Baumann et al., 2008, p.391-392)

Baumann et al. (2008) conclude that there are many commonalities between skills and expertise of language tutoring and tutoring other subjects both in online and traditional environments. Yet, they pointed out that subject specialism necessitated

different attention in online teaching than traditional teaching (e.g. teaching of grammar or skills), and hence it required a different way of interaction, attributes, expertise and different roles.

Compton (2009) discusses some of the aspects of Hampel and Stickler's (2005) skills pyramid. Although Hampel and Stickler (2005) assert the skills are achieved from lower level to higher level respectively, Compton (2009) disagrees stating that some skills can be gained concurrently (e.g., learning about new software and its constraints are both technological issues that can be gained simultaneously). Likewise, the skills of online socialization and facilitating communicative competence can be developed at the same time or their order can change. Also, Compton (2009) claims that online socialization might not be necessary for language learning as focusing on curriculum, tasks and teaching method are more important. Compton (2009) asserts that only 'facilitating communicative competence' is specific to language learning among skills proposed by Hampel and Stickler (2005), and offers a new framework for online language teaching skills (see Figure 5):



(Compton, 2009, p.82)

Figure 5. Framework for Online Language Teaching Skills

In relation with the indicated framework, Compton (2009) puts forward that levels of novice, proficient and expert does not refer to absolute lines since they are a 'continuum of expertise' (p.81). Also, in each level, the skills can be gained individually, simultaneously or in different order, while proceeding to next level necessitates all of them to be achieved first. Lastly, Compton (2009) indicates that more skills can be added to this framework by conducting more research.

A more recent study by Comas-Quinn (2011) explores language teacher experiences in a blended learning environment. Results show that teachers mention technology-related problems like validity and reliability of online tools and technical troubles. Moreover, asynchronous tools are found to be unnecessary and useless. Teachers state that they have to learn too much in a short time.

2.3.3. Roles and Competencies of Online Instructors: Situation in Turkey

Although there are a lot of studies related to roles and competencies of online instructors worldwide, the studies examining roles and competencies of online insructors in Turkey is limited.

A prominent study conducted by Aydın (2005) examines perceptions of Turkish mentors towards their roles and competencies in online teaching environments. Conducted in Anadolu University, the largest distance learning provider in Turkey, Aydın (2005) collected data from 53 mentors, through self-designed surveys, who provided both synchronous and asynchronous support for students on technical, organizational or pedagogical issues. In the study, eight roles were given to the mentors to express how necessary each role was and how often they performed these roles in online courses. Roles were adapted from Goodyear et al. (2001) extracting researcher role and adding material producer. According to results, roles perceived as the most important were (1) assessor, (2) process facilitator, (3) content expert, (4) instructional designer, (5) technologist, (6) adviser/counsellor, (7) material producer

and (8) administrator. Related to competencies; basic computer skills, internet skills and acting like an expert were identified as the most significant skills among others. In contrast, mentors stated that they did not have enough skills for designing an online learning environment. The study concluded that mentors considered the roles and competencies they often performed as more essential than the others, showing the effect of their experiences in the program on their perceptions of roles and competencies.

A more recent study in Turkey conducted by Kavrat in 2013 investigated educators' perceptions towards competencies in online distance education. Based on data collected from 209 educators from 32 universities in Turkey through self-designed questionnaire, it was found out that educators considered content area competencies with highest importance while educational software design competencies as lowest. In light of those findings, Kavrat advises educators to participate in professional development programs for improving their digital educational material development skills.

Adnan and Üstünel (2015) also investigated online instructors' perceptions towards an in-house online professional development program in Muğla Sıtkı Koçman University. Readiness and expectancy surveys indicated that a considerable number of participants did not believe in the idea of online teaching and learning along with the opportunities it provided, were not motivated towards online learning, and were not aware of roles of an online instructor. Satisfaction survey indicated that the participants were mostly satisfied with the program, yet they underlined the importance of continuous support to clarify and adopt their changing roles and competencies in online learning environments.

A review of literature shows that identified online instructor roles, competencies, their importance or performance vary highly. Although some researchers claim that online instructor roles and competencies are not different from traditional ones, some assert that they are indeed different. It can be deduced that associated roles and competencies can vary according to different teaching subjects, contexts, institutions,

cultures or countries. Even if some of these roles may not be regarded as valid or important in other contexts, all need to be recognized for valid and reliable interpretations.



CHAPTER III

METHOD

This chapter presents the research design and procedures used in this study under four sections: research design, research questions, data collection and data analysis procedures.

3.1. Research Design

This study aims to discover the perceptions of online EFL instructors and students taking online English courses towards the roles and competencies of online EFL instructors. To gather more personalized and in-depth data, the study adopts a qualitative methodology for the collection and analysis of data. In the field of education, the importance and utilization of qualitative research gradually increases. Denzin and Lincoln (2005) make definition of qualitative research as follows:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practises ... turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world (p.3).

According to Creswell (2007), there are mainly five types of qualitative research: narrative research, phenomenology, grounded theory, ethnography, and case study. This study takes on case study approach. Gall, Gall, and Borg (2003) describe case study as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p. 436). Yin (2009) also explains case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the

boundaries between phenomenon and context are not clearly evident” (p.18). While conducting a case study, factors related to one case like environment, people, events or periods are investigated in depth with integrated approach and focusing on how they affect that case or how they are affected by that case (Yıldırım & Şimşek, 2011). In case studies, an issue is explored via one or more cases in a bounded system like a setting or a context (Creswell, 2007).

This study gathers perceptions of language instructors and students towards the roles and competencies of online language instructors. Participants’ environment, present and past actions, emotions and thoughts are investigated in depth through interviews (Ary, Jacobs, Razavieh & Sorensen, 2006). For the study, data are collected without changing or manipulating the environment and opinions are obtained without any intervention aiming to display the actual situation.

3.2. Research Setting

The study was carried out at Muğla Sıtkı Koçman University, a state university in southwestern part of Turkey. Founded in 1992, it is a developing university with over 36,000 students. Its online education programs have been coordinated by a Distance Education Centre (UZEM) since 2012. Currently the Centre offers three Undergraduate Top-up Programs, 1 Associate Degree Program, 2 Master’s Degree Program, and two Certificate Programs. Apart from these, Common Compulsory Courses (Basic Information Technology, Computer I, Information and Communication Technology, Turkish Language and Atatürk's Principles and History of Turkish Republic) are offered to on-campus students. These courses are delivered online via videoconferencing system in virtual classes by relevant departments.

All lectures and programs provided through distance education are structured on the basis of cooperation and task sharing system. Accordingly, academic and administrative staff of faculties, schools, and vocational schools also contribute to providing online courses. UZEM is responsible for providing all relevant activities in

accordance with the administrative, technical, and pedagogical requirements. Every year, about 9,000 first year students participate in Common Compulsory Courses (see <http://uzem.mu.edu.tr/index.php/tr/>).

Students use computers to follow the courses carried out through Internet-based distance education system. The students who have a personal computer can follow online courses at home and watch the missed lessons. Internet access is available at the laboratories and classrooms for those who do not have personal computer in order to follow online courses.

In 2015, MSKU management decided to also deliver Common Compulsory Foreign Language Courses online. As all other potential online instructors, language instructors have also attended a compulsory online faculty development program provided by UZEM. The program aims to provide necessary knowledge and skills for potential online instructors. It included basic concepts of e-learning and online learning theories, use of LMSs and virtual classrooms, online instructional design concepts and methods, copyrights, intellectual rights, academic ethics and plagiarism, basic concepts of measurement, assessment and e- assessment, principles of graphic design, creating effective visuals, graphics and multimedia materials, use of social media tools, quality assurance in e-learning. The program is carried out on a LMS, supported by one-hour live, interactive virtual classes plus additional face-to-face practical classes.

Following this training, online EFL instructors have started teaching Basic English courses in as blended classes since 2015-2016 academic year. The curriculum has been redesigned for blended learning having certain weeks in physical classroom as F2F and some in virtual classes as online.

3.3. Participants

Participants of this study are eight EFL instructors teaching at MSKU's School of Foreign Languages, and eight students from different departments taking common compulsory Basic English Course at MSKU.

3.3.1. Sampling Procedure

In a qualitative research sampling, the leading objective is to reach participants who can provide 'rich and varied insights' to the study, and this objective can be ideally realized through 'purposeful' or 'purposive' sampling (Dörnyei, 2007, p.126). In this study, participants were selected through purposive sampling technique on a voluntary basis. Purposive sampling method ensures full awareness and insight on the topic as selected sample of participants are believed to supply appropriate information about the subject (Ary, Jacobs, Razavieh & Sorensen, 2006). According to Ritchie, Lewis and Elam (2003), in purposive sampling, participants are purposefully picked "to reflect particular features of or groups within the sampled population" (p.78). During the selection of samples, such criteria as demographic features, experiences, attitudes etc. need to be utilized (Ritchie, Lewis & Elam, 2003, p.97). Sometimes, samples are selected "after field investigations on some group, in order to ensure that certain types of individuals or persons displaying certain attributes are included in the study" (Berg, 2001, p.32). In this study, EFL instructors to be interviewed were selected according to their scores which they received from the online instructor certificate program they participated. For the students, the criterion was their attendance rate to online English language courses.

From purposive sampling methods, maximum variation sampling strategy was utilized for selecting both instructors and students so as to assure rich and strong data (Cohen, Manion & Morrison, 2009). According to Dörnyei (2007), although saturation of the data can be reached faster by using homogenous sampling

strategies, the scope of the study becomes narrower. Dörnyei (2007) explains maximum variation sampling as follows:

The researcher selects cases with markedly different forms of experience. ... This process will allow us to explore the variation within the respondents and it will also underscore any commonalities that we find: if a pattern holds across the sampled diversity, we can assume that it is reasonably stable (p.128).

In this study, for the aim of assuring maximum variety of instructor sampling, firstly the scores which instructors received from e- Tutor were separated into three categories as high, medium and low. Among them, instructors were selected randomly on a voluntary basis. A pilot interview was administered to one of the volunteer instructors from high category. Likewise, the participation rates of students to online classes were separated into three categories as high, medium and low. Among them, students were also selected randomly on a voluntary basis. A pilot interview was administered to one of the volunteer students with high attendance rate. According to Patton (2014), there is no rule for determining the sample size of a qualitative study, and the ideal is to stop when there is no new information. In this study, apart from pilot studies, eight instructors and eight students, in total 16 participants were interviewed until the data were saturated. Glaser and Strauss (1967) define saturation as "... no additional data are being found whereby the sociologist can develop properties of the category. As he sees similar instances over and over again, the researcher becomes empirically confident that a category is saturated" (p.61).

3.3.2. Participant Demographics

The participants consist of eight EFL instructors working at Muğla Sıtkı Koçman University, School of Foreign Languages in Muğla, Turkey and eight students who studies at MSKU at different departments and taking Basic English course. Below are Table 15 and Table 16 which show participants' profile.

Table 15. Online EFL Instructors' Profile

Participants	Gender	Age	Highest Qualification	University Teaching Experience	Online Teaching Experience
<i>I1</i>	Male	42	B.A	19	2 semesters
<i>I2</i>	Male	42	M.A	20	1 semester
<i>I3</i>	Male	43	M.A	19	2 semesters
<i>I4</i>	Female	46	M.A	22	1 semester
<i>I5</i>	Female	58	B.A	28	1 semester
<i>I6</i>	Female	39	M.A	16	1 semester
<i>I7</i>	Male	36	M.A	2	2 semesters
<i>I8</i>	Female	48	M.A	23	1 week

Note: I= Instructor

Table 16: Online EFL Students' Profile

Participants	Gender	Age	Grade	Study Department	Online learning experience
<i>S1</i>	Male	21	1 st	Business Administration	1 semester
<i>S2</i>	Female	21	2 nd	International Trade and Finance	1 semester
<i>S3</i>	Male	18	1 st	International Trade and Finance	1 semester
<i>S4</i>	Male	20	2 nd	Healthcare Management	2 years
<i>S5</i>	Male	20	2 nd	Physical Education	1 semester
<i>S6</i>	Female	22	2 nd	Public Administration	2 semesters
<i>S7</i>	Male	21	1 st	Energy Engineering	1 semester
<i>S8</i>	Male	22	2 nd	Energy Engineering	2 semesters

Note: S= Student

3.4. Data Collection

3.4.1. Data Collection Method

This study adopts a qualitative approach for data collection as it provides deeper insight into the views of the participants. In qualitative research, the aim is to present a descriptive and realistic picture to the reader. For this aim, detailed and in-depth data need to be gathered and the views of participants need to be presented directly as possible (Yıldırım & Şimşek, 2011). For this study, qualitative data are obtained

through interviews. Interviews are good for learning attitudes, providing in-depth data and giving information about participants' way of thinking (Christensen, Johnson & Turner, 2012). Detailed and in-depth data are the significant indicator of reliability and validity of the research results (Yıldırım & Şimşek, 2011).

Semi-structured interviews are preferred as it is appropriate when the researcher "is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story" (Dörnyei, 2007, p.136). Besides, semi-structured interviews allow formulating and asking imprompt questions when needed in addition to the previously prepared questions (Berg, 2004). Moreover, semi-structured interviews allow for flexibility of letting the researcher ask the same questions to all participants yet change the order when necessary (Dörnyei, 2007).

Interview questions were developed by the researcher after an extensive literature review. First draft of the interview was checked by four experts, who are university academicians experienced in qualitative studies, online teaching studies and English language teaching studies. Based on feedbacks related to content and design, second draft was prepared. Then, a pilot study was conducted with one instructor who teaches online, and one student who takes English language course online. After the interviews, ideas of participants were asked related to content and clarity of research questions. After this process, necessary modifications were done and last form of the instructor and student interviews (see Appendix A and B) were prepared.

3.4.2. Data Collection Procedure

Data were collected in 2015-2016 Academic Year, Fall Term. After the names of participants were determined, permission was obtained for data collection from the School of Foreign Languages and from relevant departments in MSKU for each student. After the permission was received, selected instructors' contact addresses were requested from the School of Foreign Languages, each instructor was informed about the study, and asked for participation in the study. All of the instructors

accepted to participate in the study voluntarily. Interview dates were set, and a text message was sent to participants to remind the appointment on the interview day. Interviews were conducted in instructors' offices for convenience. Before the interview, the researcher introduced herself and talked about the aim of the study and the interview. All participants were assured that their names and answers would stay confidential.

For the participant students, contact information was requested from their departments. Students were reached via telephone call, and all students accepted to take part in the study. Interview dates were set, and students were also sent messages for reminding the interview. Student interviews were conducted in a meeting room of the Faculty of Education. Before the interview, the researcher introduced herself and talked about the aim of the study and interview. Students were also assured about the confidentiality of their names and responses.

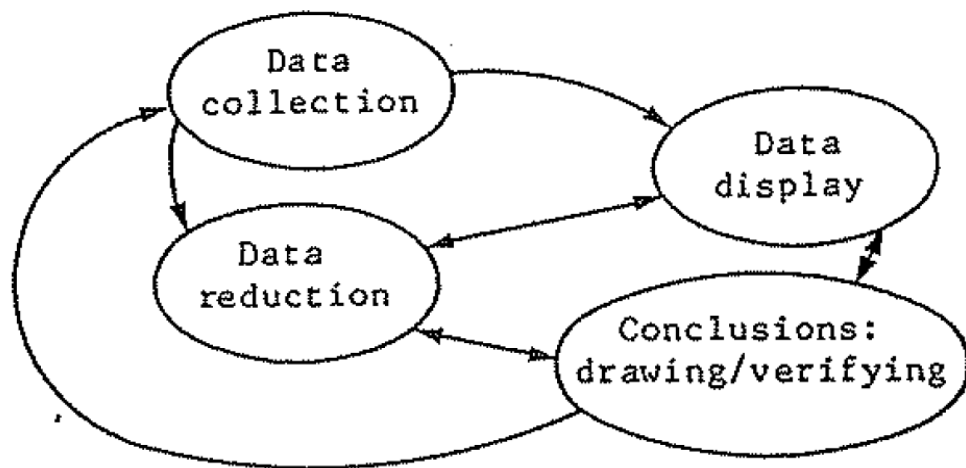
Both instructors and students signed a consent form (see Appendix C) to allow recording of their interviews. There was not anyone else in the room during the interviews so that participants could express their ideas freely. Before the interview, participants had given opportunity to review the interview questions to think over. Each interview lasted from 25 to 45 minutes. Both interviews were conducted in Turkish in order to provide a more natural and relaxed atmosphere, allowing participants to express their ideas more comfortably and freely in their native language. Interviews were recorded via both telephone and voice recorder in case of any potential technical problems. The interviews were completed within two weeks.

During the interviews, a comfortable environment was created to make participants express themselves openly and sincerely. The interviewer tried to establish rapport by being friendly, respectful and unbiased. A conversational tone was used for the flow of the interview, eye contact was kept, and good listening techniques were applied. Moreover, questions were asked in a non-threatening way and clearly not to make participants confused or refrain from expressing real ideas. Such strategies helped participants to feel comfortable and stay focused on the interview process.

To increase the reliability of data collected, transcriptions of the interviews were sent to the participants through e-mail and asked if they were transcribed correctly. It is assured by the participants that there is not any incorrectness in the transcriptions.

3.5. Data Analysis

Content analysis was employed to analyze data. Patton (2002) describes content analysis as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (p. 453). Content analysis was applied following the steps stated in Miles and Huberman’s (1994) interactive model: data reduction, data display and conclusion drawing/verification. It is important to note that data analysis process in this model has iterative and interactive nature (See Figure 6):



(Miles & Huberman, 1994, p.12)

Figure 6. Components of Data Analysis: Interactive Model

Data reduction is explained by Miles and Huberman (1994) as follows:

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. ... As the data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos) (p.10).

Miles and Huberman (1994) describe data display as:

Generically, a *display* is an organized, compressed assembly of information that permits conclusion drawing and action. ... The displays ... include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggests (p.11).

In this research, data obtained from the interviews was transcribed, translated to English by the researcher, and controlled by a bilingual expert. In order to keep the anonymity, the names of the participants were not stated in the results. Instead, instructors were addressed as *I1, I2, I3, ..., I8* and students were addressed as *S1, S2, S3, ..., S8* etc.

For the content analysis, a PC-based software program was used (NVivo v.10) to help arranging, classifying, structuring, analysing and storing the qualitative data in a quicker, less challenging and more effective way (QSR International, 2012). Transcriptions were uploaded to this program, and the coding process started. Ellis and Barkhuizen (2005) define coding as “organizing data into themes and categories so that they can be used for the purpose of ongoing analysis, interpretation and conclusion drawing” (p. 253). During iterative coding process, some codes were merged and some codes were reorganized as sub-codes. In order to assure inter-rater reliability, an external code check was arranged by another researcher to examine %10 of the data and recode it. After this process, the similarities and discrepancies were identified, and original codes were revised. After finalizing revised list of codes, second-level coding (Dörnyei, 2007) was realized by recoding the original

transcripts according to new codes. After this process, codes were clustered in categories and then themes were defined. Coding matrices were prepared for instructors and students to enable a more thorough analysis. Lastly, conclusions were drawn by making inferences and interpretations, specifying relationships between categories and revealing patterns.

3.6. Triangulation

It is important to use different methods, perspectives or sources for assuring the credibility of a research, which is referred as 'triangulation'. Dörnyei (2007) underlines the importance of triangulation as follows:

Triangulation has been traditionally seen as one of the most efficient ways of reducing the chance of systematic bias in a qualitative study because if we come to the same conclusion about a phenomenon using a different data collection/analysis method or a different participant sample, the convergence offers strong validity evidence (p. 61).

Patton (2002) cites four types of triangulation: (1) method triangulation, (2) data source triangulation, (3) investigator triangulation (4) theory triangulation. Current research utilizes data source triangulation. It involves gathering data with the help of getting the ideas of different stakeholders in a program investigated. This study gathers perceptions not only of instructors, but also of students, towards roles and competencies of online language instructors. Data collected from instructors and students were analysed separately via within-case analysis, and they were compared through cross-case analysis.

3.7. Assumptions for the Study

The following assumptions were made in this study:

- 1) All of the participants answered interview questions sincerely.
- 2) Validity and reliability checks were sufficient and accurate.

3.8. Limitations of the Study

Limitations for this study are as follows:

- 1) This study relies on the information given by the instructors and students through interviews.
- 2) The perceptions of instructors and students were gathered only after they gave/took online English courses one or two semester. They do not have enough online course experiences.
- 3) This study is limited to 8 EFL instructors working in MSKU, School of Foreign Languages and 8 students from different departments in MSKU.
- 4) This study is limited to Distance Education circumstances provided institutionally.

CHAPTER IV

FINDINGS

In this chapter, the findings of the data gathered from language instructors and students are presented and then discussed. As a result of the coding process, five salient themes were identified as “Affordances of Online Language Education”, “Challenges of Online Language Education”, “Roles of Online Language Instructors”, “Competencies of Online Language Instructors” and “Faculty Support”. Under the “affordances” theme 10; under the “challenges” theme 14; under the “roles” theme 5; under the “competencies” theme 28; under the “support” theme 4 categories were identified.

The results are organized and discussed under six main issues, which are perceptions towards online language education, affordances of online education, challenges of online education, roles and competencies of online instructors and faculty support. Findings were illustrated through important quotations.

		I1	I2	I3	I4	I5	I6	I7	I8	S1	S2	S3	S4	S5	S6	S7	S8	
AFFORDANCES	AFF-ACCS	Accessibility					X		X									
	AFF-AUTO	Autonomy		X													X	
	AFF-CMNG	Classroom management		X			X										X	
	AFF-COMF	Comfortable		X		X	X			X	X		X	X		X	X	
	AFF-DISC	ELT discipline		X														
	AFF-DSTR	Distraction		X														X
	AFF-ECON	Economical		X					X									
	AFF-FLEX	Flexibility	X	X	X				X	X	X		X	X	X		X	X
	AFF-PART	Participation		X					X									X
	AFF-PRDV	Professional development				X			X	X								
	AFF-TEINT	Technology integration	X		X		X				X	X		X	X			X
	CHALLENGES	CHL-PART	Attendance-participation	X		X	X		X	X		X		X		X	X	X
CHL-CSZE		Class Size			X		X		X	X								
CHL-CONT		Content	X		X	X		X				X						X
CHL-DISC		ELT discipline	X	X	X	X	X	X	X									
CHL-ETHC		Ethical issues	X		X		X	X	X	X								
CHL-SPRT		Faculty support				X		X	X									
CHL-FBCK		Feedback	X		X	X		X		X		X	X				X	
CHL-COMM		Interaction-communication	X	X	X	X	X	X	X			X	X	X	X	X		X
CHL-PRAC		Practicality			X	X			X	X		X					X	
CHL-READ		Readiness	X		X	X	X	X		X							X	
CHL-STPR		Student profile			X	X			X		X			X	X	X	X	
CHL-TEINF		Technical infrastructure	X		X	X	X	X	X	X				X	X	X	X	
CHL-WRL		Workload			X			X										
CHL-DSTR		Distraction									X							
ROLES	ROL-INST	Instructor							X									
	ROL-FACL	Facilitator			X	X	X	X	X									
	ROL-LEAD	Leader					X						X	X				
	ROL-SOUR	Source of information	X															
	ROL-RM	Role model	X															

Figure 7. Categories and Themes Matrix

COMPETENCIES	CMP-DELI	Delivering content	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CMP-VARY	Using varied methods, activities, materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CMP-PREP	Pre-class preparation	X	X	X	X	X	X		X		X	X	X					X
	CMP-FECK	Offering & getting feedback	X		X	X		X	X		X	X	X	X	X	X			
	CMP-MONI	Monitoring std. progress and performance	X			X		X	X			X	X	X	X	X			
	CMP-VOCE	Adjusting tone of voice								X	X		X		X	X	X	X	X
	CMP-ATTN	Attracting attention	X	X	X	X	X	X		X	X	X	X		X	X	X		
	CMP-MOTV	Motivating	X		X	X		X			X	X	X						X
	CMP-INTR	Fostering interaction	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CMP-PART	Ensuring participation	X	X	X	X		X			X	X	X	X	X	X	X	X	X
	CMP-PEER	Promoting peer learning	X		X	X	X			X									
	CMP-STPR	Being of student profile and teaching accordingly		X	X	X	X				X	X	X		X	X			
	CMP-STINV	Involving students in planning and implementation process			X														
	CMP-DESG	Designing activities, materials, tasks	X	X	X	X	X	X	X	X									
	CMP-COPY	Complying with copyright issues		X	X	X		X		X									
	CMP-ICT	Having basic ICT skills	X		X	X	X	X	X				X	X	X		X	X	X
	CMP-TECH	Integrating technology into teaching effectively	X		X	X	X	X	X			X	X	X	X	X	X	X	X
	CMP-CLMN	Classroom management			X		X	X					X	X	X				
	CMP-TIMN	Time management			X	X			X		X								X
	CMP-MQAP	Managing question-answer process			X				X										
	CMP-EVAL	Evaluating effectiveness of the course			X	X		X	X			X	X						
	CMP-ASSG	Giving and controlling assignments			X				X			X	X	X	X	X		X	
	CMP-FRIE	Creating a friendly and open environment			X		X				X	X	X	X	X	X			
	CMP-ACCS	Being accessible	X		X	X		X				X		X	X	X			
	CMP-FAVR	Adapting a favorable attitude towards teaching online					X										X		
	CMP-REFL	Reflecting on online teaching performance	X		X	X		X	X										
	CMP-PROD	Seeking ways for professional development	X		X		X	X										X	X
	CMP-COLL	Collaborative	X		X				X										
SUPPORT	SUP-COIN	Content infrastructure	X	X	X			X			X							X	
	SUP-TEIN	Technical infrastructure	X		X	X		X				X	X	X					
	SUP-TRAI	Traming	X		X	X	X	X	X								X	X	
	SUP-ELEF	Blended-F2F learning	X		X	X	X	X	X	X		X	X		X	X	X	X	

Figure 7. Categories and Themes Matrix (cont.)

4.1. Within-Case Analysis of Instructor Interviews

4.1.1. Online Language Education

Table 16. Within-Case for Instructors: Online Language Education

No		f
1	positive attitude	3
2	negative attitude	5
Total		8

The first interview question asked to the instructors was what their general attitudes towards online teaching and online language teaching were. Most of the instructors indicate that they have a negative attitude towards online language teaching. They maintain that online education can be useful for other subjects, but teaching languages online is not efficient and practical.

The primary reason behind such an attitude is because language learning requires high level of interaction. Instructors indicate that for an effective language teaching and learning environment, interactions between teacher and students and among students are vital. However, in an online platform, it is claimed by instructors that it is impossible to make interaction. It is uttered that, they can neither see nor hear students which make it impossible to know if students are even there to listen. It is alleged that they cannot understand if the students from the other side follow the lesson, as they cannot obtain any reaction or feedback from students. Some of the views of instructors in relation to interaction issue are presented as follows:

13: I think teaching languages online is not useful, because language instruction mostly depends on interaction. However, there is no interaction in distance education.

16: I think teaching language online is not appropriate. It is because language instruction requires interaction and face-to-face communication, but we cannot achieve this in distance education. Moreover I want to see the reaction of students when I'm teaching, but I can't...

Instructors claim that attendance and participation also decrease in online teaching. It is addressed that, during F2F classes, it is observable if students listen to the lesson or leave the class. However, in online classes, it is impossible to understand if students are there and following the lesson or not. Secondly, in F2F classes, it is easier to monitor students and make them participate compared to online classes. Some of the ideas related to attendance and participation problems are given as follows:

I6: I have also doubts if students logged onto the system are actually there. I have 40-50 students but only 3 or 4 students participate in the lessons.

I4: I think it is a loss... I mean in my first lesson, I had 35-40 students. Then the number started to decrease. For example yesterday, only 3 students participated in the lesson.

One of the instructors expresses that online education can only be effective for learners who are motivated, have a specific aim and have a certain level of English:

I3: I believe distance education can be useful only for highly motivated learners, who have a specific aim like students preparing for language proficiency exams. I think it is very inefficient for students, who do not have a certain level of English.

Some instructors state that pedagogical aspect is disregarded in the current online teaching practice:

I3: In Turkey, online education is regarded as means for less employment, fewer educators, technologists, institutes and less paperwork... This is what neo-liberal policies impose. Therefore, I think educational aspect is totally disregarded.

I7: I think what we do in online classes have nothing to do with technology integration. We do the same thing as we do in F2F classes, but it is against the aim and method of online education.

Another negative point of view stems from the training they took for online teaching. Although they took *e-Tutor*, it is pinpointed that, their training is insufficient for teaching online:

I4: Before teaching online, I used to have a very positive attitude towards integrating technology into lessons and using technology in education. However, once delivered

online, I realized that our training is not enough, and students also need to be trained. I think, as the School of Foreign Languages, our transition to online education was hasty.

One instructor believes that students regard Basic English course as unnecessary like all common courses, so they are not motivated for learning English. Because of this attitude, it is already hard to motivate them and make them participate in F2F classes. Therefore, in online settings, it is more difficult to motivate and involve them in the lessons. The instructor also maintains that apart from students, the university also thinks that Basic English course is not an important course and students are already not successful. Therefore the university holds the idea that such ‘unnecessary’ courses can be given online:

16- It seems to me that distance education is used for courses which are regarded as unnecessary. It seems as if we already accepted student failure by using this method.

One of the instructors who has positive attitude for online teaching says that it is a different experience for them and it is useful for their professional development:

15: It is good... I mean it is a different experience for me to teach in a different environment.

Another instructor who has a positive attitude states that online education is useful for disadvantaged people who do not have access to the campus. Besides, it is found effective as students can watch the video-recorded courses anytime they want, even if they miss the class. Thirdly, thanks to online education, more people can be reached.

18: I have a positive attitude. I think it is very useful for people with obstacles. Besides, we can teach synchronously and asynchronously, so if a student misses a class, s/he can watch it several times, which is a very good opportunity. Also you can reach more people through online education.

One of the instructors has a fairly positive attitude towards online language teaching. It is stated that the efficiency of online education depends on the subject matter. He accepts that in online education, interaction decreases and teaching four skills is not possible. However, it is proposed that, during Basic English courses conducted F2F, there is not already much interaction and there is no skills teaching. Therefore,

teaching Basic English course online is considered quite comfortable and flexible. Secondly, it is indicated that online education makes students autonomous as they follow the course in direction of their needs and wishes.

I2: Distance education provides all opportunities for fulfilling goals determined for common compulsory English courses, even more than F2F classes.

I2: In distance education, students can listen to the lesson, when they feel good and ready.

4.1.2. Affordances of Online Language Education

When the instructors are asked about the affordances of online language education, most of them state that its disadvantages are more than its advantages. The affordances they report are shown in Table 17 as follows:

Table 17. Within-Case for Instructors: Affordances of Online Language Education

No		f
1	Flexibility	5
2	Technology integration	3
3	Professional development	3
4	Participation	2
5	Accessibility	2
6	Comfortable	2
7	Classroom management	1
8	Distraction	1
9	Economical	1
10	Autonomy	1
Total		21

1. Flexibility

As it can be seen from Table 17, flexibility was the most rated answer for the affordances of online education. Instructors state that teaching online provides time

and place flexibility for teaching and learning. Both instructors and students can participate in online classes from different places:

I1: It offers flexibility of space if you have internet access, camera and microphone. You can teach at home.

I3: Internet is mobile technology and it offers people freedom of movement.

Besides, students are flexible when listening to the online course as the courses are recorded and available for students:

I7: It offers flexibility of space, saves time, students can listen to the course several times without adhering to specific time and place. It facilitates reaching information and individual learning.

2. Technology integration

According to some of the instructors, online education may be useful as it facilitates technology utilization. It is indicated that instructors can integrate technology into lessons more easily when compared to traditional classes.

I5: It is good to use games, videos, and songs on a digital platform, which we cannot use in traditional classes.

I1: We cannot use certain technologies in traditional classes. I mean having students watch a video or listen to something is limited in traditional classes. But through technology, we can do it quite easily. For example, we can show them a video or else by putting a link on the system instantly, but it is impossible in a traditional class.

Besides, it is asserted that students also can reach technology with ease and use it for accessing and comparing a great deal of information:

I3: As students are in front of the computer during classes, there is an opportunity of accessing information easily.

3. Professional development

Another affordance of online education is referred as professional development. Instructors point out that teaching online may contribute to their professional development as they learn about new technologies.

I4: Teaching at this platform was good for me in terms of different experimentation and setting up a substructure for me.

It is also indicated that online education is good for individual development of students.

I8: I think distance education provides a different culture for students. I mean they can take any lesson for developing themselves.

4. Participation

Some of the instructors assert that in online classes students' speaking anxiety decreases as there is no one around to be embarrassed. Therefore, it is claimed that students participate in the lessons more when compared to traditional classes.

I2: I think participation is more in comparison with traditional classes. In F2F classes, there are lots of distractors. For example, there are many students around and one can say something wrong or mispronounce something, and then feel embarrassed or think others will make fun of him/her. However, at this platform, there are not such worries; students can give answer without feeling uneasy.

5. Accessibility

Another addressed advantage of online education is its accessibility for disadvantaged or handicapped people:

I6: I think it is advantageous for handicapped or sick people who cannot go to school.

6. Comfortable

Some of the instructors declare that teaching online is comfortable both for instructors and students as it gives freedom to do whatever one wants in a comfortable place:

I4: I am comfortable (...) I am at my own home and it is good. I think it is also good for students. For example I can give 2 minutes break and take one glass of water.

7. Classroom management

One instructor points out that classroom management is also easier during online classrooms as it eliminates many discipline problems like eating in the class, wearing and posturing:

I2: In traditional classes, teaching English is tiring but in online classes, you can teach while sitting. It is not a problem if you eat or drink something. It is the same situation with students; they can eat, drink or wear anything.

8. Distraction

Another advantage stated by one of instructors is lack of distraction of learners during online education. It is asserted that, during F2F courses, students can be distracted from many factors which affect learning negatively. However, in online classes, students can listen to the course whenever and wherever they want and a few times:

I2: In traditional classes there are many distractions like their classmates sitting next to them or playing with their mobile phone. Because of these factors, they can miss lots of things. Or they may feel bored and may not want to listen to the lesson. But in online education, when students feel themselves good, then they can listen to the course and they can listen to it several times. Therefore, if they miss or do not understand something, they can listen to it again and again. Because of such opportunities, it is quite good.

9. Economical

One of the instructors suggest that, the opportunity of teaching or listening to lesson at any place is more economical than coming together in a class as it will reduce transportation cost:

I2: I think it also lowers the costs, which is important and needs to be taken into consideration. It is more economical both for students and government. From students' aspect, they do not have to pay for the bus; they can attend distance courses from their homes or anywhere else.

10. Autonomy

One instructor believes that online education facilitates student autonomy and responsibility which is an expected profile for 21st century learners:

I2: In distance education, students need to take responsibility. I mean I do not have to guide them. Students need to follow the course themselves which is basically an expected student profile. Autonomous students need to be created which is one of the underlying

principles of life-long learning (...) We need to create students who can make their own choices, take their learning responsibilities and make attempts in this direction. I think that distance education makes contribution to this aim highly.

4.1.3. Challenges of Online Language Education

When the instructors are asked about the disadvantages of online education, most of them indicate that there are a lot of challenges in the current online education system. The challenges they express are displayed in Table 18 as follows:

Table 18. Within-Case for Instructors: Challenges of Online Language Education

No		f
1	ELT discipline	8
2	Interaction	7
3	Technical infrastructure	7
4	Readiness	6
5	Ethical issues	6
6	Attendance & participation	5
7	Feedback	5
8	Content	4
9	Class size	4
10	Faculty support	3
11	Student profile	3
12	Practicality	2
13	Workload	2
	Total	62

1. *ELT discipline*

As it can be seen from Table 18, all of the instructors express that online platform poses challenges for teaching ‘languages’. Most of these problems stem from lack of interaction. Instructors state that they have difficulty in teaching language skills online. First of all, they state that they cannot make speaking activities because of the online platform although they can actually hear students’ voice or hear them if they

want. Instructors state that, as they cannot hear students, they cannot correct students' pronunciation or grammar too.

I5: We cannot employ question-answer method properly. They are only writing while answering, but I cannot hear student pronunciation.

Besides, they claim that they cannot teach writing as it is not practical because of the interaction problems and student number.

I6: In online education, we can neither make students speak nor write. Thus it is not suitable for teaching productive skills.

Moreover, it is stated that they cannot teach reading or listening because of the copyright problems. They state that only grammar and vocabulary can be taught through an online platform.

I6: We cannot use reading and listening activities of the course book, it is a real inconvenience for us. Authentic materials need to be used in language education, but when you prepare it, I mean when you speak and record your own voice, it is not authentic. Therefore it is not appropriate for language teaching.

2. Interaction

Instructors underline that language learning occurs through interacting with one another. Nevertheless, they state that in online education, they have difficulties in interacting with students and make students interact with each other:

I4: In language teaching, interactivity is very important, I mean when necessary, you stand over students or push them speak English, or you make a dialogue together but I understand that it is impossible in distance education.

3. Technical infrastructure

One of the most referred challenges of online education is the poorness of technical infrastructure. Instructors believe that the technical infrastructure of the university is not adequate for teaching effectively. Mostly stated problems of technical infrastructure are inability to interact with students and connection problems.

I8: Once, when I was speaking, my voice was not transmitted to other side [students]; therefore even if I taught the lesson, it had to be cancelled. It was a waste of time and I had to record my voice again.

It is also mentioned that Internet infrastructure of the university is not good enough:

I4: I had difficulties a couple of times because of the Internet. Internet speed should be good; I don't know what is used, it's a technical matter but sometimes when we are all online, we experience problems with sound or video.

Moreover, one of the instructors complains about lack of well-equipped computers:

I4: This computer [in our office] is very old and doesn't function. I don't have to possess a computer though I carry it every day. However, my computer is small because I have herniated disk problem, so I cannot carry a big one. My colleagues also have such problems. Maybe a well-equipped computer can be provided for every three instructors in one office. It is very important.

Apart from these, one of the instructors states that the LMS that they use is not sufficient enough for following student progress.

I7: Currently, the system we use is not suitable for following student progress after lesson. You cannot know what student does after lesson. In distance education, normally you can give assignments and take them back, but it is not possible in this system.

4. Readiness

Instructors state that not only technical and content infrastructure but also instructors and students are not ready for online education:

I1: As we have started online education only recently, we have a lot of shortcomings in terms of material and technical equipment. Also as teachers our competencies are not sufficient. If everything is performed more professionally and if continuous support is given to us (...) maybe only this way success of online education increases.

I3: Students must know they are going to take online education and prepare themselves for it. English level of students needs to be at a certain level and they need to have specific aim (...) Students do not have online education culture and developing online education culture take years, not one or two years.

5. Ethical issues

Although they are trained, many instructors state that because of the ethical issues, they have difficulty using materials, websites or tools from the internet which affects the effectiveness of teaching negatively.

I1: Due to various reasons, materials cannot be uploaded to the system. Copyright is the most important one; you cannot copy something from the internet and paste it to the system. Therefore we try to use exercises in our course book.

I6: I cannot use authentic materials in distance language education (...) I am told that it is illegal to use somebody else's listening or reading materials from the internet.

6. Attendance & participation

Another challenge that instructors voice is that most of students do not attend online classes, and they do not participate in the lesson:

I4: I think students disappear, I mean even the students who may learn something do not want to participate (...) They are not there. And this is a loss.

I1: We suppose students are following the lesson, but when we ask something, we cannot get an answer except one or two students.

I3: Most of the times the attendance was low, sometimes I teach zero students. Do you know how hard is to teach lesson to the wall?

7. Feedback

It is also expressed by most of the instructors that they cannot get feedback from students, or give feedback to them in online classes. Therefore, it is hard to know if students understand the topic or not. Instructors state their thoughts in relation to feedback in the following way:

I1: We cannot interact or communicate with students; we cannot get feedback, so we cannot observe our progress during the lessons.

8. Content

Instructors assert that content development is also not adequate for an efficient online teaching. Instructors' ideas related to this concern are reported in the following quotations:

I3: I cannot use brainstorming technique in online education (...) to use it, I need an intensive material support like comics and various films.

I6: I use materials which our material design team prepares, but those materials are not sufficient enough.

9. Class size

Instructors put forward that class size is also very important in language teaching. They complain that they have to teach a large number of students, which is not an efficient way of language teaching. It is stated that it is hard to interact with a large number of students in online environment.

11: As our classes are too crowded, it's not possible to interact from a distance.

They also state that they have difficulty to learn about such a large number of students' needs and characteristics which obstructs taking student attention or motivating them.

17: How can I motivate 167 students who have different characteristics? It is out of question.

It is also stated that, teaching language is not possible to such a large number of students.

17: Class size is too high, I have 167 students. Ideal number for language teaching is between 6 and 12 in the world.

Class size also affects activities done in the classroom and given assignments negatively.

15: I may think of giving students assignments but our classes are very crowded, we have 60-70 students. So I do not know how to control them.

10. Faculty support

One of the most important challenges which affect the attitudes of online teachers negatively is the lack of faculty support. They believe that the training they take for online education is not satisfactory. They do not know how to integrate technology into their teaching effectively:

14: As I think that training was not sufficient, I also feel myself incompetent.

13: We should integrate technology in our courses. Can we do it though? No. We lack knowledge and skills. We can do it if we are informed on technological developments, etc.

They also complain about the way this training is given. They take this training online and they think that it was not functional. They state that they would prefer hands-on training which would be more effective.

I6: We took the training given by UZEM [Distance Education Centre] but it was also from a distance. As I can learn better by doing, I would prefer this training was given F2F.

Moreover it is indicated that time was limited for the training:

I4: The training was given during the semester, which was a mistake. I believe if the training had been provided in our free times, it would have been more meaningful and useful.

Also they prefer that this training should not have been one-shot, continuous training should have been given throughout the semester:

I7: UZEM [Distance Education Centre] should improve current training and provide like workshops for micro groups ... I expect them to organize 3-4 workshops in a year.

11. Student profile

Another problem reported by the instructors is related to profile of the students. They articulate that students are not motivated enough for learning English and do not have online education culture, so they do not know their responsibilities.

I3: Distance education is not efficient (...) the main reason is low motivation of students.

It is also stated that students are not autonomous learners which decreases the success of online education.

I2: There may be problems related to student profile. Our students are generally used to be directed, I mean our students fulfill their responsibilities with the help of teacher guidance.

12. Practicality

Another disadvantage of online education pointed out by the instructors is that it is not practical; it makes teaching difficult for instructors:

I8: When we assign students, like describing their room, after they write and send their writings, evaluating them and giving feedback is very hard. But when they write it on a paper and give it to us, evaluating them is much more practical and easier.

13. Workload

It is stated by some of the instructors that online education increases their workload.

I6: Online education seems as if it diminishes instructor workload, but it means extra concern, stress and workload for me; because I always need to be well-prepared.

I3: Online education is considered making things easier but I think it does not, except saving time.

4.1.4. Roles & Competencies of Online Language Instructors

4.1.4.1. Roles of Online Language Instructors

Table 19. Within-Case for Instructors: Roles of Online Language Instructors

No		f
1	Facilitator	5
2	Instructor	1
3	Leader	1
4	Source of information	1
5	Role model	1
Total		9

1. Facilitator

When the instructors are asked about the roles of online language instructors, most of them state that language instructors need to be ‘facilitators’ but they state that they cannot perform this role in online platform:

I7: Language teachers always need to be facilitators; they should never be leader and dominate the class. Teacher needs to be a facilitator and there need to be interaction and communication. However, in online classes, there is no interaction.

14: I need to be a facilitator but in online education there is not such a role. We only give instruction because there are sometimes no students.

2. Instructor

It is stated that instructors can only play 'instructor' role because of limited or no interaction:

18: When teaching online, interaction is limited, so we mostly give instruction. Therefore we play instructor role in online education.

3. Leader

One instructor states that they perform 'leader' role in online classes although it is not appropriate for education:

16: I would say we perform leader role in online classes, and I think it is not proper for education. For me, the thing that instructor always speaks is not appropriate for language teaching.

4. Source of information & Role model

Another instructor expresses that they need to be a 'role model' and 'source of information' in online classes:

11: Instructor needs to be a role model and at the same time source of information which students can get answers to their questions.

4.1.4.2. Competencies of Online Language Instructors

Table 20. Within-Case for Instructors: Competencies of Online Language Instructors

No		f
1	Delivering the content	8
2	Using varied teaching methods, strategies activities and materials	8
3	Fostering interaction	7
4	Attracting attention	7
5	Pre-class preparation	7
6	Designing activities, materials, tasks	7
7	Having basic ICT skills	6
8	Integrating technology into teaching effectively	6
9	Ensuring participation	5
10	Offering & getting feedback	5
11	Promoting peer learning	5
12	Complying with copyright issues	5
13	Reflecting on online teaching performance	5
14	Monitoring student progress or performance	4
15	Being aware of student profile and teaching accordingly	4
16	Being accessible	4
17	Motivating	4
18	Evaluating effectiveness of the course	4
19	Seeking ways for professional development	4
20	Classroom management	3
21	Time management	3
22	Collaborative	3
23	Giving and checking assignments	2
24	Creating open and friendly environment	2
25	Managing question-answer process	2
26	Involving students in planning and implementation process	1
27	Adopting a favorable attitude towards teaching online	1
28	Adjusting tone of voice	1
Total		123

1. Delivering the content

When the instructors are asked about the competencies of online language instructors, all of them state that language instructors need to deliver the content. Some of the views of instructors related to delivery of content are presented below:

I5: Our job is to fulfill the definite aims of the course.

I8: Normally I need to facilitate learning, but in distance education I am responsible for delivering the content in a specific time.

2. Using varied teaching methods, strategies activities and materials

Another competency declared by all of the instructors is using varied teaching methods, techniques, activities and materials. Instructors hold the idea that, teaching English necessitates utilizing different teaching methods, techniques, activities and materials. However, they express that they cannot use most of the methods, techniques, materials or activities in online classes compared to traditional classes. For example, they cannot use communicative methods as there is no or limited interaction, so they can only use “Grammar Translation Method” (GTM) while teaching English online:

I1: Teaching methods and techniques that we use in traditional classes are not valid for distance education. We normally use eclectic method according to flow of the lesson. However, in online classes, we cannot observe the flow of the lesson. Therefore we teach everything by using GTM.

Instructors also express that the techniques they utilize in online classes are also limited. Although they use varied techniques and activities in traditional classes like group work, pair work, and discussion in F2F classes, they cannot use them in online classes because of the interaction problems:

I8: In F2F classes, using dialogues, pair works and group works are efficient way of teaching a language. However, it is not possible in distance education.

I3: In online classes we do not have opportunity of using different activities. We only use question-answer technique.

The instructors also state that they use limited materials. It partly stems from copyright issues. They generally use course books, PowerPoint, pdf or YouTube

videos for teaching the content and use grammar and vocabulary activities like fill in the blanks.

I6: I think for increasing attention, motivation and success of the students a lot of materials need to be used. I think audio-visual and authentic materials need to be varied like videos, cartoons.

I7: I mostly use grammar exercises and seldom use presentation. I sometimes use online games.

3. Fostering interaction

Instructors enounce that fostering interaction is vital in language education. However, they state that it is very difficult in online education because of the mentioned challenges before:

I1: I think in language teaching, there should be definitely F2F interaction. We are trying to make interaction, but by no means can we achieve it from a distance (...) By the way interactions between students are also important so I think there should not be distance but F2F education.

4. Attracting attention

Instructors also state that in online classes, attracting student attention is very important. It is stated that, varied audio-visual materials need to be used for this aim:

I8: Students' attention need to be attracted through using audio-visual materials.

I6: We need to take student attention in distance education (...) To attract their attention, I try to prepare different materials, use videos or comics.

Nevertheless, most of the instructors utter that because of the interaction problems, class size and student profile, they have difficulty in attracting student attention.

I4: Instructors should attract students' attention or interest but it is impossible in this platform.

5. Pre-class preparation

One of the most reported competencies of online instructors is pre-class preparation. It includes reviewing the content to be taught before online classes:

I2: As our materials are prepared by our material development team, I only revise them, think how to use, in which order and how much time to be allocated for each material.

It is also stated that instructors need to control the online platform before the class and check whether there is any technical problem:

I1: If they are going to use technology, they need to learn how to use technological tools before coming to the class.

Lastly, it is indicated that instructors need to prepare or revise the activities and materials to be used and check if the materials are uploaded to the online platform.

I4: We need to go well-prepared and well-equipped (...) Materials need to be prepared and uploaded to the system before the lesson. I think it is the biggest responsibility.

6. Designing activities, materials, tasks

According to instructors, designing activities, materials and tasks is an important competency which online instructors need to have. They state that they have a material design and development unit consisting of instructors who both design the materials to be used and upload them to online platform. However, most of the instructors complain that the activities and materials designed by the team are not sufficient for them to deliver the content effectively:

I1: We have material design team; they upload materials to the system. But they are not good enough for teaching the topic.

While some of the instructors prepare extra materials and activities, others only use readymade materials prepared by the team. They generally prepare PowerPoint, pdf, and worksheets. Most of the instructors state that they do not have enough competencies for designing and developing online materials and uploading them to the system:

I3: I do not prepare materials because I do not have enough knowledge related to it. If I prepared materials, I am sure they would be terrible.

I2: [In online education] the only competency that we need to have is related to material development. We are lucky that we have material development unit here (...) If we did not have material team, we would have to work more. We would need to know

how to select and develop materials, have knowledge related to copyright issues, know how to upload materials to the system. I think they are the most important competencies that we would need.

7. Having basic ICT skills

One of the most articulated competencies of online instructors is having basic ICT skills. It is stated that instructors need to have knowledge about basic hardware and software, know using online teaching platform and deal with technological problems which may occur. However, most of them accept that they do not have enough ICT skills:

I7: I think the most important one is having ICT skills; if you do not have ICT skills, you cannot teach online.

I3: [Instructors need to have] a good knowledge of computer and internet. They need to know how to use video applications, and online platforms.

8. Integrating technology into teaching effectively

It is also stated by most of the instructors that integrating technology into teaching effectively is a must. It is also stated that instructors need to follow developments in instructional technology and learn to use them effectively for teaching aims. However, most of them accept that they cannot use technology efficiently for teaching:

I6: Instructors who teach online need to use technology effectively, but I do not think I am competent enough for using technology effectively.

I3: We should integrate technology in our courses. Can we do it though? No. We lack knowledge and skills.

9. Ensuring participation

Instructors enounce that ensuring participation is vital in language education. However, most of the instructors think that students don't attend online classes, so make them participate in the lesson is very difficult:

I7: [Involving students to the lesson] is not possible I mean they can press the button and leave virtual classes. You do not know if they are there or not.

I6: I am trying to make my lessons by asking students questions but I take answer only from two or three students. I cannot control other students, and this bothers me.

10. Offering & getting feedback

Instructors emphasize the importance of offering and getting feedback during online classes. Nonetheless, they state that it is not practical or not possible because students do not attend online classes:

I1: Of course feedback must be gotten; but as students are not there most of the time, we cannot take feedback.

Apart from this, online platform is pointed as a challenge for the difficulty of getting audio-visual feedback:

I4: I want to get feedback from students, I want to see the output; I mean I want to hear their voices, see their gestures, and body movements. It may be hard in an online platform but I know there are platforms that we can do this.

11. Promoting peer learning

Many of the instructors confirm that promoting peer learning is crucial for teaching a language. Nonetheless it is declared that making students work in pairs or groups is not applicable because of the current online platform.

I1: If we are provided with fully equipped computer systems where we can hear students and vice versa, where students can interact with each other, peer learning may be possible. There's something called pair work or group work in language education. We can't do this in online classes.

I8: Language learning involves conversations. It is hard in online classes. In F2F classes, we do pair work or group work; but it's not possible in online classes.

12. Complying with copyright issues

Most of the instructors believe that online instructors need to take copyright issues into consideration while designing and developing materials and while utilizing online materials websites and tools. On the other hand, most of them think that they cannot use online materials, even if they actually have right to use them by providing links for students:

I4: Sometimes we use activities and materials from the internet but using something that we do not prepare ourselves is not legal in terms of copyrights. Therefore we are trying to use our own materials.

I8: I wanted to use websites but I had some doubts related to copyright issues, so I did not use them.

13. Reflecting on online teaching performance

Instructors also express that reflecting on online teaching performance is an important competency which online instructors need to have for ensuring effective online teaching experience:

I1: If we consider this as a responsibility of the instructor, I should do a self-criticism. What did I do wrong? What did I do well? That's how we can improve ourselves.

However, most of the instructors state that because of the lack of interaction and feedback, they cannot know what was effective in their teaching or what went wrong. Some instructors state that they reflect on their teaching performance and believe that they are not good enough in teaching online.

I4: I check myself. I compare how it happens in the classroom and here [virtual class]. (...) I assess myself. I don't think I'm good. I think this course may be more pleasant and useful. I do my best, I try to engage students, but I can't do anything to make them sit in front of the computer.

14. Monitoring student progress or performance

Instructors underline the importance of monitoring student progress and performance during and after online classes. Nevertheless most of them allege that it is impossible or very limited in online education. One of the most indicated problem is the lack of nonverbal clues. As instructors cannot see students' faces, they cannot understand if they understand the topic or not. Therefore, monitoring them and their progress become impossible. It is also indicated that student performance after the class cannot be monitored because of the current LMS they use:

I7: The main objective after the lesson is to monitor student progress. In an ideal LMS, you can see the progress of each student; which exercises they did, how many right or

wrong answers they give to the questions, their strengths or weakness etc. But the system that we use currently does not provide this, so it is not useful.

15. Being aware of student profile and teaching accordingly

Some of the instructors maintain the importance of being aware of student profile and then teach accordingly. It is expressed that, activities and materials need to be chosen according to student characteristics and interests:

15: Interactive content should be prepared and uploaded because today's students do not like reading from books or listening. They want to do fun things. We should have fun activities.

One of the instructors asserts that duration of the activities should not be long, as students can get bored:

13: We should provide this new generation "Z" with compact content like 5-10 minute videos or short presentations. This is our first responsibility.

It is stated by one of the instructors that, instructors need to know that students have different needs. Therefore, needs of students should be assessed well, and then they need to be guided accordingly:

17: Teachers should know how to guide students, and analyze their needs. One can't address all students in the same manner; maybe distance education allows more for individual education (...) One should be able to guide a student having problems with grammar to grammar activities or another with reading problem to online reading materials. One may actively use mobile devices in the classroom. One may use social media. Students all have different needs.

16. Being accessible

It is indicated that instructors need to always keep in touch with students and be accessible to students when needed.

11: Instructor should be accessible after class as a source of information.

16: We should be in direct contact with students in online education because I think they miss out things in online classes (...) They should be able to reach us when needed.

17. Motivating

It is stated by half of the instructors that online instructors need to motivate students. One instructor states that to motivate students, their attention needs to be gathered with ice-breaking activities:

I3: First of all, it requires theatrical skills because you need to motivate a large number of students who you have never seen. Therefore, you need to perform ice-breaking very well, it is very important.

Another instructor indicates that varied activities need to be used for motivating students:

I2: I think diversity of materials is important. For instance students like videos which they can understand. Variety of activities should be used; students need to listen, watch, make gap filling, or matching activities. As activities are varied, students' motivation increases at the same level.

Most of the instructors utter that they have difficulty in motivating students to learn English.

I1: The lesson needs to be attractive, students need to be motivated to make them follow the lesson, but I do not know how to do it.

By one of the instructors, class size is indicated as a reason for inability to motivate students:

I7: How can I motivate 167 students who have different characteristics? It is out of question.

18. Evaluating effectiveness of the course

Half of the instructors state that online instructors should evaluate the effectiveness of the online course. They believe that online classes are not beneficial for teaching language stating that pedagogical aspect is disregarded in online classes.

I3: Turkey's perspective for online learning is limited. It is assumed as less employment, fewer instructors, fewer technologists, and removal of physical processes meaning less paperwork and fewer buildings. I think its educational dimension is mainly disregarded.

19. Seeking ways for professional development

Instructors affirm that they need to seek ways for professional development for improving online teaching experience. One of the instructors states that they need to make research to learn about new educational tools for using when teaching language:

I1: Of course one should be technology-proficient, but needs to research too. What and how can I use tools? People use a lot of technology for language teaching worldwide. And there are a lot of tools to use, and an instructor should follow up developments and learn which technological tools to use for teaching.

Another instructor states that instructors need to learn about new teaching theories, methods and follow technological developments:

I5: [Instructors need] To feel ready, to complete missing parts... To follow latest developments, new theories, new methods, new technological developments... I call it a person's renewal himself. To follow updates, and to feel refreshed. To apply innovations... That is to feel the teaching profession.

Most of the instructors believe that their skills are not sufficient for teaching online successfully, so they need to improve themselves via following developments around the world or through getting training:

I3: We need to examine issues like organization, motivation, and to see international examples on site. I completed my education 17 years ago. Educational technologies were nothing like that 17 years ago, and I need to be trained on educational technologies.

20. Classroom management

Few of the instructors state that they need to manage online classes. However, it is stated that they have difficulties in managing students' conversations while using social media platforms:

I3: We can't control students' reaction in online classes. There is a chat box in the virtual classroom, and students may use it for irrelevant things. It is similar to Whatsapp or Facebook groups I have for my classes. I am experiencing serious

problems. There is no web tool exclusively for student-student interaction. That was my problem.

I7: In Turkey, we are addicted to social networks. If you put social networks in classroom, you can't take students out of it ... I don't think it's controllable.

21. Time management

Time management is also referred as an online instructor competency:

I4: You should decide beforehand when and what to share with students. Otherwise you lose time.

22. Collaborative

It is declared that online instructors need to collaborate with teaching, technical and administrative staff for ensuring an effective online education environment.

I7: Instructors should work collaboratively (...) We should work with the technical team, also work alone. This is a system ... There is a LMS we use which is technical, there are people preparing question bank, some prepare course material, some teach but we are all on a pace. This is a team effort, and we should know how to work as a team.

23. Giving and checking assignments

Few of the instructors stated that giving and controlling assignments is important in online teaching. However, almost all of the instructors posit that it is very difficult in online education. One reason for this is the number of students:

I5: Our class size is 50-70 students. I don't know how I can follow and check homework. Can't tell before I try.

Another reason put forward by one of the instructors is indicated as poorness of the current LMS they use:

I7: You can give and take assignments in distance education, but we do not have this interaction in our system. We can't give and collect project tasks.

Apart from these, it is also indicated that students are not responsible for doing homeworks both in F2F and online English classes:

16: I normally don't give homework to students in F2F classes too since they don't give importance to these common core courses.

It is stated by one of the instructors that rather than giving homework, s/he just advises students to do some activities from the internet, by providing them web links:

14: It is enough for me if I can keep them in class. If I give homework, they won't come to class. I give them web links and tell them it is useful for them. I tell them to ask their questions in the next session.

24. Creating open and friendly environment

Two of the instructors hold the idea that in online environment, creating a friendly and open environment is important although some of the instructors state that they have difficulty in creating such an environment.

15: If an instructor can make his students love the course in F2F, it will continue online too. For example we actively use chat box in virtual classes. It is very nice, I really enjoy it.

25. Managing question-answer process

It is indicated by two of the instructors that, managing question-answer process is quite important in online platforms. For this, it is suggested that rules must be set beforehand.

13: You should be able to organize question-answer sessions well. When students ask question, you may lose the integrity of the class to answer that question. Same question comes again after 5 minutes. You should make rules beforehand.

26. Involving students in planning and implementation process

One of the instructors states that, online education is useful for students who take responsibility for their learning. Therefore, he asserts that students need to be involved in planning and implementation process of online teaching:

13: The instructor should make a good lesson plan, and share and discuss it with the students beforehand. This plan should be applied in online environment with students. Students should know everything about the course.

27. *Adopting a favorable attitude towards teaching online*

One instructor believes that success of online teaching mostly depends on having a positive attitude towards teaching online:

15: Besides everything, the instructor should have a positive attitude. Someone who does not favor online education will not feel good when teaching online. One should at least have a positive attitude.

28. *Adjusting tone of voice*

Lastly, it is expressed by one of the instructors that, tone of voice needs to be adjusted while teaching online, not to make students feel bored:

18: Voice is an important factor. If your voice is tired or overwhelmed, students will feel that. I always control my voice to the last minute in online classes, keep it energetic. Because it is not F2F, students may see you on webcam but your voice, your tone of voice plays a crucial role.

4.1.5. Faculty Support (Suggestions & Preferences)

Table 21. Within-Case for Instructors: Faculty Support

No		f
1	Blended- F2F	7
2	Training	6
3	Technical infrastructure	4
4	Content infrastructure	4
Total		21

1. *Blended-F2F*

Instructors articulated some suggestions and preferences for online education to be more effective. As can be seen from Table 21, nearly all of the instructors prefer blended or face to face learning instead of online learning:

16: As I always say, I don't think education is possible online. I am against online education. Education should be face to face.

18: I think online education is really good if it is conducted in blended mode.

2. Training

Most of the instructors also articulate their training needs for professional development. It is maintained that, rather than one-shot and online training, continuous and F2F training is preferred:

11: I wish it [training] wasn't online ... There may be in-service training on how we can find them [technological tools] and use them properly. Since technology is ever changing, I wish there is something that continuously keep us informed.

It is also posited that in-service trainings can be held as workshops to deepen their knowledge of using the online platform and internet tools more effectively:

17: UZEM [Distance Education Centre] should improve current training and provide like workshops for micro groups ... I expect them to organize 3-4 workshops in a year.

3. Technical infrastructure

Instructors put forward that technical infrastructure of the university affects online teaching experience negatively. They underline that online platform does not ensure interaction, discussion or pair work. Therefore it is suggested that infrastructure of the online platform should be improved which let audio-conferencing or video-conferencing:

14: You can't perceive if student is following the class ... because students do not have a chance to talk back. Each student need to push a button to talk. Maybe we should change the platform we are using. Or make it more interactive. Like audio conferencing. They will see me teaching but they will be free to talk when they want. It's not possible with the current system.

It is also stated that LMS that they use needs to be developed to follow-up student progress after the lessons.

17: We need to see the logs ... We should be able to see a student's progress, his strengths and weaknesses. Currently we only lecture in front of the computer ... Maybe our infrastructure has it, but we can't manage after-class follow-up yet.

Moreover it is stated that the computers they have in their offices need to be renewed:

I4: Maybe a well-equipped computer can be provided for every three instructors in one office. It is very important.

4. Content infrastructure

Apart from technical infrastructure, online instructors suggest that content also must be developed:

I3: I can't use brain storming in online classes. Can't use constructivist or problem-based methods ... I need a serious material support to do that. Cartoons, videos, etc. Students can watch videos, and are then led to discussions.

It is indicated that, professional material designers need to prepare content and materials, rather than instructors:

I1: There should be a well-planned, professional content. It should be more than what we do: Like let's establish a content team of 5-6 instructors, they prepare materials for certain weeks, and upload. There should be really good online materials.

4.2. Within-Case Analysis of Student Interviews

4.2.1. Online Language Education

Table 22: Within-Case for Students: Online Language Education

No		f
1	Positive attitude	3
2	Negative attitude	5
Total		8

When students are asked about their attitudes towards online learning and online language learning, most of the students state that they have a negative attitude towards online learning and online language learning. The reason why they feel negative mostly stems from interaction problems:

S5: I think it [distance education] is incorrect; because we cannot participate in the lessons actively. We can participate through computers and we cannot see the teacher,

make interaction, and the teacher cannot show us something. Also, grade point average (GPA) has decreased because of this.

S2: You cannot ask questions easily as in F2F education; when you don't understand, you ask by writing but it is not as effective as F2F.

Some students remark that they already have difficulties in learning English in traditional classes, so they do not think that they can learn it from a distance. Also one of them state that online education is used for courses which are regarded as less important:

S5: I think it is not efficient ... because I do not know English at all. How can I learn something from a distance which I cannot learn in class? If teacher doesn't talk to me F2F, I cannot learn.

S3: For me distance education should not be done; I think it is nonsense. ... because I think distance education is used for unimportant courses.

A few of the students have positive attitude towards online education because they find it more flexible and comfortable. Positive attitudes of students are presented in the following extracts:

S1: I think distance education is useful. We don't need to come to school; we can come together as in the class by participating to the lesson through our computers.

S8: In a traditional class there is an order, but in distance education, there is not. I mean one can listen to the lesson by sitting or lying down.

4.2.2. Affordances of Online Language Education

The students are also asked about the affordances of online education. The affordances they report are shown in Table 23 as follows:

Table 23. Within-Case for Students: Affordances of Online Language Education

No		f
1	Flexibility	6
2	Comfortable	6
3	Technology integration	5
4	Participation	1
5	Distraction	1
6	Classroom management	1
Total		20

1. Flexibility

As it can be seen from Table 23, flexibility is one of the most indicated affordances of online education. Students express that teaching online provides time and place flexibility for learning. Related to this issue, attitudes of students are demonstrated below:

S8: The best aspect of online education is ... the opportunity of listening to the course whenever we want. In a F2F class, you have to listen to the lesson at that day and take notes. But in distance education, even if you don't listen to the lesson, you can watch it later. From this aspect, it is quite useful.

S1: I don't lose time in online education by going to school; I can attend classes at home and learn something.

2. Comfortable

Another mostly reported advantage of online education is its being comfortable. Students demonstrate that they can attend classes from their homes or dorms which are more comfortable for them. They do not have to get dressed, they can listen to course by lying down, or they can adjust the voice according to their wishes.

S2: As you are at home, you feel more comfortable.

S7: Its positive side is you don't have to get prepared for the school. You wake up, turn on the computer and then directly log onto the system and listen to the lesson.

S8: Its positive side is that students can behave as they wish. They can put on a headphone or use loudspeaker. I stay at dormitory; I can listen to lesson from my bed.

3. Technology integration

Many of the students point out that the opportunity of technology integration in online classes is another advantage. Students state that in online classes not only instructors, but also students can reach technology and utilize it for teaching or learning aims in a much easier way than traditional classes.

S2: Its advantage is ... for example today our teacher opened a website and teach lesson by showing it. In traditional classes he cannot do this; he always uses the course book.

S1: When the teacher is lecturing, you can open google translate and translate it, (...) more tools are available, so it is convenient.

4. Participation

One of the students claims that participation can increase as the students will not worry about other students' negative reactions when they give wrong answer as there is no physical interaction. It is also stated that, participation can increase as students have technology access; they can find something easily and give the answer.

S8: In F2F classes, you are shy. For instance, our class consists of students from Vocational High School and Anatolian High School. There is a difference between these two schools' students' English level. For example I know English well; I only take this course to increase my GPA. However, some of my friends come to the lesson as they don't know English. When teacher asks something, I don't want to give answer not to offend my friends or seem like I show-off. But then, when the teacher gives them wait-time I feel bored. However, in online education, it is not like that. When I give the answer, other students do not feel offended because I have the possibility of finding it from the internet. Then they can also write the answer.

5. Distraction

It is referred by one of the students that online education eliminates distraction problems of students as there are no other students who may disturb the flow of the lesson.

S8: In a traditional class, the most disturbing thing is that when a student speaks, it ruins the flow of the lesson. In distance education, there is no one around who will

disturb you. It is okay if anyone doesn't want to listen to the lesson, but the one who really wants to listen will be able to without being distracted.

6. Classroom management

One of the students indicates that classroom management can be easier as there is no one around who can ruin the flow of the lesson:

S8: Whether it is distance or F2F, instructor needs to take control of the class. In distance education, it may be easier.

4.2.3. Challenges of Online Education

When the students are asked about the disadvantages of online education, most of them indicate that there are a lot of challenges in the current online education system. The challenges they express are displayed in Table 24 as follows:

Table 24. Within-Case for Students: Challenges of Online Language Education

No		f
1	Interaction	6
2	Attendance & participation	6
3	Student profile	5
4	Technical infrastructure	4
5	Feedback	3
6	Content (curriculum)	2
7	Practicality	2
8	Distraction	2
9	Readiness	1
Total		31

1. Interaction

As it can be seen from Table 24, most of the students enounce that online platform creates interaction problems. Students underline the importance of visual and oral interaction in education. Students indicate that their interaction is limited with chat. It is expressed that participants cannot see each other which create communication

problems. Besides, students assume that they cannot speak as they do not know there is such a tool indeed:

S3: I think there should be always eye-contact between the instructor and learner because eye-contact affects people. You can understand how people feel from their facial expressions. It is the same for the instructor. If the instructor is an effective speaker, online education is a disadvantage for him/her, because there is no one-to-one interaction. (...) Visual interaction is very important. There is a difference between listening to somebody one-to-one or from two-dimensional environment.

2. Attendance & participation

Most of the students state they do not attend or participate in the online classes. As the instructor does not see them, they only log into the system to seem to be attending; but later they leave.

S3: Students think that “teacher doesn’t see me, so I can do whatever I want”, and they log onto the system but they do not listen.

S7: What we do in distance education is log in to the system and leave. If we need to fill in something we do it and before exam, we memorize them a little bit.

3. Student profile

Student profile also creates challenges for online learning. Some of the students state that their English level is not good enough, so online courses are not effective for them.

S7: My English lessons so far have not been efficient for me. (...) My English level is low, maybe this inefficiency stems from me.

Another student put forward that students learn in different ways, so s/he prefers face to face learning:

S6: I think students should be asked if they want to take online education or not, because each student has a different learning type.

One of the problems stems not from online education but from the negative attitude of a student towards English course in general. The student states that s/he is not motivated in learning English as it does not comply with his/her learning needs:

S5: My department is Physical Education, what is the point for me to learn English? I have to take this course because it is compulsory.

4. Technical infrastructure

Students also address challenges which arise from technical infrastructure of the online platform, including connection problems:

S5: For instance our connection to online system could not be realized... we had audio system problems. They fix it later but we started the lesson one hour later.

S6: There were a lot of audio problems, audio delays. (...) Especially when I connect from home, there were always voice interruptions. I was always hearing later.

Also, one of the students complains about technical equipment in the UZEM labs:

S4: For example those headphones in UZEM are too old and need to be changed. Most of them are broken. All students suffer from it.

5. Feedback

It is also indicated that instructors cannot get enough feedback from students because of the online platform, so they do not know if students understand the topic or not.

S2: The teacher continues lecturing as s/he cannot know if we understand the topic or not because s/he cannot see our faces. As there is no eye contact, I think something is missing.

6. Content (curriculum)

A few students complain about the content of the Basic English course. They state that the content is too easy for them, so they do not want to listen to the course. They want to learn more complicated structures.

S3: There is such a drawback; it is not about the instructor actually, it is about the system. What is taught is from high school level and I already know them all. So I think, what is the benefit for me to listen?

7. Practicality

It is stated by two of the students that communicating with the instructor is not practical in online classes:

S2: You cannot ask your questions directly to the teacher.

S6: Communicating with the instructor is more difficult.

8. *Distraction*

It is also indicated by students that they get distracted easily in distance education as they find something to do at their homes or from the Internet.

S8: In traditional classes, you have to listen to the course as there is an authority. You cannot deal with your telephone, or your environment. However, in distance education, I turn on the computer but the things around me can affect me. Simply, I open another tab from the internet and look another websites.

9. *Readiness*

One of the students states that they are not used to learning in an online platform, so they have difficulties in learning the lesson.

S6: We try to do something online that we cannot do F2F. This is extra tiring, extra unaccustomed situation... We experience difficulties of this.

4.2.4. Roles & Competencies of Online Language Instructors

4.2.4.1 Roles of Online Language Instructors

Table 25: Within-Case for Students: Roles of Online Language Instructors

No		students
1	Facilitator	1
3	Leader	1
Total		2

When the students are asked about the roles of online language instructors, only 'leader' and 'facilitator' roles are submitted. For the leader role, it is addressed that instructors need to have leadership qualities, like impressing students and having rhetoric skills.

S5: S/he should have leader role because s/he should manage the classroom, so s/he needs to have leadership quality first of all and needs to leave an impression on students. Therefore s/he should have rhetoric skills.

For the facilitator role, it is stated that instructors need to guide students:

S4: His/her main role should be a facilitator.

4.2.4.2. Competencies of Online Language Instructors

Apart from roles, a great number of competencies are declared by the students in relation to online language instructors (see Table 26):

Table 26: Within-Case for Students: Competencies of Online Language Instructors

No		f
1	Fostering interaction	8
2	Ensuring participation	8
3	Delivering the content	8
4	Using varied teaching methods, strategies activities and materials	8
5	Integrating technology into teaching effectively	7
6	Offering & getting feedback	6
7	Attracting attention	6
8	Creating open and friendly environment	6
9	Adjusting tone of voice	6
10	Monitoring student progress or performance	5
11	Having basic ICT skills	5
12	Pre-class preparation	5
13	Being aware of student profile and teaching accordingly	5
14	Giving and checking assignments	5
15	Motivating	4
16	Being accessible	4
17	Classroom management	3
18	Time management	2
19	Evaluating effectiveness of the course	2
20	Seeking ways for professional development	2
21	Adopting a favorable attitude towards teaching online	1
Total		106

1. Fostering interaction

All of the students indicate that fostering interaction is a fundamental competency that online instructors should have. One of the mostly stated interaction problems is that they do not see one another during online classes. Students express that they want to see the instructor while listening to the lesson. However, it is remonstrated that most of the instructors do not open their cameras:

S8: I think sometimes the lesson needs to be conducted via opening the web-cam. In a traditional class, instructor walks around the class, and students don't only look at the whiteboard, but the environment too. Therefore, rather than only writing on the whiteboard, if the teacher delivers the lesson by looking at the web-cam, it think it would be more efficient.

One of the students indicates that opening web-cam while teaching is a sign of respect:

S3: Some of the lessons, do not have any visual elements, s/he even doesn't show himself/herself. I think an instructor's opening web-cam means that s/he respects his/her profession and students as well.

Students also complain that they cannot speak, which bothers them:

S2: I just got bored after a while ... only teacher speaks and we cannot ...

2. Ensuring participation

Another competency which is stated by all of the students as crucial is ability to ensure participation. All students affirm that their instructors should check attendance and participation and try to increase attendance and participation rate.

S8: Definitely attendance must be taken a few times during the lesson. In distance education, logging onto the platform means that you attend the class. (...) When a student opens a new tab and deals with other things, s/he will not be able to see attendance is taken again, so s/he will be counted as absent. To prevent this, s/he will have to follow the lesson.

S1: I think if the teacher controls who attends the lessons and makes the grading accordingly, it will be better.

Some of the students complain that their instructors do not facilitate their learning or promote participation:

S7: If the teacher demanded us to answer the questions, like fill in the blanks exercise, and if we wrote the answer via chat it would be better. However, our teacher tells that 'the answer is this for this exercise', reads the sentence one more time, and then passes to the next exercise. And of course it is not beneficial for us. We can find the answer key from the internet as well.

3. Delivering the content

All students confirm that online language instructors need to deliver the content effectively. Students state that instructors need to have sufficient content knowledge and have teaching skills:

S1: I think the most important role is the way of delivering the content. In online education, distraction is more (...) To attract student attention to the lesson, tone of voice, examples given, and being good-humoured are important features.

S3: If a teacher teaches well, it is enough. We don't expect more actually, our aim is to learn something in the end (...) What is important is how teacher behaves you, examples s/he give, and the way s/he teaches. These three things are most important for me.

However, some of the students claim that their teacher cannot deliver the content effectively. It is indicated that their instructors always read from the book and tell the answers of the exercises immediately, which discourages students from learning English:

S7: S/he shouldn't read directly from the book. It would be better if the teacher asked us questions and we wrote our answers there, and then s/he facilitated the answer making us try to find the answer. However, our teacher asks the question, and tells the answer immediately. In this situation, we are already sitting from the other side, so all of our enthusiasm goes away; we take our teas and coffees and just sit.

Apart from these, it is stated by some of the students that, EFL instructors need to speak English with an accent:

S8: I think s/he needs to speak English with an accent (...) Our teacher here doesn't have enough English speaking skills. It makes me unhappy to hear our teacher's speaking English with a Turkish accent.

4. Using varied teaching methods, strategies activities and materials

All of the students assert that their instructors should use varied teaching methods, strategies, materials and activities which would attract their attention and facilitate their learning. However, some students state that their instructors cannot achieve this, they only give instruction and use the coursebook:

S7: S/he shouldn't read directly from the book as I said before. S/he can utilize the materials of the online platform. The most problematic thing is this.

Some students state that their instructors use different activities and materials which takes their interests:

S2: In online classes s/he shows videos, pictures, animations... S/he uses a lot of visual materials. In this aspect, I think s/he is quite good.

5. Integrating technology into teaching effectively

Most of the students assert that online instructors need to integrate technology into teaching effectively. While most of the students state that their instructors do not integrate technology effectively in lessons, a few students state that their instructors use technology effectively in lessons which attract their attention:

S3: For instance one of our instructors was using online games; it attracted the attention of my friends and me. We all liked it and participated in the activities. Even if the students who just log onto the system and leave participated in the lesson.

6. Offering & getting feedback

Many students voice that online instructors need to offer and get feedback during online classes:

S2: After teaching the topic, s/he can often ask if there is something that we did not understand as it is a distance education.

S4: Students need to be given right to speak, when students do something wrong, it should be explained like 'you use this affix wrongly because of this'.

7. Attracting attention

It is stated by most of the students that instructors need to attract their attention during classes to create more effective online teaching environment. It is stated that, using different and enjoyable activities and materials can take their attention. Students also indicate that instructors need to use stimulants because they can get bored easily in online classes.

S6: Actually drawing attention is important. First of all, as I said before, music can draw attention or a suddenly emerging emblem can draw attention. Sitting in a place and doing something is very boring for people, and the situation is the same for each lesson. If you do something different, for example even the increase of the voice makes a difference. I think they should draw attention by this way.

S3: First of all, the roll call issue is meaningless. They should do something different and draw people's attention to increase the participation in the class. Once they achieve this, people start to participate. For example, I participate in a class and like it, and then I tell you to participate in the class because it is enjoyable and informative, and you participate, too. Then you recommend it to someone else. By this way participation increases.

8. Creating open and friendly environment

One of the most reported competencies that online instructors need to possess by students is creating open and friendly environment. Students indicate that when their instructors are friendly, sincere or humoristic, they feel more comfortable, more interested and more motivated.

S3: Rather than having a hierarchical relationship between a teacher and a student, it is better to have a friendly relationship with the instructor. In this way, the instructor can make students do anything; s/he gives homework and students respect this, thinking that the instructor values us, so we should also value him/her. (...) There are some shy students who cannot express themselves easily orally or written. More open environment needs to be created to involve all students in the lesson.

It is proposed by one of the students that, online instructors need to meet students outside of the class to establish rapport:

S5: Since we make our lessons online, the instructor can meet students in a café and have small conversation with them to establish intimacy.

Some of the students state that their instructors create friendly and open environment in online classes which attract their attention:

S2: If your instructor is sincere and smiling, you can ask anything easily. Our instructor has also a humoristic teaching style that attracts our attention more.

S6: For instance, my instructor was using drama. S/he is very cheerful and gathers attention very well. I am very happy about that.

9. Adjusting tone of voice

Another commonly stated competency by the students is adjusting tone of voice. Some of the students complain about their instructors' tone of voice in online classes stating that they get bored when the instructors speak with the same tone.

S1: Tone of voice is important. S/he needs to rehearse for this. If s/he talks with a low voice, I don't want to listen.

S5: S/he shouldn't speak with the same tone of voice. S/he always speaks with the same tone of voice, so we stop listening; we just sit and look at the screen.

10. Monitoring student progress or performance

Some students indicate that online instructors need to monitor student performance and progress during online courses:

S1: The students who listen to the lesson needs to be determined by asking questions.

Nevertheless, some students complain that their instructors do not monitor their learning in online classes:

S5: My English level is not good enough. I already cannot understand much, and when the teacher delivers the topic very fastly, I understand nothing.

11. Having basic ICT skills

Students emphasize that online instructors need to have basic ICT skills, including using computer and online platform effectively. Nevertheless it is stated by some of the students that their instructors do not have basic ICT skills which creates problems during the lessons:

S7: First of all, s/he should know how to use computer. Secondly s/he should know connecting to the online system from a distance, know using chat. Moreover when we want to show something from our computer screen, s/he should know how to accept it, display it on his/her computer screen and then make modifications on it. S/he should know such kind of things. (...) However, our current teacher doesn't know using computer.

S8: Definitely s/he should know how to use computer. Our first lesson was unsuccessful because when our teacher was writing on the board 2, we were seeing board 1. Therefore we had to do the lesson again.

S5: S/he writes something on the board -the board is already very small- s/he writes very big and covers the whole board with one word. S/he cannot use the board effectively.

12. Pre-class preparation

According to students, being prepared for the class is an important competency which online instructors need to have. Students assert that online instructors should revise the topic they would teach, control the online platform and check the activities and materials before coming to classroom:

S3: Before coming to class, teacher needs to revise the topic s/he would teach, prepare and check materials.

S4: S/he needs to revise the topic, and listen to the listening materials before us. Besides, s/he needs to control online platform if there is something wrong.

13. Being aware of student profile and teaching accordingly

Students also confirm that instructors need to be aware of the student profile and teach accordingly. Students declare that instructors need to teach according to their interests, needs and English levels.

S6: It would be better if they develop empathy for students. For instance, they need to know that students have different learning skills, each student is different.

14. Giving and checking assignments

Most of the students suggest that online instructors should give and check assignments. Students state that assignments can facilitate their comprehension:

S2: Homeworks can be given. When they are very compelling, we do not want to do but maybe we can be encouraged to do them. The more the lesson is enjoyable, the more we are eager to do the homework.

S7: Although we do not want to do homework, they should be given. (...) If I am given responsibility, I feel like I have to do it.

15. Motivating

Some students maintain that online language instructors need motivate them. To motivate, it is suggested that online instructors need to use interesting and different activities and materials. Apart from that, one of the students puts forward that, EFL instructors need to motivate students by stating the importance of learning English:

S3: Generally they need to be motivators. For instance intimidating students may be effective at first. However, in the long process, it doesn't work definitely; as students go to the class because it is compulsory, not for learning something. On the other hand, if the teacher says that 'this lesson is important for you because of these reasons', and something like that, it may seem to be ineffective at first but in the long term, some of the students may understand the importance of the lesson.

16. Being accessible

Some of the students underline the importance of being accessible for online instructors:

S7: When a student wants to ask something, it is enough to access the teacher.

S6: To tell the truth I have always received support from my instructors, it is very important. When I told them I am a newcomer and may be a little bit incompetent, they told me that 'you're always welcome if you need something'; so it was very nice of them.

17. Classroom management

Some students utter that online instructors should have classroom management skills:

S8: Whether it is distance or F2F, instructor needs to take control of the class.

18. Time management

Students also state the importance of time management for online instructors:

S1: S/he should regulate duration of the lesson having in mind when the students can get bored.

S8: Each second that teacher waits makes you get bored more. Our teachers do not keep us waiting much but it would be better if they were quicker I think.

19. Evaluating effectiveness of the course

It is stated by the students that online instructors need to evaluate effectiveness of the course and then act accordingly:

S3: As for everything, before starting something and after, evaluation must be done definitely and then acted accordingly.

S8: Feedback must be taken from students by asking the efficiency and then acted accordingly. For example what you do now is a good thing.

20. Seeking ways for professional development

Two of the students indicate that online language instructors need to improve their skills through getting training or receiving support from somebody:

S7: I think s/he should give importance to [professional development] training or consult somebody who know using computer.

21. Adopting a favorable attitude towards teaching online

It is also asserted by one student that, online instructors need to have positive attitude towards online teaching:

S6: I think first of all they should love. If s/he comes to class unwillingly, every student understands this in any case.

4.2.5. Faculty Support (Suggestions & Preferences)

Table 27. Within-Case for Students: Faculty Support

No		f
1	F2F	7
2	Technical infrastructure	3
3	Content infrastructure	2
4	Training	2
Total		14

1. F2F

As can be seen from Table 27, most of the students indicate that F2F education is more efficient than online education, so they prefer taking lessons in F2F classes. Some of the students assert that students should be asked if they want online course or not:

S7: I think it would be better if the lessons were conducted F2F. Because distance education occurs in a digital environment and most of our teachers don't know using computer at all; so there are lots of disconnections and we cannot understand anything.

S6: I think students should be asked if they really want to take distance education course.

2. Technical infrastructure

A few students maintain that technical infrastructure of the online system and internet infrastructure need to be developed. Also, it is suggested that technical appliances of the distance education centre must be renewed.

S4: I think wi-fi system of the university needs to be improved; it often freezes when we are online. I have been experience this problem for 1.5 years. (...) Those headphones in UZEM are too old and need to be changed. Most of them are broken. All students suffer from it.

S6: Internet connection can bettered.

3. Content infrastructure

Students also posit that content of the Basic English Course needs to be advanced. One of the students states that language courses need to be given on a voluntary basis and students need to be allowed to participate in other online courses on a voluntary basis which would promote individual development of students.

S8: I think the university should allow its students to reach all of the online classes for individual development. For instance, online German or French language courses can be provided for all students. It will not be a compulsory course, the ones who really want to learn something will attend it. I think it would be a good project. And by this way the difference between learning something because it is compulsory and learning something with intrinsic motivation can be understood. At that case, we would not talk about the importance of taking attendance or something like that.

4. Training

Lastly, a few students point out that online educators need to be trained for using technology effectively.

S7: I think computer training must be given for instructors who will teach online.

S8: I think it would be better if the instructors were given training before teaching online.

4.3. Cross-Case Analysis of Instructor and Student Interviews

The following part presents a comparison of two cases, within-case analyses depicted above, in view of the themes of “Attitudes towards online education, Affordances of online education, Challenges of online education, Roles and competencies of online instructors, and faculty support”.

4.3.1. Online Language Education

Table 28. Cross-Case: Online Language Education

No		instructors	students
1	positive attitude	3	3
2	negative attitude	5	5
	Total	8	8

As can be seen from Table 28, same number of instructors and students have positive and negative attitude towards online language education. The participants mostly have negative attitude towards online language learning.

The reason why instructors and students feel negative towards online language education mostly stems from interaction problems. They express the difficulty of communication and underline the importance of visual and oral interaction. It is articulated that instructors cannot hear or see students; and students can only hear the teacher. This complicates asking and answering questions, giving and getting instant feedback, monitor students and checking comprehension.

It is stated by both some of instructors and students that, because of the student profile, teaching language online is not efficient. It is expressed by the instructors that online language education can be effective for students who are motivated and have higher level of English. Likewise, it is also corroborated by some of the

students that they are not motivated enough and their English level is not sufficient enough for learning English online.

It is also put forward by one instructor and one student that, distance education is used for the courses which are regarded as “unimportant”. They assert that, like all common compulsory courses, Basic English course is also regarded as unnecessary by the university, so these courses are given from a distance. Some instructors also indicate that some students regard Basic English course as unnecessary, which obstructs motivating them and teaching them English. In parallel with this idea, some of the students accept that they do not believe in the importance of English course, so they are not motivated to learn English. It is expressed by both instructors and students that students already have difficulties in learning English F2F, and online education makes it harder.

Other reasons why instructors feel negative towards only education are lack of training, negligence of pedagogical aspect, low attendance and participation of students.

Few of the students and instructors feel positive towards online education. One of the most articulated upsides of online education by both instructors and students is its being more flexible and comfortable. They propose that the ability to watch the video-recorded courses again and again whenever wanted is a great opportunity of distance education. Secondly, online education offers time and place flexibility which is both time saving and comfortable for the participants.

Other reasons why instructors feel positive toward online education are professional development, different experience, accessibility for handicapped people and promoting autonomy of the students.

4.3.2. Affordances of Online Language Education

Table 29. Cross-Case: Affordances of Online Language Education

No		instructors	students
1	Flexibility	5	6
2	Technology integration	3	5
3	Professional development	3	-
4	Participation	2	1
5	Accessibility	2	-
6	Comfortable	2	6
7	Classroom management	1	1
8	Distraction	1	1
9	Economical	1	-
10	Authonomy	1	-
Total		21	20

As can be seen from Table 29, the most declared affordance of online education by both instructors and students are flexibility. It is stated that, online education offers time flexibility, place flexibility and flexibility of lesson repetition. Participants are contended that they can participate in lessons anywhere which saves time and creates them a comfortable environment. Also, it is submitted that students can watch asynchronous lessons anytime and more than once which promotes learning.

Secondly, the affordance of technology integration is also affirmed by both the instructors and students. It is expressed by participants that online education increases the opportunity of using internet sources in the lessons like videos, songs or websites. It is also pointed that students can use technology more easily for the aims of researching something during the lessons.

Nearly all of the students and two instructors affirm that online education is more comfortable. Students underline that they can listen to course by sitting or lying down, with headphones or loudspeakers, and with their casual clothes which make them feel comfortable. Instructors also confirm that they feel comfortable in their

homes; both instructors and students can eat or drink and wear comfortable clothes. Also, in traditional class, instructors generally stand or walk around while teaching which is tiring. However, in online classes, they can teach lesson by sitting.

Few of the instructors and students propose that in online education, students answer more because they feel less shy as there is no one around to be embarrassed in case of saying something wrong. One instructor and one student voice that students become less distracted in online education as there will not be other students who may speak and disturb the flow of the lesson.

It is also claimed that classroom management will be easier for instructors in online education. One student states that as students cannot make noise or say something which disturbs the teacher, management will be easier. Likewise, one instructor agrees that maintaining discipline is easier in online classes.

Apart from the affordances stated before, instructors also articulate that online education is beneficial for professional development, increases accessibility, more economical as it decreases classroom needs and eliminates travel expenses, and contributes to student autonomy.

4.3.3. Challenges of Online Language Education

Table 30: Cross-Case: Challenges of Online Language Education

No		instructors	students
1	ELT discipline	8	-
2	Interaction	7	6
3	Technical infrastructure	7	4
4	Readiness	6	1
5	Ethical issues	6	-
6	Attendance & participation	5	6
7	Feedback	5	3
8	Content	4	2
9	Class size	4	-
10	Faculty support	3	-
11	Student profile	3	5
12	Practicality	2	2
13	Workload	2	-
14	Distraction	-	2
Total		62	31

Both instructors and students complain about the interaction problems in distance education as mentioned before. Instructors put forward that interaction between instructor-learner and among learners is very important in language teaching, but it is very difficult and limited in online classes. It is stated by both instructors and students that interaction is limited with chat which causes understanding problems. Participants express that verbal and visual interaction is much more meaningful for them.

Instructors complain that most of the students do not attend to online classes, therefore participation is very low. Instructors also asset that they cannot control attendance or participation as there is no physical and visual interaction. Students

affirm this stating that they only log onto the online system and mostly do not follow the lesson as the instructor cannot see them. Another reason for not listening to online course is because students get distracted by their environment or Internet.

According to instructors, as there is no physical interaction, getting and giving instant feedback is seriously difficult. They state that getting feedback from students orally is much easier than through using chat. It is also easier to check comprehension from nonverbal clues like nodding head or looking skeptical. Instructors assert that online platform does not provide such facilities. Moreover, giving feedback is also stated as not practical in online education because of the mentioned problems. Likewise, students also verify that asking the questions by writing is much more difficult and not practical. They state that as there is no physical interaction, their instructors cannot understand if they understand the topic or not which obstructs giving feedback.

Both instructors and students declare that technical infrastructure creates challenges for online education. Instructors maintain that online platform does not support oral, visual or audiovisual interaction. Apart from this, it is indicated that internet infrastructure is not sufficient enough; internet problems occur commonly. Instructors also state that computers they have in their rooms are very old and do not work functionally. Moreover, it is indicated that LMS that the university use is not effective for monitoring student progress. Similarly, students emphasize internet connection problems. When internet connection is cut off, students cannot continue listening to the lesson which distracts their attention. One of the students expresses that the headphones in Distance Education Centre are very old and not working.

Instructors claim that student profile highly affects the success of online education. They state that their students are not autonomous learners, they do not believe in the importance of the course, their level is not good enough and they are not motivated enough. Most of the students also accept that they have difficulty in learning English already in face to face classes and online platform makes their learning much more

difficult, they do not believe the importance of English course, they are not autonomous and motivated enough for following the lesson online.

Instructors put forward that varied materials and activities need to be used for attracting the attention of students, motivating them and teaching effectively. Nevertheless, it is maintained that content development is not satisfying for teaching online. A few students also express content related problems but they are not related to online education but about the curriculum. Students refer that the curriculum of the Basic English course is too easy for them, so they do not want to listen and they do not learn anything new.

Most of the instructors point out that technical infrastructure and content infrastructure is not sufficient for teaching online effectively. Instructors also do not feel themselves feel competent enough for teaching online. Moreover instructors state that students as well are not ready for taking online courses; they do not have online education culture. Likewise, one student confirms that taking online course is unusual for them.

All of the instructors articulate the difficulty of teaching English online. They submit that English as a discipline requires oral and visual interaction, communication, pair and group work activities, teaching four skills, using authentic materials, and using varied teaching methods, strategies, materials and activities. However, it is referred that in online education, most of these needs are not satisfied. Students do not utter any challenge related to English learning as a discipline.

Apart from these, instructors sustain that because of the ethical issues, adapting and using online materials and activities is difficult. Besides, class size complicates teaching language, doing varied activities, checking assignments, learning about student profile and then teaching accordingly, attracting student attention and motivating them. A few of the instructors state that the training given by the faculty was not sufficient enough to make them competent for teaching online. Two of the

instructors express that online education increases their workload. These challenges are not stated by the students.

4.3.4. Roles & Competencies of Online Language Instructors

4.3.4.1. Roles of Online Language Instructors

Table 31. Cross-Case: Roles of Online Language Instructors

No		instructors	students
1	Facilitator	5	1
2	Instructor	1	-
3	Leader	1	1
4	Source of Information	1	-
5	Role model	1	-
Total		9	2

When the instructors are asked about their roles, most of them state that language instructors need to be facilitators. However, it is asserted that they can only act as an instructor because of the challenges stated before. Apart from facilitator and instructor roles, “leader, source of information and role model” are declared as their roles by few instructors. When the students are asked about instructor roles, only facilitator and leader roles are put forward. However, some of the students state that their instructors do not act as a facilitator.

4.3.4.2. Competencies of Online Language Instructors

Table 32. Cross-Case: Competencies of Online Language Instructors

No		instructors	students
1	Delivering the content	8	8
2	Using varied teaching methods, strategies activities and materials	8	8
3	Fostering interaction	7	8
4	Attracting attention	7	6
5	Pre-class preparation	7	5
6	Designing activities, materials, tasks	7	-
7	Having basic ICT skills	6	5
8	Integrating technology into teaching effectively	6	7
9	Ensuring participation	5	8
10	Offering & getting feedback	5	6
11	Promoting peer learning	5	-
12	Complying with copyright issues	5	-
13	Reflecting on online teaching performance	5	-
14	Monitoring student progress or performance	4	5
15	Awareness of student profile and teaching accordingly	4	5
16	Being accessible	4	4
17	Motivating	4	4
18	Evaluating effectiveness of the course	4	2
19	Seeking ways for professional development	4	2
20	Classroom management	3	3
21	Time management	3	2
22	Collaborative	3	-
23	Giving and checking assignments	2	5
24	Creating open and friendly environment	2	6
25	Managing question-answer process	2	-
26	Involving students in planning and implementation process	1	-
27	Adopting a favorable attitude towards teaching online	1	1
28	Adjusting tone of voice	1	6
Total		123	106

All of the instructors and students express that online instructors are responsible for teaching the content by meeting the lesson objectives specified before. It is also maintained that instructors need to have sufficient content knowledge for accomplishing this competency. However, a few of the students point out that their online instructors do not have enough teaching skills and English pronunciation skills.

Second competency which is proposed by all instructors and students is using varied teaching methods, strategies, activities and materials. Instructors state that although teaching language necessitates utilizing different methods, activities and materials, in online platform it is not possible. They indicate that they mostly use Grammar Translation method, lecturing, and demonstration. They cannot use interactive and collaborative activities. Moreover they have difficulty using authentic materials and adapting materials from the Internet. Therefore they can only use ppts, pdf and some videos. Furthermore, they have difficulty to make listening, speaking, reading and writing activities in online classes. Students also state that their instructors should use different teaching strategies, materials and activities like facilitating their learning, using visual materials and online games which would attract their interest and increase participation.

The competencies of fostering interaction, attracting attention, ensuring participation, offering and getting feedback, monitoring students' performance and progress are articulated as important by most of the instructors and students. Instructors maintain that they need to foster interaction, ensure attendance and participation, attract attention, monitor student performance along with offering and obtaining feedback from the students. However, most of the instructors accept that accomplishing them are very difficult in online education because of the technical infrastructure, content development, class size and profile of the students. Students also affirm that most of their instructors cannot foster interaction, attendance, participation; it is stated that their instructors do not open their webcams and they cannot speak, which obstructs their learning and asking questions. Students also assert that their instructors need to

take attendance a few times in a lesson to ensure attendance. Moreover, it is articulated that their instructors should teach the lesson by asking them questions and get feedback if they understand the topic or not.

A large number of instructors and students put forward that having basic ICT skills and integrating technology into teaching effectively are two of the most important competencies that online instructors need to possess. According to participants, instructors need to have computer knowledge, know how to use online platform effectively and use instructional technology in accordance with teaching aims. Nevertheless, some of the instructors state that they do not have enough ICT skills and cannot integrate technological sources into their teaching efficaciously. Likewise, some of the students confirm that their instructors do not have basic ICT skills, cannot use the online platform effectively and do not integrate technology into their teaching effectively.

Most of the instructors and students also argue that instructors need to get prepared before the course. Not only instructors, but also students indicate that online instructors should plan the lesson, revise the subject and materials to be used, check the online platform if there is any technological problem and check if the materials are uploaded to the online system before coming to the class.

It is declared by half the instructors and students that online instructors need to know about student profile; their needs, interests, characteristics, level and then teach accordingly. Also it is indicated that they need to motivate students. However, instructors state that because of the large number of students, knowing about students and motivating them impossible. Some students also state that their instructors do not teach lessons according to their interests or level.

Half of the instructors and students state that online instructors need to be accessible for the students outside of the classroom. Apart from that, most of the students maintain that online instructors should create open and friendly environment to make

students feel more relaxed, increase participation and establish rapport. Only two of the instructors state that creating such an environment is important.

Half of the instructors and two of the students state that online instructors need to evaluate the effectiveness of the course and seek ways for professional development. According to instructors, online courses are not effective enough. They also state that they are not competent enough for teaching online, so they need to improve their skills by taking training and following the developments. Students also state that their teachers need to evaluate the effectiveness of the course and try to improve it.

A few of the instructors and students mention that online instructors should have classroom management and time management skills. Some instructors state that in online platform, they have some classroom management problems.

Most of the students maintain that adjusting voice tone is an important competency that online instructors need to have. Students state that instructors should not speak with the same voice tone, as they get bored. Nonetheless, some of the students state their instructors are speaking with the same voice tone. Only one instructor affirms that voice tone is very important in online education as students cannot see the instructor, so instructors need to use different intonations and speak with an energetic voice tone.

Some of the students and few of the instructors state that online assignments can be given. Students refer that assignments may increase their understanding of the topic while some of the students say that they would not do the assignments even if instructors gave. On the other hand, all instructors state that they do not give assignments to students as checking them is difficult and students are not responsible enough for doing the assignments.

It is also articulated by one instructor and one student that online instructors need to adopt a positive attitude towards teaching online. It is stated that, if the instructors do not have a favorable feeling towards teaching online, their motivation decreases.

In addition to the competencies mentioned above, most of the instructors express that they need to be competent in designing materials, activities, and tasks. However, most of them accept that they are not qualified enough for this responsibility. This competency area is not addressed by the students.

More than half of the instructors put forward the importance of promoting peer learning, reflecting on online teaching performance and complying with copyright issues. Apart from these competencies, three instructors state that online instructors need to work collaboratively. Two of the instructors affirm that managing question-answer process is quite important in online education. Also, only one instructor underlines the importance of involving students in planning and implementation of online teaching process. On the other hand, these competencies are not articulated by the students.

4.3.5. Faculty Support (Suggestions& Preferences)

Table 33: Cross-Case: Faculty Support

No		instructors	students
1	Blended- F2F	7	7
2	Training	6	2
3	Technical infrastructure	4	3
4	Content infrastructure	4	2
Total		21	14

Nearly all of the instructors state that they would prefer F2F education. Some of them state that if online education is going to be compulsory, at least it should be blended with F2F courses. Likewise, nearly all of the students put forward that they would prefer F2F classes. Some of the students state that students should be asked if they want online education or not rather than making it compulsory.

Most of the instructors complain about the inadequacy of the training given by the Distance Education Centre. They articulate continuous and hands-on trainings need to be given to them. Some of the instructors state that students are also not used to online education, therefore they need to be trained as well. Likewise, two of the students complain that some of their instructors do not have basic ICT skills and cannot use technology effectively; so they suggest that training must be given to the instructors.

Half of the instructors demand that technical infrastructure of the university and online platform need to be improved. It is stated that internet connection needs to be improved, LMSs need to be advanced which would support audioconferencing, and instructors need to be provided with new computers. A few students also demand internet connection to be improved and the computer equipment in Distance Education Centre labs to be renewed.

Lastly, half of the instructors declare that content infrastructure should be enhanced. It is stated that materials need to be developed by professional experts. Two of the students state that English language curriculum needs to be developed.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents a discussion of findings in relation to relevant research along with a conclusion and implications for practice and suggestions for further research.

5.1. Discussion of the Findings

5.1.1. Affordances of Online Language Education

Findings of the study indicate that the participants accept some of the advantages provided by online education, yet most of them think that there are further disadvantages, which makes them feel negative about online teaching or learning. The most indicated advantages are that online education provides a flexibility of time and space, and both students and instructors may choose to participate in virtual classes from anywhere while they can access video recordings and course materials anywhere and anytime. Parallel to this finding, several researchers (e.g., Anderson, 2008; Garrison et al., 2003; Simonson et al., 2008; Turoff et al., 2004) also confirm that online education supports interaction allowing reaching lectures and lecture materials regardless of time and place.

A few instructors state that online education increases accessibility especially for people with physical disabilities, that it is economical by dint of decreasing costs, and that it offers a comfortable environment for participants. By the same token, Abrami et al. (2012) also emphasize that online education is beneficial for reducing

costs and increasing accessibility to education. Ghirardini (2011) affirms that online education is a good option when students have 'limited mobility' (p. 10). Furthermore, Dodds et al. (1972) also report that online education is employed for eliminating resource difficulties, decreasing costs and accessing larger numbers of learners. In accordance with the submitted advantages, Lehman and Conceição (2010) propound that online education promotes reaching information from anywhere, saves time and money along with eliminating boundaries through enabling interaction from different locations. In addition, it is reported by Illinois University (ION) that online education is worthwhile as disability does not pose a challenge, it gives learners their freedom to study when they want and with their own paces, and it allows reaching vast amount of information.

Another affordance put forward by one instructor is that online education serves the need for creating autonomous, responsible learners. It is claimed that in online education, instructors do not have to force students to participate in the lessons and students have to take responsibility for their own learning. This conception is substantiated by Richards et al. (2004), who maintain that online classes need to encourage student autonomy. Simonson et al. (2008) also verify that online education promotes student autonomy as students can study according to their own paces.

It is also expressed that online education increases integration of technology into teaching. Additionally, students can use online sources for accessing more information. Related to this issue, Simonson et al. (2008) pinpoint that internet facilitates active learning and intellectual engagement with the course.

5.1.2. Challenges of Online Language Education

Apart from its affordances, findings indicate that there are some challenges negatively affecting the success of online education. The findings indicate that mainly four factors impinge on the success of online teaching: lack of technical infrastructure, lack of faculty support, student profile and institutional policies.

Participants of this study have complained about the technical infrastructure of the current system for not allowing visual and spoken interaction; although the video-conferencing platform already allows for such interaction, which may indicate a need for further training of the instructors on the use of certain tools. Unaware of capabilities of the existing technical infrastructure, the instructors emphasized negative impact of limited technical infrastructure on promoting interaction, communication, student engagement, student motivation, getting and giving feedback, utilizing different teaching methods, strategies, activities and materials, and teaching four basic skills (speaking, writing, reading and listening) negatively. Instructors and students argue that only instructors are allowed to speak in online classes, and students merely use chat for communication, which hinders giving and receiving instant feedback. Besides, students complain that they cannot speak in online education which obstructs their involvement in the lesson. Both students and instructors consider communication via texting or writing in chat boxes as impractical. These findings are substantiated by a large number of researchers. For instance, Aragon (2003) points out that physical remoteness can create interpersonal communication difficulties in online environments. Simonson et al. (2008) affirm that getting and giving feedback can take longer time in online classrooms compared to traditional classrooms. In a similar vein, Hampel and Stickler (2005) reaffirm that written CMC can create interaction problems because

... communication is limited to one single mode and happens in a delayed fashion, and the skills that are required of a tutor to engage learners and motivate them to interact with one another in such an environment are very different compared to a face-to-face setting (p. 313).

Furthermore, both instructors and students complain about the lack of paralinguistic cues in online education. Instructors state that lack of nonverbal cues aggravates communicative activities, monitoring students, checking comprehension and student engagement. Similarly, Wang (2004a) emphasizes the importance of nonverbal clues in language learning environment stating that they are useful for creating 'real-life situations', 'authentic environment', reducing 'isolation and anxiety' along with building 'confidence'. Moreover since the instructors cannot see their students, they cannot understand if the students are really attending or they have left the class. Confirming this view, students reveal that they sometimes do leave the class keeping themselves logged on as the instructor cannot verify their presence. Students consider this as an engagement issue, and complain that their instructors do not turn their web cameras on when teaching, which has an adverse effect on their engagement in the class.

Another substantial finding of the study is perceived difficulty of teaching languages online. The instructors state that teaching English requires a strong instructor-learner and learner-learner interaction. Secondly, teaching English requires teaching four skills: speaking, writing, reading and listening. In virtual classes, speaking and pronunciation activities are considered to be impossible as students cannot speak. Hampel and Stickler (2005) and Wang (2004a) indicate that oral interaction is necessary for development of speaking and pronunciation skills in language learning. Yet again, although Hampel and Stickler (2005) also emphasize the benefits of written CMC for developing students' writing skills, instructors state that doing writing activities is not practical in online classes because giving feedback is very difficult. Similarly, several researchers (e.g., Goodfellow et al., 1999; Wang, 2004b; Wang & Sun, 2001) emphasize that promoting language students' interactional skills may be problematic in distance education, particularly when the communication is ensured by writing. Hence, participants request an improved online platform with advanced verbal-visual interaction tools. Wang (2004a) notes that audiovisual interaction is the uppermost level of interaction that distance language teaching can offer with today's technology, and it resembles F2F interaction the most as it lets participants communicate orally, and see visual and contextual elements. Wang

(2004a) elaborates that, without contextual elements, “important sources by which meaning is constructed are denied” (p. 378). McGreal and Elliot (2008) also stress the significance of web conferencing as it enables participants to work collaboratively and do brainstorming activities.

Using different teaching methods, strategies, activities and materials is also crucial in language teaching. Yet, the lack of interaction forces the instructors to use mostly lecturing method in online classes. Instructors state that creating a student-centered environment is very difficult due to the one-way instruction. This reminds Simonson et al.’s (2008) statement: “some instructors have difficulty adjusting to the learner-centered model of instruction and do little more than ‘shovel’ their teacher-centered, lecture-based courses into an online format” (p. 235).

Findings from this study are mostly in parallel with Rosell-Aguilar’s (2007) study that examines language tutors’ perceptions towards the differences between teaching online and F2F. Rosell-Aguilar determines five main areas different from traditional learning environment: lack of visual clues, communication difficulties, teacher-based instruction, difficulty of creating a cozy environment, and using e-mails.

Another major source for instructors to feel negative towards teaching online is the lack of faculty support. Instructors do not think that their training has been sufficient to equip them with competencies they would need in online teaching. Instructors mainly complain about temporal issues of the training since they are asked to participate during the semester when they have their teaching responsibility, and the duration of the training is not long enough. Another emphasized point is that the training is delivered online, yet the instructors prefer hands-on and continuous training. Hence, they feel that they are not ready for teaching online both mentally and pedagogically. Verifying the findings, Baran (2011) indicates that when universities adopt online education, instructors find it onerous to get used to new educational environment as they do not feel prepared and ready both from pedagogical and psychological aspects. Therefore, they are inclined to transfer teaching methods they use in traditional classes into online classes. For this reason,

Baran (2011) lays emphasis on the ongoing training of instructors for catering their needs, individual preparedness, extrinsic social requirements and abilities/restraints in their unique teaching environments.

A major concern for instructors has been the lack of content required for conducting lessons effectively. Since the School of Foreign Languages does not have a professional material design team or off-the-shelf online content, online materials are designed by a group of instructors assigned by the school management. Nevertheless, the materials are not very effective because instructors are not competent enough for designing online materials. Instructors state that they do not know how to select, adapt or create online materials, activities and tasks. They are also not aware of the facilitations of the online platform they use. Because of these reasons, instructors state that their workload has increased and they feel more stressed. In line with the findings, Simonson et al. (2008) affirm that well-designed online courses necessitate a 'support infrastructure' which assists both instructor and students related to training and technical issues along with 'instructional design support' during the development of online courses. Yet, it is stated that these supports are limited or not available for most of the online instructors, which makes them feel discouraged for teaching online.

Another issue stated by the instructors is the copyright problems preventing them to use online materials and activities effectively. However, most of the instructors have misinformation about the copyright issues since they suppose that they cannot use any of the web sources while teaching online, including providing links of websites or Youtube videos. This misconception impedes them from using a variety of web sources for instructional purposes. As Simonson et al. (2008) put forward, copyright does not restrict using web-sources; what really matters is to give "appropriate credit in recognition of the authorship of the materials" (p. 201). As mentioned above regarding using certain tools of online platforms, this also indicates a need for further training or awareness raising on the design, development and use of teaching materials in compliance with copyright laws for online delivery.

These findings are in accordance with Briggs' study (2005), which explores the perceptions of academicians towards online teaching. According to Briggs (2005), most of the participants also state that online instructor development trainings were not efficient enough. Also, some indicate that online teaching has added "more stress" to their already stressful teaching. Likewise, the study of Muñoz-Carril et al. (2013) also results in training needs of online instructors, who have started teaching online recently, and 'facilitating student involvement' is referred as the most immediate need. These results show similarities with Comas-Quinn's (2011) study as well, which investigates language instructors' attitudes towards blended teaching. Instructors state that the compulsory training they participated was not effective enough for them to deepen their understanding of the pedagogical value of online teaching and online teaching tools.

Other challenges are related to student profile and institutional policies of the university. First of all, it is stated that students have different English levels and have different motivations towards learning English. Some students say that they do not regard English as significant for their career; therefore they are not motivated to learn English already in F2F classes, and they do not attend or participate in online classes at all. Besides, these students do not want to take responsibility for their own learning in online classes, and they want a stricter teacher presence. Simonson et al. (2008) state that "online courses require students to take more responsibility for their own learning, a task that some find challenging" (p.235). This challenge keeps them away from online classes. On the other hand, some other students consider English as an important subject, and they are motivated to learn it. Yet, they complain that the content of the English course is too easy for them, and they do not learn anything new, which in turn results in not participating in online classes. This has a profound impact on instructors' motivation in online classes, since they have difficulty in motivating and engaging students online. Instructors state that they can push students to listen or participate in the lessons somehow in traditional classes, but in online classes it is very hard to guide them. Online instructors also emphasize that online education is useful for autonomous students who can take their own learning responsibility, but most of the students do not have such trait. Some instructors argue

that students are not ready for online education, they do not have an online education culture, and they also need orientation for online education. Related to this, Richards, Dooley and Lindner (2004) point out that both instructors and students need to be comfortable with using technology to make technology transparent in teaching and learning process. Therefore, technology orientation needs to be done for students. Students need to be made aware of teaching support resources like admission and registration materials, laboratories and libraries.

Some of the challenges stem from institutional policies of the university for online education. Both students and instructors, by some means, think that university' policy for online delivery of courses only covers courses regarded as 'less important'. Moreover, class size is very high for language education, and it is very hard to learn about and respond to such a large number of students' needs, motivate them or teach them English. Due to the perceived problems discussed above, most of the instructors believe that what they do in online classes is not teaching. They think that instructional aspect is totally disregarded in online classes. Many researchers (e.g., Ally, 2008; Bates, 2016; Salmon, 2004; Simonson et al., 2008) highlight that online education does not mean only uploading information on the internet or doing activities on the computer. Instead, online education should promote content and learning facilities, cognitive and social interaction, efficient internet usage of learners, and meeting the changing needs. Bates (2016) explains it further as follows:

It is important then to look at the design that makes the most of the educational affordances of new technologies, because unless the design changes significantly to take full advantage of the potential of the technology, the outcome is likely to be inferior to that of the physical classroom model which it is attempting to imitate (p. 114).

5.1.3. Roles and Competencies of Online Language Instructors

Findings show that online language instructors need to be 'facilitators'. As facilitators, instructors need to create a student-centered environment, and facilitate student learning. This finding is substantiated by a vast number of national and international studies (e.g., Abdulla, 2004; Aydın, 2005; Baran et al., 2011; Berge,

1995; Chang et al., 2014; Denis et al., 2004; Egan & Akdere, 2005; Goodyear et al., 2001; Muñoz Carril et al., 2013). According to Goodyear et al. (2001), as content facilitators, online instructors should use relevant learning sources, create suitable tasks, monitor student progress, provide feedback and orient students about pedagogical and technical issues. Abdulla (2004) states that online facilitators need to provide open-ended expressions and examples, promote participation by employing a variety of learning options like discussions, debates, exchanging one-on-one messages, and pay attention to his or her proportion of contribution to discussions.

Even though facilitator role has been attributed as a major role of online language instructors, majority of the instructors agreed on acting as ‘instructors’ most of the time because of the mentioned challenges discussed before. In the literature, instructor role has also been identified by some of researchers (e.g., Aydın, 2005; Bawane & Spector, 2009; Thach, 1994; Williams, 2003). According to Thach (1994), instructor role involves planning and instructional design skills. For Williams (2003), it includes content knowledge and teaching strategies.

One instructor has stated that online instructors have a role of ‘source of information’ and being a ‘role model’. Many researchers (e.g. Aydın, 2005; Chang et al., 2014; Salmon, 2004) indicate that online instructors need to be ‘content experts’. Salmon (2004) asserts that content expert role includes “knowledge and experience to share, willingness to add own contributions” (p. 55). Besides, Williams (2003) and Berge (1995) declare that online instructors need to model behavior/skills. ‘Leader’ role has been identified by few participants, as also revealed by several researchers (e.g., Anderson et al., 2001; Bawane & Spector, 2009; Berge, 1995; Egan & Akdere, 2005; Muñoz-Carril et al., 2013; Williams, 2003).

Apart from roles, numerous competencies that online instructors need to possess are mentioned by the participants. All of the participants agree that online instructors need to deliver the content, so they need to have sufficient content knowledge and teaching skills. Confirming this finding, Salmon (2004), Denis et al. (2004), and

Abdulla (2004) also put forward that online instructors need to have content knowledge. Besides, Williams (2003), Abdulla (2004), Darabi et al. (2006), Baumann et al. (2008), and Bawane and Spector (2009) also indicate that online instructors need to have presentation skills. According to Baumann et al. (2008), subject matter experts, online language instructors need to

Understand how learners learn grammar, provide appropriate help with grammar, be up-to-date with cultural developments in target language countries, have native or near native competency, be up-to-date with current linguistic developments in target language countries, be aware of linguistic diversity in target language, have knowledge of the countries and cultures where language is spoken and be aware of cultural differences (p. 391)

It is also stated by all participants that online instructors need to use a variety of teaching methods, strategies, activities, and materials to promote learning. This finding is reaffirmed by several researchers (e.g., Berge, 1995; Hampel & Stickler, 2005; Rosell-Aguilar, 2007) that different teaching methods, activities, and materials need to be utilized to support students' comprehension. According to Bates (2015), when switching from F2F education to online, as the content is already defined, the main responsibility is to provide learners with adequate online activities. However, it is stated by the participants that instructors use limited teaching methods, strategies, materials and activities because of the aforementioned challenges. In this regard, Simonson et al. (2008) also argue that some instructors continue lecture-based instruction in online education instead of embracing a learner-based instruction. Ally (2008), as well, believes that online teaching does not mean only placing content or links of web tools to the internet; yet, different learning activities should be used for addressing different learning styles.

One of the prime competencies articulated by participants is fostering interaction and communication. A large number of researchers (e.g., Bawane & Spector, 2009; Darabi et al., 2006; Muñoz Carril et al., 2013; Thach, 1994; Williams, 2003) also indicate that promoting interaction and communication are important competencies for online instructors. Murphy and Cifuentes (2001) argue that learners need to build their own knowledge instead of accepting the one given by the instructor, and

building knowledge occurs when ‘interactive online instruction’ is promoted where learner have to undertake an enterprise to interact with their friends and the instructor (as cited in Anderson, 2008, p.31). In this regard, White (2003) proposes that two-way technologies stimulate interaction and communication between online participants. White (2003) lists two-way technologies as “correspondence tutoring, telephone tutoring, audio conferencing, interactive television, video conferencing, e-mail, interactive databases and computer conferencing” (p. 201). Nonetheless, it is revealed that online language instructors do not use any of these technologies. Moreover, Richards et al. (2004) assert that when designed in a way to facilitate interaction with the instructor, other learners, content along with online media tools, online education environments can be more interactive than F2F counterparts. However, online instructors complain that they cannot ensure interaction and communication because online platform does not allow, although the existing online platform they use, in fact, supports both oral and visual interaction. Anderson et al. (2001), put forward that for instructors who teach in a text-based computer conferencing environment, sustaining communication it is not an easy job. Therefore, sense of presence needs to be created in online learning environments which involve social, cognitive and teaching presence. Likewise, White (2003) proposes that in the absence of visual clues, language instructors have to “stimulate and sustain discussion and to help the group develop a sense of community” (p. 53).

Most of the participants emphasize that online language instructors need to attract the attention of the students. For ensuring this, they stress the use of a variety of attractive activities and materials in accordance with students’ ages and interests. It is also propounded that ice-breaking activities and audio-visual materials need to be used to achieve this aim. Goodyear et al. (2001) also emphasizes the importance of doing ice-breaking activities in online learning environments.

Another important competency that findings show is that online instructors need to be motivators. Many researchers (e.g., Bawane & Spector, 2009; Muñoz Carril et al., 2013; White, 2003) also manifest that online instructors need to be able to motivate students from a distance. White (2003) argues that language instructors need to

encourage students to be autonomous, motivated and creative during online courses. Likewise, Bennet and Lockyer (2004) suggest that online instructors need to formulate new strategies to sustain motivation and ensure interaction for students with whom they come together only in online platforms. Neidorf (2006) also indicates that, in addition to content knowledge, effective online teaching involves promoting connection, communication, motivation and feedback.

A large number of participants state that online language instructors need to be prepared for the online lesson. This preparation involves planning the lesson, revising the topic, deciding on which materials and activities to use and how much time to be allocated for each, controlling the online platform if everything is all right, preparing and uploading the online materials to the system or checking if materials are uploaded to the online system. Having planning skills is also emphasized by Thach (1994) and Abdulla (2004). Parallel with this finding, Alvarez et al. (2009) also reveal planning role for online instructors, which involve planning of the course, organizing teaching-learning process, creating online interactive content, establishing time parameters.

Nearly all of the instructors state that online language instructors need to have competency for designing effective online activities, materials, or tasks. A considerable body of research (e.g., Alvarez et al., 2009; Bawane & Spector, 2009; Chang et al., 2014; Denis et al., 2004; Goodyear et al., 2001; Muñoz Carril et al., 2013; Thach, 1994) reveal that online instructors need to be instructional designers, and draft or develop digital learning materials, activities, tasks. Nonetheless, most of the instructors in this study state that neither themselves nor material design team have this competency. While designing or adapting online activities or materials, it is also maintained that copyright issues need to be taken into consideration. Many researchers (e.g., Alvarez et al., 2009; Bawane & Spector, 2009; Goodyear et al., 2001; Williams, 2003; Yuksel, 2009) also designate that online instructors need to keep in mind ethical issues while using web sources.

A great number of participants emphasize the importance of having basic ICT skills and integrating technology into teaching effectively. A large body of research (e.g., Alvarez et al. 2009; Anderson, 2008; Baumann et al., 2008; Bawane & Spector, 2009; Chang et al., 2014; Compton, 2009; Darabi et al., 2006; Salmon, 2004; Thach, 1994; Williams, 2003; Yuksel, 2009) also attest to the role of technology expert/technician/technologist in possessing basic ICT skills, technical skills, knowledge of instructional technology along with utilizing digital materials and activities appropriately. Nevertheless, findings show that some of the instructors do not have basic ICT skills, and most are not literate about using technology in online classes as required. Lack of training has been shown as a justification for this incompetency.

Findings indicate that online instructors need to monitor student progress or performance during online classes, and ensure participation by giving and receiving feedback. Monitoring progress and providing feedback in online classes have been identified by several studies (Alvarez et al., 2009; Goodyear et al., 2001; Darabi et al., 2006; Muñoz Carril et al., 2013; Thach, 1994; Yuksel, 2009). Besides, many researchers (Abdulla, 2004; Bawane & Spector, 2009; Berge, 1995; Goodyear et al., 2001; Yuksel, 2009) cite the importance of encouraging active participation of online learners. Instructors also indicate the importance of promoting peer learning in online language learning environments; although under no circumstance can they achieve this. According to Simonson et al. (2008), instructors should decide upon proper instructional methods in order to engage all students, promote interaction and active participation. Tuzun (2004) also state that active learning strategies (e.g., online discussions, real-world projects, and collaborative learning activities) need to be employed in online learning environments, where students are active learners. Moreover Anderson et al. (2001) state that instructors should facilitate discourse by promoting participation, retaining interest and motivation, encouraging engagement in active learning and evaluating the efficiency of the process.

Findings attach importance to learn about student characteristics, needs and interests, and then teach accordingly. A large number of researchers (Abdulla, 2004; Baumann et al., 2008; Goodyear et al., 2001; Warschauer & Healey, 1998; White, 2003; Williams, 2003; Yuksel, 2009) also emphasize the importance of this competency in online learning environments. Simonson et al. (2008) state that the process of designing online courses needs to start with assessing learner needs to determine goals. ADDIE model, as stated by Bates (2015) also includes an analysis step, which involves evaluating students' characteristics and knowledge backgrounds. According to Anderson (2008), learning must be meaningful, and learning materials need to be appertaining to learner profile to let learners 'personalize the information' to achieve this. Findings show that duration of demonstration and activity should not be more than 10 minutes so as not to make students overwhelmed. Likewise, it is also stated by Richards et al. (2004) that content and variety of activities needs to be delivered in small chunks (about 10-15 minutes) in online education.

According to the findings, particularly the participant students lay emphasis on the significance of creating an open and friendly atmosphere in online learning environments. Likewise, several researchers (Abdulla, 2004; Aragon, 2003; Baumann et al., 2008; Bawane & Spector, 2009; Berge, 1995.; Darabi et al., 2006; Muñoz Carril et al., 2013) also underline that a friendly, relaxing and open atmosphere is needed to be established in online classes. In relation to this, Rosell-Aguilar (2007) asserts that, apart from communication, teaching and technical and management skills, online instructors' personality and sincerity is very important for the prosperity of online classes. According to Baumann et al. (2008), online instructors need to be "flexible, open-minded, enthusiastic, committed, patient, respecting individuals, positive, attentive, approachable, encouraging and supportive" (p. 391) for establishing a positive atmosphere in online environments. Some researchers (Baumann et al., 2008; Gülbahar & Kalelioğlu, 2015) state that online instructors should keep in contact with students after online courses. The participants of this study have also emphasized that the instructors need to be accessible outside of the online class.

Findings of this study indicate that online instructors need to evaluate effectiveness of the online course, reflect on online teaching performance and seek ways for professional development. According to Simonson et al. (2008) evaluation is a vital part of an instructional design to assess what is working and what needs improving. A large number of studies (e.g., Alvarez et al., 2009; Anderson et al., 2001; Bawane & Spector, 2009; Darabi et al., 2006; Goodyear et al., 2001; Muñoz Carril et al., 2013; Yuksel, 2009) also stress the significance of evaluating the efficiency of online teaching process. In addition, many educators (e.g., Bawane & Spector, 2009; Darabi et al., 2006; Denis et al., 2004; Goodyear et al., 2001; Muñoz Carril et al., 2013; Weller, 2005) argue that online instructors need to reflect on their online teaching and try to update their knowledge and improve their performance.

Findings also reveal the importance of managerial roles of online instructors. Accordingly, online instructors need to have competencies for classroom management, time management and management of question-answer processes. Many studies also emphasize the importance of managing classroom, time and student interactions (e.g., Alvarez et al., 2009; Bawane & Spector, 2009; Baumann et al., 2008; Berge, 1995; Denis et al., 2004; Goodyear et al., 2001; Muñoz Carril et al., 2013; Yuksel, 2009). Instructors indicate that achieving these competencies is more difficult in online classes. Hampel and Stickler (2005) also argue that instructors may experience classroom management difficulties like organizing turn-taking and dealing with 'parallel conversational threads' during synchronous online classes which utilize chat for interaction (p.314).

It is also mentioned that online instructors need to be collaborative, and work as a team with instructional, technical and administrative units which is also reaffirmed by many researchers (e.g., Muñoz Carril et al., 2013; Thach, 1994; White, 2003; Williams, 2003).

It is argued by one instructor that online education necessitates involving students in planning and implementation of teaching process. In this regard, lesson plan needs to be discussed with students, so students know what they are going to do before online

classes and take their own learning responsibilities. In relation to this, educationalists like Goodyear et al., (2001) and Yuksel (2009) propose that learners need to be encouraged to express their learning needs and concerns and take responsibility of their own learning. William (2003) also states that a collaborative and student-focused online environment needs to be established. In a similar vein, Illinois University (ION) proposes using learning contracts when there is a variety of learner needs and interests. Learning contract is an agreement between learners and instructor which include what is to be learned, how is to be learned, time period and assessment criteria. Learning contracts are useful for sharing the responsibility of learning and deeper engagement of learners in online classes.

Another competency articulated mostly by students is that online language instructors need to give and check assignments. Although students say that assignments will help to make them feel responsible for learning, instructors state that students are not responsible enough to do given assignments. Also it is stated that checking such a large number of students' assignments is very difficult.

Results also show that instructors need to adopt a favorable attitude towards teaching online to secure a successful teaching and learning environment. Similarly, Salmon (2004), Anderson (2008), and Bawane & Spector (2009) state that online instructors need to demonstrate commitment and favorable attitude towards online teaching.

As discussed before, findings of this study are in accordance with several researches that examined online instructor roles and competencies. Confirming the findings of this study, Gülbahar and Kalelioğlu (2015) also reveal that online instructors need to have pedagogical and technical skills. Moreover they need to be able to communicate effectively through computers, manage online classes, reevaluate their teaching methods for online teaching, supply online activities which are suitable for student profile, provide feedback for assignments or students, and lastly they need to be accessible 24x7 for online students. Moreover, findings are substantiated by the studies of Stevenson et al. (1996) and Stevenson & Sander (1998), which present that online instructors need to use different teaching methods and activities, act like

facilitator, monitor and direct class activities, be supportive, encouraging and have sense of humor.

According to the findings, instructors think online education necessitates new roles and competencies. Similarly, many researchers (e.g., Anderson, 2008; Aragon & Johnson, 2002; Arinto, 2013; Bennet & Lockyer, 2004; Comas-Quin, 2011; Gülbahar & Kalelioğlu, 2015; Smith, 2005; Thach & Murphy, 1995; Yi, 2012) also argue that online instructors need to develop new roles and competencies to become successful. Besides, some instructors believe that online teaching requires more demanding roles and competencies than F2F classes, which is parallel with Arah (2012), Baran, Correia, and Thompson (2011), Bawane and Spector (2009), and Goodyear et al. (2001). Moreover, it is also stated by most of the instructors that online English language instructors need to possess different skills (e.g., promoting peer learning, using authentic materials) than instructors of other subjects, which is also stated by Hampel and Stickler (2005), and Borg (2006).

5.2. Conclusion

This study aims at examining the roles and competencies of language instructors in online learning environments as perceived by language instructors and students. Findings of the study reveal important conclusions pertaining to online language teaching and learning environments.

The most articulated advantages of online education are the flexibility of space and time it offers for learning, enabling access to recordings of online classes and creating a comfortable environment. On the other end of the spectrum, there are many challenges making online instructors and students uncomfortable about teaching and learning online including poor technical infrastructure, lack of faculty support, interaction and communication problems, inefficiency of content development, student profile and difficulty of teaching English online.

Roles and competencies of online language instructors are transformed in online learning environments. Facilitating has been identified as the most important role for online language instructors; nonetheless, online instructors in this study perform the instructor role most of the time rather than acting as facilitator in online classes. In total, 28 competencies are addressed by instructors and students. The most articulated competencies from instructors and students are delivering the content, using varied teaching methods, strategies, activities and materials, fostering interaction, attracting attention, ensuring participation, giving and receiving feedback, pre-class preparation, having basic ICT skills and integrating technology into teaching effectively. The perceptions of instructors about roles and competencies of online language instructors mostly correspond with students' perceptions. Promoting peer learning, complying with copyright issues, reflecting on online teaching performance, being collaborative, managing question-answer process, and involving students in planning and implementation process are among competencies articulated by some of the instructors, yet students did not mention.

There is a great difference between what is regarded as an important role or competency, and what is actually performed in the class. Although important, the instructors seem to have difficulty in using varied teaching methods, strategies, activities and materials, fostering interaction, attracting attention, designing online activities, materials, and tasks, integrating technology into teaching effectively, ensuring participation, giving and receiving feedback, promoting peer learning, and monitoring student progress or performance in online learning environments.

Most of the articulated roles and competencies for online classes are similar to those in traditional F2F classes. Only basic ICT skills and ability to integrate technology into teaching can be considered as 'different' for online instructors. Related to English Language teaching, the most relevant competencies can be referred as "using varied teaching methods, strategies, activities and materials, fostering interaction and promoting peer-learning".

Three major barriers indicated for a successful online delivery are emphasized as lack of a sound technical infrastructure to support interaction and monitoring student progress, need for efficient electronic content, and need for hands-on and continuous training and professional development for online instructors.

5.3. Implications for Practice

This study uncovers important issues to be taken into consideration by higher education institutions to create an efficient online language teaching and learning environment:

- 1.** Higher education institutions should have a sound technical and technological infrastructure for online teaching.
- 2.** Higher education institutions should provide instructors (and faculty members in general) with required start-up training to be followed by regular refresher's training and workshops about the latest technological developments and their integration into teaching. Training activities should consider instructors' teaching load in terms of timing, and include hands-on experience with learning management system and video-conferencing system of the organization.
- 3.** Importance should be given to the use of high quality electronic course content in online courses. Higher education institutions should either purchase commercial, off-the-shelf products or provide the instructors on how to select, adapt or create online materials, activities or tasks in compliance with copyright issues.
- 4.** An orientation should be provided to students for online learning before they start taking online courses. This is particularly important for on-campus students who are supposed to take online courses.
- 5.** Online language classes should be formed according to students' proficiency levels to manage diversity issues better.

5.3. Implications for further research

- 1.** This is a qualitative study conducted with a limited number of participants through interviews. To ensure generalizability, quantitative or mixed-methods research studies may be conducted with a variety of data collection tools to shed light on a wider scale.
- 2.** A follow-up study will be useful after providing instructors with further training and orienting students.
- 3.** The participants of this study have only one or two terms of online teaching and learning experience. Further studies can be done after instructors and students have gained more experience about online teaching and learning.
- 4.** This study focuses on roles and competencies of online instructors with important implications of the instructional, quality-related and managerial dimensions of online education. Future studies may be conducted on a larger scale to consider such aspects of online education to see the big picture.

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Appendix A (Turkish): Okutman Görüşme Formu

Demografik bilgiler:

- a. Kadın: Erkek:
 - b. Yaşınız:
 - c. En son mezun olduğunuz eğitim derecesi: Lisans ... YL... Doktora...
 - d. Üniversitede ders verme süreniz:
 - e. Ne kadar süredir uzaktan eğitim ile ders veriyorsunuz?
 - f. Uzaktan eğitim ile hangi bölüm/bölmümlere ders veriyorsunuz? Kaçınıcı sınıflar?
 - g. Uzaktan eğitim ile ilgili herhangi bir eğitim aldınız mı? Ne tür bir eğitim?
1. Uzaktan eğitime ilişkin genel tutumunuz/bakış açınız nedir? Neden?
 2. Uzaktan eğitimde yabancı dil öğretiminin avantajları ve dezavantajları nelerdir?
 3. Sizce çevrimiçi ders veren yabancı dil okutmanlarında hangi özelliklerin bulunması gerekir?
 - 3.1 Görev ve sorumlulukları neler olmalıdır?
 - 3.1.1 Ders öncesi - ders esnası - ders sonrası
 - 3.2 Roller ne olmalıdır? (evaluator, facilitator, leader)
 - 3.2.1 Ders öncesi - ders esnası - ders sonrası
 - 3.2.2 Bu rolleri önem sırasına dizebilir misiniz? Sizce çevrimiçi derslerdeki en önemli rolünüz neydi? Neden?
 - 3.3 Çevrimiçi ders veren yabancı dil okutmanları bu rolleri yerine getirebilmek için hangi yeterliklere ya da becerilere sahip olmalıdır? (evaluator: evaluate the course, monitor student progress)
 - 3.3.1 Ders öncesi - ders esnası - ders sonrası
 - 3.3.2 Bu yeterlikleri önem sırasına dizebilir misiniz? Sizce çevrimiçi derslerdeki en ihtiyaç duyduğunuz yeterlik veya beceri hangisiydi? Neden?
 - 3.3.3 Siz bu rollere ve yeterliklere ne derece sahip olduğunuzu düşünüyorsunuz? Neden?
 4. Uzaktan eğitim konusunda ya da uzaktan eğitimde yabancı dil öğretimi konusunda eksik hissettiğiniz yönleriniz var mı?
 - 4.1 Gidermek için ne yaptınız? (Eğitim, Mentörlük, Öğrenme toplulukları)

5. Uzaktan eğitimde hangi eğitim anlayışına sahipsiniz? (Geleneksel, Yapılandırmacı)
 - 5.1 Hangi öğretim yöntem (gösteri, tartışma) ve tekniklerini (soru cevap, beyin fırtınası) kullanıyorsunuz?
 - 5.2 Yüzyüze derslerinizde kullandığımız fakat sanal sınıflara uyarlayamadığımız öğreti yöntem ve teknikler var mı? Neden?
6. Sanal sınıflarda ne tür etkinlikler yapıyorsunuz? Ne amaçla?
 - 6.1 Teknolojiyi derslerinize nasıl entegre ediyorsunuz?
 - 6.2 Ne tür teknolojik araçları, materyalleri veya sitelerini kullanıyorsunuz? Ne amaçla?
 - 6.3 Sanal sınıflarda öğrencilerinize ne tür ödevler veriyorsunuz? Ne amaçla?
 - 6.4 Sizce bunlar yeterli mi? Başka neler yapılabilir?
7. Çevrimiçi ders verirken yaşadığınız olumlu ve olumsuz deneyimleriniz nelerdir? Örnek vererek açıklayabilir misiniz?
 - 7.1 Kimden veya neden kaynaklandı?
 - 7.2 Nasıl öngörülebilirdi? Nasıl önlenbilirdi?
 - 7.3 Nasıl çözümlendi?
8. Sizce çevrimiçi ders ne derece verimli? Neden?
 - 8.1. Çevrimiçi ders veren yabancı dil okutmanları daha etkili bir çevrimiçi öğrenme-öğretme ortamı sağlamak için neler yapmalıdır?
 - 8.2. Çevrimiçi ders veren yabancı dil okutmanları öğrencilerin çevrimiçi derse katılımını artırmak için neler yapmalı?
 - 8.3. Çevrimiçi ders veren yabancı dil okutmanları çevrimiçi derslerdeki öğrenci motivasyonunu artırmak için neler yapmalı?
 - 8.4. Çevrimiçi ders veren yabancı dil okutmanları çevrimiçi derslerdeki öğrenci başarısını artırmak için neler yapmalı?
9. Bu konuda eklemek istediğiniz başka görüş ve önerileriniz var mı?

Appendix A (English): Instructor Interview Form

Demographic Information:

- a. Female: Male:
 - b. Age:
 - c. Education Degree: B.A. ... M.A. ... Ph.D. ...
 - d. University teaching experience:
 - e. How long have you given distance education courses?
 - f. Which department/s and grade/s are you giving distance education?
 - g. Have you participated any training related to distance education? What kind of?
1. What is your general attitude towards distance education? Why?
 2. What are the benefits of teaching foreign language from a distance?
 3. What do you think about the features of foreign language instructors who teach online?
 - 3.1 What should be their duties and responsibilities?
 - 3.1.1 Before lesson – during lesson – after lesson
 - 3.2 What should be their roles (evaluator, facilitator, leader)
 - 3.2.1 Before lesson – during lesson – after lesson
 - 3.2.2 Could you please rank these roles according to their priority? What is your biggest role in online classes? Why?
 - 3.3 To accomplish these roles, which competencies or skills should online language instructors have? (evaluator: evaluate the course, monitor student progress)
 - 3.3.1 Before lesson – during lesson – after lesson
 - 3.3.2 Could you please rank these roles according to their priority? What is your most important competency or skill in online classes? Why?
 - 3.3.3 To what extent do you think you have these roles and competencies? Why?
 4. Do you feel any incompetency related to teaching online or teaching foreign language online?
 - 4.1 What would you do to overcome that/those deficiency/s? (Training, Mentorship, Learning Communities)
 5. Which teaching philosophy do you have in distance education? (Traditional, Constructivist)

- 5.1 Which teaching method (demonstration, discussion) and techniques (question answer, brainstorming) do you use?
- 5.2 Do you have any teaching methods or techniques which you normally use in traditional classes but not online classes?
6. What kind of activities are you doing in online classes? For what purpose?
- 6.1 How do you integrate technology into your lessons?
- 6.2 What kind of technological tools, materials or websites do you use? For what purpose?
- 6.3 What kind of assignments do you give your students in online classes? For what purpose?
- 6.4 Do you think these are sufficient? What else can be done?
7. What are your positive or negative experiences while teaching online? Can you explain it by giving examples?
- 7.1 From whom or from what did it stem?
- 7.2 How could it be predicted? How could it be prevented?
- 7.3 How was it solved?
8. To what extent do you think online education is efficient? Why?
- 7.1. What should online language instructors do to create a more efficient online teaching and learning environment?
- 7.2. What should online language instructors do to increase student participation to the online classes?
- 7.3. What should online language instructors do to increase student motivation in online classes?
- 7.4. What should online language instructors do to increase student success in online classes?
9. Do you have anything to add related to this issue?

Appendix B (Turkish): Öğrenci Görüşme Formu

Demografik bilgiler:

- a. Kadın: Erkek:
- b. Yaşınız:
- c. Sınıfınız:
- d. Bölümünüz:
- e. Ne kadar süredir uzaktan eğitim ile ders alıyorsunuz?

1. Uzaktan eğitime ilişkin genel tutumunuz/bakış açınız nedir? Neden?
2. Uzaktan eğitimde yabancı dil öğrenmenin avantajları ve dezavantajları nelerdir?
3. Sizce çevrimiçi ders veren yabancı dil okutmanlarında hangi özelliklerin bulunması gerekir?
 - 3.1 Görev ve sorumlulukları neler olmalıdır?
 - 3.1.1 Ders öncesi - ders esnası - ders sonrası
 - 3.2 Roller ne olmalıdır? (evaluator, facilitator, leader)
 - 3.2.1 Ders öncesi - ders esnası - ders sonrası
 - 3.2.2 Bu rolleri önem sırasına dizebilir misiniz? Sizce yabancı dil okutmanlarının çevrimiçi derslerdeki en önemli rolü nedir? Neden?
 - 3.3 Çevrimiçi ders veren yabancı dil okutmanları bu rolleri yerine getirebilmek için hangi yeterliklere ya da becerilere sahip olmalıdır? (evaluator: evaluate the course, monitor student progress)
 - 3.3.1 Ders öncesi - ders esnası - ders sonrası
 - 3.3.2 Bu yeterlikleri önem sırasına dizebilir misiniz? Sizce yabancı dil okutmanlarının çevrimiçi derslerdeki en önemli yeterliği nedir? Neden?
 - 3.3.3 Siz okutmanınızın bu rollere ve yeterliklere ne derece sahip olduğunuzu düşünüyorsunuz? Neden?
4. Uzaktan eğitim konusunda ya da uzaktan eğitimde yabancı dil öğretimi konusunda okutmanlarınızda eksik olduğunu düşündüğünüz yönler var mı?
 - 4.1 Gidermek için ne yapmalılar?
5. Okutmanlarınız sanal sınıflarda ne tür etkinlikler yapıyor?
 - 5.1 Teknolojiyi derslere nasıl entegre ediyorlar?
 - 5.2 Ne tür teknolojik araçları, materyalleri veya sitelerini kullanıyorlar?
 - 5.3 Ne tür ödevler veriyorlar?
 - 5.4 Sizce bunlar yeterli mi? Başka neler yapılabilir?

6. Çevrimiçi ders alırken yaşadığınız olumlu ve olumsuz deneyimleriniz nelerdir?
Örnek vererek açıklayabilir misiniz?
 - 6.1 Kimden veya neden kaynaklandı?
 - 6.2 Nasıl öngörülebilirdi? Nasıl önlenebilirdi?
 - 6.3 Nasıl çözümlendi?
7. Sizde çevrimiçi ders ne derece verimli? Neden?
 - 7.1 Çevrimiçi ders veren yabancı dil okutmanları daha etkili bir çevrimiçi öğrenme öğretme ortamı sağlamak için neler yapmalıdır?
 - 7.2 Çevrimiçi ders veren yabancı dil okutmanları öğrencilerin çevrimiçi derse katılımını artırmak için neler yapmalı?
 - 7.3 Çevrimiçi ders veren yabancı dil okutmanları çevrimiçi derslerde öğrenci motivasyonunu artırmak için neler yapmalı?
 - 7.4 Çevrimiçi ders veren yabancı dil okutmanları çevrimiçi derslerde öğrenci başarısını artırmak için neler yapmalı?
8. Bu konuda eklemek istediğiniz başka görüş ve önerileriniz var mı?

Appendix B (English): Student Interview Form

Demographic Information:

- a. Female: Male:
- b. Age:
- c. Grade:
- d. Department:
- e. How long have you taken distance education courses?

1. What is your general attitude towards distance education? Why?
2. What are the benefits of learning foreign language from a distance?
3. What do you think about the features of online foreign language instructors?
 - 3.1 What should be their duties and responsibilities?
 - 3.1.1 Before lesson – during lesson – after lesson
 - 3.2 What should be their roles (evaluator, facilitator, leader)
 - 3.2.1 Before lesson – during lesson – after lesson
 - 3.2.2 Could you please rank these roles according to their priority? What is online instructors' biggest role in online classes? Why?
 - 3.3 To accomplish these roles, which competencies or skills should online instructors have? (evaluator: evaluate the course, monitor student progress)
 - 3.3.1 Before lesson – during lesson – after lesson
 - 3.3.2 Could you please rank these roles according to their priority? What is online instructors' most important competency or skill in online classes? Why?
 - 3.3.3 To what extent do you think your online instructors have these roles and competencies? Why?
4. Do you think your online instructors have any incompetency related to teaching online or teaching foreign language online?
 - 4.1 What should they do to overcome that/those deficiency/s?
5. What kind of activities are your online instructors doing in online classes? For what purpose?
 - 5.1 How do they integrate technology into their lessons?
 - 5.2 What kind of technological tools, materials or websites do they use? For what purpose?

5.3 What kind of assignments do they give your students in online classes?
For what purpose?

5.4 Do you think these are sufficient? What else can be done?

6. What are your positive or negative experiences while learning online? Can you explain it by giving examples?

6.1 From whom or from what did it stem?

6.2 How could it be predicted? How could it be prevented?

6.3 How was it solved?

7. To what extent do you think online education is efficient? Why?

7.1. What should online language instructors do to create a more efficient online teaching and learning environment?

7.2. What should online language instructors do to increase student participation to the online classes?

7.3. What should online language instructors do to increase student motivation in online classes?

7.4. What should online language instructors do to increase student success in online classes?

7. Do you have anything to add related to this issue?

Appendix C (Turkish): Gönüllü Katılım Formu

Bu çalışma, Araştırma Görevlisi Hilal Yönet tarafından yürütülen bir çalışmadır. Çalışmanın amacı, uzaktan eğitim ile ders veren yabancı dil okutmanlarının sahip olması gereken roller ve yeterliliklerin değerlendirilmesidir. Çalışmaya katılım tamamiyle gönüllülük temelindedir. Verdiğiniz yanıtlar gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler yüksek lisans tezi için kullanılacaktır.

Çalışma, genel olarak kişisel rahatsızlık verecek nitelikte değildir. Ancak, katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı Arş. Gör. Hilal Yönet (Tel: 211 1821 / E-posta: hilalyonet@mu.edu.tr) ile iletişim kurabilirsiniz.

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Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin ses kaydına alınmasını ve bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

İsim Soyad

Tarih

İmza

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Appendix C (English): Informed Consent Form

This study is conducted by Research Assistant Hilal Yönet. The purpose of the study is to investigate roles and competencies of language instructors who teach online. Participating in the study is totally based on voluntariness. Your answers will be kept confidential and will be evaluated only by the researcher; the data will be utilized for Masters' Thesis.

The study generally does not create any personal discomfort. However, if you feel any uneasiness during the interview, you are free to stop and quit the interview.

Thank you in advance for participating in this study. If you want to learn more about the study, you can contact Research Assistant Hilal Yönet, Faculty of Education, English Language Teaching Department (Phone number: 211 1821/ E-mail: hilalyonet@mu.edu.tr)

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I participate in this study totally on a voluntary basis and I am aware that I can quit it anytime. I accept voice-recording of all the information I provide and to be used for publications with scientific purposes.

Name Surname

Date

Signature

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Place of Birth: Isparta

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