

**THE PREDICTIVE RELATIONSHIP BETWEEN TEACHING, SOCIAL AND  
COGNITIVE PRESENCE AND LEARNING ACHIEVEMENT IN AN ONLINE EFL  
LEARNING ENVIRONMENT**

**A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF  
EDUCATIONAL SCIENCES OF BAHÇEŞEHİR UNIVERSITY**

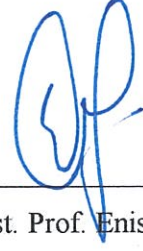
**BY**

**Gökçe DÜLGERCİ**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF ARTS  
IN THE PROGRAM OF EDUCATIONAL TECHNOLOGY**

**JANUARY, 2019**

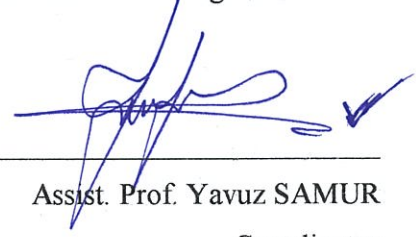
Approval of the Graduate School of Educational Sciences



Assist. Prof. Enisa MEDE

Director

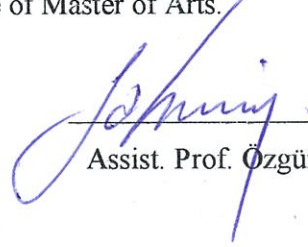
I certify that this thesis satisfies all the requirements as a thesis for the degree of  
Master of Arts.



Assist. Prof. Yavuz SAMUR

Coordinator

This is to certify that we have read this thesis and in our opinion it is fully adequate,  
in scope and quality, as a thesis for the degree of Master of Arts.



Assist. Prof. Özgür Erkut ŞAHİN

Supervisor

### Examining Committee Members

Assist. Prof. Özgür Erkut ŞAHİN

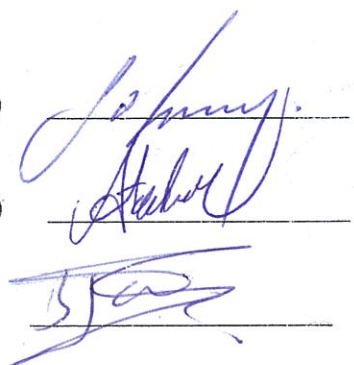
(BAU, CEIT)

Assist. Prof. Atakan ATA


(BAU, CEIT)

Dr. Betül TARHAN

(JTA Education Consultancy)



**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Last Name : Gökse Dülperci  
Signature : 

## ABSTRACT

### THE PREDICTIVE RELATIONSHIP BETWEEN TEACHING, SOCIAL AND COGNITIVE PRESENCE, AND LEARNING ACHIEVEMENT IN AN ONLINE EFL LEARNING ENVIRONMENT

Dülgerci, Gökçe

Master's Thesis, Master's Program in Educational Technology

Supervisor: Assist. Prof. Özgür Erkut Şahin

December 2018, 100 pages

The Community of Inquiry (CoI) framework which spotlights quality in online education forms the philosophical basis of this study. The CoI framework underlines three interdependent structural elements: teaching, cognitive and social presence. Social Presence is defined as the ability to reflect the personalities of participants to the community of inquiry. Cognitive presence is the degree to which learners who participate in certain structures of a CoI can construct meaning through continuous communication. Design and facilitation of the learning experience, and direct instruction involved in it are defined as teaching presence. The framework also assumes that these three forms of presence together provide a meaningful, collaborative and constructive discourse that is necessary for a quality learning experience.

The purpose of this study was to investigate the predictive relationship between teaching, social and cognitive presence, and learning achievement in an online EFL context. The study was conducted using a 5 point Likert scale with 238 students, at a prep school of a foundation university in Turkey. The study employed quantitative data for main analyses and qualitative data for descriptive purposes. The main multiple regression analysis results revealed that teaching, social and cognitive presences were statistically nonsignificant predictors of the EFL learning achievement. The interview results revealed parallel findings regarding the results of the survey.

**Keywords:** COI, Teaching Presence, Social Presence, Cognitive Presence, Online EFL Learning Achievement.



## ÖZ

### İNGİLİZCE’NİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ ÇEVİRİMİÇİ BİR ORTAMDA ÖĞRETİMSEL, SOSYAL VE BİLİŞSEL BURADALIK İLE BAŞARI ARASINDAKİ YORDAMA İLİŞKİSİ

Dülgerci, Gökçe

Eğitim Teknolojisi Yüksek Lisans Programı

Tez Danışmanı: Yrd. Doç. Dr. Özgür Erkut Şahin

Aralık, 2018, 100 sayfa

Çevrimiçi eğitimde kaliteye odaklanan Araştırma Topluluğu Modeli (CoI) bu çalışmanın felsefi temelini oluşturmaktadır. Araştırma Topluluğu Modeli birbirine bağlı üç yapısal unsuru vurgulamaktadır: öğretimsel, bilişsel ve sosyal buradalık. Sosyal Buradalık, katılımcıların kişiliklerini araştırma topluluğuna yansıtma yeteneği olarak tanımlanmaktadır. Bilişsel buradalık, bir araştırma topluluğunun belirli yapılarına katılan öğrencilerin sürekli iletişim yoluyla bir anlam oluşturabilmeleridir. Öğrenme deneyiminin tasarlanması ve kolaylaştırılması ve buna dâhil olan doğrudan öğretim, öğretimsel buradalık olarak tanımlanır. Kavram ayrıca, bu üç buradalık biçiminin birlikte, kaliteli bir öğrenme deneyimi için gerekli olan anlamlı, işbirlikçi ve yapısalcı bir söylem oluşturduğunu varsayar.

Bu çalışmanın temel amacı İngilizce'nin yabancı dil olarak öğretildiği çevrimiçi bir ortamda öğretimsel, sosyal ve bilişsel buradalığın başarıyı anlamlı bir biçimde öngörüp öngörmediğini araştırmaktır. Çalışma, Türkiye'deki bir vakıf üniversitenin hazırlık okulunda, 5'li Likert ölçeği kullanılarak 238 öğrenciye uygulanmıştır. Araştırmada ağırlıklı olarak asıl analizler için nicel, betimsel amaçlar için de nitel veri kullanılmıştır. Çoklu regresyon analiz sonuçları öğretimsel, sosyal ve bilişsel buradalığın başarıyı yordamlanmasında istatistiksel olarak anlamlı bir etkisinin olmadığını ortaya koymuştur. Görüşme sonuçları, yapılan anket sonuçlarıyla paralel bulgular ortaya koymuştur.

**Anahtar kelimeler:** Arařtırma Topluluęu Modeli, Öğretimsel Buradalık, Sosyal Buradalık, Biliřsel Buradalık, Çevrimiçi İngilizce Öğrenme Başarısı.



To my wonderful family for their love and support:

My father, Arda Oktay

My mother, Nermin Oktay

To my brother, Ahmet Ozan Oktay and

To my beloved husband for his endless love, support, encouragement and patience:

Alper Dülgerci

and to my dear baby girl: Zeynep Eva Dülgerci

Sevgi ve destekleri için harika aileme:

Babam, Arda Oktay'a

Annem, Nermin Oktay'ya

Kardeşim, Ahmet Ozan Oktay'a ve

Sonsuz sevgisi, desteği, teşviki ve sabrı için sevgili eşim:

Alper Dülgerci'ye

ve canım kızım: Zeynep Eva Dülgerci'ye



## ACKNOWLEDGEMENTS

I would like to start by expressing my gratitude to my advisor, Assist. Prof. Özgür Erkut Şahin who has accepted to be my mentor, and supported me throughout this path with his valuable ideas and contributions. It has been a pleasure and privilege to work with such an encouraging mentor.

I would also like to thank my former mentor, Assist. Prof. Kadir Kozan for his precious contributions and inspiration.

I would also like to thank my thesis examination committee members for their valuable suggestions and feedback.

I am also thankful to my colleague İrem Sarı for her support and contributions to my thesis; and my friends Zeynep Açıkgöz, Büşra Nur Özer Musaoğlu and Özlem Yalçın Çolakoğlu for their support and encouragement.

I would like to thank my principal Mehmet Atasagun who provided the basis of this study; TELU coordinator Ayşegül Pamukçu; and all the instructors contributing to my thesis.

Most importantly, my deepest thanks go to my family for their never-ending support in every choice I make and the faith they have in me.

## TABLE OF CONTENTS

ETHICAL CONDUCT .....	ii
ABSTRACT .....	iii
ÖZ.....	v
DEDICATION .....	vii
ACKNOWLEDGEMENTS .....	viii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
Chapter 1: Introduction .....	1
1.1 Theoretical Framework .....	3
1.2 Purpose and Research Problem of the Study .....	3
1.3 Research Questions .....	4
1.4 Significance Of The Study .....	5
1.5 Definitions .....	6
Chapter 2: Literature Review .....	7
2.1 The COI Framework .....	7
2.1.1 Teaching Presence.....	9
2.1.2 Cognitive Presence.....	13
2.1.3 Social Presence.....	15
2.1.4 Interrelationships between and among the presences .....	16
2.2 Online EFL Education.....	17
2.1.1 Online EFL Learning in Higher Education.....	18
Chapter 3: Methodology .....	19
3.1 Research Design.....	20
3.2 Setting and Participants.....	21
3.3 Procedures .....	22
3.3.1 Data Collection Tools .....	22
3.3.1.1 The Community of Inquiry Scale.....	22
3.3.1.2 The Online Tutorials /SOS.....	23

3.3.1.3 Semi-structured Interviews .....	24
3.3.2 Data Collection Procedures .....	24
3.3.3 Data Analysis Procedures .....	26
3.4 Reliability and Validity .....	26
3.4.1 Limitations and Delimitations .....	27
Chapter 4: Results .....	28
4.1 Descriptive Results.....	28
4.2 Correlational Results.....	39
4.3 Multiple Regression Results .....	40
4.4 Interview Results.....	42
4.4.1 Teaching Presence.....	43
4.4.2 Social Presence.....	43
4.4.3 Cognitive Presence.....	44
4.5 Summary .....	45
Chapter 5: Discussion and Conclusions .....	46
5.1 The Predictive Relationship Between the Presences and Online Learning Achievment .....	46
5.1.1 Teaching Presence and Online Learning Achievment .....	47
5.1.2 Social Presence and Online Learning Achievment .....	49
5.1.3 Cognitive Presence and Online Learning Achievment .....	51
5.2 Conclusions .....	52
5.3 Recommendations and Implications .....	53
REFERENCES.....	55
APPENDICES .....	68
A. Consent Forms .....	69
B. The ‘Community of Inquiry’ Survey .....	71
C. Turkish ‘Community of Inquiry’ Survey .....	74
D. Student Interview Questions .....	77
E. Student Interview Transcriptions .....	78
F. Coding Scheme .....	95
CURRICULLUM VITAE.....	100

## LIST OF TABLES

### TABLES

Table 1.1: Definitions of Key Terms .....	6
Table 2.1: Community of Inquiry Elements, Categories and Indicators .....	9
Table 2.2: Indicators of Teaching Presence Categories .....	12
Table 2.3: Descriptors and Indicators of Cognitive Presence .....	14
Table 2.4: Indicators of Social Presence Categories .....	16
Table 3.1: Level Passing Requirements .....	24
Table 3.2: Participants and Tools.....	25
Table 4.1: Week 3 Survey Responses .....	28
Table 4.2: Week 5 Survey Responses .....	32
Table 4.3: Descriptive Statistics for the Presences in Week 3.....	38
Table 4.4: Descriptive Statistics for the Presences in Week 5 .....	38
Table 4.5: Correlations among the Presences and Online Learning Achievement in Week 3 .....	39
Table 4.6: Correlations among the Presences and Online Learning Achievement in Week 5 .....	39
Table 4.7: Week 3 Results for the Standard Multiple Regression on Online Learning Achievement .....	40
Table 4.8: Week 5 Results for the Standard Multiple Regression on Online Learning Achievement .....	41

## LIST OF FIGURES

### FIGURES

Figure 3.1: Model of the current study. .... 19



## **Chapter 1**

### **Introduction**

Especially in the last decade, learning and teaching have been accompanied by innovations in the Internet and information technologies at different educational levels including colleges and universities around the World. Currently, students can easily access a large and ubiquitous body of Internet and information technologies almost everywhere (i.e., at home, at school, on the bus etc.). Unsurprisingly, Lloyd, Byrne, and McCoy (2012) indicated a rise of interest in online higher education or online courses offered at the higher education level (Lloyd, Byrne & McCoy, 2012). Therefore, it is reasonable to claim that online learning is becoming more and more popular in meeting students' needs, interests, learning preferences and work schedules thoroughly (Lim, Kim, Chen, & Ryder, 2008). A recent report by Sloan Consortium shows that 66 percent of higher education institutions reported online education was critical to their long-term strategy (Allen, I. E., & Seaman, J., 2014). Only in America, the number of students taking at least one online course is 7.1 million. The report also indicated that 74 percent of academic leaders rated the learning outcomes in online education as the same or superior to those in face to face (Allen & Seaman, 2014).

Meanwhile, there is also a range of critiques of online learning and teaching, mainly because there are few reliable studies in this area that will support positive outcomes on student achievement. Earlier research also shows that there is no difference in terms of student performance and student satisfaction regardless of whether the course is delivered traditionally or online (e.g., Lim et al., 2008). For instance, Mc Farland and Hamilton (2006) stated that there is no difference between student performance and satisfaction between students who received online or traditional courses. However, there are some studies which acknowledge the superiority of online learning. For instance, White and Ploeger (2004) pointed out that a traditional class is instructor-centric and sequential; yet, a properly designed online class is learner-centric and more interactive.

Furthermore online learning offers the opportunity to use a wide range of instructions and content that can decrease the learners' cognitive load (Mc Farland & Hamilton 2006). The authors also underlined that the reason for there are no satisfaction and performance differences between online and conventional learning can be due to the continuing traditional experience in two different environments instead of redesigning the content. Of note, some researchers argue that some flaws related to sample sizes, random assignment of students and dependent measures are present in a great deal of these studies (e.g., Ungerleider & Burns, 2003). The number of studies which show original, quantitative research and which can provide reliable data is limited (Phipps & Merisotis, 1999). Consequently, previous online education research reveals conflicting perspectives about learning outcomes.

There are other concerns about online education as well as the limited number of research done on reliable data, and they focus on the barriers regarding communication, interaction, class size, students' preferences and the quality of instructors. Conaway, Easton, and Schmidt (2005), for example, highlighted the significance of communication in online education (Conaway, Easton & Schmidt, 2005). According to these researchers, there are face-to-face opportunities in traditional learning environments to answer the students' expectations, resolve misconceptions and check clarification with peers; however, in an electronic environment, it is harder to build such interactions. Hence, it is the teacher's responsibility to ensure that the expectations are clear and misconceptions are minimized, which requires a careful planning and meticulous design of the online instruction in advance. Preferences of some students can be another barrier. Students who have less experience with the medium may find it hard to learn without print materials and face to face instruction (Zhang & Perris, 2004). Lastly, one of the most significant barriers to consider is that support and training are necessary for the instructors who are not equipped enough to handle these obstacles in online learning (Zhang & Perris, 2004).

All the insights above legitimizes the need to keep an eye on the quality of online education as suggested by earlier research (e.g., Kozan and Richardson, 2014a) thereby developing a better understanding of how to create and run more effective online learning environments. In this context, theoretical approaches can form the basis of such understanding (Kozan & Richardson, 2014a). In this respect,

the Community of Inquiry (CoI) framework (e.g., Garrison & Akyol, 2013a,b; Garrison, Anderson, & Archer, 2000, 2001, 2010; Garrison & Arbaugh, 2007), which focuses on quality online education and constitutes a collaborative constructivist approach to teaching and learning, can form a philosophical basis (Akyol & Garrison, 2011).

### **1.1 Theoretical Framework**

The CoI framework highlights three interdependent structural elements: teaching presence, cognitive presence, and social presence. Social Presence is defined as the ability to reflect the personalities of participants to the community of inquiry and present themselves as "real people" to other participants (Garrison et al., 2000, p. 89). Cognitive presence is the degree to which learners who participate in certain structures of a community of inquiry can construct meaning through continuous communication (Garrison et al., 2000). Finally, design and facilitation of the learning experience, and direct instruction involved in it are defined as teaching presence (Garrison et al., 2000). The framework also assumes that these three forms of presence together provide a meaningful, collaborative and constructive discourse that is necessary for a quality learning experience. To sum up, even though the presences are not unique to EFL (English as a foreign language) online learning contexts, their generic connection to better online learning performance indicates that they can relate to online language learners' enhanced performance too.

### **1.2 Purpose and Research Problem of the Study**

Relations between teaching, cognitive and social presences have been examined and verified in various studies (e.g., Arbaugh et al., 2008; Garrison, Cleveland-Innes, & Fung, 2010; Joo, Lim, & Kim, 2011; Shea & Bidjerano, 2009). However, a small number of studies have examined how these elements estimate academic achievement in different content areas such as health, education, education administration and business administration (e.g., Akyol & Garrison, 2011; Arbaugh, 2008; Choy & Quek, 2016; Picciano, 2002). Moreover, earlier research seems to have focused on perceived learning outcomes more (e.g., Akyol & Garrison, 2011; Babb,



Stewart, & Johnson, 2010; Garrison & Cleveland-Innes 2005). As for EFL, there are studies done on related topics such as teachers' social interaction and socio-cognitive presence, learners' online communication, suggestions on how to apply the CoI framework, instructors' perspectives toward CoI, the effectiveness of Edmodo as a community (e.g., Goda & Yamada, 2012; Liu & Jernigan, 2013; Marimuthu et. al., 2015; Taghizadeh et. al, 2010; Wu, Gao & Zhang, 2014).

However, there are not enough research-based insights into how the presences would relate to online language learners' achievement levels. Therefore, the findings of the current study purports to provide more understanding about the theoretical and practical accountability of the CoI framework in relation to academic achievement when learning a foreign language in the context of online learning.

### **1.3 Research Questions**

With the purpose of investigating the relationships between teaching, cognitive and social presence, and learning achievement in an online EFL learning environment, the aim of this study is to address the following main research question:

- i) How well do teaching, cognitive and social presence predict learning achievement in an online EFL course?

This study also focuses on the following complementary research questions:

- ii) Which presence is the best predictor of learning achievement in an online EFL learning environment?
- iii) What are learners' perceptions of taking an online EFL course in relation to teaching, cognitive and social presences?

Furthermore, given the earlier results showing the relationships between the presences and learning (e.g., Akyol and Garrison, 2011; Arbaugh, 2008; Garrison & Cleveland-Innes 2005), the current study hypothesizes that there will be a statistically significant relationship between the presences and online EFL learning achievement thus reaching a significant prediction of online learning achievement by

teaching, cognitive and social presence. In other words, the hypothesis of the present study foresees the following result:

Teaching, cognitive and social presence will predict online EFL learning achievement in a statistically significant manner.

#### **1.4 Significance of The Study**

There are earlier studies conducted so far to explain the relationship between presences and course satisfaction. For instance, both Gunawardena and Zittle (1997), and Hostetter and Busch (2006) found a strong relationship between social presence and course satisfaction. Moreover, Akyol and Garrison (2011) found a strong correlation among students' perceived level of cognitive presence, perceived learning and satisfaction in a blended course. In addition, previous research has shown that all dimensions of teaching presence are strongly correlated with student satisfaction and perceived learning (Babb, Stewart, & Johnson, 2010; Garrison & Cleveland-Innes 2005; Picciano, 2002; Shea, Fredericksen, Pickett, & Pelz, 2003). However, according to Choy and Quek (2016), there is limited empirical research on how cognitive presence alone affects satisfaction and academic achievement. Also, we need further exploration of the relationship between social presence and students' learning achievement (Choy & Quek, 2016).

Furthermore, Garrison (2013) stated "Explicating and validating such a comprehensive framework is an ongoing challenge" (p. 2). Likewise, Garrison and Arbaugh (2007) argued that there is still a lot to do that is concerned about "validating the CoI framework" (p. 167). Thus, it can be claimed that there is a need to further examine the CoI framework in order to increase its credibility. In this sense, there has been some research focusing on the predictive capability of the presences from different perspectives. For instance, running hierarchical regression analyses, Kozan (2016) investigated the predictive relations between teaching, cognitive and social presence and cognitive load in a fully online graduate-level learning environment. Needless to say, checking the predictability of student achievement by teaching, cognitive, and social presence would enrich earlier findings in a new online learning context: EFL. Overall, this study aims to provide more empirical insights into the underlying mechanisms of quality online EFL

learning environments.

## 1.5 Definitions

In order to help readers understand the content better, the definitions of the key terms used in the present study are listed below:

Table 1.1

### *Definitions of Key Terms*

EFL	The EFL stands for English as a foreign language means learning a language in a classroom setting. In addition, the language is used in a context where the target language is not widely used in the community.
Community	“A group of individuals who are connected and communicate with regard to mutual interests and similar expectations as to process and outcomes” (Garrison, 2013, p. 10).
Learning Community	A collaborative group of learners who are involved in “intellectual interaction” in order to learn (Cross, 1998, p. 4).
Inquiry	“A process of critical thinking and problem solving based on the generalized scientific method leading to resolution and the growth of personal and collective knowledge” (Garrison, 2013, p. 11).
Community of Inquiry	“A learning community where participants collaboratively engage in purposeful critical discourse and reflection (cognitive presence) to construct personal meaning and shared understanding through negotiation” (Garrison, 2013, p. 10).
Social Presence	Social presence is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities” (Garrison, 2009, p. 352).
Teaching Presence	Teaching presence is “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson et al., 2001, p. 5).
Cognitive Presence	Cognitive presence is “the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication” (Garrison et al., 2000, p. 89).
Learning Achievement	An assessment of “what is learned” (Glaser & Nitko, 1971)
Online/ Distance Learning	The use of the Internet to obtain learning materials; to interact with the content, instructor and other learners; and to get support amid the learning process, to obtain information which is necessary to create a personal meaning, to grow from the experience of learning (Anderson, 2008).

## **Chapter 2**

### **Literature Review**

The current chapter presents a literature review analyzing the Community of Inquiry (CoI) Framework (Garrison & Akyol, 2013a,b; Garrison, Anderson, & Archer, 2000, 2001, 2010; Garrison & Arbaugh, 2007) which provides the context for the present study. Moreover, the review addresses the relationships between and among the three presences and their relation to achievement in online learning environments. Last but not least, the review focuses on online EFL education specifically in the context of higher education. The goal is to present an understanding of the Community of Inquiry (CoI) Framework and the relation between the three presences and achievement in online EFL education at higher education level.

#### **2.1 The CoI Framework**

The emergence of the Community of Inquiry (CoI) Framework can be found in John Dewey's work and is consistent with constructivist learning approaches in higher education (Garrison & Arbaugh, 2007). Although it is claimed that there is no single constructivist theory (Gardenfors & Johansson, 2005, p. 15), Garrison and Arbaugh (2007) state that the core of constructivism stems from the process of creating meaning of new experiences through the integration of previous experiences and knowledge which is parallel to the concept of inquiry. Moreover, social constructivism, which is present in the work of Vygotsky (1978), supports and informs the CoI framework as it views learning as a process of inquiry and classrooms and schools as communities of inquiry (Garrison, 2013). The Community of Inquiry (CoI) framework which was first developed by Garrison et al. (2000) was formed in the light of these theoretical foundations and its main focus is on the individual constructing meaning and collaboratively confirming understanding through critical thinking and discourse (Garrison, 2013).

As online group discussions were seen as the most appropriate setting, the use of Community of Inquiry (CoI) Framework first became evident in the context of computer conferencing in higher education (Garrison et al., 2010). Nevertheless, the application of the CoI framework can recently be seen in various contexts such as blended learning environments or fully online courses (e.g., Arbaugh, 2008; Boston et al., 2009; Akyol & Garrison, 2011; Akyol et al., 2010). Although these attempts are valuable in terms of developing the theory, further research is claimed to be necessary to gain a better understanding of the framework in different contexts, namely the EFL context (Shea et al., 2011b).

The CoI model explains the online learning experience as a combination of the relationship between three elements: social presence, teaching presence and cognitive presence. Also, categories and indicators outline each presence and serve as a guidebook in coding of transcripts (see Table 2). It was claimed that through the interaction of these elements, deep learning emerges (Akyol, Arbaugh, Cleveland-Innes, Garrison, Ice, Richardson & Swan, 2009). Social presence is defined as the degree to which participants feel connected to one another in a social and emotional manner; teaching presence is conceptualized as the design, facilitation, and direction of cognitive and social processes to acquire learning outcomes; and cognitive presence is defined as the extent to which participants are able to construct and confirm meaning through sustained reflection and discourse in an online environment (Swan et al., 2008). Each of these constructs is described in greater detail in the sections which immediately follow.

Table 2.1

*Community of Inquiry Elements, Categories and Indicators (Garrison et al., 2000, p. 89)*

Elements	Categories	Indicators (examples only)
Social Presence	Open Communication	Risk-free expression
	Group Cohesion	Encourage collaboration
	Affective Expression	Emoticons
Cognitive Presence	Triggering Event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching Presence	Design & Organization	Setting curriculum & methods
	Facilitating Discourse	Sharing personal meaning
	Direct Instruction	Focusing discussion

**2.1.1 Teaching Presence.** When creating a community of inquiry for educational purposes teaching presence plays an important role in order to ensure effective online learning. Social and content related interactions among participants should have clearly defined parameters and they should be focused in a specific direction which also underlines the need for teaching presence (Garrison et al., 2000). Teaching presence is described by Garrison and his colleagues (2000) as ‘the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes’. Teaching presence is conceptualized as having three components (Anderson et al., 2001). The macro level structure of the learning experience is defined as ‘design and organization.’ The second component of teaching presence is called ‘facilitating discourse’ which was originally called ‘building understanding’ and which stands for enabling and encouraging the construction of personal meaning as well as shaping and confirming mutual understanding. The last category is defined as ‘direct instruction’ which relates to more specific content issues such as diagnosing misconceptions, injecting knowledge from diverse sources, or summarizing the

discussion (Garrison, 2013). Although some researchers (e.g., Shea, 2006; Arbaugh & Hwang, 2006) had presented different views regarding the components of teaching presence, it has generally been agreed that these components define teaching presence best.

***Design and organization.*** This component of teaching presence is defined as the planning and design of the structure, process interaction, and evaluation aspects of the online course (Anderson et al., 2001). Anderson and his colleagues (2001) further state that similar to various forms of distance education, the process of designing and planning the online course is more exhausting compared to teaching in the classroom for many reasons such as requiring more thorough planning and thinking, learned expectation of classroom roles being unavailable or the necessity of being more explicit and transparent in the planning process. Activities in this category of teaching presence include building curriculum materials, lecture notes, mini lectures, personal insights of course content, group and individual activities as well as time lines and guidelines regarding the effective use of the medium (Anderson et al., 2001). These activities are regarded as of utmost importance because it is not possible to have successful online courses without a clear and consistent course structure (Swan, 2002; 2003). Compared to the other components of teaching presence, it is most likely the instructor's responsibility to perform these actions which can be completed either prior to the beginning or during the course through some adjustments (Anderson et al., 2001). However, an increased number of institutions has started to support instructors by providing common instructional design formats, shared documents on student usage of technology, instructor cues across courses, and instructional design experts (Shea et al., 2003; Shea, Fredericksen, Pickett, & Pelz, 2004).

***Facilitating discourse.*** Facilitating discourse is a significant component of teaching presence as it suspends the interest, motivation and engagement of learners in active learning process (Anderson et al., 2001). The main aim here is not to facilitate discussions only, but to achieve the learning objectives through sharing meaning, identifying areas of agreement and disagreement and trying to reach consensus and understanding. In order to accomplish this, the instructor is required to

review and comment upon student comments, raise questions and observe the learners to lead discussions in aimed direction, ensure that discussions are carried on effectively, eliminate inactive learners and control their presence to prevent behaviors which damage the learning of the community (Anderson et al., 2001; Brower, 2003; Coppola et al., 2002; Shea et al., 2003). Moreover, in order to sustain the efficacy of the process, the instructor is responsible for ensuring the use of time not only effectively but also efficiently (Anderson et al., 2001).

This component of teaching presence parallels to the research which support the significance of participant interaction in effective online learning (e.g.; Arbaugh, 2005b; Benbunan-Fich & Arbaugh, 2006; Hiltz & Turoff, 2002; Sherry, Fulford, & Zhang, 1998). As the instructor is also an interacting participant of the community of inquiry, this component also coincides with most of the features of social presence (Rourke et al., 1999). However, the instructor's role is more challenging and requires more responsibility compared to the other participants as it requires building and sustaining the discourse which develops social presence (Anderson et al., 2001). Moreover, this component also differs from the other two components of teaching presence. To clarify, design and organization is mainly the responsibility of the instructor which is accomplished before the course begins; however, facilitating discourse is a shared activity between the instructor and students which is accomplished by the instructor together with the rest of the participants (Rovai, 2001, 2002). Furthermore, this component is also clearly distinguishable from direct instruction because the focus of direct instruction can be viewed as individualized feedback between the instructor and the learner; however, facilitating discourse includes engagement of learners as a whole in the context of community (Anderson et al., 2011).

***Direct instruction.*** Providing intellectual and scholarly leadership and sharing subject matter knowledge with learners compromise the final category of teaching presence (Anderson et al., 2001). In any learning environment, direct instruction is seen as the role of the teacher which entails making use of the subject matter and pedagogical expertise (Anderson et al., 2001). However, some researchers emphasized the role of the online teacher as a facilitator, not a content provider (eg, Salmon, 2000). On the contrary, Anderson and his colleagues (2001) underlined the



need of a subject matter expert because of the necessity to pinpoint comments for correct comprehension, presenting sources of information and leading discussions to desired directions, and bringing together pieces of information to increase the level of comprehension. Moreover, Arbaugh and Hwang (2006) emphasized the importance of adopting both roles for online learning to be effective. They also claimed that the need of a content expert is what makes direct instruction a unique component of teaching presence as diagnosing misconceptions or guiding students in finding relevant course related materials can only be done by a content expert; however, course design and facilitating discourse can be done by anyone with either having experience in designing an online course or having facilitation training and skills.

In addition to being a content expert and sharing knowledge and resources with learners, direct instruction also includes directing questions to learners individually or as a group, pinpointing particular concepts or information in a discussion, forming statements that confirm comprehension through assessment and explanatory feedback, eliminating misconceptions, referring a variety of resources, and providing direct instruction on technical issues (Anderson et al., 2001)

Table 2.2  
*Indicators of Teaching Presence Categories (Anderson et al., 2001, p. 6, 8, 10)*

Design and Organization	Facilitating Discourse	Direct Instruction
Setting curriculum	Identifying areas of agreement/disagreement	Present content/questions
Designing methods	Seeking to reach consensus/understanding	Focus the discussion on specific issues
Establishing time parameters	Encouraging, acknowledging, or reinforcing student contributions	Summarize the discussion

Table 2.2 (cont.d)

Design and Organization	Facilitating Discourse	Direct Instruction
Utilizing medium effectively	Setting climate for learning	Confirm understanding through assessment and explanatory feedback.
Establishing netiquette	Drawing in participants, prompting discussion	Diagnose misconceptions
	Assess the efficacy of the process	Inject knowledge from diverse sources, e.g., textbook, articles, internet, personal experiences (includes pointers to resources) Responding to technical concerns

**2.1.2 Cognitive Presence.** Garrison et al (2001) define cognitive presence as ‘the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry’ (p. 11). To clarify, cognitive presence refers to the process in which learners are cognitively active when they try to find out solutions for a learning problem and eventually succeed in implementing these solutions (Kozan & Richarson, 2014a). Cognitive presence which was based on the practical inquiry model by Garrison and his colleagues (2001) has four phases:

***Triggering event.*** This is the phase in which the inquiry process is initiated. Full engagement of the students is ensured by the instructor through a carefully planned activity which results in many benefits such as student involvement, assessment of the present knowledge or formation of constructive ideas. Examples of this category can be sharing background information that results in a question or leading the discussion to a desired direction through the use of messages.

**Exploration.** Moving between the private and shared worlds - that is, between critical reflection and discourse, students explore the nature of the learning problem not only individually but also corporately. Then, they brainstorm, question and the exchange of information in search of relevant information and possible explanation.

**Integration.** In this phase, learners make decisions about which ideas to use and they try to construct meaning by using these ideas which surfaced in the exploration phase. At this stage, teaching presence plays an important role as it is the teacher's responsibility to diagnose misconceptions; present questions and comments, provide extra information and eventually both to ensure the persistence of cognitive development and to model the critical thinking process.

**Resolution.** In this phase the learning problem is resolved through either generating a valid framework to decrease the level of complexity or coming up with a particular explanation. This may also be followed by applying the newly gained knowledge to a variety of settings.

It is believed that among all the types of presences, cognitive presence is the hardest to promote in online learning environments (Garrison & Cleveland-Innes, 2005; Moore & Marra, 2005) and it is also considered very significant in achieving deep and meaningful learning (Garrison, 2003). In accordance with these statements, Vaughan and Garrison (2005) further stated that it is the cognitive presence which reflects the core and the fulfillment of the learning experience.

Table 2.3

*Descriptors and Indicators of Cognitive Presence (Akyol & Garrison 2011, p. 240)*

Phase	Descriptor	Indicator
Triggering event	Evocative (inductive)	Recognize problem Puzzlement Information exchange Suggestions Brainstorming Intuitive leaps Convergence
Integration	Tentative (Convergent)	Synthesis Solutions
Resolution	Committed (Deductive)	Apply Test Defend

**2.1.3 Social presence.** Social presence is defined as the extent to which participants of a community of inquiry project themselves socially and emotionally in such a way that they can be perceived as real people (Garrison et al., 2000; Garrison & Arbaugh, 2007). Like teaching presence and cognitive presence, social presence has been conceptualized as having three categories, which are open communication, group cohesion, and affective/emotional expression (Garrison, 2007). Affective expressions which serve as the foundation of a learning community refer to interpersonal communication (Garrison & Akyol, 2013a). Besides, mutual and courteous communication exchanges are defined as open communication (Garrison et al., 2000). Finally, group cohesion means setting up and upholding a feeling or sense of being a community which is developed through a feeling of belongingness, which considers group membership superior to individuality (Garrison et al., 2000). Over time, Garrison and his colleagues (Garrison et al., 2007, 2010) carried on refining these categories of social presence which resulted in them relabeling their original categories of social presence (Rourke et al., 1999). ‘Emotional Expression’ was labelled as ‘Affective Responses’, ‘Open Communication’ was labelled as ‘Interactive Responses’, and ‘Group Cohesion’ was labelled as ‘Cohesive Responses’ (Rourke et al., 1999).

Among the other presences of the CoI framework, social presence is the one which has been studied the most comprehensively in not only online but also face to face course environments (Gunawardena & Zittle, 1997; Richardson & Swan, 2003; Rourke, Anderson, Garrison & Archer, 1999). Garrison (2003) underlined the significance of social presence in the CoI framework as well. He considered social presence as “an essential element of any educational experience, since, by definition, it is a socially sanctioned and shared process” (p. 54). Researchers have shown –at altering rates- a relationship between social presence and student satisfaction (e.g., Arbaugh, 2005a; Gunawardena, 1995; Gunawardena and Zittle, 1997; Richardson and Swan, 2003), social presence and the development of community of learners (e.g., Rourke, Anderson, Garrison & Archer, 1999; Rovai, 2002), social presence and perceived learning (Arbaugh, 2005a; Richardson and Swan, 2003) and social presence and gender (e.g., Richardson and Swan, 2003).

Table 2.4

*Indicators of Social Presence Categories (Rourke et al., 1999, p. 61)*

Affective	Interactive	Cohesive
Expressions of emotions	Continuing a thread	Vocatives
Use of Humour	Quoting from others' messages	Addresses or refers to the group using inclusive pronouns
Self-disclosure	Referring explicitly to others' messages	Phatics, salutations
	Asking Questions	
	Complimenting, expressing appreciation	
	Expressing agreement	

**2.1.4 Interrelationships between and among the presences.** Garrison and Arbough (2007) stated that each element in the CoI framework affects the others. Therefore, they underline the importance of comprehending the essence of these effects in different educational environments which are shaped according to variables such as subject matter, goals, students or the course medium. They also pointed out that the presences have been examined separately so far; however, not much research was conducted regarding either the nature of the relationship between the presences or the framework extensively. Moreover Akyol and Garrison (2008) stated “little is known about the relative developmental progression of each of the presences as a whole” (p. 5). As a result, all these aforementioned ideas highlight the need to comprehend the relations between and among the presences.

One of the attempts which focused on the correlations between and among the presences was Akyol and Garrison (2008). They found a large correlation between teaching presence and cognitive presence; however, no relationship was found between social presence and the other two presences. On the contrary, other researches have proved that the three presences strongly relate to each other (eg., Kozan & Richardson, 2014a, Traver et al., 2014). Another attempt by Ke (2010)

found that cognitive and social presences are positively related to each other. He also underlined the importance of teaching presence which encourages social and cognitive presences. Moreover, Archibald (2010) claimed that teaching presence and more specifically social presence can predict cognitive presence. Last but not least, Shea et al. (2010), who also examined correlational relationships, found that there is a strong relationship between teaching and social presences. Although these findings regarding the correlational relationships between and among the presences contradict, it should be kept in mind that these variances may occur due to the use of different methodologies.

Not only correlational but also causal relationships were examined between and among the three presences. For instance, Shea and Bidjerano (2009) found a total and direct effect of teaching presence over cognitive presence; whereas, social presence had a direct effect only. They also found direct links not only between teaching presence and social presence, but also between social presence and cognitive presence as well as direct relations between age and gender, and teaching presence. Similarly, Garrison et al. (2010) found that there is a direct relationship between teaching presence and cognitive presence; while social presence works as a mediator between the two. Although these findings have a lot in common, some researchers (e.g., Tomarken & Waller, 2005; Bollen and Pearl, 2013) have approached these results with caution because of some methodological concerns regarding the structural equation modeling and causal relationships.

As a result, although some research has been done to explain the relationships between and among the presences, they seem to be either inconclusive or contradictory to some point which underlines the need for further research.

## **2.2 Online EFL Education**

The recent advances in technology have made it essential to adopt new approaches and methodologies in the area of foreign language learning and teaching. The Internet and the virtual learning environments have created a variety of opportunities for education providers as well as learners by producing diverse alternatives for learning and teaching of languages. As a result, the use of Internet

technologies in the EFL context has become prevalent in all levels of education in recent years.

**2.2.1 Online EFL learning in higher education.** In many higher educational institutions, administrators have started to implement online instruction into their curriculum through supporting face to face education with online learning and transferring traditional methods to online platforms (Beatty & Ulasewicz, 2006; Dawley, 2007; Fish & Gill, 2009; Istifci, 2016). Accordingly, the tendency towards the use of online instruction in higher education has been reflected to the field of language teaching and learning contexts (Hubbard, 2008; Shin & Son, 2007; Stickler & Hauck, 2006).

The benefits of using the Internet and online tools in language teaching have been underlined many times so far as educators realize the opportunity to create both individual and collaborative learning environments in which the target language can be acquired and practiced (Butler & Pascoe, 1997). Research suggests that a wide range of resources and activities is available online for the use of both teachers and learners (e.g. Lee 2000; Berg 2004). There is also the opportunity to practice English and computer skills at the same time (Gitsaki & Taylor, 2001; Means & Olson, 1997). Moreover, some language teaching scholars pointed out that there is an increase in students' autonomy and learning is facilitated (e.g. Levy 2009; Shin and Son 2007; Son 2011; Warschauer 2010). "Students believe that using interactive technologies helps them to increase learning productivity, encourage a deeper approach to learning, promote the development of communication skills, and improve their understanding of course content" (Kember et al., 2010).

Along with the aforementioned statements, more advantages of using online tools in EFL learning can be counted. Students are able to use Internet in real life situations (Wiburg & Butler Pasceo, 2002) and can be familiar with the target culture. Online environments reshape the interaction between language learners and teachers, thus change roles and make learning more student-centered ((Peterson, 1997; Means and Olson, 1997). To sum up, it can be said that the Internet and online learning opportunities has opened a new era in EFL teaching and learning which should be explored and practiced in every means especially by higher education institutions.

### Chapter 3 Methodology

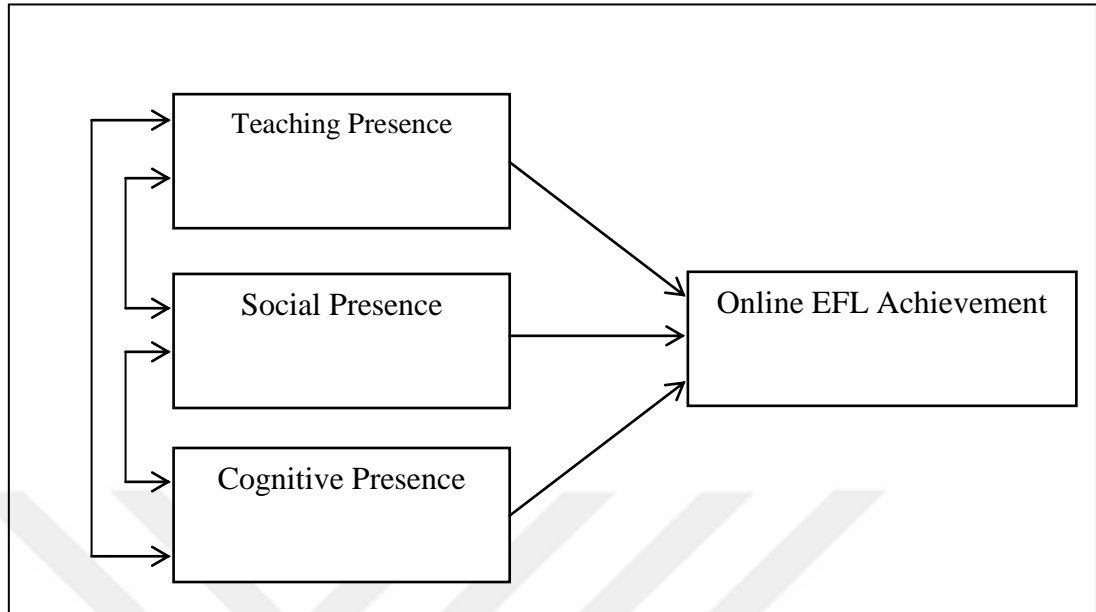


Figure 3.1: Model of the current study.

In this chapter the methodology used in this study along with the background information of the setting, participants, data collection procedure, tools and data analysis will be presented. Depending on the key elements of Community of Inquiry (CoI) framework, the current study aims to provide an insight into the predictive relationship between teaching, social and cognitive presence and achievement in an online EFL context. The main and complementary research questions addressed in this study are as follows:

1) How well do teaching, cognitive and social presence predict learning achievement in an online EFL course?

1a) Which presence is the best predictor of learning achievement in an online EFL learning environment?

1b) What are learners' perceptions of taking an online EFL course in relation to teaching, cognitive and social presences?



As the previous results show the relationships between the presences and learning (e.g., Akyol and Garrison, 2011; Arbaugh, 2008; Garrison & Cleveland-Innes 2005), the current study hypothesizes that there will be a statistically significant relationship between the presences and online EFL learning achievement. As a result, the main purpose is to reach a significant prediction of online learning achievement by teaching, cognitive and social presence.

### **3.1 Research Design**

As stated by Creswell (2013) ‘the mixing or blending of data’ enhances the understanding of the issue and the question at a greater level when the data itself is used (p. 264). So as to say, it is claimed that mixed-method is an effective way to comprehend the research problem or question. Accordingly, both quantitative and qualitative data are collected in this study. Moreover, Creswell (2013) adds that the comparison of the qualitative and quantitative data provides a variety of insights. This incorporation not only eases the comprehension but also adds value to the quantitative results through the views of the participants.

Explanatory sequential mixed method (Creswell, 2013) was adopted in this study. In this method, which has two phases, quantitative data are collected and analysed. In the following phase, which is qualitative, purposive sampling is used when selecting participants and questions addressing them. As the main aim of the explanatory sequential mixed method is to explain the quantitative data in details with the help of the qualitative data (Creswell, 2013), this study presents the participants’ perceptions towards the online lessons which were gathered and analysed descriptively right after the survey responses were examined. Therefore, it should be underlined that the current study used the qualitative insights mainly for descriptive purposes, which means that it is quantitatively driven (see De Lisle, 2011, for further discussion).

The current study was also based on ex post facto research design, also known as casual comparative method. When using ex post facto research, the independent variables are already existent and the researcher observes dependent variable or variables in relation to their probable connections with and effects on the dependent variable or variables (Kerlinger, 1974). Ex post facto research design’s main goal is

to create a causal relationship between occurrences in which observations without interfering with the natural environment rather than manipulation of variables are prominent (Lord, 1973). Moreover, Kerlinger (1974) mentioned that ex post facto design is more significant than experimental research which requires the control of the variables by the researcher because it is not possible to experiment the most important problems in social sciences and education. Respectively, this study, which also adopted the ex post facto design, was carried out right after the online lessons and exams without interference or manipulation.

### **3.2 Setting and Participants**

The setting of this study is a private university's School of Foreign Languages department due to its convenience to the researcher. Right after registering the university, students are required to take a Placement Exam followed by a Proficiency Exam. If they achieve the minimum score required (60 points on the Proficiency Exam), they can start studying at their departments. Otherwise, they have to attend the prep school. A modular system based on students' levels is used in prep school. These levels are: A1, A2, B1, B2 and C1. Besides, a combination of these levels within an extended time period or modules where the students repeat the level are also available. There are 24 hours of classes (45 minutes each, except for 4 hours, each of which lasts 35 minutes) each week, and students are educated in all four language skills appropriate to their level.

The participants of this study were from A2-B1 level which was a module that lasted 16 weeks. This level had 855 students enrolled in total and 763 of them participated the online tutorials (SOS) in general. However, the participation rate during the two weeks when the data was collected was 34.7 % (i.e., 265). This means that of the 763 students, a total of 265 responses were collected. Further, only 238 (out of all 265 participating students) survey responses were usable to employ for data analysis purposes in the present study. All of these students started the school in the academic year 2016-2017.

### 3.3 Procedures

The study was conducted in the first module from September to December 2016. The participants were chosen randomly and consisted of Turkish students only since the survey employed in this study was in Turkish. The reason was that students would have difficulty understanding the survey questions in English. Also, out of sixteen weeks, the online tutorials took place between the tenth and fifteenth weeks. During this five week period, out of five tutorials in total, the third and the fifth tutorials' assessment results were used in this study so that the students would familiarize with the system and its requirements when the results were collected.

As suggested in the explanatory sequential mixed method, the interview participants, on the other hand, were chosen after the survey results were examined. Following the examination of the responses given in the survey, out of 44 students who attended the online tutorials in both week three and week five, a total of 14 students were chosen randomly to participate the interviews. In other words, the survey results were analyzed, the answers of each participant were added, and then these participants were categorized into two groups, being as high-level and low-level. Namely, 9 of the students who attended the interviews came from the high-level group; the other 5 were from the low-level group. All the students participated in the interview voluntarily signed an informed consent form (Appendix A) that stated the purpose of the study and the confidentiality of the participants and the data. They were also aware that they could withdraw from the study any time they wished.

**3.3.1 Data Collection Tools.** The Community of Inquiry (CoI) framework survey (Appendix B) which was designed as a 5 point Likert scale as well as achievement scores were collected in the current study. Below are the instruments used for data collection purposes.

**3.3.1.1 The Community of Inquiry Scale.** Developed by Arbaugh et al. (2008) and later on validated by other researchers (e.g., Garrison et al., 2010; Kozan & Richardson, 2014b; Shea & Bidjerano, 2009a; Swan et al., 2008), the Community of Inquiry (CoI) framework survey (Appendix B) is the first data collection tool employed in this study. This tool which emphasizes the ability of the CoI framework

to predict and effect learning outcomes has been used by researchers and practitioners to a large extent (e.g., Akyol et al., 2009; Shea & Bidjerano, 2009a). This survey consists of 34 items within a 5-point-scale (0 = strongly disagree; 1 = disagree; 2 = neutral; 3 = agree; 4 = strongly agree). The survey was developed to measure the three key elements of the CoI framework (Garrison et al., 2000). That is, thirteen items are related to teaching presence (ranging between 0–52), nine items to social presence (ranging between 0–36), and twelve items to cognitive presence (ranging between 0–48).

Respectively, the CoI survey was conducted so as to find out the relationships between these presences and students' achievements in an online EFL context. However, due to comprehension problems related to the students' English levels a Turkish version (Appendix C) of the survey validated by Ozturk (2012) was used instead of the original CoI survey without changing the 5-point-scale developed by Arbaugh et al. (2008).

**3.1.1.2 The Online Tutorials / SOS (Synchronized Online Sessions).** Students' grades or achievement scores on the online tutorials (SOS: Synchronized Online Sessions) were other data points employed in this study in order to answer the main research question focusing on the relationship between the teaching, social and cognitive presence and task achievement. These online tutorials are being implemented by the prep school for the last couple of years. SOS tutorials aim to support face-to-face classrooms, and they are held through Adobe Connect and ITS Learning (ITS Learning is the learning management system officially used by BAU. It is the platform where students can have an access to all course materials including the ones for SOS tutorials). Students are assigned to virtual classes on Adobe Connect and they work together with a tutor using ITS learning.

These tutorials took place between 19.30 and 21.30 on Tuesdays. During the first half of these tutorials students revise what they have learnt that week in face to face classes via Adobe Connect. In the second half, they receive a test on ITS learning based on what they have studied and receive a score. Depending on their score, students can earn up to five bonus points which will add up to their grade average which should be sixty-five to pass the module.

The content of these online tutorials including the questions used to assess the students' achievement are all designed by the TELU members, revised by the the level coordinators and approved by the management which was also the case in the present study. The content of these tutorials and questions used to assess students' performance include some grammar topics such as passive voice and gerunds&infinitives as well as some vocabulary items which corresponds to the curriculum of the level.

Table 3.1  
*Level Passing Requirements*

Tasks & Exams	Grade Breakdown
Timed Writing Tasks	10%
Speaking Tasks	10%
WAT (Weekly Achievement Test)	15%
WOW (Weekly Online Works)	5%
Collaborative Task	5%
Midterm Exam	20%
End of Module Exam	35%
SOS Tutorials	5 Bonus Points
	<i>Level Passing Grade: 65</i>

**3.3.1.3 Semi-structured Interviews.** After the collection and examination of the data, semi-structured interviews were conducted. These interviews included seven questions (Appendix D) which conform to the survey items. The main purpose was to learn more about students' perceptions about the SOS tutorials. They were open-ended, aiming to comprehend how aware the students were about teaching, social and cognitive presence as well as what their feelings were about the task they completed.

**3.3.2 Data Collection Procedures.** To provide easiness in the data analysis part students responded to the survey online via [www.surveymonkey.com](http://www.surveymonkey.com) right after their SOS tutorial. The tutors of the online tutorials were informed about the study by the

researcher beforehand, they signed an informed consent form, and then they received the link via email. They informed the students about the survey and shared the link with them right after the tutorial, and the students responded to the survey accordingly.

The survey was in Turkish, so non-Turkish students did not participate. A total of 265 students from 34 classes participated in the survey voluntarily. This number had to be revised and reduced to 238, so 89 % of the surveys were convenient to use in this study. Another tool that was used in this study was the semi-structured interviews which were done within a month after the survey. They were all carried out with 14 students who were chosen randomly according to their survey scores. 9 students were interviewed at school after class hours; however, 5 students who were not present at that day were interviewed via Skype two days later. Before each interview it was made sure that all the students felt safe and secure by having some conversation about school or lessons. The researcher conducted the interviews in three separate occasions. The first interview was done with 4 students who scored higher grades in the survey and it took around 8 minutes. The second interview was held with 5 students who scored lower grades in the survey and it lasted about 11 minutes. The last session which was done on Skype included 6 students from the high score group; however one of them had some technical problems, so only 5 of them were able to participate. The session lasted around 20 minutes. All these interviews were filmed and recorded via smart phone, and then were transcribed.

Table 3.2

*Participants and Tools*

Participants	Tools	Date
238 students	The CoI Survey (online)	13 December 2016
4 students (S1-S4)	Interview with High Group	15 January 2017 (8 min 15 sec)
5 students (S5-S9)	Interview with High Group	17 January 2017 (20 min 3 sec)
5 students (S1-S5)	Interview with Low Group	15 January 2017 (11 min 23 sec)

**3.3.3 Data Analysis Procedures.** Both quantitative data analysis and descriptive qualitative data analysis are used in this study. The data were collected separately; that is, the quantitative data came from the CoI survey that was conducted online, and the qualitative data gathered from the interviews that were held following the survey. So as to find out the the relationship of the presences with the online task achievement a standard multiple regression analysis was carried out for the quantitative part. Multiple regression has the advantage of fully explaining the subject discussed as by controlling for additional variables, the variance which can be explained in the dependent variable is increased (Keith, 2014).

Collection and the analysis of the data is inductive as the data that is collected in the form of small units and gradually the relevant units are put together in order to come up with more inclusive expressions and conclusions (Lodico, Spaulding & Voegtle, 2010). This study also followed the most common steps when analyzing the semi-structured interviews. These steps are (a) preparing and organizing the data, (b) reviewing and exploring the data, (c) coding data into categories, (d) constructing descriptions of people, places and activities, (e) building themes and testing hypotheses, (f) reporting and interpreting the data (Braun & Clarke, 2013, p.301).

The data which was collected in this study through semi-structured interviews were used mainly for descriptive purposes; however, both the researcher herself and a second coder were also involved when analyzing the interview data. So as to say, the researcher and the second coder separately analyzed the inerviews by reading the data many times, highlighting the common words, coding these statements and creating categories out of them, and eventually coming up with the themes that would both align and not align with the survey responses. Those themes were then compared and brought together until reaching a complete consensus point. In the end, results were reported together with the direct quotations from the transcriptions.

### **3.4 Reliability and Validity**

The CoI survey which was utilized in this study, was a pre-established and commonly used measurement (e.g., Akyol & Garrison, 2008; Garrison et al., 2010) that was developed by Arbaugh et al. (2008) in order to measure the teaching, social and cognitive presence in online learning environments. As a result, the CoI

framework survey was determined to be a suitable instrument for the purpose of this study.

Turkish CoI survey adapted by Ozturk (2012) can be considered the same. The reliability and validity of this survey was tested by the researcher with 140 students studying at three different universities' online or blended learning programs in Turkey. Also, more than one data source was employed in this study so that data triangulation was employed. As a result, descriptive qualitative data was also used to provide insights gained through survey results. Likewise, the researcher herself analyzed the qualitative data besides an academician who double-checked it, which would somewhat increase the reliability. Moreover, it was presumed that students would have difficulties understanding the survey items, and the teachers also validated that the wording of the survey was higher than the students' English competency level. Respectively, a Turkish version of the survey by Ozturk (2012) was employed instead of the original one. After the survey was completed by the students, the obscure participants, international students and the students who got no points from the online assessment were excluded. Moreover, the interview questions were prepared based on the survey, and they were related to teaching, social and cognitive presence. Finally, the non-experimental context of this study limits the external validity in terms of generalizability of the data since the study focused on one online assessment results at a specific level.

**3.4.1 Limitations and Delimitations.** The current results should be approached with caution due to some main limitations and delimitations. First of all, results are limited to one single school and proficiency level. Likewise, results are based on the assessment results of two weeks only, thus entailing replication studies to be done on more cases. Further, regression is about relationships (e.g., Pallant, 2007) not cause-and-effect. As a result, the current results do not provide any causal inferences at all.

As for delimitations, the results are delimited to 238 participants, and to the assumption that the participants were able to understand and respond the survey questions as correctly as possible. Delimitations also cover the assumption that the participants were motivated enough to fill out the surveys in a comfortable manner, and that they were able to reflect on the online tutorial experience retrospectively.



## Chapter 4

### Results

The findings of this study are presented in this chapter. The quantitative data results are presented first, followed by the details of the survey responses as well as the descriptive statistics of each presence within the CoI survey. Then, the results of multiple regression analysis of the predictive relationship between the presences and online EFL achievement, and the interview results are provided. The results are presented in accordance to the CoI framework and its components: teaching, social and cognitive presence.

#### 4.1 Descriptive Results

The main purpose of this study was to find out the predictive relationship between teaching, social and cognitive presence and online EFL achievement. Below, the detailed responses given to the survey is presented and the results will be introduced under the title of each presence.

Table 4.1  
*Week 3 Survey Responses (n =155)*

<b>Statements (Teaching Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Design and Organization</i>							
1. The instructor clearly communicated important course topics.	0,6	1,3	7,1	34,8	56,1	3,45	0,740
2. The instructor clearly communicated important course goals.	0,6	1,9	6,5	35,5	55,5	3,43	0,756
3. The instructor provided clear instructions on how to participate in course learning activities.	0,6	0,6	4,5	29,0	65,2	3,57	0,674
4. The instructor clearly communicated important due dates/time frames for learning activities.	1,3	2,6	9,7	29,7	56,8	3,38	0,862
<i>Facilitation</i>							
5. The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.	2,6	1,3	9,0	31,6	55,5	3,36	0,896

**Table 4.1 (cont'd)**

<b>Statements (Teaching Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
6. The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.	0,6	1,9	8,4	35,5	53,5	3,39	0,777
7. The instructor helped to keep course participants engaged and participating in productive dialogue.	0,6	1,3	7,1	33,5	57,4	3,46	0,741
8. The instructor helped keep the course participants on task in a way that helped me to learn.	0,6	2,6	9,0	31,6	56,1	3,40	0,811
9. The instructor encouraged course participants to explore new concepts in this course.	2,6	3,2	9,7	36,8	47,7	3,24	0,940
10. Instructor actions reinforced the development of a sense of community among course participants.	3,2	3,2	11,0	38,7	43,9	3,17	0,972
<i>Direct Instruction</i>							
11. The instructor helped to focus discussion on relevant issues in a way that helped me to learn.	1,9	3,2	7,7	38,7	48,4	3,28	0,888
12. The instructor provided feedback that helped me understand my strengths and weaknesses.	1,9	4,5	15,5	30,3	47,7	3,17	0,981
13. The instructor provided feedback in a timely fashion.	0,6	0,6	8,4	38,1	52,3	3,41	0,727
<b>Statements (Social Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Affective Expression</i>							
14. Getting to know other course participants gave me a sense of belonging in the course.	3,2	2,6	9,7	41,9	42,6	3,18	0,943
15. I was able to form distinct impressions of some course participants.	1,3	7,1	14,2	34,8	42,6	3,10	1,035
16. Online or web-based communication is an excellent medium for social interaction.	3,2	5,2	16,8	34,8	40,0	3,03	1,035

**Table 4.1 (cont'd)**

<i>Open Communication</i>							
17. I felt comfortable conversing through the online medium.	6,5	6,5	18,7	29,0	39,4	2,88	1,190
18. I felt comfortable participating in the course discussions.	3,9	4,5	16,1	33,5	41,9	3,05	1,056
19. I felt comfortable interacting with other course participants.	4,5	3,2	17,4	31,6	43,2	3,06	1,070
<i>Group Cohesion</i>							
20. I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	4,5	2,6	13,5	32,9	46,5	3,14	1,047
21. I felt that my point of view was acknowledged by other course participants.	5,2	1,9	13,5	38,7	40,6	3,08	1,042
22. Online discussions help me to develop a sense of collaboration.	4,5	2,6	16,8	34,2	41,9	3,06	1,049
<b>Statements (Cognitive Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Triggering Event</i>							
23. Problems posed increased my interest in course issues.	3,2	3,9	9,7	41,3	41,9	3,15	0,972
24. Course activities piqued my curiosity.	5,2	4,5	16,1	33,5	40,6	3,00	1,105
25. I felt motivated to explore content related questions.	2,6	4,5	10,3	38,7	43,9	3,17	0,966
<i>Exploration</i>							
26. I utilized a variety of information sources to explore problems posed in this course.	5,2	5,2	9,7	40,0	40,0	3,05	1,083
27. Brainstorming and finding relevant information helped me resolve content related questions.	1,9	3,2	11,6	38,7	44,5	3,21	0,910
28. Discussing course content with my classmates was valuable in helping me appreciate different perspectives.	3,9	3,9	13,5	40,0	38,7	3,06	1,014

**Table 4.1 (cont'd)**

<b>Statements (Cognitive Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Integration</i>							
29. Combining new information helped me answer questions raised in course activities.	3,2	1,9	11,6	41,9	41,3	3,16	0,936
30. Learning activities helped me construct explanations/solutions.	3,9	3,2	8,4	37,4	47,1	3,21	0,998
31. Reflection on course content and discussions helped me understand fundamental concepts in this class.	2,6	3,9	7,1	44,5	41,9	3,19	0,919
<i>Resolution</i>							
32. I can describe ways to test and apply the knowledge created in this course.	3,2	1,9	11,6	42,6	40,6	3,15	0,934
33. I have developed solutions to course problems that can be applied in practice.	5,2	7,7	12,3	36,1	38,7	2,95	1,136
34. I can apply the knowledge created in this course to my work or other non-class related activities.	3,9	1,9	13,5	38,7	41,9	3,13	0,985

\* 0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree

Table 4.2  
 Week 5 Survey Responses (n =82)

<b>Statements (Teaching Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Design and Organization</i>							
1. The instructor clearly communicated important course topics.	0,0	0,0	8,4	32,5	59,0	3,50	0,653
2. The instructor clearly communicated important course goals.	0,0	2,4	7,2	33,7	56,6	3,44	0,739
3. The instructor provided clear instructions on how to participate in course learning activities.	0,0	0,0	8,4	31,3	60,2	3,51	0,653
4. The instructor clearly communicated important due dates/time frames for learning activities.	0,0	3,6	15,7	27,7	53,0	3,29	0,868
<i>Facilitation</i>							
5. The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.	0,0	2,4	15,7	30,1	51,8	3,30	0,827
6. The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.	1,2	1,2	13,3	33,7	50,6	3,30	0,842
7. The instructor helped to keep course participants engaged and participating in productive dialogue.	1,2	2,4	14,5	24,1	57,8	3,34	0,906
8. The instructor helped keep the course participants on task in a way that helped me to learn.	0,0	4,8	14,5	26,5	54,2	3,29	0,896
9. The instructor encouraged course participants to explore new concepts in this course.	0,0	1,2	19,3	27,7	51,8	3,29	0,824
10. Instructor actions reinforced the development of a sense of community among course participants.	0,0	2,4	18,1	30,1	49,4	3,26	0,843
<i>Direct Instruction</i>							
11. The instructor helped to focus discussion on relevant issues in a way that helped me to learn.	0,0	1,2	15,7	33,7	49,4	3,30	0,781

**Table 4.2 (cont'd)**

<b>Statements (Teaching Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
12. The instructor provided feedback that helped me understand my strengths and weaknesses.	1,2	2,4	16,9	32,5	47,0	3,21	0,899
13. The instructor provided feedback in a timely fashion.	0,0	2,4	12,0	30,1	55,4	3,38	0,796
<b>Statements (Social Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Affective Expression</i>							
14. Getting to know other course participants gave me a sense of belonging in the course.	4,8	7,2	9,6	31,3	47,0	3,07	1,142
15. I was able to form distinct impressions of some course participants.	3,6	6,0	13,3	37,3	39,8	3,02	1,054
16. Online or web-based communication is an excellent medium for social interaction.	8,4	9,6	20,5	22,9	38,6	2,72	1,298
<i>Open Communication</i>							
17. I felt comfortable conversing through the online medium.	10,8	8,4	19,3	21,7	39,8	2,70	1,358
18. I felt comfortable participating in the course discussions.	6,0	15,7	14,5	24,1	39,8	2,74	1,294
19. I felt comfortable interacting with other course participants.	13,3	10,8	15,7	18,1	42,2	2,63	1,453
<i>Group Cohesion</i>							
20. I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	3,6	8,4	21,7	18,1	48,2	2,98	1,176
21. I felt that my point of view was acknowledged by other course participants.	3,6	6,0	27,7	18,1	44,6	2,93	1,142
22. Online discussions help me to develop a sense of collaboration.	4,8	8,4	18,1	25,3	43,4	2,93	1,184
<b>Statements (Cognitive Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
<i>Triggering Event</i>							
23. Problems posed increased my interest in course issues.	4,8	6,0	14,5	31,3	43,4	3,01	1,128

**Table 4.2 (cont'd)**

<b>Statements (Cognitive Presence)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>M</b>	<b>SD</b>
24. Course activities piqued my curiosity.	8,4	9,6	13,3	27,7	41,0	2,82	1,297
25. I felt motivated to explore content related questions.	8,4	3,6	16,9	31,3	39,8	2,89	1,217
<i>Exploration</i>							
26. I utilized a variety of information sources to explore problems posed in this course.	4,8	4,8	12,0	38,6	39,8	3,04	1,082
27. Brainstorming and finding relevant information helped me resolve content related questions.	6,0	3,6	19,3	30,1	41,0	2,95	1,143
28. Discussing course content with my classmates was valuable in helping me appreciate different perspectives.	4,8	4,8	20,5	32,5	37,3	2,91	1,102
<i>Integration</i>							
29. Combining new information helped me answer questions raised in course activities.	4,8	4,8	10,8	42,2	37,3	3,02	1,065
30. Learning activities helped me construct explanations/solutions.	2,4	3,6	22,9	30,1	41,0	3,02	1,006
31. Reflection on course content and discussions helped me understand fundamental concepts in this class.	4,8	6,0	19,3	27,7	42,2	2,95	1,143
<i>Resolution</i>							
32. I can describe ways to test and apply the knowledge created in this course.	1,2	3,6	15,7	34,9	44,6	3,17	0,914
33. I have developed solutions to course problems that can be applied in practice.	3,6	9,6	16,9	27,7	42,2	2,94	1,148
34. I can apply the knowledge created in this course to my work or other non-class related activities.	4,8	8,4	12,0	28,9	45,8	3,01	1,171

\* **0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree**

The survey includes 34 items. Of these items, the first 13 (1-13) measure teaching presence, the following 9 (14-22) measure social presence and the last 12 items (23-34) measure cognitive presence. As for the reliability and internal consistency of this survey as a whole, and its each component, Cronbach's Alpha values were checked. The results showed that the internal consistency of the survey was high (.98). Similarly, each constituent of the survey was also found to be strong: In week 3, the highest consistency belonged to teaching presence (.97), followed by cognitive presence (.96) and then social presence (.94). In week 5, the highest consistency belonged to cognitive presence (.97), followed by teaching and social presence (.96).

Furthermore, based on the 0-4 scale used, the mean rating for each item was determined to be 3. This mean rating (3) requires a minimum of 39 for teaching presence (TP), 27 for social presence (SP) and 36 for cognitive presence (CP). On the other hand, the descriptive statistics of week 3 for the presences revealed that participants marked 3.3 ( $SD = .112$ ) on average per TP item (i.e., 43.71). Also, the descriptive statistics of week 5 for the presences showed that participants marked 3.3 ( $SD = .088$ ) on average per TP item (i.e., 43.41). Likewise, the mean for SP in week 3 indicated that they chose 3.0 ( $SD = .078$ ) on average per item (i.e., 27.58). However, the mean for SP in week 5 revealed that they chose 2.8 ( $SD = .151$ ) on average per item (i.e., 25.72). As for CP, the mean in week 3 (i.e., 37.43) showed that the participants opted for 3.1 ( $SD = .081$ ) on average per item. However, the mean in week 5 (i.e., 35.73) indicated that the participants chose 2.9 ( $SD = .084$ ). It is reasonable to assume that most of these mean ratings to be high enough, because based on a 1-5 scale, the items with an average score of "less than 3.75, or slightly less than "agree" (4)" were suggested to be problematic areas (Matthews, Bogle, Boles, Day & Swan, 2013, p. 493).

According to the descriptive results of this study, in week 3, there are only two survey items which indicated a problem. The mean rating of item 17 is 2.88 which is related to feeling comfortable conversing through the online medium. In addition, the mean rating of item 33 is 2.95 which is about developing solutions to course problems that can be applied in practice. As the rest of the mean ratings are above average (i.e., 3) in week 3 except for items 17 and 33, it can be concluded that participants regarded the learning environment as a community of inquiry.



However, compared to week 3, there are more problematic areas in week 5 according to the descriptive results. In week 5, the mean ratings of items related to teaching presence are all above average (i.e., 3). On the contrary, the mean ratings of more than half of the items (7 out of 9) related to social presence are slightly below average (i.e., 3). The mean rating of item 16 which is about online or web-based communication being an excellent medium for social interaction is 2.72. The mean rating of item 17 is 2.70 which is related to feeling comfortable conversing through the online medium. The mean rating of item 18 which is about feeling comfortable participating in the course discussions is 2.74. Moreover, the mean ratings of items 19 and 20 which are related to feeling comfortable interacting with other course participants and disagreeing with other course participants while still maintaining a sense of trust are 2.63 and 2.98. Finally, the mean ratings of items 21 and 22 which are about participants' views being acknowledged by other course participants and the help of online discussions in developing a sense of collaboration are 2.93. As for the cognitive presence, there are some problematic areas, too.

Similar to the descriptive results of social presence, the mean ratings of half of the items (6 out of 12) related to cognitive presence are slightly below average (i.e., 3). Survey item 24 which is related to the task activities' arousing curiosity in students indicated a problem, with a mean rating of 2.82. Also, item 25 which is about feeling motivated to explore content related questions has a mean rating of 2.89. In addition to these, survey item 27 which is related to the help of brainstorming and finding relevant information in resolving students' content related questions indicated a mean rating of 2.95. Likewise, the mean rating of item 28 which is about the value of discussing course content with classmates in helping students appreciate different perspectives is 2.91. Furthermore, with a mean rating of 2.95, survey item 31 which is about the help of reflection on course content and discussions in understanding fundamental concepts in class indicated a problem. Last of all, survey item 33 which is related to developing solutions to course problems that can be applied in practice had a mean rating of 2.94. To sum up, although these ratings which are below average (i.e., 3) seem to be high in number, only 13 out of 34 in week 5 can be considered slightly below average. As a result, it can still be concluded that participants regarded the learning environment as a community of inquiry.

The survey responses of week 3 (Table 8) indicated that on average 94 % of the students stated that the instructor provided clear instructions on how to participate in course learning activities. A high number of students, with 90 %, agreed that the instructor helped to keep course participants engaged and participating in productive dialogue. 86 % of the participants reflected that the instructor clearly communicated important due dates/time frames for learning activities. Of the 13 items related to teaching presence, the lowest rate belonged to getting feedback about their strengths and weaknesses: 78 %. As for the social presence, only 68 % of the students stated that they felt comfortable conversing through the online medium, which is the lowest rate among social presence items. Students also disagreed with the statement that online or web-based communication is an excellent medium for social interaction, which was 74 %. On the other hand, on average, 75 % of the students agreed on comfortably participating in the course discussions, and 74 % stated that they felt comfortable interacting with other course participants. More than half of the students (74 %) agreed that the task aroused their interest and 83 % of them stated that problems posed increased their interest in course issues. However, only 74 % of the students stated that they have developed solutions to course problems that can be applied in practice.

The survey responses of week 5 (Table 9) reflected that on average 91 % of the students stated that the instructor clearly communicated important course topics and provided clear instructions on how to participate in course learning activities. Of the 13 items related to teaching presence, the lowest rate belonged to item 10 which is about reinforcing the development of a sense of community by the instructor among course participants and providing feedback about their strengths and weaknesses: 75%. As for the social presence, 78% of the students reflected that getting to know other course participants gave them a sense of belonging in the course. However, only 60% of them stated that they felt comfortable interacting with other course participants. Furthermore, only 61 % of the participants found online or web-based communication is an excellent medium for social interaction. Also, on average, 60% of them stated that felt comfortable conversing through the online medium. When it comes to cognitive presence, 79% of the students stated that they can describe ways to test and apply the knowledge created in this course which is the highest rating among other items related to cognitive presence. However, only 68% of them stated

that course activities aroused their curiosity and 71% agreed that they felt motivated to explore content related questions.

Table 4.3  
*Descriptive Statistics for the Presences in Week 3 (n = 155)*

Presence	Possible Minimum	Minimum	Possible Maximum	Maximum	<i>M</i>	<i>SD</i>
TP	0	0	52	52	43,72	9,14
SP	0	0	36	36	27,59	7,69
CP	0	0	48	48	37,43	9,97
Total Presence	0	0	136	136	108,74	24,37

Table 4.4  
*Descriptive Statistics for the Presences in Week 5 (n =82)*

Presence	Possible Minimum	Minimum	Possible Maximum	Maximum	<i>M</i>	<i>SD</i>
TP	0	18	52	52	43,43	8,84
SP	0	2	36	36	25,72	9,72
CP	0	0	48	48	35,74	11,73
Total Presence	0	41	136	136	104,89	27,85

Statistical assumptions ranging from normality to outliers to missing values were also checked before conducting correlational and standard multiple regression analyses. After calculating total presence scores by adding each corresponding item ratings to each other, the assumptions were checked. Normality assumption was violated in all three-presence scores. Also, there were not many univariate outliers in the data set, too.

## 4.2 Correlational Results

It was reasonable to assume positive correlations between and among teaching, social and cognitive presence both theoretically and based on previous research (e.g., Kozan & Richardson, 2014a). The correlation coefficients identified are presented below:

Table 4.5

*Correlations among the Presences and Online Learning Achievement in Week 3 (n = 155)*

	1 ( $r_s$ )	2 ( $r_s$ )	3 ( $r_s$ )	4 ( $r_s$ )
1 Learning Achievement	-			
2 TP	,071	-		
3 SP	,182	,660	-	
4 CP	,138	,743	,808	-

Note. \*  $p < .001$ (1-tailed).

Table 4.6

*Correlations among the Presences and Online Learning Achievement in Week 5 (n = 83)*

	1 ( $r_s$ )	2 ( $r_s$ )	3 ( $r_s$ )	4 ( $r_s$ )
1 Learning Achievement	-			
2 TP	,078	-		
3 SP	,084	,685	-	
4 CP	,034	,657	,930	-

Note. \*  $p < .001$ (1-tailed).

Both Pearson's  $r$  and Spearman's  $\rho$  ( $r_s$ ) revealed a very large and positive correlation among teaching, social and cognitive presence. Even though there was a large and positive correlation among presences, they were not related to online learning achievement.

### 4.3 Multiple Regression Results

In this study, the correlational results above strongly suggested that teaching, social and cognitive presence may not be significant predictors of online learning achievement. Nevertheless, in order to check whether the presences can significantly predict online learning achievement as a group, a standard multiple regression analysis was still employed. In this analysis, online learning achievement was added as the dependent variable and the independent variables were teaching, social and cognitive presence. In the following table, variables, the unstandardized coefficients ( $B$ ), standard errors for the unstandardized coefficients ( $SE B$ ), the regression coefficients ( $\beta$ ) and the semipartial correlations ( $sr^2$ ) are shown..

Table 4.7  
*Week 3 Results for the Standard Multiple Regression on Online Learning Achievement (n = 155)*

Variables	$B$	$SE B$	$\beta$	$p$	$sr^2$
Constant	67,49	8,63			
TP	-0,24	0,29	-0,100	0,407	-0,067
SP	0,63	0,39	0,219	0,112	0,129
CP	0,08	0,34	0,036	0,816	0,019

R=0,194; R2=0,038 ;  $\Delta R2=0,019$

Table 4.8

*Week 5 Results for the Standard Multiple Regression on Online Learning Achievement (n = 83)*

Variables	<i>B</i>	<i>SE B</i>	$\beta$	<i>p</i>	<i>sr</i> <sup>2</sup>
Constant	65,53	9,78			
TP	0,095	0,289	-0,051	0,743	0,037
SP	0,605	0,539	0,355	0,266	0,126
CP	-0,465	0,432	-0,329	0,285	-0,121

R=0,149; R<sup>2</sup>=0,022 ;  $\Delta$ R<sup>2</sup>=-0,015

The Enter Method was used in the regression analysis of this study. When the scatter graphs between the online EFL achievement (dependent variable) and Teaching Presence, Social Presence and Cognitive Presence (independent variables) were examined, it was seen that there was no linear relationship between them for both weeks.

Moreover, the results for both weeks show that for teaching, social and cognitive presence the risk of a multicollinearity problem is very low. When VIF (Variance Inflation Factor) is greater than 10, this indicates multicollinearity. For the regression analysis in week 3,  $VIF = 1 / (1 - 0,038) = 1,039$ , and for the regression analysis in week 5  $VIF = 1 / (1 - 0,022) = 1,022$ . This means that there are no multiple linear correlations between independent variables. However, when the correlations between TP, SP and CP are examined, it is seen that there are highly significant correlations between them. Overall, the current results showed that the presences were not a significant predictor of online EFL achievement as a group and none of them was the best predictor.

#### 4.4 Interview Results

The interview part was employed as a complementary piece of data for the quantitative results above (Please see Appendix E & F) for the full transcripts and coding scheme). Therefore, the interview data were examined closely to detect any piece of evidence that might inform the current results. In the interviews, 78% (11 out of 14) of the students stated that it was their first time having an online lesson. 57% (8 out of 14) of the students mentioned that they find online lessons useful and effective in general:

*High Group / Student 9: "I find them efficient. I think they contributed to us."*

However, when it comes to SOS tutorials, only half of the students (7 out of 14) found them useful and effective. 10 of the students mentioned that they were a waste of time:

*High Group / Student 8: "I think, in SOS lessons, for example, a lot of time is wasted. The Internet of our teacher can crash, or sometimes one of the students' internet may not work properly. Also, it takes a lot of time to go over the answer key. Maybe activities which could have been done in 40 or 45 minutes take two and a half hours there and it turns into a disadvantage after a while. Most of the students did not participate for this reason. I mean, I barely participated myself."*

3 out of these 10 students complained about the technical problems and stated that they spent too much time solving them:

*Low Group / Student 4: "They said that we could use our phones; however some technical problems occurred when we used our phones, there were some problems with the screen. Such problems and trying to solve them with the teacher took a lot of time. We could only do 3-4 activities in two hours."*

Another 7 mentioned that the classes were overcrowded which distracted them, and complained that the lessons lasted too long:

*High Group / Student 5: "I think the only problem is that it is very crowded."*

*High Group / Student 3: "I think it is too long, excessively long. It could have been better if it were only one or one and a half hour long."*

2 of them also stated that there was too much noise during these lessons. However, half of the students found the content efficient:

*High Group / Student 3: "The exercises were good."*

On the other hand, 3 of them added that there could have been more activities:

*High Group / Student 6: "Especially in SOS lessons, I think the number of activities can be increased. There are very few in-class activities. We' only did 4 or 5 activities per lesson, but the time we're wasting was too much which is unnecessary."*

**4.4.1 Teaching Presence.** Regarding Teaching Presence, students were asked about the role of their teachers during online tutorials in terms of guiding the students about important topics, goals and activities, encouraging them and creating a sense of community. The interview results showed that the students had positive attitudes towards their teachers. More than half of the students (9 out of 14) stated that the teachers encouraged them during the tutorials:

*High Group / Student 9: "The teacher was encouraging us. She was helping us as much as she could. We could get answers to our questions."*

4 students mentioned that their teachers guided them during the online tutorials. 2 of them stated that they were able to get answers to their questions. One of the students underlined that the role of the teacher was no different from a face to face lesson:

*Low Group / Student 5: "The teacher was doing her job. It was not much different from a normal lesson."*

**4.4.2 Social Presence.** In the interviews students were asked about the social environment of the SOS tutorials. They were asked if they felt as a part of the group or whether they co-operated with the other students or not. They were also asked if they had any opinions about the other students. 78% (11 out of 14) stated that there was no sense of community and they didn't feel as if they are a part of a group:

*High Group / Student 5: "There was no sense of community. Most of the students that we talked to were the ones who were already in our face to face class. Other than that nobody interacted eachother."*



5 of the students mentioned that they only co-operated with the students they already knew beforehand and there was no co-operation among the other students that they didn't know previously:

*High Group / Student 1: "No, within ourselves, for example, the three of us were cooperating, but we weren't doing it with others."*

5 of the students underlined that most of the participants' motivation to participate these tutorials was to get the bonus points, nothing else:

*Low Group / Student 4: "Some students were there to learn but they were not many. Most of them were there for the bonus points."*

Furthermore 6 students complained that they couldn't concentrate much because most of the students in the tutorials were chatting and making fun, and this was highly distracting for them:

*High Group / Student 5: "In our SOS lesson, we had a big problem. There was an older student and she was constantly talking. Finally, we had to write to her saying that we could not concentrate and asked her to turn off her mic."*

**4.4.3 Cognitive Presence.** In the interviews, in order to check the cognitive presence of the students, they were asked whether these online tutorials aroused their interest and curiosity, they were motivated about the tutorials, they were pleased with the content and they would use the information in the future or not. Only 2 out of 14 students stated that these tutorials aroused their interest and curiosity:

*Interviewer: "Well, did the lessons create curiosity?"*

*High Group / Student 4: "Yes, for the first week."*

*High Group / Student 2: "But it's too long, so you lose your interest in time."*

However, nearly half of them (7 out of 14) stated that they were pleased with the content:

*High Group / Student 2: "The lessons were fine. The short tests were nice."*

Moreover, 9 out of 14 students also mentioned that they would use the information that they learned and apply knowledge in the future:

*High Group / Student 4: "We do this to learn, so, I think we can transfer this knowledge."*

## 4.5 Summary

The results of this interview revealed parallel findings regarding the results of the survey which were both conducted to find out about the predictive relationship between teaching, social and cognitive presence and EFL learning achievement. Quantitative results of this study revealed that students rated teaching, social and cognitive presence above average for both week 3 ( $M = 3.1, SD = .161$ ) and week 5 ( $M = 3.0, SD = .232$ ). The highest mean scores belonged to teaching presence items (items 1, 2, 3, 7) in both weeks ( $M = 3.48, SD = .044$ ) which is parallel to the interview results as the students reflected positive attitude towards their instructors. The lowest mean scores belonged to mainly social presence items (items 16, 17, 19) in both weeks which was also the case in the interviews as the students mentioned that they didn't develop a sense of community and they neither interacted nor co-learned much with the other students during the online tutorials. Also, one of the lowest mean scores ( $M = 3.0, SD = 1.105$ ) belonged to a cognitive presence item (item 24) which was about creating curiosity in students. The interview results also reflected the same attitude as only two students stated that the content of the tutorials piqued their curiosity. The next chapter will discuss the findings of this study followed by suggestions for future studies.

## Chapter 5

### Discussion and Conclusions

Examining the predictive relationships between teaching, social and cognitive presence and achievement in an online EFL context was the main aim of this study. The findings of this study will be discussed in this final chapter, in relation to the related literature and the research questions: (a) how well do teaching, cognitive and social presence predict learning achievement in an online EFL course? (b) which presence is the best predictor of learning achievement in an online EFL learning environment? (c) what are learners' perceptions of taking an online EFL course in relation to teaching, cognitive and social presences? That is, the first point addressed in this study was whether teaching, social and cognitive presence are able to predict achievement in an online EFL context, and if yes, finding out which presence is the best predictor. Another point was to find out how students perceive teaching, social and cognitive presence in an online EFL course. Concordantly, the predictive ability of the presences as a group and as individual predictors together with the interview results will be explained in the discussion below. In addition, some suggestions for future studies will be presented in the last part of this chapter.

#### **5.1 The Predictive Relationship between the Presences and online EFL Achievement**

Survey responses revealed that the ratings for teaching presence ( $M = 3.3$  for both weeks), social presence ( $M = 3.0$  for week 3 and  $M = 2.8$  for week 5) and cognitive presence ( $M = 3.1$  for week 3 and  $M = 2.9$  for week 5) are close to average for both weeks. It is not a surprise to expect such general consistency as it was already suggested in previous studies that students' perception of cognitive presence is predicted by their perception of teaching presence while social presence plays the role of a mediator between the two (e.g., Garrison et al., 2010). It is clear that these mean ratings suggest a genuine and potent community of inquiry. Besides, positive correlations were found among the presences in accordance with the previous research (e.g., Archibald, 2010; Kozan & Richardson, 2014a; Shea & Bidjerano,

2009b).

The main purpose of this study was to predict achievement in an online EFL context through the presences mentioned in the CoI framework. Accordingly, multiple regression analysis was conducted and it revealed that teaching, social and cognitive presence could not predict online EFL achievement statistically in a significant way as a group. Moreover, multiple regression results revealed that none of the presences could predict achievement individually which means to predict online EFL achievement, none of the presences were proved to be the best as suggested by the non-significant results.

Still, it can be suggested that a certain level of achievement took place through a high level of community of inquiry when the overall responses given to the survey (week 3:  $M = 3.1$ ,  $SD = .161$ ; week 5:  $M = 3.0$ ,  $SD = .232$ ) and online EFL achievement results ( $M = 72.8$ ) which are above average are taken into consideration. However, the fact that no predictive relationship occurred between the presences and online EFL achievement was unexpected. That is why; it may be worthwhile to refer to the interview results to understand this situation mainly because of the participants' low level of perceptions in both cognitive and social presence. The predictive relationship between each presence and online EFL achievement will be discussed in detail next.

**5.1.1 Teaching Presence and Online EFL Achievement.** 'The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes' was described as teaching presence by Garrison and his colleagues (2000). Teaching presence is conceptualized as having three components: 'design and organization, facilitating discourse and direct instruction' (Anderson et al., 2001). The planning and design of the structure, process interaction, and evaluation aspects of the online course constitute the first component of teaching presence: 'design and organization'. Building curriculum materials, lecture notes, mini lectures, personal insights of course content, group and individual activities as well as time lines and guidelines regarding the effective use of the medium are among the activities in this component of teaching presence (Anderson et al., 2001). Compared to the other components of teaching presence, it is most likely the instructor's responsibility to

perform these actions (Anderson et al., 2001).

In this study, the mean scores of the survey revealed that the highest mean scores belonged to this component of teaching presence. The highest mean scores in both week 3 ( $M = 3.57$ ) and week 5 ( $M = 3.51$ ) belonged to item 3 which stated that the instructor provided clear instructions on how to participate in course learning activities. Other items which were highly scored by participants were items 1 and 2 which stated that the instructor clearly communicated important course topics and goals. In a study by Shea and his colleagues (2003), students who reported high levels of instructional design and organization also reported high levels of satisfaction. These results show parallelism with the interview results as students were content with the instructors' role and spoke highly of their instructors in terms of providing instructions, setting deadlines and clarifying unclear areas about the task.

The second component of teaching presence, 'facilitating discourse', is defined as "a process of creating an effective group consciousness for the purpose of sharing meaning, identifying areas of agreement and disagreement, and generally seeking to reach consensus and understanding" (Garrison et al., 2000). Interestingly, one of the two lowest scores among the other scores in the teaching presence category belonged to item 10 (week 3:  $M = 3.17$  and week 5:  $M = 3.26$ ) which was categorized under the title of this component. However, when having a closer look to the item which refers to reinforcing development of a sense of community among course participants, it is no surprise that participants scored it lower than the other items. As social presence was rated the lowest among other presences both in the survey and in the interview results, participants may have considered this item related to their social presence in the community.

'Direct Instruction' which constitutes the final part of the teaching presence is about more specific content issues such as diagnosing misconceptions, injecting knowledge from diverse sources, or summarizing the discussion (Garrison, 2013). The other lowest score of the teaching presence category belonged to item 12 (week 3:  $M = 3.17$  and week 5:  $M = 3.21$ ) which is sorted under this component. Item 12 is related to providing feedback which was found crucial in serving the sense of community of inquiry as it boosts teaching, social and cognitive presence (Ice, Curtis, Phillips & Wells, 2007). The present non-significant findings can be related

to the perceptions of participants regarding the inadequacy of the given feedback regardless of the instructors' role in it. Moreover, it is important to note that the conditions of the SOS lessons in particular may have an effect on the lack of feedback given. The interview results revealed that half of the students complained that the classes were overcrowded and this might have made it challenging for the instructors to provide feedback evenly and in a timely manner.

In conclusion, although teaching presence was high not only in the interviews but also in the survey results regarding particularly the instructors' design and organization, results of the multiple regression analysis revealed that it can't predict online EFL achievement in a statistically significant way. In regard to these insights, it can be said that 'design and organization' is a crucial component of teaching presence, whereas, it is not sufficient to predict online EFL achievement individually without the other two contributing components of teaching presence.

**5.1.2 Social Presence and Online EFL Achievement.** The extent to which participants of a community of inquiry project themselves socially and emotionally in a way that they can be perceived as real people is defined as social presence (Garrison et al., 2000; Garrison & Arbaugh, 2007). Like teaching presence, social presence also has three components: which are open communication, group cohesion, and affective/emotional expression (Garrison, 2007) 'Open communication' is defined as mutual and courteous communication exchanges (Garrison et. al., 2000) and this component is the one which received the lowest scores in this study. In the survey, this component is tested through 3 items. Item 17 which is related to conversing through the online medium in a comfortable way had the lowest mean scores in both weeks (week 3:  $M = 2.88$  and week 5:  $M = 2.70$ ). The other lowest scores of the survey belonged to the other two components of this category, items 18 and 19 (week 5:  $M = 2.74$ ,  $M = 2.63$ ), which are about participating in the course discussions and interacting with other course participants in a comfortable way. In this respect, it can be claimed that there was a lack of communication and interaction among students during the SOS tutorials and even when there is an opportunity, students did not feel comfortable in doing so. This was also the case according to the interview results. 78% of participants stated that there was no sense of community and they didn't feel as if they were a part of a group.

Previous studies state that facilitation of interaction among students is likely to increase social presence (e.g., Swan et al., 2009). As a result, it is reasonable to conclude that these online lessons led to a certain level of lack of interaction and lack of meaningful communication, which in return gave no way to an effective community of inquiry. Previous studies also underline the importance of course design when promoting social presence and suggest that the design of discussion questions and tasks can influence the development of social presence (e.g., Swan & Shih, 2005). Concordantly, it can be claimed that the lack of social presence may be the result of the design of these SOS tutorials. As in these tutorials the instructor presents the subject matter through some visuals or other related materials and after that he/she assigns the students to do some activities individually. Following these two steps, the students are tested. Such design may limit the opportunities to interact and communicate especially when utilized in large groups.

Another factor which caused lack of communication and interaction and consequently led to lower rates of social presence can be the size of the community. Akyol et al. (2009) conducted a study based on student opinions related to the impact of group size on presence, and they showed that students perceive smaller groups as a more reliable environment where they can share opinions, look at others' comments, and collaborate. Similarly, Öztürk (2015) investigated the impact of group size on cognitive, social, and teaching presence perception and observed that all presence perceptions were impacted in favor of smaller groups. As interview results of this study revealed the students' complaints regarding how crowded the classes were, it is no surprise that communication and interaction occurred inadequately, thus leading to low social presence and an ineffective learning community of inquiry.

To conclude, previous studies suggest that there is a powerful relationship between social presence and learning outcomes (e.g., Arbaugh, 2005a; Hwang & Arbaugh, 2006). Also, the findings of Liu, Gomez and Yen (2009) suggested that when predicting course retention and final grade, social presence has a significant role. High perceptions of social presence facilitate high interaction among learners, thus increasing the possibility of getting better grades (Liu et al., 2009). Therefore, the aforementioned lack of effective or quality communication and interaction among students might be an explanation why social presence was incompetent in

predicting their online EFL achievement.

**5.1.3 Cognitive Presence and Online EFL Achievement.** Cognitive presence is defined by Garrison et al (2001) as ‘the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry’ (p. 11). It refers to the process in which learners are cognitively active when they try to find out solutions for a learning problem and eventually succeed in implementing these solutions (Kozan & Richardson, 2014a). Cognitive presence also has four phases: triggering event, exploration, integration and resolution. In this study there were problematic areas mainly in two of these phases of cognitive presence.

The first problematic area was about items 24 and 25 (week 5:  $M = 2.82$ ,  $M = 2.89$ ), which belong to the phase called ‘triggering event’ and which are about arousing students’ curiosity and motivating them. This result might have occurred as the nature of the online tutorials was ineffective in setting goals which was also reiterated in the interviews. Only 2 out of 14 students stated that these tutorials aroused their interest and curiosity, and one further stated that the lessons were intriguing only for the first week, underlining the novelty effect of the experience. The other also stated that the lessons were too long and it leads to loss of interest in time. Moreover, 5 of the students underlined that most of the participants’ motivation to participate these tutorials was to get the bonus points, nothing else. Previous studies underline the importance of tasks creating interest since they entail critical thinking and generate motivation (Dillenbourg et al., 1996). However, in this study, it seems that the lack of interest and motivation led to lower levels of cognitive presence which can also be counted as a reason why cognitive presence could not predict online EFL achievement.

Another problematic area in this study was related to another phase of cognitive presence: ‘resolution’ in which the learning problem is resolved through either generating a valid framework to decrease the level of complexity or coming up with a particular explanation. Item 33 was about developing solutions and applying the newly gained knowledge to a variety of settings. Although there are contradictory views in the interview results regarding this statement, it was rated below average in both weeks ( $M = 2.95$ ,  $M = 2.94$ ). This low rating might have occurred due to a



disciplinary effect. Arbaugh and his colleagues stated that courses in more pure disciplines such as the hard sciences may not lend themselves to CoI as well as applied disciplines such as education, health care, and business since the final stage of cognitive presence, resolution, focuses on applying newly gained knowledge (Arbaugh et al., 2010). In other words, students might have got confused about how to apply what they have learned in these tutorials in practice and this might have led to low levels of cognitive presence which is the most crucial element in the CoI model that leads to successful higher education learning experiences (Kanuka & Garrison, 2004). However, it is obvious that this learning experience lacked the essential elements for an effective facilitation of cognitive presence that can contribute to a community of inquiry.

## **5.2 Conclusions**

Various studies have examined and verified the relations between teaching, cognitive and social presences (e.g., Arbaugh et al., 2008; Garrison, Cleveland-Innes, & Fung, 2010; Joo, Lim, & Kim, 2011; Shea & Bidjerano, 2009). Whereas, studies suggest that how these elements estimate academic achievement in different content areas has been inadequately examined (e.g., Akyol & Garrison, 2011; Arbaugh, 2008; Choy & Quek, 2016; Picciano, 2002), and consequently, there is a call for research linking approaches to learning and learning outcomes (e.g., Akyol et al., 2009, Rourke & Kanuka, 2009). This study was conducted to contribute to the literature in this regard; however, it revealed that presences did not play a role in predicting online EFL achievement although all three presences existed and positively correlated with each other.

One reason which led to this result can be related to the design of the online tutorials. Rovai (2002) suggests that when developing a sense of community, learner interaction is a fundamental element. Both the survey results and the interviews showed that the SOS tutorials lacked the essential interactions necessary to build a community where effective learning can take place. The underlying cause of such deficiency can be related to the instructor who is responsible to create an effective group consciousness which gives way to the participants to share meaning. Another cause can be the class size which was regarded as being too crowded by the students.

In such an environment, it is no surprise that participants found it difficult to converse and interact with others or participate in discussions. That is why, it is reasonable to conclude that the design of these tutorials led to a certain level of lack of interaction and lack of meaningful collaboration, which in return gave no way to higher-level learning.

Another reason which gave way to this result can be related to the tutorials's content which failed in arousing students' curiosity and motivation. Both the survey results and the interviews showed that students were neither motivated nor interested enough to participate in the tutorials. One underlying cause of this occurrence can be the length of the tutorials which were regarded as being too long, as in the interviews students stated that they lost their interest after the first week. Another cause can be the content and nature of the lessons. The online tutorials gave the opportunity to students to gain five bonus points which will be added to their average scores. However, these bonus points seem to be insufficient to create enough motivation which would lead to higher level learning. In this regard, the success of the online tutorials employed in the current study is questionable although the average ratings of the presences claim that there is a community of inquiry where effective learning can take place.

### **5.3 Recommendations and Implications**

This study was conducted in order to answer the need to examine the relationship between CoI components and learning outcomes in online environments in a variety of fields of study (e.g., Akyol et al., 2009). Although many articles have been published on CoI framework and its constructs, and suggested that they offer a significant perspective and approach when investigating online learning environments (e.g., Garrison & Arbaugh, 2007), some studies claimed that the fact that deep and meaningful learning outcomes are the result of an effective CoI hasn't been supported through empirical evidence (Rourke & Kanuka, 2009). As in the current study CoI components were unable to predict online EFL achievement, further studies are needed to examine the predictive ability of teaching, social and cognitive presences and students' achievements in online environments.

Another point worth mentioning is that, many studies which have been conducted on CoI framework so far have focused on a variety of outcome measures such as learning process outcomes, student-perceived learning outcomes, or affective outcomes, including satisfaction and persistence (Maddrell, 2011). After reviewing 252 journal articles, Rourke and Kanuka (2009), further suggested that most CoI research have been deflected as they have concentrated on student satisfaction students' perceptions of their learning, social presence, teaching presence, cognitive presence while ignoring the effect of presences as a group on deep and meaningful learning outcomes (Rourke & Kanuka, 2009). As a result, there is obviously a need for such investigation by future researchers to conduct more studies based on objective measures of student learning achievement.

Moreover, it is not possible to ignore the impact of course design, structure and leadership on the degree of deep and meaningful learner participation in course content (Garrison & Cleveland-Innes, 2005). Concordantly, the results of the current study underlines the importance of design and content of the courses delivered online. Thus, it is clear that instructional designers and facilitators need more guidance regarding what design, facilitation, and direction strategies positively influence student learning achievement outcomes (Maddrell, 2011, Morrison & Lowther, 2010). By doing so, more effective CoI environments can be established which are able to produce meaningful learning outcomes.

This research was conducted at a single prep school with a certain level. This study can be replicated and conducted in different prep schools and at different levels. Besides, in order to investigate the predictive relationship between online EFL achievement and CoI, other online EFL environments may provide valuable areas to compare and conduct studies on.

## REFERENCES

- Allen, I. E., & Seaman, J. (2014). Grade change. Tracking Online Education in the United States. Babson Survey Research Group and Quahog Research Group, LLC.
- Conaway, R. N., Easton, S. S., & Schmidt, W. V. (2005). Strategies for enhancing student interaction and immediacy in online courses. *Business Communication Quarterly*, 68(1), 23-35.
- Akyol, Z., Arbaugh, J. B., Cleveland-Innes, M., Garrison, D. R., Ice, P., Richardson, J. C., & Swan, K. (2009). A response to the review of the community of inquiry framework. *Journal of Distance Education*, 23(2), 123-136.
- Akyol, Z., & Garrison, D. R. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. *Journal of Asynchronous Learning Networks*, 12, 3-22.
- Akyol, Z., & Garrison, D. R. (2011). Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning. *British Journal of Educational Technology*, 42(2), 233-250.
- Akyol, Z., Ice, P., Garrison, R., & Mitchell, R. (2010). The relationship between course socio-epistemological orientations and student perceptions of community of inquiry. *The Internet and Higher Education*. 13, 66-68.
- Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press.
- Anderson, T., Liam, R., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context.
- Arbaugh, J. B. (2005a). Is there an optimal design for on-line MBA courses? *Academy of Management Learning & Education*, 4(2), 135-149.

- Arbaugh, J. B. (2005b). How much does “subject matter” matter? A study of disciplinary effects in on-line MBA courses. *Academy of Management Learning & Education*, 4(1), 57-73.
- Arbaugh, J. B. (2008). Does the community of inquiry framework predict outcomes in online MBA courses? *International Review of Research in Open and Distance Learning*, 9(2), 1-21.
- Arbaugh, J. B., Bangert, A., & Cleveland-Innes, M. (2010). Subject matter effects and the community of inquiry (CoI) framework: An exploratory study. *The Internet and Higher Education*, 13(1), 37-44.
- Arbaugh, J. B., Cleveland-Innes, M., Diaz, S. R., Garrison, D. R., Ice, P., Richardson, J. C., & Swan, K. P. (2008). Developing a community of inquiry instrument: Testing a measure of the community of inquiry framework using a multi-institutional sample. *The Internet and Higher Education*, 11(3), 133–136.
- Arbaugh, J.B., & Hwang, A. (2006). Does “teaching presence” exist in online MBA courses? *The Internet and Higher Education*, 9, 9-21.
- Archibald, D. (2010). Fostering the development of cognitive presence: Initial findings using the community of inquiry survey instrument. *The Internet & Higher Education*, 13(1-2), 73-74.
- Babb, S., Stewart, C., & Johnson, R. (2010). Constructing communication in blended learning environments: Students’ perceptions of good practice in hybrid courses. *Journal of Online Learning and Teaching*, 6(4), 735–753. Retrieved from: [http://jolt.merlot.org/vol6no4/babb\\_1210.htm](http://jolt.merlot.org/vol6no4/babb_1210.htm)
- Beatty, B. & Ulasewicz, C. (2006). Faculty perspectives on moving from Blackboard to the Moodle learning management system. *TechTrends*, 50(4), 36-45.
- Benbunan-Fich, R., & Arbaugh, J. B. (2006). Separating the effects of knowledge construction and group collaboration in learning outcomes of web-based courses. *Information & Management*, 43, 778-793.

- Berg, G. A. (2004). Knowledge medium: designing effective computer-based learning environments. *Computing Reviews*, 45(8), 484-485.
- Bollen, K. A., & Pearl, J. (2013). Eight myths about causality and structural equation models. In S. L. Morgan (Ed.), *Handbook of causal analysis for social research* (pp. 301-328). Dordrecht: Springer.
- Boston, W., Diaz, S. R., Gibson, A. M., Ice, P., Richardson, J., & Swan, K. (2009). An exploration of the relationship between indicators of the community of inquiry framework and retention in online programs. *Journal of Asynchronous Learning Networks*, 13(3), 67-83.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: SAGE Publications.
- Brower, H. H. (2003). On emulating classroom discussion in a distance-delivered OBHR course: Creating an on-line learning community. *Academy of Management Learning & Education*, 2(1), 22-36.
- Butler-Pascoe, M. E. (1997). Technology and Second Language Learners: The Promise and the Challenge Ahead. *American Language Review*, 1(3), 20-22.
- Choy, J., & Quek, C. (2016). Modelling relationships between students' academic achievement and community of inquiry in an online learning environment for a blended course. *Australasian Journal of Educational Technology*, 32(4).
- Conaway, R. N., Easton, S. S., & Schmidt, W. V. (2005). Strategies for enhancing student interaction and immediacy in online courses. *Business Communication Quarterly*, 68(1), 23-35.
- Coppola, N. W., Hiltz, S. R., & Rotter, N. G. (2002). Becoming a virtual professor: Pedagogical roles and asynchronous learning networks. *Journal of management information systems*, 18(4), 169-189.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: SAGE Publications.

- Cross, K. P. (1998). *Why learning communities? Why now*. About campus, 3(3), 4-11. Retrieved from <http://www.nhcuc.org/pdfs/CrossLC.pdf>
- Dawley, L. (Ed.). (2007). *The tools for successful online teaching*. IGI Global.
- De Lisle, J. (2011). The benefits and challenges of mixing methods and methodologies: Lessons learnt from implementing qualitatively led mixed methods research designs in Trinidad and Tobago. *Caribbean Curriculum*, 18(1), 87-120.
- Dillenbourg, P., Baker, M., Blaye, A. & O'Malley, C. (1996) The evolution of research on collaborative learning. In E. Spada & P. Reiman (Eds) *Learning in Humans and Machine: Towards an interdisciplinary learning science* (pp. 189-211). Oxford: Elsevier.
- Fish, W. W., & Gill, P. B. (2009). Perceptions of Online Instruction. *Online Submission*, 8(1).
- Gardenfors, P., & Johansson, P. (2005). *Cognition, education, and communication technology*. New Jersey: Lawrence Erlbaum Associates Inc.
- Garrison, D. R. (2003). Cognitive presence for effective asynchronous online learning: The role of reflective inquiry, self-direction and metacognition. In J. Bourne & J.C. Moore (Eds.), *Elements of quality online education: Practice and direction* (Vol. 4, pp. 29-38). Needham, MA: The Sloan Consortium.
- Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.
- Garrison, D. R. (2009). Communities of inquiry in online learning. In P. L. Rogers, G. A. Berg, J. V. Boettcher, C. Howard, L. Justice, & K. D. Schenk (Eds.), *Encyclopedia of Distance Learning* (pp. 352-355) (2nd ed.). Hershey, PA: IGI Global.

- Garrison, D. R. (2013). Theoretical foundations and epistemological insights of the community of inquiry. In Z. Akyol & D. R. Garrison (Eds.), *Educational communities of inquiry: Theoretical framework, research, and practice* (pp. 1-11). Hershey, PA: IGI Global.
- Garrison, D. R., & Akyol, Z. (2013a). The Community of Inquiry Theoretical Framework. In M. G. Moore (Ed.), *Handbook of distance education* (pp. 104–119). New York, NY: Routledge.
- Garrison, D. R., & Akyol, Z. (2013b). Toward the development of a metacognition construct for communities of inquiry. *The Internet and Higher Education*, 17, 84-89.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *The Internet and Higher Education*, 2(2–3), 87–105.
- Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *The American Journal of Distance Education*, 15(1), 7–23.
- Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: a retrospective. *The Internet and Higher Education*, 13, 5–9.
- Garrison, D. R., & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and Higher Education*, 10(3), 157-172
- Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education*, 19(3), 133–148.
- Garrison, D. R., Cleveland-Innes, M., & Fung, T. S. (2010). Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the community of inquiry framework. *The Internet and Higher Education*, 13(1), 31–36.



- Glaser, R., & Nitko, A. J. (1970). *Measurement in Learning and Instruction*.
- Goda, Y., & Yamada, M. (2012). Application of CoI to design CSCL for EFL online asynchronous discussion. *Educational Community of Inquiry: Theoretical Framework, Research and Practice*, 295-316.
- Gunawardena, C. N. (1995). Social presence theory and implications for interaction and collaborative learning in computer conferences. *International Journal of Educational Telecommunications*, 1(2/3), 147-166.
- Gunawardena, C. N., & Zittle, F. J. (1997). Social presence as a predictor of satisfaction within a computer - mediated conferencing environment. *American journal of distance education*, 11(3), 8-26.
- Hiltz, S. R., & Turoff, M. (2002). What makes learning networks effective?. *Communications of the ACM*, 45(4), 56-59.
- Hostetter, C., & Busch, M. (2006). Measuring up online: The relationship between social presence and student learning satisfaction. *Journal of Scholarship of Teaching and Learning*, 6(2), 1-12.
- Hubbard, P. (2008). CALL and the future of language teacher education. *Calico Journal*, 25(2), 175.
- Hwang, A., & Arbaugh, J. B. (2006). Virtual and Traditional Feedback-Seeking Behaviors: Underlying Competitive Attitudes and Consequent Grade Performance. *Decision Sciences Journal of Innovative Education*, 4(1), 1-28.
- Ice, P., Curtis, R., Phillips, P., & Wells, J. (2007). Using asynchronous audio feedback to enhance teaching presence and students' sense of community. *Journal of Asynchronous Learning Networks*, 11(2), 3-25.
- Istifci, I. (2016, October). An Online Language Learning Program for Students in Aviation Departments. In *European Conference on e-Learning* (p. 279). Academic Conferences International Limited.

- Joo, Y. J., Lim, K. Y., & Kim, E. K. (2011). Online university students' satisfaction and persistence: Examining perceived level of presence, usefulness and ease of use as predictors in a structural model. *Computers & Education, 57*(2), 1654-1664.
- Kanuka, H., & Garrison, D. R. (2004). Cognitive presence in online learning. *Journal of Computing in Higher Education, 15*(2), 21-39.
- Ke, F. (2010). Examining online teaching, cognitive, and social presence for adult students. *Computers & Education, 55*, 808-820.
- Keith, T. Z. (2014). *Multiple regression and beyond: An introduction to multiple regression and structural equation modeling*. New York: Routledge.
- Kember, D., McNaught, C., Chong, F. C., Lam, P., & Cheng, K. F. (2010). Understanding the ways in which design features of educational websites impact upon student learning outcomes in blended learning environments. *Computers & Education, 55*(3), 1183-1192.
- Kerlinger, F. (1974). *Foundations of Behavioral Research*. San Francisco: Holt, Rinehart. Winston.
- Kozan, K. (2016). The incremental predictive validity of teaching, cognitive and social presence on cognitive load. *The Internet and Higher Education, 31*, 11-19.
- Kozan, K., & Richardson, J. (2014a). Interrelationships between and among social, teaching, and cognitive presence. *The Internet and Higher Education, 21*, 68-73.
- Kozan, K., & Richardson, J. C. (2014b). New exploratory and confirmatory factor analysis insights into the community of inquiry survey. *The Internet and Higher Education, 23*, 39-47.
- Lee, K. W. (2000). Energizing the ESL/EFL classroom through Internet activities. *The Internet TESL Journal, 6*(4), 1-4.

- Levy, M. (2009). Technologies in use for second language learning. *The Modern Language Journal*, 93, 769-782.
- Lim, J., Kim, M., Chen, S. S., & Ryder, C. E. (2008). An empirical investigation of student achievement and satisfaction in different learning environments. *Journal of Instructional Psychology*, 35(2), 113.
- Liu, S. Y., Gomez, J., & Yen, C. J. (2009). Community college online course retention and final grade: Predictability of social presence. *Journal of Interactive Online Learning*, 8(2), 165-182.
- Liu, Y., & Jernigan, J. (2013). Ecological Analysis of EFL Learners' Online Communication. *Dil ve Edebiyat Egitimi Dergisi*, 2(8), 9.
- Lloyd, S. A., Byrne, M. M., & McCoy, T. S. (2012). Faculty-perceived barriers of online education. *MERLOT Journal of Online Learning and Teaching*, 8(1), 1-12.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). Organization and Analysis of Qualitative Research Data. *Methods in educational research: From Theory to Practice* (First Ed., pp. 300-314). San Francisco: John Wiley & Sons.
- Lord, H. G. (1973). *Ex Post Facto Studies as a Research Method*. (Special Report No. 7320) Retrieved from ERIC website:  
<http://files.eric.ed.gov/fulltext/ED090962.pdf>
- Maddrell, J. A. (2011). *Community of Inquiry framework and learning outcomes* (Doctoral Dissertation), Available from:  
[https://www.academia.edu/2657748/Community\\_of\\_Inquiry\\_framework\\_and\\_learning\\_outcomes](https://www.academia.edu/2657748/Community_of_Inquiry_framework_and_learning_outcomes)
- Marimuthu, R., Chone, L. S., Heng, L. T., Terng, H. F., & Nah, E. A. CREATING A COMMUNITY OF INQUIRY (CoI) THROUGH EDMODO.
- McFarland, D., & Hamilton, D. (2005-2006). Factors affecting student performance and satisfaction: Online versus traditional course delivery. *The Journal of Computer Information Systems*, 46(2), 25.

- Means, B., & Olson, K. (1997). *Technology and education reform: Studies of education reform*. Diane Publishing.
- Moore, J. L., & Marra, R. M. (2005). A comparative analysis of online discussion participation protocols. *Journal of Research on Technology in Education*, 38(2), 191-212.
- Morrison, G. R., & Lowther, D. L. (2010). *Integrating computer technology into the classroom: Skills for the 21st century* (4th ed.). Boston, MA: Pearson.
- Öztürk, E. (2012). An adaptation of the community of inquiry index: The study of validity and reliability. *Elementary Education Online*, 11(2), 408-422.
- Öztürk, E. (2015). Facebook as a new community of inquiry environment: An investigation in terms of academic achievement and motivation. *Journal of Baltic Science Education*, 14(1).
- Pallant, J. (2007). *SPSS survival manual: A step-by-step guide to data analysis using SPSS version 15*. Nova Iorque: McGraw Hill.
- Peterson, M. (1997). Language teaching and networking. *System*, 25(1), 29-37.
- Phipps, R., & Merisotis, J. (1999). What's the difference? A review of contemporary research on the effectiveness of distance learning in higher education.
- Picciano, A. G. (2002). Beyond student perceptions: Issues of interaction, presence, and performance in an online course. *Journal of Asynchronous Learning Networks*, 6(1), 21–40. Retrieved from: [http://sloanconsortium.org/sites/default/files/v6n1\\_picciano\\_1.pdf](http://sloanconsortium.org/sites/default/files/v6n1_picciano_1.pdf)
- Richardson, J. C., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7(1), 68-88.
- Rourke, L., Anderson, T., Garrison, R., & Archer, W. (1999). Assessing social presence in asynchronous text-based computer conferencing. *Journal of Distance Education*, 14(2), 50-71.

- Rourke, L., & Kanuka, H. (2009). Learning in communities of inquiry: A review of the literature (Winner 2009 Best Research Article Award). *Journal of Distance Education, 23*(1), 19-48.
- Rovai, A. P. (2001). Building classroom community at a distance: A case study. *Educational Technology Research and Development, 49*(4), 33.
- Rovai, A. P. (2002). Building sense of community at a distance. *The International Review of Research in Open and Distributed Learning, 3*(1).
- Salmon, G. (2000). *E-moderating: The key to online teaching and learning*. London: Kogan Page.
- Shea, P. (2006). A study of students' sense of learning community in online environments. *Journal of Asynchronous Learning Networks, 10*(1), 35-44.
- Shea, P., & Bidjerano, T. (2009a). Cognitive presence and online learner engagement: A cluster analysis of the community of inquiry framework. *Journal of Computing in Higher Education, 21*(3), 199-217.
- Shea, P., & Bidjerano, T. (2009b). Community of inquiry as a theoretical framework to foster "epistemic engagement" and "cognitive presence" in online education. *Computers & Education, 52*(3), 543-553.
- Shea, P., Fredericksen, E. E., Pickett, A., & Pelz, W. (2003). A preliminary investigation of "teaching presence" in the SUNY learning network. *Elements of Quality Online Education: Practice and Direction, 4*, 279-312.
- Shea, P. J., Fredericksen, E. E., Pickett, A. M., & Pelz, W. E. (2004). Faculty development, student satisfaction, and reported learning in the SUNY learning network. *Learner-centered theory and practice in distance education: Cases from higher education, 343-377*.
- Shea, P., Gozza-Cohen, M., Uzuner, S., Mehta, R., Valtcheva, A. V., Hayes, S., & Vickers, J. (2011b). The community of inquiry framework meets the SOLO taxonomy: a process-product model of online learning. *Educational Media International, 48*(2), 101-113. Retrieved from: <http://www.suny.edu/sunytrainingcenter/files/TeachingPresence.pdf>

- Shea, P., Hayes, S., Vickers, J., Gozza-Cohen, M., Uzuner, S., Mehta, R., ...Rangan, P. (2010). A re-examination of the community of inquiry framework: Social network and content analysis. *The Internet and Higher Education*, 13, 10-21.
- Sherry, A. C., Fulford, C. P., & Zhang, S. (1998). Assessing distance learners' satisfaction with instruction: A quantitative and a qualitative measure. *American Journal of Distance Education*, 12(3), 4-28.
- Shin, H. J., & Son, J. B. (2007). EFL teachers' perceptions and perspectives on Internet-assisted language teaching. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 8(2).
- Son, J. B. (2011) 'Online tools for language teaching', *TESL-EJ*, vol. 15, no. 1, pp. 112.
- Stickler, U., & Hauck, M. (2006). What does it take to teach online? Towards a pedagogy for online language teaching and learning. *Calico Journal*, 23(3).
- Swan, K. (2002). Building learning communities in online courses: The importance of interaction. *Education, Communication & Information*, 2(1), 23-49.
- Swan, K. (2003). Learning effectiveness online: What the research tells us. *Elements of quality online education, practice and direction*, 4(1), 13-47.
- Swan, K., Garrison, D. R., & Richardson, J. C. (2009). A constructivist approach to online learning: the Community of Inquiry framework. In Payne C.R. (Ed.) *Information technology and constructivism in higher education: Progressive learning frameworks* (pp. 43-57). Hershey: IGI Global.
- Swan, K., Richardson, J.C., Ice, P., Garrison, D.R., Cleveland-Innes, M., & Arbaugh, J.B. (2008). Validating a measurement tool of presence in online communities of inquiry. *E-mentor*, 2(24), 1-12.
- Swan, K. & Shih, L. F. (2005). On the nature and development of social presence in online course discussions. *Journal of Asynchronous Learning Networks*, 9(3), 115-136.

- Taghizadeh, M., Barzegar, R., Vaezi, S., & Tabatabaei, S. M. M. (2010, December). Virtual instructors' perspectives toward Community of Inquiry framework: The case of EFL. In *E-Learning and E-Teaching (ICELET), 2010 Second International Conference on* (pp. 5-10). IEEE.
- Tomarken, A. J., & Waller, N. G. (2005). Structural equation modeling: Strengths, limitations, and misconceptions. *Annual Review of Clinical Psychology*, 1, 31-65.
- Traver, A.E., Volchok, E., Bidjerano, T., & Shea, P. (2014). Correlating community college students' perceptions of community of inquiry presences with their completion of blended courses. *The Internet and Higher Education*, 20, 1-9.
- Ungerleider, C.S., & Burns, T.C. (2003). A systematic review of the effectiveness and efficiency of networked ICT in education: A state of the field report to the Council of Ministers of Education, Canada and Industry Canada. Unpublished report.
- Vaughan, N., & Garrison, D. R. (2005). Creating cognitive presence in a blended faculty development community. *The Internet and higher education*, 8(1), 1-12.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher mental process*. In Cole M., John-Steiner V., Scribner S., & Souberman E. (Eds.) USA: Harvard University Press.
- Warschauer, M. (2010) 'New tools for teaching writing', *Language Learning & Technology*, vol.14, no. 1, pp. 38.
- Wiburg, K., & Butler-Pascoe, M.E. (2002). *Technology and teaching English language learners*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- White, G., & Ploeger, F. (2004). Cognitive characteristics for learning visual basic. *The Journal of Computer Information Systems*, 44(3), 58.

Wu, H., Gao, J., & Zhang, W. (2014). Chinese EFL teachers' social interaction and socio-cognitive presence in synchronous computer-mediated communication. *Language Learning & Technology*, 18(3), 228-254.

Zhang, W. Y., & Perris, K. (2004). Researching the efficacy of online learning: A collaborative effort amongst scholars in Asian open universities. *Open Learning*, 19(3), 247-264.





## APPENDIX



## APPENDIX A

### Consent Forms

#### 1. Bilgilendirilmiş Onay Formu

Sevgili katılımcı,

Buradalık kavramının yabancı dil öğrenimindeki başarı ile ilişkisi üzerine yoğunlaşan araştırma çalışmamızın veri toplamasına katkıda bulunmanızı rica ediyorum. Çalışmada size bir adet buradalık anketi dönem ortasında ve sonunda uygulanacaktır. Anket sonrasında sizlerle benzer sorulardan oluşan bir görüşme yapılması da istenebilir. Doldurulmuş anketler ve çalışmanın diğer ürünleri araştırma danışmanının ofisinde kilitli bir dolapta saklanacaktır. Anketler de dahil çalışmanın hiçbir ürünü çalışma dışından biriyle paylaşılmayacaktır. Buna dersi aldığımız öğretim elemanı da dahildir. Verilere sadece Gökçe Dülgerci`in, Kadir Kozan`in ve gerekirse veri analizi yapacak kişi ya da kişilerin erişimi olacaktır. Veri düzenlemesi ve analizi dönem sonunda notlar verildikten sonra gerçekleştirilecektir.

Çalışma öncesinde, süresince, veri analizi ve raporlama sürecinde çalışma ile ilgili görüş, soru vb. her türlü paylaşımınızı [gokce.oktay@sfl.bau.edu.tr](mailto:gokce.oktay@sfl.bau.edu.tr) , [bluish1@hotmail.com](mailto:bluish1@hotmail.com), ya da [kadir.kozan@es.bau.edu.tr](mailto:kadir.kozan@es.bau.edu.tr) e-posta adreslerine gönderebilirsiniz. En geç iki gün içerisinde size geri dönüş yapılacaktır.

Şimdi lütfen bu formu okuyup anladığınızı beyan etmek ve çalışmaya gönüllü olarak katılmayı kabul ettiğinizi belirtmek için aşağıdaki tırnak içi cümleyi okuyup, ad ve soyad bilgisini girip tarihi belirtiniz ve imzanızı atınız.

“Bir örneği tarafıma verilen bu bilgilendirilmiş onay formunu okudum ve anladım. “Öğretim , Toplumsal ve Bilişsel Buradalıkların Yabancı Dil Öğrenimindeki Başarı ile İlişkisi ” isimli çalışmaya gönüllü olarak katılmayı kabul ediyorum”.

Ad ve Soyad:

Tarih:

İmza:

(While the survey participants were provided with the consent form online on [www.surveymonkey.com](http://www.surveymonkey.com) without any signature requirement, the interview participants signed the consent form right before attending the interviews)

## 2. Öğretim Görevlisi Bilgilendirme ve Onay Formu.

Sayın \_\_\_\_\_

\_\_\_\_\_ isimli ve \_\_\_\_\_ kodlu dersinizde buradalık kavramının yabancı dildeki başarı ile ilişkisi üzerine yoğunlaşan araştırma çalışmamızın veri toplamasını yapmak için yazılı izninizi rica ediyorum. Çalışmada öğrencilere buradalık anketi dönem ortasında ve sonunda uygulanacaktır. Ekte bu anketin bir örneğini bulabilirsiniz. Ayrıca anketlerin uygulanmasının ardından hem katılan bazı öğrencilerle hem de sizinle bir görüşme yapılabilir. Görüşmede sorulacak soruların bir örneğini ekte bulabilirsiniz. Doldurulmuş anketler ve çalışmanın diğer ürünleri araştırma danışmanının ofisinde kilitli bir dolapta saklanacaktır. Çalışma öncesinde, süresince, veri analizi ve raporlama sürecinde çalışma ile ilgili görüş, soru vb. her türlü paylaşımınızı gokce.oktay@sfl.bau.edu.tr ve/veya bluish1@hotmail.com ya da kadir.kozan@es.bau.edu.tr e-posta adreslerine gönderebilirsiniz. En geç iki gün içerisinde size geri dönüş yapılacaktır.

Lütfen aşağıdaki tırnak işareti içindeki cümleyi okuyup, boşlukları doldurup, onaylıyorsanız bu formu imzalayıp tarih atınız. TEŞEKKÜRLER.

Gökçe Dülgerci/Yard. Doc. Dr. Kadir Kozan

“Gökçe Dülgerci” tarafından yürütülen “Öğretim , Toplumsal ve Bilişsel Buradalıkların Yabancı Dil Öğrenimindeki Başarı ile İlişkisi” isimli tez çalışmasının veri toplama aşamasında vermekte olduğum \_\_\_\_\_ isimli ve \_\_\_\_\_ kodlu dersin öğrencilerinden veri toplanmasında bir sakınca yoktur. Adı geçen çalışmaya gönüllü olarak katılmayı kabul ediyorum”.

Ad ve Soyad:

Tarih:

İmza:

## APPENDIX B

### The “Community of Inquiry” Survey (Arbaugh et al., 2008)

The following statements relate to your perceptions of “**Teaching Presence**” -- your instructor’s course design, facilitation of discussion, and direct instruction -- in the course. Please indicate both your agreement or disagreement with each statement and how important you think it is.

<b>Statement</b>		<b>Agreement</b>				
		0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree				
1	The instructor clearly communicated important course topics.	0	1	2	3	4
2	The instructor clearly communicated important course goals.	0	1	2	3	4
3	The instructor provided clear instructions on how to participate in course learning activities.	0	1	2	3	4
4	The instructor clearly communicated important due dates/time frames for learning activities.	0	1	2	3	4
5	The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.	0	1	2	3	4
6	The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.	0	1	2	3	4
7	The instructor helped to keep course participants engaged and participating in productive dialogue.	0	1	2	3	4
8	The instructor helped keep the course participants on task in a way that helped me to learn.	0	1	2	3	4
9	The instructor encouraged course participants to explore new concepts in this course.	0	1	2	3	4
10	Instructor actions reinforced the development of a sense of community among course participants	0	1	2	3	4

- |    |  |          |          |          |          |          |
|----|--|----------|----------|----------|----------|----------|
| 11 | The instructor helped to focus discussion on relevant issues in a way that helped me to learn. | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 12 | The instructor provided feedback that helped me understand my strengths and weaknesses.        | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 13 | The instructor provided feedback in a timely fashion.  | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |

The following statements refer to your perceptions of “**Social Presence**” -- the degree to which you feel socially and emotionally connected with others -- in your course. Please indicate both your agreement or disagreement with each statement and how important you think it is.

- |                  |   | <b>Agreement</b>  |          |          |          |          |
|------------------|---|---|----------|----------|----------|----------|
|                  |   | 0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree |          |          |          |          |
| <b>Statement</b> |   |   |          |          |          |          |
| 14               | Getting to know other course participants gave me a sense of belonging in the course.                   | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 15               | I was able to form distinct impressions of some course participants.                                    | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 16               | Online or web-based communication is an excellent medium for social interaction.                        | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 17               | I felt comfortable conversing through the online medium.  | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 18               | I felt comfortable participating in the course discussions.   | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 19               | I felt comfortable interacting with other course participants.  | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 20               | I felt comfortable disagreeing with other course participants while still maintaining a sense of trust. | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 21               | I felt that my point of view was acknowledged by other course participants.                             | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 22               | Online discussions help me to develop a sense of collaboration.   | <b>0</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |

The following statements relate to your perceptions of “**Cognitive Presence**” -- the extent to which you are able to construct and confirm meaning – in this course. Please indicate both your agreement or disagreement with each statement and how important you think it is.

<b>Statement</b>		<b>Agreement</b>				
		0	1	2	3	4
23	Problems posed increased my interest in course issues.	0	1	2	3	4
24	Course activities piqued my curiosity	0	1	2	3	4
25	I felt motivated to explore content related questions.	0	1	2	3	4
26	I utilized a variety of information sources to explore problems posed in this course.	0	1	2	3	4
27	Brainstorming and finding relevant information helped me resolve content related questions.	0	1	2	3	4
28	Discussing course content with my classmates was valuable in helping me appreciate different perspectives.	0	1	2	3	4
29	Combining new information helped me answer questions raised in course activities.	0	1	2	3	4
30	Learning activities helped me construct explanations/solutions.	0	1	2	3	4
31	Reflection on course content and discussions helped me understand fundamental concepts in this class.	0	1	2	3	4
32	I can describe ways to test and apply the knowledge created in this course.	0	1	2	3	4
33	I have developed solutions to course problems that can be applied in practice.	0	1	2	3	4
34	I can apply the knowledge created in this course to my work or other non-class related activities.	0	1	2	3	4

## APPENDIX C

### Turkish Community of Inquiry Survey 1 (adapted by Ozturk, 2012)

#### Araştırma Topluluğu Ölçeği

##### Öğretimsel Buradalık

1. Öğretmen, dersin önemli konularını açıkça belirtmiştir.
2. Öğretmen, dersin önemli hedeflerini açıkça belirtmiştir.
3. Öğretmen, ders etkinliklerine nasıl katılacağımıza ilişkin açık bir yönerge sunmuştur.
4. Öğretmen, öğrenme etkinlikleri için önemli olan tarihleri/takvimi açık olarak belirtmiştir.
5. Öğretmen, öğrenmeye yardım eden ders konularına ilişkin fikir birliği ve fikir ayrılığı olan noktaları belirterek öğrenmeye yardım etmiştir.
6. Öğretmenin ders konularının anlaşılmasındaki rehberliği, görüşlerimin netleşmesinde yardımcı oldu.
7. Öğretmen derse katılan öğrencilerin derse katılımına ve üretken bir iletişim sürecini devam ettirmelerine yardımcı oldu.
8. Öğretmenin sınıfın dersle ilgili çalışmalara odaklanmasını sağlaması öğrenmeye yardımcı oldu.
9. Öğretmen, derse katılan öğrencileri dersle ilgili yeni kavramları/fikirleri keşfetmeleri için cesaretlendirmiştir.
10. Öğretmen, derse katılan öğrenciler arasındaki “biz” hissini gelişmesini güçlendirmiştir.
11. Öğretmen, dersle ilgili konuları tartışmaya odaklanmamızda yardımcı olmuştur.
12. Öğretmen, dersin hedeflerine ilişkin güçlü ve zayıf yanlarımı anlamamda yardımcı olarak bana geri bildirimler vermiştir.
13. Ders öğretmeni zamanlaması iyi geribildirimler vermiştir.

### **Toplumsal Buradalık**

14. Dersin diđer katılımcılarının olduğunu bilmek, kendimi bu derse ait hissetmemi sağlamıştır.
15. Derse katılan bazı öğrencilerle ilgili belirgin izlenimler edindim.
16. Çevrimiçi ya da web-temelli iletişim, sosyal etkileşim için mükemmel bir ortamdır.
17. Çevrimiçi ortamlar yoluyla konuşurken kendimi çok rahat hissettim.
18. Ders tartışmalarına katılırken kendimi çok rahat hissettim.
19. Dersin diđer öğrencileri ile etkileşim kurarken kendimi rahat hissettim.
20. Dersin diđer katılımcılarının görüşlerine katılmadığımda bile kendimi rahat hissettim, üstelik bu durumda bile gruba karşı güvenim sürmekteydi.
21. Kendi bakış açımın dersin diđer katılımcıları tarafından kabul edildiğini hissettim.
22. Çevrimiçi tartışmalar, başkalarıyla işbirliği yaptığım hissini gelişmesine yardımcı oldu.

### **Bilişsel Buradalık**

23. Ortaya atılan soru/sorunlar ders konularına olan ilgilimi arttırdı.
24. Ders etkinlikleri beni meraklandırdı.
25. Dersle ilgili soruların yanıtlarını bulmak için kendimi güdülenmiş hissettim.
26. Bu dersle ilgili soru/sorunları çözmek için çeşitli bilgi kaynaklarını kullandım.
27. Beyin fırtınası yapmak ve ilgili bilgileri bulmaya çalışmak içerikle ilgili soruları yanıtlamamda yardımcı oldu.
28. Çevrimiçi tartışmalar, farklı görüşleri anlamama yardım ederek değerli bir katkı sağladı.



29. Karşılaştığım yeni bilgi/fikirler ders etkinliklerindeki soruları yanıtlamamda bana yardım etti.

30. Öğrenme etkinlikleri, açıklamalar ve çözümler oluşturmamda bana yardım etti.

31. Ders kapsamındaki tartışmalar ve ders içeriğine ilişkin düşüncelerim bu derste temel fikirleri anlamama yardım etti.

32. Bu derste oluşturulan bilgileri uygulamak ve sınamak (test etmek) için çeşitli yollar tanımlayabilirim.

33. Derste ele alınan sorunlara, gerçek yaşamda uygulayabileceğim çözümler geliştirdim.

34. Bu derste oluşturulan bilgileri, ilerde işimde ya da dersle ilgili olmayan diğer etkinliklerde kullanabilirim.

**APPENDIX D**  
**Student Interview Questions**

1. Çevrimiçi dersler hakkında neler düşünüyorsunuz?

*(What do you think about online lessons?)*

2. Bundan önceki öğrenim hayatınızda çevrimiçi derslere katıldınız mı?

*(Have you ever attended online lessons before in your academic life?)*

3. Katılmış olduğunuz çevrimiçi dersler (SOS dersleri) için ne düşünüyorsunuz?

*(What do you think about the online lessons (SOS tutorials) that you have attended?)*

4. Katıldığınız bu derslerdeki öğretmenin rolü hakkında düşünceleriniz nedir? (önemli konular, hedefler ve etkinlikler konusunda rehberlik, derse katılmaya teşvik, 'biz' hissinin oluşmasına destek ve geribildirim açısından)

*(How do you assess your instructor's role in these online lessons? (In terms of providing guidance in important task topics, activities and goals, encouraging participation, reinforcing the development of a sense of community among course participants, providing feedback etc.)*

5. Katıldığınız bu derslerdeki sosyal ortamı ve etkileşimi nasıl değerlendiriyorsunuz?

*(What do you think about the social environment and interaction in these lessons?)*

6. Katılan diğer öğrencilerle ilgili bir izleniminiz var mı? (Sizce bu ortam işbirliği hissini yaratıyor mu?)

*(Do you have an impressions about other students? Do you think this environment creates a sense of cooperation?)*

7. Katıldığınız çevrimiçi derslerin içeriğiyle ilgili düşünceleriniz neler? (Merak uyandırma, motivasyon sağlama, etkinliklerin niteliği, edinilen bilgilerin uzun vadede faydası açısından)

*What do you think about the content of the online courses you attended? (In terms of creating curiosity, motivation, the quality of the activities, long-term benefits of acquired information)*

**APPENDIX E**  
**Student Interview Transcriptions**

**(High Group, S1 & S2 & S3 & S4)**

**(15 January 2017, 8 min 15 sec)**

**Çevrimiçi dersler hakkında neler düşünüyorsunuz? Çevrimiçi dersler dediğimiz ‘online’ dersler hakkında neler düşünüyorsunuz? Var mı fikrimiz? İyi midir, kötü müdür, mutlu musunuz?**

**Student 3:** Süresi çok uzun bence aşırı uzun, bir saat bir buçuk saat olsa daha iyi olabilir.

**Student 4:** Yedi buçukta değil de, ne bileyim, çünkü tam yemek vaktine geliyor.

**Student 3:** Bir de alışması biraz zaman aldı. Onda çok oyalandık biz.

**Alışması derken kastınız ne?**

**Student 3:** Yani, mesela, bizim sınıfta bayağı makara dönüyordu. Sohbetler falan var ya. Şarkı açıyorlar, şeyden falan hani.

**‘Gürültü oluyordu’ diyorsunuz.**

**Student 3:** Aynen.

**Student 4:** Sohbetten çok boş şeyler yazıyorlardı.

**Student 3:** Evet bayağı... Zaten zamanımızı ayırıyoruz ödevlere. Orada hani boş falan olunca insan sıkılıyor.

**Anladım. Bu olumsuzluklar vardı. Başka aklımıza gelen iyi tarafları var mı?**

**Student 3:** Alıştırmalar güzeldi.

**Student 4:** Evet, alıştırmalar güzeldi.

**Yararlı olduğunu düşünüyor muyuz?**

**Student 1&2&4:** Evet

**Student 3:** Evet, Hoca ile yapamadıklarımızı yapıyorduk.

**Student 1:** Aynen.

**Peki daha önce hiç öğrenim hayatınızın dışında, üniversite dışında, hiç online derslere, çevrimiçi derslerine katıldınız mı, bu ilk miydi?**

**Student 1&2&3&4:** İlkti.

**İlkti. Tamam, Bu SOS dersleri spesifik olarak sizce nasıldı diye konuştuk. Peki genel olarak sizce ‘online’ ders fikri iyi bir şey mi? ‘Online’ dersleri nasıl görüyorsunuz, ne düşünüyorsunuz?**

**Student 2:** Ödev yerine mesela böyle dersler olsa daha faydalı olabilir.

**Ödev yerine olsa, okey, başka fikri olan? Genel olarak belki bölüme geçtiğinizde de online dersleriniz olabilir. Sizce nasıl, iyi bir fikir mi?**

**Student 3:** Olabilir de mesela konu konu anlatımları da olabilir. Direk hani bakıp izleyeceğiz.

**Student 1:** Geliştirilse iyi yani bence.

**Senkronize değil?**

**Student 3:** Sonradan mesela videoları izleyebiliriz. Mesela bir konuyu kaçırdık, onun anlatımı falan olsa...

**Ona erişiminiz olsa... Mesela canlı olduğunda az önce bahsettiğim sıkıntılar dışında bir sıkıntı var mı?**

**Student 1&2&3&4:** Yok.

**Olumlu tarafı, dersin tekrarını sağlıyor, değil mi?**

**Student 1&2&3&4:** Evet.

**Peki, katıldığınız bu derslerdeki öğretmenin rolü nedir sizce? Öğretmeni rolü nedir, ne düşünüyorsunuz öğretmeni rolü hakkında? Nasıl bir rol oynar**

**öğretmen? Mesela size rehberlik ediyor mu? Önemli konuların altını çiziyor mu? Ya da etkinlikler konusunda, size etkinlikleri nasıl yapacağınızı anlatıyor mu?**

**Student 1&2&3&4:** Evet.

**Student 3:** Evet, bayağı bir uğraş veriyor. Ben olsaydım çıldırırdım.

**Peki, sizi teşvik ediyor mu? Bu etkinliklere katılmaya ya da derslere katılmaya teşvik ediyor mu?**

**Student 1&2&3&4:** Evet.

**Peki, mesela derslerde siz sınıf olarak biz hissini oluşturabildiniz mi? Online derslerde, biz bir ekibiz, biz bir grubuz, sosyal olarak bir bütün olarak hissedebildiniz mi?**

**Student 1&2&3&4:** Hayır.

**Neden öyle olmadı sizce? Çünkü sınıfta biz bunu hissediyoruz, yüz yüze derslerde, ama 'online' derslerde hissetmediğinizi söylüyorsunuz. Sizce bunun sebepleri ne olabilir?**

**Student 2:** Birbirimizi görmüyoruz en başta, sadece sesini, belki konuşmasa bile, bir şey yazmasa, sadece ismini görüyoruz. Bu da bir arkadaş olmak için yeterli değil.

**Yeterli değil diyorsunuz. Var mı başka fikri olan? Peki. Katıldığınız bu derslerdeki sosyal ortam ve etkileşimi nasıl değerlendiriyorsunuz? Sosyal ortam ve sosyal etkileşimi... Az önce biraz onlardan bahsettiniz. Nasıl bir sosyal ortam var sizce orada? Ya da var mı? Varsa nasıl bir sosyal ortam var?**

**Student 4:** Sosyal ortam biraz... Yani 'chat' lerde çok boş konuşan vardı, yani ciddi anlamda söylüyorum bu kötüydü çünkü odaklanamıyordum yani bir de çok sürekli akıyor akıyor akıyor yani bu bence kötüydü yani. Bence sınırlanmalı ya da hoca yasaklamalı. Yani, çok boşa yazıyorsa birisini onu yazmasını...

**Sizin fikriniz arkadaşlar?**

**Student 1:** Katılıyorum.

**Student 2:** Ben de katılıyorum.

**Student 3:** Ben de katılıyorum.

**Katılan diğer öğrencilerle ilgili bir izleniminiz var mı? Sizinle aynı bakış açısına sahipler mi, ya da farklılar mıydı, nasıldı?**

**Student 3:** Genelde puan için sadece geliyorlardı yani başka şeyleri yoktu.

**Başka? Nasıl öğrencilerdi onlar, tarif etseniz?**

**Student 3:** Sınırdaki kalmış.

**Student 4:** 65'i geçmeye çalışanlar.

**Beyler siz?**

**Student 2:** Sınırdaki kalanlar diyelim. Mesela ben, ben 80 için geldim mesela, bazıları 65 için geliyordu demek ki.

**Student 2:** Ben de 80 için geldim.

**Student 3:** Ben de 80 için geldim.

**Student 4:** Prof'u zoelamak için.

**Peki, siz onlarla, arkadaşlarınızla bir işbirliği içinde olduğunuzu düşünüyor musunuz ders esnasında?**

**Student 1:** Hayır, kendi içimizde, mesela biz üçümüz işbirliği yapıyorduk ama diğerleriyle yapmıyorduk.

**Student 2:** Haberleşip geliyorduk.

**Student 4:** Biz sınıfça yapıyorduk, sınıf grubumuza yazıyorduk.

**Student 3:** Sınıf grubundan konuşuyorduk.

**Student 4:** Birbirimize yardım...

**Yani bir şekilde bir işbirliği ortamı yarattı sizin açınızdan bu ‘online’ ortam.**

**Student 1:** Evet.

**Bütün sınıfla olmasa bile en azından daha yakın olduğunuzu öğrencilerle bir şey yarattı diyorsunuz. Peki. İçerik nasıldı sizce?**

**Student 1:** Fena değildi bence.

**Student 3:** Bence de.

**Student 1:** Güzeldi yani.

**Student 2:** Dersler güzeldi yani. Verilen kısa süreli testler güzeldi.

**Peki, merak uyandırdı mı sizde? Nasıl bir şey acaba, nasıl bir şey karşımıza çıkacak? İlgi çekici miydi?**

**Student 2:** İlk hafta için evet merak ettim.

**Student 4:** İlk hafta için evet.

**Student 2:** Ama çok uzun, o yüzden insan kaybediyor ilgisini.

**Student 4:** Evet.

**Uzun olması bunları olumsuz etkiliyor yani merak uyandırıcılığını azaltıyor ya da motivasyonu azaltıyor.Okey, peki sizce etkinliklerin size uzun vadeli bir faydası var mı? Orada öğrendiklerinizi uzun vadede aktarabilecek misiniz hayatınıza? Fikriniz yok mu=? Yani burada öğrendiklerinizi, ‘online’ derslerde öğrendiklerinizi normal hayatınıza aktarabileceğinizi düşünüyor musunuz?**

**Student 4:** Öğrenmek için yapıyoruz. Bence aktarıyoruz yani.

**Kalıcı olacak mı orada öğrendikleriniz?**

**Student 4:** Bir sürü bilmediğim şeyler öğrendim ben mesela.

**Siz aynı fikirde misiniz? Farklı mı düşünüyorsunuz?**

**Student 1&2&3&4:** Evet.

**Yoksa hocam ‘online’ dersler çok rahattı ben unutturum orada öğrendiklerimi mi diyorsunuz? Yoksa uzun vadede ben o bilgileri hatırlar ve kullanırım diye düşünüyor musunuz?**

**Student 2:** Eksiklerimizi tamamlayabiliyorduk. O yüzden de daha sonra belki eksiklerimiz olursa faydalı olabilir.

**Eklemek istediğiniz bir şey var mı? Fikriniz, öneriniz ‘online’ dersler ya da SOS dersleri ile ilgili başka önerileriniz? Uzunluk dışında?**

**Student 2:** Daha erkene alınabilir, yemek saati oluyor genelde.

**Ters bir saat oluyor sizin için. 7.30 muydu sizin? Okey, kaç gibi olsa mesela sizce daha iyi olur?**

**Student 1:** Bir de ama şöyle var, çalışan arkadaşlarımızın çoğu giremedi. Saat onlara da ters oldu.

**Haftasonu mu olmalı acaba, ya da hafta içi daha geç bir saat mi olmalı?**

**Student 3:** Hafta sonu da insanların gireceğini sanmıyorum.

**Onu ayarlamak çok zor bir şey yani yedi buçuktan önceye aldığımızda trafik yüzünden yetişemiyor arkadaşlarımız, sonraya aldığımızda saat çok geç oluyor , uykumuz geliyor diyorlar. Hafta sonu yapmak istemiyorlar. Sıkıntılı bir şey bizim için de bu bunu ayarlamak, gününü ya da saatini ayarlamak... Okey, teşekkür ediyorum arkadaşlar. Siz kurtuldunuz, diğer gruba alalım.**

**(High Group, S5 & S6 & S7 & S8 & S9)**

**(17 January 2017, 20 min 3 sec)**

**..... beni duyuyor musun,süper, sesin de şahane geliyor. Ne düşünüyoruz online dersler hakkında? Dersler iyi midir, yararlı mıdır?**

**Student 5:** Saatleri bakımından daha uygun oluyor. Bence online derslerini artırabiliriz öyle bir imkanımız varsa.



**Süper, ..... senin bir fikrin var mı?**

**Student 6:** Ben de sos derslerin çok yararlı buluyorum ama sayısı ve zamanı yeterli. Onun haricinde SOS derslerindeki aktivite sayısı ...

**SOS'a gelmeden, sadece 'online' dersler...**

**Student 6:** Online dersleri ben de genel olarak iyi buluyorum. Özellikle internet üzerinden olanları, memnunum ben yani.

**Okey ..... senin bir fikrin var mı? ..... sesim geliyor mu?**

**Student 7:** Geliyor.

**Tamam.**

**Student 7:** Ben de yararlı buluyorum. Fakat 'online' dersler, çevrimiçi esnasında harcadığımız vakti fazla bulmuştum ve hani bu kopukluklar işte aynı derste çok fazla kişinin olması, bunlar bence sorun yaratmıştı. Hani oradaki etkinlikler yararlı ama orada harcadığımız vaktin biraz boşa geçtiğini düşünüyorum ben. O yüzden belki buna bir çözüm bulunabilir.

**Süper. .... duyuyor musun beni? ..... tamam duyuyoruz ama biraz kısık sesin... Bir tık daha iyi...**

**Student 8:** Ben birazcık gereksiz buluyorum, herkesin eve varma saati, bilgisayar açma saati falan herkesin aynı olduğunu düşünmediğim için.... Dolayısıyla zaten birçok arkadaşımız bu yüzden katılamadı. Çünkü herkesin okulla ev mesafesi de aynı değil. Okuldan çıkıp eve gitseler varamayacaklar. Bunun yerine okulda olması bence daha mantıklı olur, bilmiyorum, gereksiz zaman kaybı bence.

**Tamam ..... Senin bir fikrin var mı 'online' dersler nedir, ne değildir, nasıldır?**

**Student9:** Sesim geliyor mu?

**Geliyor.**

**Student9:** Ben verimli buluyorum. Bize katkı sağladığı düşünüyorum. Başarılı bir etkinlik bence.

**Daha önce hiç aranızda online ders almış olan var mı SOS dışında?**

**Student9:** Benim yok.

**Diğerleri?**

**All students:** Yok.

**Okey, peki şimdi geldik SOS'e. O konuda dertlisiniz, söylemek istedikleriniz var, anlıyorum. .... ne düşünüyorsun SOS dersleri ile ilgili?**

**Student 5:** Hocam ben şöyle çok kalabalık oluyor, çok kalabalık olduğu zaman bize konuşma sırası gelmiyor. Ben bir tek bundan rahatsızım. Özellikle bizde bizden çok fazla yaşta olan biri vardı ve sürekli o konuşuyordu. Onun mikrofonu sürekli açıktı ve arkadan sürekli torununun sesleri falan geliyordu ve biz bundan çok rahatsızdık. Onun dışında bence tek sorun çok kalabalık olması. Bence bunun sayısını daha fazla azaltabiliriz, azaltırsak bence daha yararlı olur çünkü çok fazla insan olunca hocanın sesi gelmiyor ve etkinlikler uzun sürüyor çünkü o bitirmiyor, siz bitiriyorsunuz böyle bir karışıklık oluyor. Bence tek sorun çok kalabalık olması.

**Katılıyor musunuz arkadaşlar bu anlamda arkadaşlarımızın söylediklerine?**

**All students:** Evet katılıyoruz.

**..... senin eklemek istediklerim var mı bununla ilgili?**

**Student 6:** Özellikle SOS derslerinde bence şey artırılabilir, etkinlik sayısı artırılabilir. Çok az ders içi etkinlik var. Ya 4 etkinlik yapıyorduk, bir ara 5'e falan çıkmıştı ama onun haricinde harcadığımız zaman bence çok fazla, hani gereksiz bir zaman kaybı oluyor.

**Daha bol etkinlikte olursa daha mı faydalı olur diye düşünüyorsun?**

Evet.

**Okey, peki ..... duyuyor musun?**

**Student 7:** Ben geleceğim hemen.

**.....'la devam edelim o zaman.**

**Student 8:** Hocam ben de katılıyorum. Şöyle düşünüyorum, SOS derslerinde mesela orada gerçekten çok fazla boş vaktimiz geçiyor. İşte bizim hocanın interneti kopabiliyor, bazen sizlerden birinin interneti kopabiliyor. Ya da o arada cevapların açıklanması, herkesin cevap anahtarına bakması, bunlar çok fazla vakit kaybettiriyor. Belki bize normalde verdiğinizde 40 hani maksimum 45 dakikada yapabileceğimiz etkinlikler için biz orada iki buçuk saatimizi vermiş oluyoruz ve bu bir zaman sonra dezavantaja dönüşüyor, hatta sırf bu yüzden SOS derslerine katılmayan çok fazla öğrenci oldu. Yani ben de zorla katıldım kendi açımdan.

**Puan olmasa zaten diyorsunuz ki, o motivasyonumuz olmaz.**

**Student 8:** Aynen.

**Peki ..... senin eklemek istediğin bir şey var mı?**

**Student 9:** Benim zamanın dışında olumsuz bir görüşüm yok hocam. Ayriyeten dersteki konularımı pekiştiriyorum. Ayriyeten mesela ben 69 ile geçtim, bu 60 da

olabilirdi, 61 de olabilirdi. Bedavadan 5 puan gelecekti, o yüzden ben çok iyi buluyorum. Başarılı buluyorum.

**Olsun diyorsun, peki bu kalabalık meselesi ya da etkinliklerin artırılmasını meselesi ile ilgili önerilerine katılıyor musun arkadaşlarının?**

**Student 9:** Bana kafi, ya bana yeter.

**Peki , ..... çözebildik mi sorunumuzu?**

**Student 7:** Çözdüm.

**Senin eklemek istediğin bir şey var mı SOS dersleri ile ilgili?**

**Student 7:** Yani 2 saat sürüyordu. Bizim öğretmenimiz mesela işte, gerçi herkesde bu böyledir işte etkinlikleri vermeden önce genel bir konu tekrarı yapıyordu. Tekrar devam ediyorduk ve o yüzden çok önemli bence.

**..... sen ne düşünüyorsun?**

**Student 9:** Ben de arkadaşlarım gibi genele katılıyorum. Zaman kaybı olur çünkü kişi sayısı fazla. Bunun önüne fazla geçilemez. SOS hocamız da ..... Hoca benim 'writing' hocam, gayet kendisini severim, gayet iyi konu anlatıyor, elinden geleni yapıyor. İyi yani sıkıntı yok.

**Sizi teşvik ediyor muydu derse katılmaya? Rehberlik ediyor muydu size bu anlamda? Yeterli buldunuz mu hocanızı? Kim olduğu önemli değil, genel olarak soruyorum, isim vermek zorunda hiç kimse değil. Yani teşvik ediyor muydu derse katılmanızı ya da size rehberlik ediyor muydu? Sorumuza geri dönersek eğer , sizce size rehberlik eden bir hoca mıydı hocanız, teşvik eden bir hoca mıydı, siz onun karşısında öğrenci olarak bir biz duygusu hissediyor muydunuz? ..... mesela ne düşünüyorsun?**

**Student 5:** Yani bence teşvik ediyordu ders sırasında ama rehberlik edecek bir durum olmuyordu, yani rehberlik gerektirecek kadar bir durum olmuyordu bizde. onun dışında derste teşvik ediyor muydu, evet ediyordu.

**..... senin fikrin nedir bu konuda?**

**Student 6:** Bizim hocamız da derse teşvik ediyordu ama biz dersin içerisinde konuşma yapmıyorduk hiçbir zaman, hani diğer SOS derslerinde oluyor muydu bilmiyorum ama biz de hiçbir zaman 'speaking' olarak SOS derslerinde bir konuşma olmadı. Onun haricinde genel olarak evet iyiydi.

**..... senin fikrin var mı? Beni duyabiliyor musun?**

**Student 7:** Duyabiliyorum, siz beni duyuyor musunuz?

**Duyuyoruz.**

**Student 7:** Yani biz de ‘speaking’ falan yapmıyorduk. Hoca konu özetini yapıyordu, alıştırma veriyordu, alıştırmaları yapıyorduk. Ayrıca başka bir şey yoktu, zaten bizim sınıf hocamızdı. Sınıfta da aynı şey yapıyorduk. Onun dışında hiçbir farkı olduğunu düşünmüyorum.

.....?

**Student 8:** Biz de ..... ile aynı sınıftaydık. O yüzden onun gibi düşünüyorum ben de. Ama herhangi bir sorumuz olduğunda rahatlıkla cevap alabiliyorduk, tek artısı bu olabilir.

.....?

**Student 9:** Hoca teşvik ediyordu. Elinden geldiği kadar bize yardımcı oluyordu, sorularımıza cevap alabiliyorduk.

**İyiymiş yani. Peki, son sorularımıza geçiyoruz artık. Sosyal ortam nasıldı, yani öğretmeni ve dersi bir kenara bırakırsak, siz orada bir sınıf gibiydiniz. Nasıl bir sınıf ortamı vardı, bu konuda konuşmak isteyen varsa, tek tek sorup uzatmayayım, konuşmak isteyen varsa diye sorayım.**

**Student 9:** Açıkçası ben sınıf ortamına pek bakmıyordum, sadece ödevlerim olduğu zaman giriyordum. Onun dışında bilgisayarda vakit geçiriyordum. O kadar arkadaş ortamına bakmıyordum yani.

**Tamam, başka fikri olan var mı? Sınıf ortamı nasıldı sizce?**

**Student 7:** Çok da sınıf ortamı da denemez aslında, herkes sadece giriyor etkinlikleri yapıp çıkıyor. Ya da mesela ben kendi adıma zaten yarısından fazlası bizim gerçekten hani okulda olan sınıfımızdı, o yüzden çok bir şey fark etmedi yani bizim için.

**Diğer arkadaşlar, bir biz duygusu var mıydı mesela?**

**Student 5:** Biz duygusu bence yoktu. Hocam şöyle zaten çoğu dediği gibi kendi sınıfımızda. Biz kendi sınıfımız olarak konuşuyorduk orada. Onun dışında kimse konuşmuyordu orada, ama kendi sınıfımız olarak konuştuğumuz zaman hoca ile birlikte çok eğlenceli geçiyordu dersler, yani sadece böyle sırf ders yoktu.

**Bir sosyallik de vardı diyorsun.**

**Student 5:** Evet, sosyallik de vardı. Evet, çünkü sıkılmıyordu hoca sonuçta, orada iki buçuk üç saati bile buluyordu bazen ama sıkılmıyordu, onun dışında genel olarak

baktığımız zaman bir biz duygusu yoktu, çoğu kişi birbirini tanımıyordu,

**Tanımadığınız için biz duygusu oluşturmak zor diyorsunuz.**

**Student 5:** Zaten 5 defa falan oldu.

**Evet topu topu beş 5 ders yapabildiniz biliyorum. .... senin söylemek istediğin bir şey var mı bu konuda? Katılıyor musun arkadaşlarına? Ekleme istediğin bir şey var mı?**

**Student 6:** Ben .....’ya katılıyorum, dedikleri gibi ..... arkadaşına da katılıyorum. Hani sonuçta sınıfta olanlar birbirini tanıyor, aynı sınıfta olanlar... Diğerleri arasında çok fazla muhabbet geçmiyordu, çok fazla bir sosyal ortam olduğunu düşünmüyorum. Girip sadece dersleri yapıp çıkıyorduk.

**Diğer öğrencilerle ilgili izleniminiz var mı paylaşmak istediğiniz? Herhangi bir şey, söylediler böyleydiler, herhangi bir izlenim?**

**Student 8:** Hocam ilk SOS dersinde ortamı bozmaya çalışan öğrenciler olmuştu. Hatta birkaç tane vardı yani. Ama o da alışma süreci diye düşünüyorum ben. Sonraki derslerde hem hoca biraz daha alışmış oldu, hem de biz alışmış olduk. Ortadan kalktı yani .

**Okey, anladım.**

**Student 5:** Hocam bizim SOSumuz da şöyle gerçekten büyük bir problem vardı. O da bizden çok fazla büyük olan bir teyzemiz vardı ve sürekli konuşuyordu ve mikrofonu hiç kapatmıyordu. Ve arkadan sürekli torununun sesleri geliyordu, oğluya konuşması geliyordu ve biz bundan çok rahatsız oluyorduk. En sonunda hepimiz odaklanamıyoruz, kapatır mısınız falan yazıyorduk. Onun dışında bir sorunum yoktu benim.

**Okey, var mıydı arkadaşlar diğerlerinin böyle güzel anıları paylaşmak istediği?**

**Yok. Okey, peki son soru, içerik nasıldı? Sizce dersin içeriği, materyaller, egzersizler, aktiviteler nasıldı? Nasıl buldunuz, yararlı mıydı sizin için?**

**Student 5:** Bence genel olarak yararlıydı. En azından ben kendi adıma söyleyecek olursam bir ara gerçekten gramer sorunum vardı ve hocamız tek tek bütün gramerleri tek tek yazdı. Bize anlattı ve ardından biz bunların karışık olarak egzersizini yaptık. Eksik olduğum konuları tamamlıyordum.

**Fikri olan?**

**Student 8:** Ben yararlı buluyorum, o haftanın konuları ile ilgili olduğu için genelde genel bir tekrar olmuş oluyor.

**Student 9:** Kısaca haftanın özetini yapıyorduk. Hepimiz için elverişli iyi oluyordu, verimli geçiyordu.

**Çok güzel. Evet ..... var mı fikriniz içerikle ilgili?**

**Student 6:** Haftanın özetini yapıyorduk arkadaşın dediği gibi, katılıyorum ona. Güzel geçiyordu, bir sıkıntı yoktu.

Tamam arkadaşlar, eklemek istediğiniz veya bunu da iletelim dediğiniz herhangi bir şey var mı bu konu ile ilgili genel olarak?

**Student 9:** Teşekkür ederiz.

**Hepinize çok teşekkür ediyorum inanılmaz önemliydi bizim için Süpersiniz arkadaşlar, zamanınızı aldım. Çok sağ olun.**

(Low Group, S1 & S2 & S3 & S4 & S5)

(15 January 2017, 11 min 23 sec)

**Çevrimiçi dersler hakkında ne düşünüyorsunuz, yani ‘online’ dersler hakkında ne düşünüyorsunuz? Sadece SOS için sormuyorum, genel olarak ‘online’ dersler hakkındaki fikirleriniz nelerdir? İsteyen konuşabilir.**

**Student 4:** Diğerlerine ben pek bakamadım da, arkadaşlarımın görüşünü biliyorum. Bana yararlı olduğunu söylediler, mesela ‘speaking’ e katılan arkadaşım var, yararlı olduğunu mesela söylüyor.

**Başka fikri olan? İyi miydi, kötü müydü, faydalı mıdır, değil midir, avantajı var mı, dezavantajı var mı?**

**Student 2:** Avantajı vardı çünkü birçok kişiyle aynı anda derse giriyorsun, herkesin konuşma ya da bilgisi farklı olduğu için herkesten azar azar bir şey öğrenip kendini geliştirebilirsin. Hocanın desteği ile beraber speaking ya da hangi konuya kendini şerletebilirsin.

**Başka fikri olan ‘online’ derslerle ilgili?**

**Student 5:** Ben SOS’a girdiğim için, başka birine girmediğim için... Diğerleri de aynı herhalde arkadaşların da söylediği gibi.

**Peki daha önce, bundan önce hiç ‘online’ derslere katıldınız mı yoksa bu iki miydi?**

**Student 2:** Bundan önce derken?

**Bahçeşehir Üniversitesi'ne gelmeden önce, bu SOS derslerinden önce...**

**Student 2:** İngilizce mi, yoksa?

**Hiç fark etmez.**

**Student 2:** Bizim eski Uğur okullarında hep yapıyorduk yani 'online' ders. Onlar verimli oluyordu zaten. Matematik, türkçe hakkında... 'online' ders o oluyordu.

**Senkronize mi oluyordu, canlı mı oluyordu?**

**Student 2:** Canlı oluyordu, belli saatler arasında bütün öğrenciler giriyordu.

**Ne avantajını vardı sizin için mesela?**

**Student 2:** Yapamadığımız bir soru varsa o anda hocaya sorabiliyorduk canlıysa, eğer canlı değilse başka zaman öğrenebiliyorduk nasıl yapacağımızı. İyi oluyordu yani.

**Sizin daha önce öyle bir tecrübeniz oldu mu?**

**Student 1:** Benim yok.

**Student 4:** Bir ara ben 'English Time' a gitmişim. Orada mesela vardı 'online' eğitim şeklinde.

**Peki bu SOS dersleri için konuşalım, şimdi katıldınız biliyorsunuz genel olarak fikriniz ne, ne düşünüyorsunuz?**

**Student 4:** Ya aslında biraz yararlı da oldu ancak bazılarında filan problem çıkmasından dolayı filan, benim görüşüme göre yani biraz sanki zaman kaybı az bir şey olduğu gibi yani ilk başta.

**Ne gibi problemler yaşadınız mesela?**

**Student 4:** Ben karşılaşmadım da, mesela telefonda da girilebilir denildi ama telefonda girmeye çalışınca telefonla ilgili problemler oldu. İşte tam olarak da telefonda görüntüde falan sorunlar vardı bazılarında mesela. O gibi hoca ile filan konuşma zaten onda da zaman bayağı bir gidiyordu. 2 saatte en fazla 3 etkinlik, 3 4 etkinlik yaptık.

**Okey, sizin var mı arkadaşlar, katılıyor musunuz arkadaşınıza?**

**Student 1:** Bence de çok zaman kaybı oluyor.

**Student 2:** Bir kişi mesela bağlanmak istiyor mesela, hoca 'raise your hand' diyor mesela bir soru hakkında cevap vermek için, o arkadaşta problem olunca hoca onu çözmeye çalışıyor, o sırada zaman bayağı geçiyor.

**Özellikle teknik sorunlar mı sizi yavaşlatıyor?**

**Student 4:** Yani şöyle olsaydı, ben diyorum mesela sadece bir günlük okulda el kaldırma falan bilgisayarda nerede, şu nerede, sadece yarım saat falan, o kadar sürmez de, belli başlı mesela mikrofon açma kapama gibi şeyler belli başlı temel şeyler gösterilseydi...

**Bir ön eğitim olsaydı zaman kaybı olmazdı diyorsunuz.**

**Student 4:** Bize sadece gösterilen bilgisayarda SOS şöyledir, yani.

**O da sizin için yeterince etkili olmadı k, insanlar problem yaşadı.**

**Student 4:** Ben yapabildim de diğerleri için evet.

**Çok hakim olmayan öğrenciler için belki.... Peki katıldığınız bu derslerde bir hocanız vardı. Sizce hocanın rolü nedir 'online' derslerde, farklı bir rolü var mı? Siz ne düşünüyorsunuz bu rolü hakkında?**

**Student 5:** Öğretmen yani hani görevini yapıyor. Yani değişen bir şey yok benim için.

**Student 4:** Biraz tekrar gibi olmuş oluyor. Önceki gördüğümüz derslerin yeniden tekrarı gibisinden oluyor ve etkinliklerle birlikte. Bunu bir de son zamanlarda olması, gireceğimiz sınavlarla birlikte etkisi oldu.

**Peki sizin hocalarımız, farklı farklı hocalarımız olmuş olabilir, önemli konular, hedefler konusunda size rehberlik ediyor muydu? Şu konu önemlidir, bu etkinlik mühim, bunun altını çizeyim gibi size bu anlamda rehberlik ettiğini düşünüyor musunuz? Buna ayrı ayrı da cevap verebilirsiniz, farklı hocalarımız olabilir çünkü.Dürüst cevaplar istiyorum, isimleriniz geçmiyor biliyorsunuz.**

**Student 2:** Öyle bir şey şu ana kadar duymadım değil de, en fazla dediği bonus aktivite. Zaten herkes puan almak için direk yapıyor. Onu bildiği için o zaman herkes 'online' oluyor, testi yapmaya başlıyor. Diğer türlü yani herkes bana göre herkes o hocanın konuştuğu anı dinlemiyor birisinin arkadaşı eğer eğer o an dinliyorsa, diyor şimdi aktivite zamanı. Herkes o zaman giriyor yani, orda biraz sıkıntı oluyor.

**Sınıfı kontrol etmekte bazı sorunlar yaşıyor mu 'online' derste hoca normal sınıfa kıyasla?**

**Student 2:** Oluyor bence biraz.

**Student 4:** Normal sınıfa göre kontrol biraz daha basit aslında yani, biraz daha basitti, benim kendi adıma söyleyeyim, biraz daha rahat kontrol ediliyordu.



**Siz farklı düşünüyorsunuz bu anlamda?**

**Student 2:** Bizim mesela derste bir kişinin üzerine gidiliyordu. O hep mesela mikrofon açıyordu, görüntü açıyordu. Ondan dolayı tek kişi üzerinden ders işleniyordu, diğerleri de pek kale almıyordu yani.

**Student 4:** Diğerleri de, Hoca zaten katılmasını bekliyordu. Bizim hoca mesela diyordu siz de katılın diğerleri de katılsın, mikrofonta olanlar el kaldırsın falan diyordu, ona göre siz de cevaplayın diyordu.

**Peki, hocanız sizi sen dedin ki mesela sizi derse katılmaya teşvik ediyordu, siz de katılın diyei sizde durum nasıldı? Hocanız sizi teşvik ediyormuydu hiç derse katılmanız için?**

**Student 2:** Biz de nasıl teşvik ediyordu, hiç kimse cevap vermiyordu, ondan sonra yoksanız yok yazacağım, öyle dediği anda öğrenci şey gibi anlıyor, puan gelmeyecek gibi anlıyor. O anda direk 'online' oluyordu. Yok işte mikrofon çalışmıyor, bilmem ne falan ama isterseniz yazabilirim diyordu. Ancak öyleydi, herkesin mikrofonu yoktu, sadece birkaç kişinin mikrofonu vardı.

**Anladım peki biz hissi oluştu mu yani arkadaşlarınızla beraber hocanızla beraber bir grup hissi, oluştu mu? Siz öyle bir şey hissettiniz mi?**

**Student 1, 2, 5:** Hayır.

**Sizler de? Öyle bir biz hissi, hem öğrenci arkadaşlarınızla hem hocanızla beraber, sınıflarda olur ya, biz duygusu oluşur, öyle bir şey hissettiniz mi?**

**Student 4:** O kadar pek olmadı açıkçası.

**Sen ne düşünüyorsun?**

**Student 3:** Olmadı yani, o konuda aramızda sohbet de geçmedi yani.

**Student 2:** Hocayı da ben görmedim şu ana kadar.

**Kamerasını açmadı mı hocanız?**

**Student 2:** Yok, o anın dışında yani gerçekte.

**Yüz yüze hiç karşılaşmadınız. İster miydin öyle bir şey olsun?**

**Student 2:** Olabilir de yani.

**Daha etkili olur muydu sence?**

**Student 2:** Olurdu bence.

**Student 4:** Ben istiyordum aslında. Saatleri uymuyordu galiba.

**Farklı shift'te olabilir, doğrudur.**

**Peki, sosyal ortam nasıldı? Sosyal etkileşim nasıldı derslerde?**

**Student 5:** Herkes chat'e Türkçe yazıyordu.

**Student 4:** Hoca uyarıyordu.

**Student 5:** Aynen. Öyle geçiyordu ilk yarım saat.

**Onun dışında, Türkçe yazıldığını varsayalım ve sizin öğrenciler arasındaki iletişimi düşünelim. Mesela nasıl bir iletişim vardı aranızda?**

**Student 5:** Saygı çerçevesinde vardı. Bir tane bizden büyük büyük biri vardı galiba, hep o konuşuyordu, ona abla diyorlardı galiba. Hoca ile o konuşuyordu. Mikrofonu açık bırakıyordu, birileriyle falan konuşuyordu.

**Peki, katılan diğer öğrencilerle ilgili bir izleniminiz var mı? Nasıl değerlendiriyorsunuz diğer öğrencileri?**

**Student 2:** Kimisi iyi, kimisi kötü yani. Çabalamak isteyen yapıyor, çabalamak istemeyen pek de katılmıyor yani.

**Student 4:** Bazısı gerçekten, öğrenmek isteyen de var ama çok sayılı. Onun haricinde puan verecek olması.

**Student 2:** Aynen.

**Student 4:** Sadece puan için yapayım, mesela şunu söyleyeyim bizim sınıftan kişiler falan da var zaten hep, orada sınıfın grubuna mesajlar gidiyor, mesela etkinlik başladı, sınıfın biraz böyle iyi olanının cevapları falan dağıttığı oluyordu.

**O tarz sosyal etkileşimler oluyordu diyorsun.**

**Student 4:** Yani biraz da öyleydi. O şey için, biraz daha puan için yani.

**Peki, içerik nasıldı sizce? Derslerin içeriği, kullanılan materyaller, sunumlar, sorular, egzersizler genel olarak hepsi, dersin anlatılması ve daha sonra test aşaması iyi miydi, kötü müydü, nasıldı?**

**Student 2:** Nasıl mesela normal her hafta olduğumuz wattan (weekly achievement test) önce ITS Learnin'de aynı etkinlikler oluyordu, aynı onun benzeri etkinlikler vardı. Onlar da iyi olduğu için zaten yarar sağlıyordu yani yapanlara.

**Size tanıdık gelen, size uzak olmayan etkinliklerdi. Okey, başka sizce faydalı mıydı bu etkinlikler?**

**Student 1, 2, 5:** Faydalı.

**Student 4:** Faydalıydı da, şunu yani puan üzerine kurulu olması bu biraz işte işi biraz boşlamayı şey yapıyor yani yapayım çıkayım.

**Puan olmasaydı nasıl olurdu sence?**

**Student 4:** Bana kalırsa puan olmasa daha az kişi katılırdı.

**Student 2:** Aynen.

**Student 4:** Ama kesin öğrenmek isteyenler daha çok katılırdı, verim artardı.

**Verim artardı diye düşünüyorsunuz, peki. Peki edinilen bilgiler, bir şeyler öğrendiniz hepiniz üç aşağı beş yukarı bu ‘online’ derslerden. Sizce bunu normal hayatınıza, günlük hayatınıza İngilizceyi kullanacağını zamanlara aktarabilir misiniz? Hani şu kelimeleri öğrendim, ya da şu etkinliği öğrendim, ben bunları normal ingilizce kullanırken kullanırım, günlük hayatında kullanırım diyebilir misiniz?**

**Student 4:** Yani sadece o SOS’deki değil de 2 önceden gördüğümüz derslerde de anlatılanları kullanabilirim.

**Siz ne düşünüyorsunuz?**

**Student 2:** Kullanabiliriz çünkü pekiştiriyor yani SOS’te. Önceden de bildiğimiz için daha rahat kullanabiliriz.

**Katılıyor muyuz?**

**Student 1, 3,4,5:** Evet katılıyoruz.

**Bu kadar arkadaşlar, çok teşekkür ediyorum verdiğiniz bilgiler için, çok sağ olun.**

**APPENDIX F**  
**CODING SCHEME**

PARTICIPANTS	RAW DATA	CODE	CATEGORY
<i>(High Group)</i>	<p><b>Student 1&amp;2&amp;3&amp;4 :</b> Daha önce online ders tecrübem olmadı. <b>İlkti.</b></p> <p><b>Student 2:</b> Ödev yerine mesela böyle dersler olsa daha <b> faydalı</b> olabilir.</p> <p><b>Student 3:</b> Olabilir de mesela <b> konu konu anlatımları</b> da olabilir. Direk hani bakıp izleyeceğiz.</p> <p><b>Student 1:</b> Geliştirilse <b> iyi</b> yani bence.</p> <p><b>Student 3:</b> Sonradan mesela videoları izleyebiliriz. Mesela bir <b> konuyu kaçırdık, onun anlatımı</b> falan olsa...</p> <p><b>Student 1&amp;2&amp;3&amp;4:</b> Olumlu tarafı, <b> dersin tekrarını</b> sağlıyor.</p> <p><b>Student 5:</b> Saatleri bakımından daha uygun oluyor. Bence online <b> derslerini artırabiliriz</b> öyle bir imkanımız varsa.</p> <p><b>Student 6:</b> Online dersleri ben de <b> genel olarak iyi</b> buluyorum. Özellikle internet üzerinden olanları, memnunum ben yani.</p> <p><b>Student 7:</b> Ben de <b> yararlı</b> buluyorum. Fakat 'online' dersler, çevrimiçi esnasında harcadığımız vakti fazla bulmuştum ve hani bu kopukluklar işte aynı derste çok fazla kişinin olması, bunlar bence sorun yaratmıştı. Hani oradaki etkinlikler yararlı ama orada harcadığımız <b> vaktin biraz boşa geçtiğini</b> düşünüyorum ben. O yüzden belki buna bir çözüm bulunabilir.</p> <p><b>Student 8:</b> Ben birazcık gereksiz buluyorum, herkesin eve varma saati, bilgisayarı açma saati falan herkesin aynı olduğunu düşünmediğim için.... Dolayısıyla zaten birçok arkadaşımız bu yüzden katılamadı. Çünkü herkesin okulla ev mesafesi de aynı değil. Okuldan çıkıp eve gitseler varamayacaklar. Bunun yerine okulda olması bence daha mantıklı olur, bilmiyorum, <b> gereksiz zaman kaybı</b> bence.</p> <p><b>Student9:</b> Ben <b> verimli</b> buluyorum. Bize katkı sağladığı düşünüyorum. Başarılı bir etkinlik bence.</p> <p><b>Student 5&amp;6&amp;7&amp;8&amp;9:</b> Daha önce online ders <b> tecrübem olmadı.</b></p>	<p><b>First experience (9)</b></p> <p><b>Useful &amp;effective (6)</b></p> <p><b>Revise (6)</b></p> <p><b>Waste of time (2)</b></p>	ONLINE LESSONS IN GENERAL
<i>(Low Group)</i>	<p><b>Student 4:</b> Diğerlerine ben pek bakamadım da, arkadaşlarımla görüşümü biliyorum. Bana <b> yararlı</b> olduğunu söylediler, mesela 'speaking' e katılan arkadaşım var, yararlı olduğunu mesela söylüyor.</p> <p><b>Student 2:</b> <b>Avantajı vardı</b> çünkü birçok kişiyle aynı anda derse giriyorsun, herkesin konuşma ya da bilgisi farklı olduğu için herkesten azar azar bir şey öğrenip kendini geliştirebilirsin. Hocanın desteği ile beraber speaking ya da hangi konuya kendini ilerletebilirsin</p> <p><b>Student 2:</b> Bizim eski Uğur okullarında hep yapıyorduk yani 'online' ders. Onlar <b> verimli</b> oluyordu zaten. Matematik, türkçe hakkında... 'online' ders o oluyordu.</p> <p><b>Student 2:</b> Yapamadığımız bir soru varsa o anda hocaya sorabiliyorduk canlıysa, eğer canlı değilse başka zaman öğrenebiliyorduk nasıl yapacağımızı. <b> İyi</b> oluyordu yani.</p> <p><b>Student 4:</b> Bir ara ben 'English Time' a gitmiştim. Orada mesela vardı 'online' eğitim şeklinde.</p> <p><b>Student 1&amp;3&amp;5:</b> Daha önce online ders tecrübem <b> olmadı.</b></p>	<p><b>First experience (2)</b></p> <p><b>Useful &amp;effective (2)</b></p>	ONLINE LESSONS IN GENERAL

(High Group)	<p><b>Student 3:</b> Süresi çok uzun bence aşırı uzun, bir saat bir buçuk saat olsa daha iyi olabilir.</p> <p><b>Student 4:</b> Yedi buçukta değil de, ne bileyim, çünkü tam yemek vaktine geliyor.</p> <p><b>Student 3:</b> Bir de alışması biraz zaman aldı.</p> <p><b>Gürültü oluyordu' diyorsunuz.</b></p> <p><b>Student 3:</b> Aynen.</p> <p><b>Student 4:</b> Sohbetten çok boş şeyler yazıyorlardı.</p> <p><b>Student 3:</b> Alıştırmalar güzeldi.</p> <p><b>Student 4:</b> Evet, alıştırmalar güzeldi.</p> <p><b>Yararlı olduğunu düşünüyor muyuz?</b></p> <p><b>Student 1&amp;2&amp;4:</b> Evet</p> <p><b>Student 5:</b> Bence tek sorun çok kalabalık olması.</p> <p><b>Katılıyor musunuz arkadaşlar bu anlamda arkadaşlarımızın söylediklerine?</b></p> <p><b>All students:</b> Evet katıyoruz.</p> <p><b>Student 6:</b> Özellikle SOS derslerinde bence şey artırılabilir, etkinlik sayısı artırılabilir. Çok az ders içi etkinlik var. Ya 4 etkinlik yapıyorduk, bir ara 5'e falan çıkmıştı ama onun haricinde harcadığımız zaman bence çok fazla, hani gereksiz bir zaman kaybı oluyor.</p> <p><b>Student 8:</b> Hocam ben de katılıyorum. Şöyle düşünüyorum, SOS derslerinde mesela orada gerçekten çok fazla boş vaktimiz geçiyor.....Belki bize normalde verdiğinizde 40 hani maksimum 45 dakikada yapabileceğimiz etkinlikler için biz orada iki buçuk saatimizi vermiş oluyoruz ve bu bir zaman sonra dezavantaja dönüşüyor, hatta sırf bu yüzden SOS derslerine katılmayan çok fazla öğrenci oldu....</p> <p><b>Student 9:</b> Benim zamanın dışında olumsuz bir görüşüm yok hocam. Ayriyeten dersteki konularımı pekiştiriyorum... o yüzden ben çok iyi buluyorum. Başarılı buluyorum.</p> <p><b>Student 7:</b> Yani 2 saat sürüyordu. Bizim öğretmenimiz mesela işte, gerçi herkesde bu böyledir işte etkinlikleri vermeden önce genel bir konu tekrarı yapıyordu. Tekrar devam ediyorduk ve o yüzden çok önemli bence.</p> <p><b>Student 9:</b> Ben de arkadaşlarım gibi genele katılıyorum. Zaman kaybı olur çünkü kişi sayısı fazla.</p>	<p>Too long &amp; waste of time (6)</p> <p>Crowded (7)</p> <p>Too much noise (2)</p> <p>Efficient Content (6)</p> <p>Few activities (2)</p>	ONLINE TUTORIALS (SOS)
(Low Group)	<p><b>Student 4:</b> Ya aslında biraz yararlı da oldu ancak bazılarında filan problem çıkmasından dolayı filan, benim görüşüme göre yani biraz sanki zaman kaybı az bir şey olduğu gibi yani ilk başta.</p> <p><b>Student 4:</b> Ben karşılaşmadım da, mesela telefonda da girilebilir denildi ama telefonda girmeye çalışınca telefonla ilgili problemler oldu. İşte tam olarak da telefonda görüntüde falan sorunlar vardı bazılarında mesela. O gibi hoca ile filan konuşma zaten onda da zaman bayağı bir gidiyordu. 2 saatte en fazla 3 etkinlik, 3 4 etkinlik yaptık.</p> <p><b>Student 1:</b> Bence de çok zaman kaybı oluyor.</p> <p><b>Student 2:</b> Bir kişi mesela bağlanmak istiyor mesela, hoca 'raise your hand' diyor mesela bir soru hakkında cevap vermek için, o arkadaşta problem olunca hoca onu çözmeye çalışıyor, o sırada zaman bayağı geçiyor.</p>	<p>Efficient Content (1)</p> <p>Too long &amp; waste of time (4)</p> <p>Few activities (1)</p>	ONLINE TUTORIALS (SOS)

(High Group)	<p>....Mesela size <b>rehberlik</b> ediyor mu? <b>Önemli konuların altını çiziyor mu?...</b>  <b>Student 1&amp;2&amp;3&amp;4: Evet</b>  <b>Student 3:</b> Evet, bayağı bir uğraş veriyor. Ben olsaydım çıldırırdım.  <b>Peki, sizi teşvik ediyor mu? Bu etkinliklere katılmaya ya da derslere katılmaya teşvik ediyor mu?</b>  <b>Student 1&amp;2&amp;3&amp;4: Evet.</b></p> <p><b>Student 5:</b> Yani bence <b>teşvik ediyordu</b> ders sırasında ama rehberlik edecek bir durum olmuyordu, yani rehberlik gerektirecek kadar bir durum olmuyordu bizde. onun dışında derste teşvik ediyor muydu, evet ediyordu.  ..... <b>senin fikrin nedir bu konuda?</b>  <b>Student 6:</b> Bizim hocamız da derse <b>teşvik ediyordu</b> ama biz dersin içerisinde konuşma yapmıyorduk ...  <b>Student 8:</b> Biz de ..... ile aynı sınıftaydık. O yüzden onun gibi düşünüyorum ben de. Ama herhangi bir sorumuz olduğunda rahatlıkla cevap alabiliyorduk, tek artısı bu olabilir.  <b>Student 9:</b> Hoca <b>teşvik</b> ediyordu. Elinden geldiği kadar bize yardımcı oluyordu, sorularımıza cevap alabiliyorduk.</p>	Teacher guides and encourages (7)	TEACHING PRESENCE
(Low Group)	<p><b>Student 4:</b> Diğerleri de, Hoca zaten katılmasını bekliyordu. Bizim hoca mesela <b>diyordu siz de katılın diğerleri de katılsın</b>, mikrofona olanlar el kaldırsın falan diyordu, ona göre siz de cevaplayın diyordu.  <b>Peki, hocanız sizi sen dedin ki mesela sizi derse katılmaya teşvik ediyordu, siz de katılın diye sizde durum nasıldı? Hocanız sizi teşvik ediyor muydu hiç derse katılmanız için?</b>  <b>Student 2:</b> Biz de <b>nasıl teşvik ediyordu</b>, hiç kimse cevap vermiyordu, ondan sonra yoksanız yok yazacağım, öyle dediği anda öğrenci şey gibi anlıyor, puan gelmeyecek gibi anlıyor. O anda direk 'online' oluyordu....</p>	Teacher guides and encourages (2)	TEACHING PRESENCE
(High Group)	<p>...Online derslerde, biz bir ekibiz, biz bir grubuz, <b>sosyal olarak bir bütün olarak hissedebildiniz mi?</b>  <b>Student 1&amp;2&amp;3&amp;4: Hayır.</b>  <b>Sizce bunun sebepleri ne olabilir?</b>  <b>Student 2:</b> Birbirimizi görmüyoruz en başta, sadece sesini, belki konuşmasa bile, bir şey yazmasa, sadece ismini görüyoruz. Bu da bir arkadaş olmak için yeterli değil.  <b>Nasıl bir sosyal ortam var sizce orada?</b>  <b>Student 4:</b> Sosyal ortam biraz... Yani 'chat' larda <b>çok boş konuşan</b> vardı, yani ciddi anlamda söylüyorum bu kötüydü çünkü <b>odaklanamıyordum</b>...  <b>Sizin fikriniz arkadaşlar?</b>  <b>Student 1:</b> Katılıyorum.  <b>Student 2&amp;3:</b> Ben de katılıyorum.  <b>Katılan diğer öğrencilerle ilgili bir izleniminiz var mı? Sizinle aynı bakış açısına sahipler mi, ya da farklılar mıydı, nasıldı?</b>  <b>Student 3:</b> Genelde <b>puan için</b> sadece geliyorlardı yani başka şeyleri yoktu.  <b>Başka? Nasıl öğrencilerdi onlar, tarif etseniz?</b>  <b>Student 3:</b> Sınırdaki kalmış.  <b>Student 4:</b> 65'i geçmeye çalışanlar. <b>Beyleyler siz?</b>  <b>Student 2:</b> Sınırdaki kalanlar diyelim. Mesela ben, ben 80 için geldim mesela, bazıları 65 için geliyordu demek ki.</p>	No Sense of community (6) Distracting students&concentration on problems (6) Grade as the main concern (3) No Cooperation with new students (5)	SOCIAL PRESENCE

	<p><b>Peki, siz onlarla, arkadaşlarınızla bir işbirliği içinde olduğunuzu düşünüyor musunuz ders esnasında?</b>  <b>Student 1:</b> Hayır, kendi içimizde, mesela biz üçümüz işbirliği yapıyorduk ama diğerleriyle yapmıyorduk.  <b>Student 2:</b> Haberleşip geliyorduk.  <b>Student 4:</b> Biz sınıfça yapıyorduk, sınıf grubumuza yazıyorduk.  <b>Student 3:</b> Sınıf grubundan konuşuyorduk.  <b>Student 4:</b> Birbirimize yardım...  <b>Diğer arkadaşlar, bir biz duygusu var mıydı mesela?</b>  <b>Student 5:</b> Biz duygusu bence yoktu. Hocam şöyle zaten çoğu dediği gibi kendi sınıfımızda. Biz kendi sınıfımız olarak konuşuyorduk orada. Onun dışında kimse konuşmuyordu orada, ama kendi sınıfımız olarak konuştuğumuz zaman hoca ile birlikte çok eğlenceli geçiyordu dersler, yani sadece böyle sırf ders yoktu.  <b>Student 6:</b> Ben .....'ya katılıyorum, dedikleri gibi ..... arkadaşına da katılıyorum. Hani sonuçta sınıfta olanlar birbirini tanıyor, aynı sınıfta olanlar... Diğerleri arasında çok fazla muhabbet geçmiyordu. çok fazla bir sosyal ortam olduğunu düşünmüyorum...  <b>Diğer öğrencilerle ilgili izleniminiz var mı paylaşmak istediğiniz? Herhangi bir şey, söylediler böyleydiler, herhangi bir izlenim?</b>  <b>Student 8:</b> Hocam ilk SOS dersinde ortamı bozmaya çalışan öğrenciler olmuştur. Hatta birkaç tane vardı yani. Ama o da çalışma süreci diye düşünüyorum ben....  <b>Student 5:</b> Hocam bizim SOSumuz da şöyle gerçekten büyük bir problem vardı. O da bizden çok fazla büyük olan bir teyzemiz vardı ve sürekli konuşuyordu... En sonunda hepimiz odaklanamıyoruz, kapatır mısınız falan yazıyorduk. Onun dışında bir sorunum yoktu benim.</p>		
(Low Group)	<p><b>Anladım peki biz hissi oluştu mu yani arkadaşlarınızla beraber hocanızla beraber bir grup hissi, oluştu mu? Siz öyle bir şey hissettiniz mi?</b>  <b>Student 1, 2, 5:</b> Hayır.  <b>Sizler de? Öyle bir hissi, hem öğrenci arkadaşlarınızla hem hocanızla beraber, sınıflarda olur ya, biz duygusu oluşur, öyle bir şey hissettiniz mi?</b>  <b>Student 4:</b> O kadar pek olmadı açıkçası.  <b>Sen ne düşünüyorsun?</b>  <b>Student 3:</b> Olmadı yani, o konuda aramızda sohbet de geçmedi yani.  <b>Student 2:</b> Kimisi iyi, kimisi kötü yani. Çabalamak isteyen yapıyor, çabalamak istemeyen pek de katılmıyor yani.  <b>Student 4:</b> Bazısı gerçekten, öğrenmek isteyen de var ama çok sayılı. Onun haricinde puan verecek olması.  <b>Student 2:</b> Aynen.  <b>Student 4:</b> Sadece puan için yapayım, mesela şunu söyleyeyim bizim sınıftan kişiler falan da var zaten hep, orada sınıfın grubuna mesajlar gidiyor...</p>	<p>No Sense of community (5)  Grade as the main concern (2)</p>	<p>SOCIAL PRESENCE</p>

<b>(High Group)</b>	<p><b>İçerik nasıldı sizce?</b>  <b>Student 1:</b> Fena değildi bence.  <b>Student 3:</b> Bence de.  <b>Student 1:</b> Güzeldi yani.  <b>Student 2:</b> Dersler güzeldi yani. Verilen kısa süreli testler güzeldi.  <b>Peki, merak uyandırdı mı sizde?</b>  <b>Student 4:</b> İlk hafta için evet.  <b>Student 2:</b> Ama çok uzun, o yüzden insan kaybediyor ilgisini.</p> <p><b>Yani burada öğrendiklerinizi, ‘online’ derslerde öğrendiklerinizi normal hayatınıza aktarabileceğinizi düşünüyor musunuz?</b>  <b>Student 4:</b> Öğrenmek için yapıyoruz. Bence aktarıyoruz yani.  <b>Kalıcı olacak mı orada öğrendikleriniz?</b>  <b>Student 4:</b> Bir sürü bilmediğim şeyler öğrendim ben mesela.  <b>Siz aynı fikirde misiniz? Farklı mı düşünüyorsunuz?</b>  <b>Student 1&amp;2&amp;3&amp;4:</b> Evet.</p>	<p>Useful content (3)</p> <p>Created curiosity for a short time (2)</p> <p>Apply knowledge (4)</p>	<b>COGNITIVE PRESENCE</b>
<b>(Low Group)</b>	<p><b>Peki, içerik nasıldı sizce?</b>  <b>Student 2:</b> ...yarar sağlıyordu yani yapanlara.  <b>Okey, başka sizce faydalı mıydı bu etkinlikler?</b>  <b>Student 1, 2, 5:</b> Faydalı.  <b>Student 4:</b> Faydalıydı da, şunu yani puan üzerine kurulu olması bu biraz işte işi biraz boşlamayı şey yapıyor yani yapayım çıkayım.</p> <p><b>Sizce bunu normal hayatınıza, günlük hayatınıza İngilizceyi kullanacağımı zamanlara aktarabilir misiniz?</b>  <b>Student 4:</b> Yani sadece o SOS'deki değil de 2 önceden gördüğümüz derslerde de anlatılanları kullanabilirim.  <b>Student 2:</b> Kullanabiliriz çünkü pekiştiriyor yani SOS'te. Önceden de bildiğimiz için daha rahat kullanabiliriz.  <b>Katılıyor muyuz?</b>  <b>Student 1, 3,4,5:</b> Evet katılıyoruz.</p>	<p>Useful content (4)</p> <p>Apply knowledge (5)</p>	<b>COGNITIVE PRESENCE</b>



## CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: Dülgerci, Gökçe

Nationality: Turkish (T.C.)

Date and Place of Birth: 25 December 1981, Zonguldak

Marital Status: Married

Phone: +90 506 273 85 48

email: [gokce.oktay@sfl.bau.edu.tr](mailto:gokce.oktay@sfl.bau.edu.tr) , bluish1@hotmail.com

### EDUCATION

Degree	Institution	Year of Graduation
BS	Istanbul University	2007
High School	Zonguldak Atatürk Anadolu Lisesi	1999

### WORK EXPERIENCE

Year	Place	Enrollment
2014-present	Bahçeşehir University	English Instructor
2013-2014	Terraki Foundation Schools	English Teacher
2010-2013	TED Istanbul College	English Teacher
2007-2010	TED Antalya College	English Teacher
2007-2007	Onur Language School	English Teacher

### FOREIGN LANGUAGES

Advanced English, Basic German

### CERTIFICATES

CELTA – British Side, Istanbul/TURKEY

ELTC – Istanbul University ELT Certificate, Istanbul/TURKEY

### HOBBIES

Reading & writing short stories, poetry, music, cooking and travelling abroad.