T.C.

AKDENIZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT

MA THESIS

THE IMPACT OF ONLINE EDUCATION ON FOREIGN LANGUAGE DEVELOPMENT OF HIGH SCHOOL STUDENTS IN FOREIGN LANGUAGE DEPARTMENTS; A QUALITATIVE STUDY

Melahat ABRA

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Supervisor

Prof. Dr. Binnur Genç ILTER

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Melahat ABRA 'nın bu çalışması 29.07.2022 tarihinde jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği/~~oy çokluğu~~** ile kabul edilmiştir

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YÜKSEK LİSANS TEZİNİN ADI: The Impact of Online Education on Foreign Language Development of High School Students In Foreign Language Departments; A Qualitative Study

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

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ABSTRACT

THE IMPACT OF ONLINE EDUCATION ON FOREIGN LANGUAGE DEVELOPMENT OF HIGH SCHOOL STUDENTS IN FOREIGN LANGUAGE DEPARTMENTS; A QUALITATIVE STUDY

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The present research intends to probe into the effects of online education during COVID-19 pandemic on the foreign language development of high school students in foreign language departments at upper intermediate and advanced level of English. It also aims to find out the perceptions, experiences and attitudes of both EFL students and EFL teachers during online education. Lastly, it sheds light on the principal reasons of the mentioned perceptions.

This research was carried out as a qualitative study comprising 5 different focus group studies, 4 of which were conducted with 11th and 12th grade students, also known as digital natives of that information society, from two different Anatolian high schools in Kemer/Antalya. In addition, one focus group study was implemented with 6 EFL teachers from 3 different cities, different high schools to get a deeper and wider understanding of the various aspects of foreign language teaching during online education. Each focus group study includes 10 semi structured interview questions. All questions were prepared by the researcher through examining the relevant literature within the scope of recommendations of the supervisor of the study and other two experts in the field. All participants were selected purposively and voluntarily. All students were studying and all teachers were lecturing at foreign language departments of high schools.

The data were gathered through the semi structured interviews. The collected data were analyzed through the descriptive content analysis and categorized into the codes. The categories and codes were presented into the tables separated as 11th – 12th grade students and teachers.

The results of that current research delineated that online education affected 12th grade students more adversely than 11th grades, owing to the fact that 12th grades were found to get considerably anxious about the YDT exam and foreign language development to achieve that exam. Moreover, the results of focus group studies conducted with students asserted that there

was an important difference between the perceptions and experiences of students at 11th and 12th grade about online education. Students at 12th grade were found to be in need of peer studying and face to face teacher-student interaction in terms of supervision, assessment, facilitating and guiding; while students at 11th grades were shown to be more self-disiplined and self-motivated, which promoted them to acquire self-confidence and self-realization. Also, the results of the study revealed that being obliged to spend the whole time at home and familial problems resulted from psychological and economic conditions restrain students from attending online classes and studying. Another important difference was shown in terms of facilitating online platforms to develop foreign language skills. Students were found more equipped and proficient in benefitting from various online platforms and applications to improve their foreign language skills, grammar and vocabulary at upper intermediate and advanced levels. Teachers were seen to utilize mostly PDF documents, interactive books or Youtube videos. The results of that present research ascertained that EBA, the Educational Informatics Network of the Ministry of National Education, doesn't include any content related to syllabus of YDT exam for foreign language departments of high schools. Whereas, it comprises a lot of written or audial materials and private sections called EBA Academic Support for other 3 departments of high schools for the providence of university exams.

Keywords: *Online Education, Foreign Language Learning, Upper Intermediate And Advance Level, Perceptions of Studens and Teachers, Digital Natives*

ÖZET

UZAKTAN EĞİTİMİN LİSE YABANCI DİL BÖLÜMLERİNDE OKUYAN ÖĞRENCİLERİN YABANCI DİL GELİŞİMİNE ETKİSİ; NİTEL BİR ÇALIŞMA

ABRA, Melahat

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

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Bu araştırma, COVID-19 pandemisi süresinde yapılan uzaktan eğitimin, lise yabancı dil bölümlerindeki öğrencilerin, ortanın üstü ve ileri düzeydeki yabancı dil gelişimleri üzerindeki etkilerini araştırmayı amaçlamaktadır. Ayrıca, hem yabancı dil bölümü öğrencilerinin hem de bu bölümlerde derse giren İngilizce öğretmenlerinin bu sürece dair algılarını, deneyimlerini ve tutumlarını ortaya çıkarmayı hedeflemektedir. Söz konusu algıların başlıca nedenlerine de ışık tutmaktadır.

Bu çalışma, Antalya'nın Kemer ilçesindeki iki farklı Anadolu lisesinde öğrenim görmekte olan ve aynı zamanda içinde bulunduğumuz bilgi toplumunun dijital yerlileri olarak da bilinen, 11. ve 12. sınıf dil bölümü öğrencileri ve dil bölümlerinde derse giren İngilizce öğretmenleri ile gerçekleştirilen 5 farklı odak grup çalışmasını kapsayan bir nitel araştırmadır. Öğrencilerin yanısıra, uzaktan eğitim yoluyla yabancı dil öğretiminin çeşitli yönleri hakkında daha derin ve daha geniş bilgi elde etmek amacıyla, 3 farklı şehirden ve farklı liselerden 6 İngilizce öğretmeni ile bir odak grup çalışması da yapılmıştır. Her bir odak grup çalışması 10 yarı yapılandırılmış görüşme sorusu içerir. Tüm araştırma soruları, araştırmanın danışmanı ve bu alanda yetkin 2 farklı uzmanın önerileri doğrultusunda, ilgili literatür incelenerek araştırmacı tarafından hazırlanmıştır. Tüm katılımcılar amaçlı ve gönüllü olarak seçilmiştir.

Veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Toplanan veriler betimleyici içerik analizi ile çözümlenmiş ve kodlar halinde kategorize edilmiştir. Kategoriler ve kodlar 11-12. sınıf öğrenci ve öğretmenleri olarak ayrılmış tablolarda sunulmuştur.

Bu araştırma, uzaktan eğitimin 12. sınıf öğrencilerini, 11. sınıflara göre daha olumsuz etkilediğini ortaya koymuştur. Bunun sebebi olarak, 12. sınıfların girecek oldukları YDT sınavı

ve bu sınavı kazanmak için gereken yabancı dil seviyesine ulaşma konusunda oldukça kaygılı olmaları görülmüştür. Ayrıca öğrencilerle yapılan odak grup çalışmalarının sonuçları, 11. ve 12. sınıf öğrencilerinin uzaktan eğitime ilişkin algıları ve deneyimleri arasında anlamlı bir farklılık olduğunu ortaya çıkarmıştır. 12. sınıf öğrencilerinin öğretmen denetimi, ödevlendirme ve değerlendirme, rehberlik etme ve yönlendirme açısından akran çalışmasına ve yüz yüze öğretmen-öğrenci etkileşimine ihtiyaç duydukları; 11. sınıf öğrencilerinin ise öz disiplinli ve öz motivasyonlu oldukları görülmüş, bu da onları, özgüven kazanmalarına ve kendilerini gerçekleştirmelerine teşvik etmiştir. Ayrıca araştırma sonuçları, psikolojik ve ekonomik koşullardan kaynaklanan ailevi sorunların öğrencileri canlı derslere katılmaktan ve ders çalışmaktan alıkoyduğunu ortaya koymuştur. Bir diğer önemli farklılık ise yabancı dil becerilerini geliştirmek için çevrimiçi platformlardan faydalanılması konusunda görülmüştür. Öğrencilerin ortanın üstü ve ileri düzeyde yabancı dil becerilerini, dilbilgisini ve kelime bilgisini geliştirmek için, çeşitli çevrimiçi platformlardan ve uygulamalardan yararlanma konusunda daha donanımlı ve yetkin oldukları görülmüştür. Öğretmenlerin daha çok PDF dokümanlarından, interaktif kitaplardan veya Youtube videolarından yararlandıkları belirtilmiştir. Bu araştırmanın sonuçları, Milli Eğitim Bakanlığı'nın Eğitim Bilgi Ağı olan EBA'nın, üniversite sınavlarına hazırlık için, liselerdeki diğer 3 bölüm için çok sayıda yazılı veya işitsel materyal ve EBA Akademik Destek adında özel bölümleri olduğunu ama yabancı dil bölümleri için YDT sınav müfredatı ile ilgili herhangi bir içeriğe yer vermediğini ortaya çıkarmıştır.

Anahtar Sözcükler: *Uzaktan Eğitim, Yabancı dil eğitimi, Ortanın üstü ve ileri seviye İngilizce, Öğretmen ve Öğrenci Algıları, Dijital Yerli*

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LIST OF ABBREVIATIONS

OLL	:	Online Language Learning
EFL	:	English As A Foreign Language
SLA	:	Second Language Acquisition
ESOL	:	English For Speakers Of Other Language
TELL	:	Technology-Enhanced Language Learning-
CALL	:	Computer-Assisted Language Learning-
MALL	:	Mobile-Assisted Language Learning
SLT	:	Second Language Teachers
LAD	:	Language Acquisition Device
CEFR	:	The Common European Framework Of Reference For Language
EBA	:	Education and Information Network
MONE	:	Ministry Of National Education

CHAPTER I
INTRODUCTION

In this chapter, the statement of the problem is initially explained with relevant literature, then the purpose of the study is presented. And, the chapter elucidates the scope and significance of the study. After the limitations regarding the research are clarified, the definitions of the principal terms are given lastly.

1.1 Statement of the Problem

Communication is one of the most indispensible necessities of our life. Communication entails sharing feelings and thoughts, experiences and perceptions. In order to establish an effective communication, humans convey what they mean in a simple, direct and precise manner to their interlocutors (Genç, 2016). Throughout history, this necessity to communicate has led humans to try to discover and learn continually, and improve themselves in all perspectives to be able to meet their basic needs. In addition, communication has promoted people to penetrate what they learn and invent new technologies, accordingly to shape the society where we live in. The improvements in technology have created an "information society" which comprises interactivity, online environments, internet, personalization of social platforms and digitalisation in all aspects of life (Webster, 2014; Yamamoto & Altın, 2020). In that information society, technology has led to a vast number of changes in economy, politics, health, culture and education.

Language is the most paramount factor that enables communication and technology. Therefore, since the earliest times, people has strived to improve their linguistic skills. By means of the developments in technology, the educational milieus and methods to teach and learn a language have changed eminently. They are directly interrelated.

Nowadays, more and more people are aspired to acquire languages widely used all over the world. The most popular and important language that is accepted by almost the whole world in education, science, medicine, engineering and technology is English. Moreover, a wide range of the world population within a great number of countries speak the English language as their mother tongue (Kedia & Reddy, 2016). Also, remarkably, English is the lingua franca of the modern age, the information society, that has more non-native speakers than native ones

(Kołaczyk & Przedlacka, 2008). For these reasons, people are inclined to learn English language to keep pace with changes in the global world. There are a great many methods and approaches utilized in learning and teaching English as a foreign language. Besides, a number of factors affect the efficiency of those methods and approaches, such as motivation, self-confidence, level of readiness, affective filter, learners' and teachers' attitutes, beliefs and interests. And there are many factors that affect the continuum of that education environments, such as diseases, wars and disasters. Since education is a process that must be proceeded without interruption, in case of any preclusion, solutions have been generated to maintain that process at any time.

Covid-19 pandemic broke out in December, 2019 and thenceforward it caused a significant loss of life and caused a severe confusion in health, economy, social life and education. After the health sector, the education is one of the most affected sector by this pandemic (Yamamoto & Altın, 2020). Numerous precautions have been taken to alleviate the impacts of the pandemic such as total lockdowns, quarantines and school closures. During that pandemic, online education, in other words, distance education, homeschooling, or e-learning, has provided all educational milieus with various opportunities and conveniences to perpetuate the education.

Foreign language learning is significantly known to be achieved in face-to-face educational environments based on teacher and peer interaction. However, due to the pandemic conditions, foreign language learning had to be fully evolved into online and web based environments. On the other hand, pandemic has also led governments and organizations to explore great opportunities and understand the possibilities of online education to acquire a foreign language (Yamamoto & Altın, 2020).

1.2. Purpose of the Study

This study aims to inquire how the online education during the pandemic affects the foreign language development of high school students in foreign language departments. The aim is to try to understand and reveal the reasons for the perceptions of students and teachers about foreign language development in view of their experiences, ideas and predispositions. It is natural for individuals to feel fear, sadness and anxiety during a crisis, a phenomenon. During the pandemic, many people, especially students, have had to be estranged from the opportunities and milieus they used to take advantage of before. This research intends to gain a deeper and wider understanding about online education in terms of students and teachers' motivation, the importance of interaction, supervision of the teachers, and anxiety about the pandemic

situations and foreign language skills to acquire the university exam. Besides, this research aims to reveal the preferences about web based platforms and assessment tools used for improving and evaluating foreign language skills, grammar and vocabulary and their effects on foreign language development at upper-intermediate and advanced level in the whole course of online education.

1.3. Scope of the Study

The population of this study includes 11th and 12th grade students in foreign language departments at high schools and EFL teachers working in EFL departments. The research was conducted in two different Anatolian high schools in Kemer/Antalya during the academic year 2020-2021. Those high schools were chosen, because they embodied foreign language departments. 19 students and 6 teachers participated in the study. They were chosen voluntarily and purposively from EFL departments.

In this research, the data were gathered through the qualitative instrument. 5 different focus group studies were conducted with students and teachers separately. 4 focus group studies were conducted with students and one focus group study was implemented with teachers to raise the reliability of the research and to gain a deeper understanding and a confirmation of the findings attained from students. Each focus group study included 10 semi-structured questions. All studies were applied online via Zoom due to the restrictions caused by the pandemic.

1.4. Significance of the Study

There have been a large number of researchers investigating different aspects of online education before and during the pandemic. Before the Covid-19 pandemic, online learning environments were primarily appealed to higher education and universities. Since the 18th century, online education has been offered in different ways, initially via magazine pages and letters, then tv and radio programs. In recent years, thanks to technological and digital improvements, various trainings and practices have been maintained through web based online platforms, such as open education systems of universities and TEDed, Khan Academy. However, educational environments at primary, secondary and high schools experienced fully online education for the first time during Covid-19 pandemic. Many studies have been conducted during the pandemic on online learning, as well. In this point, this present research intends to investigate the upper levels of English that must be acquired to pass the YDT exam

by high school students at foreign language departments. This study aims to probe into the perceptions, experiences, points of view and opinions of students and teachers in that EFL departments. The data were collected from both students and teachers to get more extensive and wider insight about the online education. The EFL students and EFL teachers who participated in that current research experienced that period by converging the anxiety of foreign language development, concerns about online education, and psychology of feeling forced to acquire the university exam. This study aims to present an overall understanding of foreign language learning at upper levels via online education firstly experienced in high schools.

1.5. Research Questions

In this current research, there is a research question that aims to probe into the effects of online education during the pandemic on foreign language development of high school students in foreign language departments and teachers who are teaching in those EFL departments.

- How does online education in all aspects affect foreign language development of high school students and teachers in EFL classes?

To delve into and clarify this question with in-depth and wider comprehension about the online education process, 5 different focus group studies were implemented with students and teachers. Each focus group study comprised 10 semi-structured interview questions. Most of the questions were open-ended and enriched with the questions “why and how”.

1.6. Assumptions

In this present research, some assumptions were made as following;

- Online education will have some negative and positive effects on foreign language development of high school students.
- The participants will respond the interview questions faithfully and honestly.
- The answers to be received from the participants will reflect how the online education is instrinsically perceived by EFL students and teachers in EFL departments.

1.7. Limitations

The current study has some limitations that were mitigated with certain precautions. First of all, this research is based on the personal data which included participants' own perceptions, experiences and opinions about the theme. It was assumed that all participants responded all questions truthfully and the findings attained from those interviews reflected their real opinions and emotions. In this regard, the data were analyzed and interpreted extremely meticulously through detailed categories and codes that were demonstrated in the tables.

Secondly, the scope of that research was limited to two Anatolian high schools in Kemer/ Antalya. These high schools were selected purposively as they comprised foreign language department for 11th and 12th grades. It was designed as a qualitative study. It included 5 different focus group studies conducted with students and teachers. Therefore, the number of participants was not high.

1.8. Definitions

The definitions below are presented to promote better understanding of the concepts in the content of the study.

Digital natives: They are the people who are considered to grow up under the ubiquitous influence of the internet and information technologies. Digital natives perceive and analyze the world around them differently from people who aren't exposed to modern technology.

Hybrid Online Learning: It refers to the involvement both online and face-to-face meetings to learn a content and content is learnt at home as assessment via online platforms and activities are implemented in the classroom.

Fully Virtual Online Learning: It is a type of education that students and teachers are forced to learn and teach the content through online tools without any face to face interaction.

Foreign Language Anxiety: It is described as a set of self-perception, emotions and behaviors specific to EFL classes caused by the elusiveness of the foreign language learning environments (Horwitz, Horwitz & Cope, 1986).

Affective Filter: It is defined that anything filtrating the amount of input taken by learners. When affective filter is high, their input decreases and the learners with low affective filter achieve more input (Krashen, 1985).

Autonomy: It refers to the capacity to take control over students' own learning related to their characteristics and learning situations (Benson, 2011).

CHAPTER II
LITERATURE REVIEW

2.1 Introduction

In this section, the review of the literature of that research is presented. Initially, the evoluation of educational approaches and periods in terms of technology will be explained. It gives us a deeper understanding about the issues on Education 1.0 to Education 4.0. Besides, it intends to improve our present knowledge about online education and foreign language learning via online education. It also aims to investigate the effects of online education on the anxiety and motivation of the EFL students at high schools. In this section, the previously mentioned issues and related studies will be presented as well.

2.2 The Evoluation of Education

According to Gojak (2012), teaching and learning are complicated process; thus, students' needs, teachers' experiences, understanding the skills, curriculum, teaching materials and content must all be figured on while the education process and instruction are planned**.** In the course of that teaching process, Siemens (2006) states some of the challenges that compel the teachers are (a) describing the term of "learning" (b) defining the process of learning in a digital and technology based age, (c) arraying the content and the curriculum, teaching with necessities of students, teacher and society.

The evolution of the web from Web 1.0 to Web 2.0 and Web 3.0 can be considered as a metaphor of how education should be changing, evolving and progressing from Education 1.0 to Education 4.0 (Gerstein. J, 2014).

2.2.1 Education 1.0

Education 1.0 is an essentialist and behaviorist education that is based on the three Rs - receiving by listening to the teacher; responding by taking notes, studying text, and doing worksheets; and regurgitating by taking the same assessments (Gerstein. J, 2014). Keats & Schmidt (2007) state that Education 1.0 is, like the first generation of the Web, primarily one-way process in which learners go to school to get education from teachers and teachers provide the students with information in the form of a routine manner within the use of class notes, handouts, textbooks, simple videos, and in recent times the internet.

2.2.1.1 Behaviorist Education

Based on its development, behaviorism is the first theory developed by Pavlov, Watson, Thorndike, and Skinner. In simple terms, “behaviorists’ view on learning is that it focuses on how learners’ behavior is shaped through stimulus and response” (Budiman A., 2017, p.102). Skinner (1976) describes behaviorism as a learning theory oriented "results that can be measured, observed, analyzed, and tested objectively"; repetition and training are used so that the desired behavior can become a habit. Stimulus is given by the teacher to the students, while the students’ reactions and responses are given as a response to the stimulus given by the teacher. Behaviourists focus on observable behaviour rather than inmost mental activities (Driscoll, 2000).

2.2.1.2 Essentialism

Essentialism struggles to enable the students to learn the most essential and academic knowledge fractionally, which results in the improvement of skills. In the essentialist theory, learners are required to specialize a set of information and basic techniques for their present level before they are promoted to the next higher grade. Essentialists discuss about teacher-oriented teaching and teaching milieus (Gerstein. J, 2014).

2.2.1.3 Foreign Language Learning in Education 1.0

The behaviorist education has been determined to have some shortfalls in explaining the second language acquisition as well as first language acquisition. Hence, psychologists and SLA researchers have moved on to new, comprehended and complex theories of language learning (Lightbown & Spada, 1993). On the other hand, behaviorism theory is crucial in foreign language learning. The influence of this theory can be seen in the implementation of teaching-learning process using Grammar Translation Method (GTM), Direct Method (DM), Situational Language Teaching (SLT) and Audiolingual Method (ALM) (Budiman A., 2017). Warschauer & Healey (1998) explain this process that computers have been used for language teaching since the behaviorist computer assisted language learning (CALL) was implemented in 1960s. And this process was considered as a sub-component of the wider and larger field.

2.2.2 Education 2.0

Similar to Web 2.0, Education 2.0 includes more interaction between the teacher and student; student to student; and student to content and teacher.

Education 2.0 has progressive and humanistic roots where the human is important to learn and teach. The teacher-student and student-student interaction are considered as one of the most essential aspects of the learning process. Education 2.0 focalizes the three Cs - communicating, contributing, and collaborating (Gerstein. J, 2014). It mostly emphasizes the constructivist approach and the characteristics of an andragogical approach to improve collaborating during teaching and learning process. Education 2.0 comprises the use of blogs, podcasts, social media, but the environments where the technologies are used are largely embedded in the framework of Education 1.0. (Keats & Schmidt, 2007).

2.2.2.1. Contructivist Education

In Education 2.0, the tools of Web 2.0 came to the fore via contructivist approach. Constructivist purport, rooted in the cognitive developmental theory of Piaget and in the sociocultural theory of Vygotsky, has an impact on the enhancement and application of technologically augmented milieus and on linguistic exploratory in the improvement of literacy (Kaufman, 2004). According to Harris & Alexander (1998), constructivism perceive learning as a functionally enhanced activity in a society within relevant and stimulating contexts. Moreover, online learning meets the assumptions of the constructivist approach to language education. In that education, students learn in interaction with their learning environment and they are active at constructing their knowledge by using their preexisting knowledge (Dylak, 2000 as cited in Kılıçkaya, Krajka & Latoch-Zıelıńska, 2014). In summary, teachers aren't supposed to provide ready-made information for learners; on the other hand learners construct their own information related to the instructions. The constructivism on teaching and learning emphasizes the active participation of the learner to lead them to enable self-realization.

2.2.2.2. Andragogical Education

Andragogy is defined as enabling adult learning; however, basic principles can be extracted from andragogy and implemented to the teaching of almost all age groups (Gerstein, 2014).

2.2.2.3. Foreign Language Learning in Education 2.0

According to Krashen (1996), acquiring language is predicated upon the concept of receiving messages that learners can understand. Teachers can make language input comprehensible through a variety of strategies, such as linguistic simplification, the use of realia, visuals, graphics and other foreign language strategies. The teacher's role is to assist performance and the construction of knowledge, instead of sustaining information explicitly (Reid, 1993; Tharp and Gallimore, 1989 as cited in Harris & Alexander, 1998).

2.2.3 Education 3.0

Education 3.0 is self-determined, interest-based learning in which problem-solving, innovation, and creativity promote education. Education 3.0 is characterized by educational opportunities where the students themselves play a major role as the constructors of knowledge artifacts and where social sharing and benefits play a key role in learning and teaching process (Gerstein. J, 2014; Keats & Schmidt, 2007).

2.2.3.1. Heutagogical (self-determined) Learning

In a heutagogical approach, learners are highly autonomous and self-determined; it focalizes on the development of learner capacity and the main aim is producing qualifications for students who are supposed to be well-prepared for the complexities of today's learning milieus (Blaschke, 2012). Heutagogy is also described as the self-determined information that shares the content; self-actualising and constructing new knowledge from preexisting experience, capability and qualifications (Mullinax, 2006, as cited in Ashton & Newman, 2006). The learner oriented design that is offered by heutagogy lead Web 2.0 to create an environment supporting enhancement of student-generated content within self-directed discovery (Blaschke, 2012).

2.2.3.2. Connectivist Approach

Siemens (2005) explains that connectivism is a framework which has concepts that perceive learning as a network phenomenon influenced by technology, interaction and socialization. He firstly introduced connectivism in a seminal online article originally written on December 12, 2004, and then updated on April 5, 2005, where he called it "a learning theory for the digital age" (Corbert & Spinello, 2020). Connectivism is one of the most outstanding of

the network learning theories that are developed for e-learning surroundings (Goldie, 2016). According to Goldie (2015), some important principles of learning through connectivism are;

Ability to notice essential connections between fields, opinions, and notions is the core.

Precise and current knowledge is the principle of all connectivist learning activities.

Decision-making is one of the most basic learning processes.

Learning is a process of connecting information sources.

2.2.3.3. Foreign Language Learning in Education 3.0

Behaviorism, cognitivism, and constructivism are the three broad learning theories most often facilitated in the creation of instructional milieus. These theories were developed in a time when learning was not utilized via technology (Siemens, 2005). However, with the breakthrough of web 2.0, students are able to create personal learning environments (PLEs) (Milligan 2006 as cited in Goldie, 2015). Those PLEs allow learners to acquire knowledge in a self-determined process through technology. The Hetagogical (self-determined) approach is proposed as a theory for making use of the technologies in foreign language learning in online and distance education. It primarily promotes the practices of online education process and the ways in which teachers in online education to develop and deliver the content by using newer and current technologies such as social media and language learning platforms (Blaschke, 2011).

2.2.4. Education 4.0

Education 4.0 enables information to be available ubiquitously; teaching and learning process has become dynamic (Halili, 2019, p.63).

2.2.4.1 Components of Education 4.0

The Education 4.0 introduced many components described by Hussin (2018) as follows; learning can be occurred at any time, at any place and can be individualized to each student. So students can determine how they want to learn; they become more independent and active in their own learning, thus Education 4.0 assists teachers to have a role as facilitators who guide the students in more collaborative project-based learning. Moreover, Halili (2019) described some components as; designing the learning environment with the help of interactive smart boards; then, using various pedagogies lile heutagogy, pedagogy and cybergogy; and finally entegrating the usage of technology in teaching and learning processes. “Learning, augmented

by technology, permits the assimilation and expression of knowledge elements in a manner that enables understanding not possible without technology" (Siemens, p.33).

2.2.4.2 The Relationship between Education 4.0 and Industrial Revolution

Peters & Jandric (2019, p.3) defines the basic phases of the Industrial Revolution as; the first Industrial Revolution is called "Machine Age", the second one is "Electricity Age", the third one is "Electronics Age" and the fourth one is "Internet Age". Thlwab also (2016) describes those phases of industrial revolution to clarify how the industrial revolutions changed technology across time as;

> "During the 1st IR, water and steam were used to mechanize production. During the 2nd IR, electric power was used to create mass production. During the 3rd IR, electronics and information technology were used to automate production. The 4th IR is the advancement of new technologies blurs the lines between the physical and digital worlds."

These evolvements and advancements sparked off the emergence of artificial intelligence, robotics, internet, autonomous vehicles, nanotechnology, 3-D printing, quantum computing and energy storage (Diwan, 2017). Hussin (2018) delineates that the IR 4.0 affects both the business, governance and the people; hence the term "Education 4.0" came to existence. The principle sub-systems of the society were affected seriously from these transformations and improvements; and one of the most effected system was education (Himmetoğlu, Ayduğ & Bayrak, 2020). Besides, the insistent advancement of technology adds complexity to how education is organized, created, managed (Siemens, 2006) and lay new burdens on learners and educators. In short; Education 1.0 is the "downloaded education", Education 2.0 is "open access education", Education 3.0 is "knowledge-producing education" and lastly Education 4.0 is "innovation producing education" (Harkins, 2008).

Figure 2.1.

(Harkins 2008, p.2) Moving From Education 1.0 to Education 4.0

	"Download" Education 1.0	**"Open Access" Education 2.0**	**Knowledge Producing Education 3.0**	**Innovation Producing Education 4.0**
Meaning is…	Dictated	Socially constructed, with aid of (usually limited) Internet access	Socially constructed and contextually reinvented knowledge	Built through selective individual and team-driven embodiments in practice, i.e., through focused innovations
Teaching is done…	Teacher to student	Teacher to student and student to student (progressivism); Internet resources are a normal part of learning activities	Teacher to student, student to student, student to teacher, people-technology-people (co-construction of knowledge)	Amplified by positive innovation feedback loops; ubiquitously and creatively 24/7 in all phases of living, learning, and working;

2.2.4.3. Foreign Language Learning in Education 4.0

Benesova & Tupa (2017) points out that Industry and Education 4.0 brings new technologies and methodologies that promote the development of digitalisation in education. Foreign language learning in Education 4.0 depends on technology-based tools, web based platforms and applications within non-conventional ways in learning and teaching environments (Ahmad et.al., 2019). It encourages the collaboration of face to face and online educational milieus. This integration of both face-to-face education and online materials draw attention of learners and show great potentials for them, since they find online and web based milieus practical and beneficial (Bruff, Fisher, McEwen & Smith, 2013). Besides, Gadelha (2018) focalizes the significance of utilizing Augmented Reality (AR) and Virtual Reality (VR) in foreign language learning and teaching. He states that they have the potential to assist students to acquire a better cognizance of the foreign language skills. Another benefit of these new technologies in language classrooms is that they can encourage learners to actively strive at designing their learning environments (Bonner & Reinders, 2018).

2.3. Online Education

According to Ağaoğlu, İmer, & Kurubacak, (2002) online (distance) education is a kind of education in which learners and instruction are away from each other. With this feature, online (distance) education provides educational opportunities for everyone, at any place, time, date or age. Seçilmişoğlu (2019) stated that it was high time the traditional education system was reformed to be more compatible with today's kids, also known as "millennials" (Roehl, Reddy & Shannon, 2013, p.44) and "digital natives" (Prensky, 2001, p.1). Nowadays, it is probably difficult to find a classroom in which learners have not been exposed to computer technology where Internet and the World Wide Web have always existed (Prensky 2009). Furthermore, the teachers may make use of technological resources to help the students learn English inside and outside the classroom (Sutherland, et al., 2004). Students and teachers are exposed to an unavoidable amount of information necessitating greater levels of specialization (Siemens, 2006). Technology based teaching and communication during online education are amending rapidly, henceforth it is very substantial that online teachers should keep on updating their knowledge and skills in online processes (Song, Singleton, Hill & Koh, 2004). Most of the teachers are aware and notice that digitalisation is becoming an essential part of the students' education. Nonetheless, they may have lack of qualifications about how to use technology efficiently and pointedly during face to face and online classes. Hence, they are right to be worried as depending on how the technology for education should be used, it can be either a contribution or obstacle for learning and teaching processes (Prensky, 2010). But, fortunately, teachers now have a great number of opportunities of a plethora of platforms to help them use, create or prepare various types of exercises for online education, such as *Quia, Hot Potatoes, Padlet, Wordwall, Kahoot, Prezi, Padlet, Socrative, Googledocs, Canva...etc.* Education has changed significantly through the advent of E-learning platforms in a distinctive way and those digital platforms can be regarded as the only way to carry out the teaching and learning activities.

Online education programs are asynchronous, in that the students can view materials, articles, reviews, narrated slides, films or podcasts at any time they choose (Song, Singleton, Hill & Koh, 2004). On the other hand, synchronous online education means that students are required to participate in the class and courses at a scheduled time every week. Online language learning (OLL) can be considered as the sort of Web-facilitated hybrid and fully virtual classes (Blake, 2011).

2.3.1 Hybrid Online Learning

In the course of hybrid online learning, the classroom benefits from easy-to-use, readily accessible technology outside the classroom; assignment and tasks are fulfilled at classrooms (Roehl, Reddy & Shannon, 2013). Hybrid classes comprise both online and face-to-face education and there are many variations how the classes may be offered (Smith, Warren, Ting, Taliaferro, 2018) such as Blended Learning, Flipped Classroom Model, CALL (Computer Assisted Language Learning) etc. Teachers adopting the hybrid online learning model assign the class and content as homework. Within the providence for the class, students are supposed to view and acquire the lecture before coming to school (Roehl, Reddy & Shannon, 2013) According to Tucker (2012), students utilize the time in class to work through problems, try to acquire concepts, and engage in collaborative learning. During hybrid online learning, the whole time isn't consumed to instruct the content, instead students have more opportunity to have individual, group or pair works as they study the content via online platforms or content designed by their teachers. The wide use of online technologies and web based platforms in the field of foreign language learning and the opportunity of blending face-to-face instruction with online teaching milieus presents a new way of delivering contents to the learners (Caner & Campus, 2010).

2.3.2. Fully Virtual Online Learning

As technological tools and applications used for presenting information gets faster, better, and cheaper, teachers are forced to learn and utilize more of these tools (Prensky, 2010). Fully online language classes might have students never interacting with each other in a face-to-face environment (Blake, 2011). 'The English Language School' designed by Gazi University and the commercial website, 'İngilizce Okulu' are some of these fully online education programs in Turkey (Kılıçkaya, Krajka, & Latoch-Zıelıńska, 2014). İnözü & İlin (2007) give an important overview on the fully online education that learners can benefit from websites that are intended to guide them in all proficiency levels ranging from beginner to advanced levels of English through various notes and exercises. Learners can study and acquire according to their own pace. They are also with the help of audio recording, pronunciation and bilingual dictionaries which enable them to understand the lexical items in exercises and reading passages. Grammar, writing and listening activities can also be supported by virtual classrooms. Furthermore; speaking activities can be offered with online tutors.

2.3.3 Foreign Language Learning In Online Education

"Second language learning is a complex, multifaceted phenomenon and it is not surprising that it has come to mean different thing to different people" (Ellis, 1994, p.15). It includes both informal and formal communication environments, in that it takes place in natural interaction environments and formal education environments within the effective combination of these milieus and conditions (Peçenek, 2014).

There are many factors that make learning a foreign language difficult. These factors may include mental, cultural, environmental and affective factors (Baş, 2014). Technological developments can partially eliminate the limitations of the foreign language environment and the lack of practice in English. According to Graddol (1997), technology is located at the heart of the globalization process; affecting education, work, and culture; which becomes essential to use emerging technologies to efficiently aid and facilitate English language learning and teaching. Thanks to the Internet and technology, it is now possible to access countless original materials that enhance the readiness level of the learners. The use of multimedia may provide additional support for comprehension and also accommodate different learning styles (Ariza & Hancock, 2003). In addition, technology provides new ways for languages, cultures, and the world to be represented, expressed, and understood. Nevertheless; language teachers often find themselves caught in between contradictory discourses as they make decisions about how to use technology in their classrooms (Chun, et.al, 2016). And they are aware that new web-based platforms can make learning environments conducive to efficient second language acquisition when rigorously integrated into the curriculum.

Online education provides educational opportunities for language learning focusing on 4 skills as well as grammar and vocabulary learning for everyone at any place, time or age (Ağaoğlu, İmer, and Kurubacak (2002).

If online education is supposed to have a positive effect in the teaching and learning of foreign languages, learners will need support, guidance, and well-designed materials and activities that can lead to acquisition (Lin, Warschauer & Blake, 2016). As a language learning environment, online instruction is just beginning to enjoy the same popularity already experienced within other disciplines for some time (Goodfellow & Lamy, 2009).

Language and technology can be considered as tools for social and individual development, and they both grow in parallel (Seçilmişoğlu, 2019). One particular aspect that needs to be stressed here is that distance education promotes problem-based learning,

cooperative learning and learning to learn (Kılıçkaya, Krajka & Latoch-Zıelıńska, 2014). Thus, very well-prepared and organized digital tools not only assist students to improve their language skills including grammar, vocabulary and fluency but also their social skills. Digital tools used or designed by the teachers can also aid learners in carrying out tasks including test solving skills by input and output production. Yalçın (2017), in this context, points to the importance of the teacher factor in online education with the slogan "Firstly Teacher for Online Education".

2.3.4 The Role Of Teacher In Online Education Of Language Learning

We know that developing an online course can be overhelming for teachers, requiring them to learn to use related technologies, design a curriculum, develop learning modules of right size, plan for learning activities and design tests and examinations (Smith, Warren, Ting, Taliaferro, 2018). For online teachers, it is vital to build a sense of community that is learner-centred and meet the needs of all students (Song, Singleton, Hill & Koh, 2004). In distance learning environments, the instructor acts as facilitator, providing guidance and support while presenting content in ways that encourage engagement (Ariza & Hancock, 2003). Creed and Koul (1993) recommend that the teachers help to make linguistic features and content comprehensible. With careful planning, teachers can design courses that encourage understandable input, output, interaction, negotiation of meaning and characteristics of the content (Ariza & Hancock, 2003). “Educators in the twenty-first century should constantly adopt new technologies and pedagogies” (Millard E., 2012, p.1). However, as the term itself suggests, the students carry out out-of-school learning (online/distance learning) processes autonomously, not independent from the supervision of the teachers. This requires the English teacher as an indispensable aspect in the foreign language teaching and learning processes, especially in countries like Turkey where English is taught as a foreign language (Yaman, 2018).

In the online education process, the teacher who is facilitator, guide and consultant, prepares a variety of procedures to enable the learners to involve in that process, as;

a) creating an atmosphere conducive to learning,

b) designing activities for mutual interaction,

c) diagnosing the needs of learners,

e) designing learning environments according to these needs,

f) integrating these learning experiences with suitable techniques and materials,

g) evaluating the outcomes (Holmes & Cooper, 2000).

Moore and Kearsley (1996) maintain that distance educators should provide three types of interaction: a) learner-content, b) learner-teacher, and c) learner-learner. Krashen (1985, 1994) mentions SLA is determined by the amount of comprehensible input with interaction both in face-to-face and online education. Krashen (1996), also states that acquiring language is predicated upon the concept of receiving messages that students can comprehend. According to Moore and Kearsley (1996, p.128), a major role of the distance educator is to present the appropriate content to promote interaction between that content and the learner in various ways that enable the learner "to construct knowledge through a process of personally accommodating information into previously existing cognitive structures". In other words, the teacher's role is maintaining the learners' motivation and interest, while assisting them in interacting with the content.

The teachers' responses to each learner's practices and feedback about the content are considered as valuable, because they provide constructive feedback concerning learners' fullfilment of the objectives (Moore & Kearsley, 1996). The teacher is the best qualified aspect of online education to decide the innovations in instructional learning and teaching procedures and materials which clarify foreign language teaching more effectively, as he does in face-to-face education, as well (Jakobits, 1970). Carballo-Calero (2001) stresses some other essential skills of teachers; **searching** for information on the Internet; **evaluating** necessary and suitable materials for the learners' needs and interest; **creating** documents; **integrating** the new technology and digitalisation in their teaching process. The effective language teacher is also someone who can provide input, help make it comprehensible in a low anxiety situation and lower the affective filter to enable students acquire second language learning (Krashen, 1982). In addition, leaders in educational institutions need to be aware of what is happening, the speed of evolution, and understand how to shape their institutional participation in the future (Keats & Schmidt, 2007).

"In summary, no matter how well-designed your curriculum and textbook, if your teacher, who will put them into practice in the classroom, does not act as the program demands, your system is not functioning. Because language learning in online education is a job to be done with people and dialogue, and the person who will manage this process in the classroom is the teachers." (Yaman, 2018, p.167)

2.3.5 The Student In Online Education

Brown J. S. (2001, p. 69), explains in his book Learning in Digital Age that today's digital natives consider information and communications technology (ICT) as something akin

to oxygen: they want it, they breathe it and they live it. They use ICT to spend time, interact, play, date, and learn. It's the core of their social life; it's how they recognize one another and their characteristics. In the book of "Educating the Net Generation", Oblinger & Oblinger (2004) give another detailed overview of today's learners: digitally literate (p.25), constantly connected (p.25), immediate receiver of information and socially-digitally-visually driven (p.26), engaged and non-traditional learners (p.27). Marc Prensky (2010) points out that the students' attention capabilities haven't changed, but rather their tolerance and needs changed. They learn together while the teachers assume the role of facilitators in their learning (Hussin, 2018). According to Prensky (2001), our students have changed radically; in other words, today's students are no longer the people our educational system was designed to teach. This is the arrival and rapid dissemination of digital technology in the last decades of the 20th century. Ilter (2009) tells that using every kinds of technological equipment and platforms enable students to learn a language in a free, encouraged, active and motivated atmosphere; thus with the help of technology students can efficiently get involved in language learning process both in face to face and online learning environments. According to Lightbrown and Spada (1999), when students are given the chance to expose to and involve in meaningful activities, they are forced to get through the content and meaning; they express and clarify their intentions, thoughts, perceptions, in a way that allows them to reach a comprehension. This is particularly possible and true when the students work together to accomplish a certain goal even in virtual milieus.

2.3.6 Online Education in the world

As the technology has evolved in time, the method to acquire teaching and learning has evolved as well. In the last few decades, the internet has become prevalent, internet-based distance learning or online learning becomes popular, initially at higher institutions. Those institutions are adding distance education courses to their curriculum (Phipps & Merisotis, 1999) even before the pandemic situations that forced every educational organizations to have online education. By the year 1997, there were more than 762 institutions in the United States that offered online courses at a distance, and some of the influential institutions in the USA such as MIT, Indiana University, Pennsylvania State University are offering entire online degree programs on business, education, criminal justice and nursing, etc (Song, Singleton, Hill & Koh, 2004). The U.S. Department of Education report (2009, p. xvii) stated that "one should note that online learning is much more conducive to the expansion of learning time than is face-to-face instruction." As to the online education during the Covid-19 pandemic, World

Economic Forum-weforum- (2020) declares that there were more than 1.2 billion students in 186 countries affected by school closures due to the pandemic within the different points of their COVID-19 infection rates. For example, In Denmark, as in many European countries, children up to the age of 11 returned to schools after the first closing on 12 March, on the other hand in South Korea, students and families preferred having online classes. According to the report written by Rodrigues, Cobo, Munoz-Najar & Ciarrusta (2020) stresses each country's infrastructure and resources to conduct online education integrated into the local needs of the society.

2.3.7 Online Education in Turkey

In Turkey, online education began as the distance education that prepared programs in English and French to support the curricula at schools through a state radio, Radio Ankara by The Turkish Ministry of National Education, 1977. In the 1980s, TRT prepared foreign language teaching programs in coordination with the state TV (Adıyaman, 2002). In 1982, Anadolu University started to provide distance education in many fields like business administration, economics by designing digital versions of textbooks, TV programs, audio books, and multimedia learning materials depending on the Higher Education Act of 1981. In 1990, computers started to be in use extensively at schools and Departments of Computer Education and Instructional Technology were established. With the developments in the field, the educational opportunities offered by ICT promoted distance education and distance education has become a part of the mainstream in educational environments in our country with the number of students reaching millions (Bozkurt, 2017). Moreover, several standards have been established over the last 20 years to assess technical usability (Nokelainen, 2006). Since then, many universities and private institutions have provided online education via technology or web based tools and platforms. The main reason of providing online or distance education in various fields has been to enable a large scale of community of learners to reach the necessary instructions at any time and any place (Paepe, 2018). Bozkurt (2017) also describes the historical development of distance education including online education into 4 terms;

I. Term -Discussion and suggestions: Conceptual (1923-1955).

II. Term - By Correspondence: By Letter (1956-1975).

III. Term - Audio-visual means: Radio-Television (1976-1995).

IV. Term - Informatics-based: Internet-Web (1996-…)

But during the pandemic, fully online education became indispensible to provide education at all levels sustained by the platform of the Ministry of National Education, EBA (Education and Informatics Network) and Zoom where the users can share screens or presentations, and all participants can communicate visually and audially.

EBA is the official educational platform run by the Ministry of National Education. In April 2020, MONE declared that for the preparation of the upcoming university entrance exams (TYT-AYT-YDT) and high school entrance exam (LGS), teachers should only utilize EBA Live Lesson feature to teach and assess remotely the students at 12th and 8th grades. EBA was used to avoid any problems in Live Class applications and by this way, the personal data of the students weren't transferred to other online platforms. Accordingly, in September 2020, EBA and Zoom were declared to be used by all grades to enable online education (MEB, 2020). Özer (2020) delineated that process that after school closures in Turkey, MoNE strengthened the infrastructure of digital educational portal of EBA and collaborated with Turkish Radio and Television Corporation (TRT) to establish an effective online education system. Beside the EBA-TV and EBA portal, live lessons were also implemented through Zoom, which is a video conference application. Online lessons in Zoom were scheduled by MoNE.

Eba can be logged in via internet and mobile phone browsers. Each student, teacher, and parent can sign into EBA with their username and password. It offers online course materials including topic-based videos and lectures, practice tests, assignments and exams. Furthermore, EBA comprises an EBA Academic Support sections for the high school students in 3 different departments (verbal, literature-maths and maths-science) related to preparation for university entrance exams. Sahin and Shelly (2020) clarified that during each day, the same content was released two times a day for each grade (09.00 a.m.–2.00 p.m., 02.30 p.m.–7.30 p.m.), with EBA-TV releasing a total of 2,516 hours 38 broadcast on 93 subjects in 10 different studios in Ankara and Istanbul using 674 teachers, 681 hours for primary schools, 770 hours for secondary schools, and 1,065 hours for high schools.

To promote the attendance of all students to online classes, EBA Support Points were founded at certain school buildings, especially within the ICT classrooms of high schools during the pandemic process. Hence, students who do not have a computer or internet access in their homes can benefit from online education.

This present research focuses on the foreign language teaching at foreign language departments focusing on the levels of upper-intermediate and advanced English in the course of that compulsory online education during pandemic. According to Kılıçkaya, Krajka & Latoch-Zıelińska (2014), the current trends in Turkey regarding online education in teaching

English can be categorized into three sections: 1) asynchronous and synchronous forums organized by individuals or language teachers to provide discussion on many aspects of the English; 2) fully online education English language programs which are provided by some companies and universities; 3) Web-based learning that aims at providing intensive activities to improve language learning skills such as reading and writing.

2.4 Some Aspects of (Online) Language Learning

Foreign languge learning is a complex and multifaceted process. There are many aspects that affect that process.

2.4.1 Anxiety During The Language Learning Process

During the pandemic, the necessity of online education in the foreign language development of the sample of the study combined with the anxiety of the university exam they are preparing for. In this present case, foreign language development is left to the student's self-control mechanism in a way. Face-to-face or one-on-one training with the teacher is considerably restricted. Sapir ve Aranson (1990) define anxiety as “uncertainty, fear, worry, distress, restlessness, loss of control, and an unpleasant emotional state with the assumption that something bad will happen.” On the other hand, anxiety can be described as an emotional state in which a sense of perceived powerlessness is experienced while preparing for a perceived danger (Aydın & Zengin, 2008). Steinberg & Horwitz (1986) indicate that there is a relationship between anxiety and effective language learning. Correspondingly, foreign language anxiety is a set of self-perception, emotions and behaviors specific to foreign language classes, arising from the uncertainties of the foreign language learning process (Horwitz, Horwitz & Cope, 1986). Anxiety related to online education is significantly related to course satisfaction (Bolliger & Halupa, 2012). Thus, online teachers had better update their qualifications and use methods to increase satisfaction to enhance student participation via student-centred approaches and effective intervenes. Because as Smith, Warren, Ting & Taliaferro (2018) state, online education offers obstacles for some students, they can be less likely to ask questions for clarification, and these students may jostle with the challenges of technology and digital platforms as well. This study also aims to reveal those concerns of students about online education during the pandemic. With new technologies by the assistance of teachers, students would have more attention towards learning and they would desire for further (Blewith & Cullingford, 2004).

Online courses may lead students to get frustrated with technical problems or anxious about communication norms (Dede, 1996). However, the sudden recurrent experiences of students as to the online education during pandemic caused more distress, frustration, anxiety, and confusion than routine experiences of foreign language learning process. Anxiety results from perceived lack of prompt or clear feedback from the teacher and ambiguous instructions on the online classes (Hara & Kling, 2000). Krashen (1985) states in his book "The Input Hypothesis", anxiety and self-confidence effect directly affective filter that enables learners to acquire the content if the filters are low.

2.4.2 Affective Filter and Motivation In Second Language Learning

Affective filter hypothesis is first proposed by H. Dulay and M.Burt in their study called "Remarks on Creativity in Language Acquisition" in 1977 and is incorporated by Krashen as one of his five input hypotheses in 1985 (Du, 2009). Affective filter can be anything that filtrates the amount of input in learners' mind; and learners with high affective filter decrease their input while learners with low affective filter achieve more input into their skills. Krashen (1985) describes his main assessments about affective filter as;

*A high affective filter can prevent input from reaching language acquisition device (LAD)
*A low affective filter allows the input to be achieved by reaching deeper LAD
*The affective filter accounts for each learner's second language acquisition
*The affective filter is merely responsible for SLA; not for the first language acquisition.

The filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is trying to become a member of the group (Du, 2009). According to Krashen (1982), the affective filters vary in three groups; motivation, lack of self-confidence and anxiety.

Dörnyei (2005) defines motivation as a driving force that helps to continue the long and often arduous journey of acquiring and learning a foreign language. In addition, in the context of foreign language learning; Gardner (1985) identifies the "motivation to learn a second language" as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Motivation can also be described as intrinsic motivation and extrinsic motivation in the socio-educational context; While individuals may have internal reasons for learning a foreign language,enjoying learning a language, etc., there may also be aspects of language learning that will provide external motivation, having a better job, etc. (Balçıkanlı, 2021). Ilter (2009) points out that in both face

to face and online language classrooms where linguistic environments are unnatural, students need motivation more than any other learning milieus.

Learners with high motivation, self- confidence and low anxiety are inclined to do better in second language learning process during both face-to-face education and online education. Through motivation, teachers should also develop the students' patience, help them overcome the psychology of quick successes and grasp profound language acquisition in order to obtain effective input (Xu, 2016). Balçıkanlı (2021), in his book "Language Learning in 50 Days", states that motivation in learning or acquiring a second language, has a great impact on a student's desire and need to learn a foreign language, his efforts in the process of learning, and the process of self-evaluation. Besides, motivation helps to determine achievement and proficiency in the second language learning process (Gardner, Lalonde & Moorcroft, 1985).

On the other hand, Dornyei (2005) focuses that linguistic self-confidence, which was firstly offered by Richard Clement, becomes the most important determinant of attitude and motivation towards second language learning. Clement, Dornyei & Noels (1994) express that positive attitudes toward the foreign language community; motivation; a desire to communicate with that community and efforts to become a valued member of it enable second language to be learned or acquired uncomplicatedly. And this desire and struggles are known as the integrative motivation whose cornerstones are the attitudes - persistence in foreign language learning, level of parental encouragement, classroom participation and seeking contact with foreign language learners.

2.4.3 Autonomy In Foreign Language Learning

Within the context of foreign language learning, the term " autonomy" was proposed in "The Major Project in Modern Languages of the Council Of Europe" in 1971. "The project on permanent education contributed to the concept of lifelong learning as a coherent and purposive development, as well as learner-centredness, learner autonomy..." (Trim, 2007, p.17). Autonomy can be defined as the capacity to take control over learners' own learning related to their unique characteristics and learning situations (Benson, 2011). According to Balçıkanlı (2021), when the characteristics of the most successful students are examined through many studies, it is stated that the most conspicuous property of them is conducting the language learning process in an efficient way by themselves. Deep, meaningful understanding occurs when students participate fully in their own learning, with previous knowledge and experiences as the starting point for new learning (Harris & Alexander, 1998). Benson (2011) indicates learners who lack autonomy are capable of developing it when given the appropriate conditions

and preparation by which providing opportunities to exercise control over learning. In other words, the students acquire the autonomy by taking responsibilities for the learning process by themselves (Yaman, 2018). Some of the techology-based approaches as TELL, CALL, MALL enhance autonomous learning skills since they get students to have greater control over their learning at their own pace and do activities on their own (Kassim & Ali, 2007; Braul, 2006). It is in the online world, rather than at schools, that a great majority of students have provided themselves and one another with many various kinds of essential and beneficial things about their real present and future (Prensky, 2010). Autonomous learning is more effective than non-autonomous learning. In other words, the development of autonomy implies better language learning.

2.5 COVID-19 Pandemic In Turkey And Its Impact On Education

COVID-19 was firstly informed by the WHO China Country Office as the cases of pneumonia of unknown cause detected in Wuhan on 31st December, 2019. Then, COVID-19 was reported as a pandemic by WHO on 11th March, 2020. The pandemic caused a significant loss of life globally and brought about a severe disruption in health, food systems, social and economic life and education. All countries have taken precautions to mitigate the spread of the pandemic such as total lockdowns, quarantines and school closures. The Minister of Health announced the first coronavirus case in Turkey on March 11th, 2020 (TEDMEM, 2020). Although, it was announced that primary, secondary and high schools were on holiday for one week as of 16th March, on 23rd March, 2020, it was announced that distance education started and continued until 6th September, 2021.

2.6 CEFR Levels

The Common European Framework of Reference for Languages (CEFR) was developed by a Council of Europe international working party between 1993 and 1996 with a view to promoting transparency and coherence in language learning and teaching in Europe (Martyniuk, 2005). Indeed, the CEFR presents an innovative descriptive scheme that goes beyond the traditional model of the four skills (listening,reading, speaking, writing) to propose four modes of communicative language activities and strategies: reception, production, interaction and mediation (North & Piccardo, 2019). This framework sustains a common basis and a common language for the syllabuses, textbooks, teacher training programmes, language

examinations with a view to developing a system of six ascending levels of proficiency with the knowledge of the language and the degree of skills in using that knowledge (Martyniuk, 2005).

Figure 2.2.

Emergence of Common Reference Levels (North, 2005, p.32)

Wilkins 1977/8, Ludwigshafen	**Cambridge 1992**	**Council of Europe/Swiss Project 1992–97**	**CEFR Levels**
Ambilingual proficiency, Comprehensive operational proficiency	CPE	Mastery	C2
Adequate operational proficiency	CAE	Effective operational proficiency	C1
Limited operational proficiency	FCE	Vantage	B2
Basic operational proficiency	PET	Threshold	B1
Survival proficiency	KET	Waystage	A2
Formulaic proficiency		Breakthrough	A1

2.6.1. Upper Intermediate and Advanced Level of Language Learning

As the spread of English language is unprecedented in the whole world, English has become the preferred language for communication, education, business and commerce. And, English language skills are considered as the principal skills to acquire so as to be prosperous. (Lee & Heinz, 2016) According to Lightbown & Spada (1999), the particular traits of the characteristics of those language learners that identified by succesful language learners are intelligence, aptitude to the personality and learner beliefs. Genesse (1976) also states that some learner factors discussed as influential on foreign language learning are aptitude, age, beliefs and the role of intelligence of the good language learners. They were able to access more diverse task related words, phrases, and forms into their working memory, bring them faster, and put them together more accurately (Arslanyılmaz, 2012). In that context, Downes (2005), identifies that the changing nature of foreign language learning milieus, technology and internet have had great impact on their various interests, predispositions, beliefs and skills. Sometimes called "digital natives" and sometimes called "n-gen," these new learners approach work, learning and play in new ways. Because of the limited skills of beginners to access materials in the target language, Lambert (1991) indicates that distance or online instruction that is based on technology and web is best suited for good learners with intermediate and advanced second language skills. On the other hand, Krashen's (1985) insistence upon a non-threatening face-

to-face or online environment to facilitate language acquisition by lowering the affective filter is another essential strategy to enhance learning for both beginners and advanced language learners.

Some of the basic charecteristics of advanced and intermediate users of a foreign language that; they can understand and express fluently the main ideas of complex text on both concrete and abstract topics. Also, they can interact with native speakers spontaneously. In context of grammar and writing skills, they can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue by giving contrast ideas (Little, 2007) They can write extensively and enhance impact on the reader through the effective use of language resources through the ability to vary style of expression and sentence length for effect, the use of upper-intermediate vocabulary and word order, the use of basic idioms with only some errors of grammar or vocabulary and they can organise writing effectively by using linking ideas and words appropriately with the content (North, 2005). The sample of that present study is the advanced or upper-intermediate students at foreign language departments of high schools,

2.7 Relevant Studies

The literature relevant to online learning has expanded and increased considerably in the last years; accordingly, its focal points are ranging from the learner's experience on educational environments to perspectives of strengths and weaknesses during online education (Song, Singleton, Hill, & Koh, 2004). A study by Kopcha & Alger (2011) investigates the effects of supervision of a teacher during technology based online education. Its results pointed out that online supervision may be an effective alternative to traditional face to face supervision in three of the modules out of 4 that presented in the study's methodology. Dağdelen (2022) examines the effects of online education on the students' participation in EFL classes at a high school.

In fact, the number of research consisting of online education is quite limited in terms of foreign language learning at high schools. Most of the researches have been conducted within the scope of universities. The principal reason for this, even before the pandemic, online or distance education have been applied at various departments of universities for many decades in Turkey and in the world.

There are also studies that determined internet-based distance education achieves successful results compared to face-to-face education. (Şahin, & Tekdal, 2005; Hsiu-Ting Hung ,2015)

2.7.1 Relevant Studies in the Turkey

Many recent research studies focused on the language learning or acquisition in online education by means of either hybrid or fully online platforms. Nowadays, the implementation of e-learning, blended learning and distance learning in foreign language instruction has become widespread all over the world, including Turkey (Kılıçkaya, Krajka & Zıelińska, 2014).

Soysal (2022) conducted a research on the insights and perspectives with the intend of understanding the changing aspects of online learning. It was a master degree thesis written about online education during the Covid-19 pandemic. The research using the qualitative method was carried out with a sample group of 25 students in the English Preparatory Class of a university in Istanbul. The data were collected through a series of online interviews within four weeks. The findings of the study revealed three categories about motivation that the learners have a need to satisfy. Firstly, their competence needs in having effective interaction with their learning environment; secondly, their autonomy explaining the need to control the course of their own learning experience; thirdly, their dependence on and being connected with others, having a sense of belonging. In addition, it is concluded in the study that the students constructed their own learning habits through taking more responsibility providing them with intrinsic motivation rather than exterior motivation with grades and other external motivational prizes. On the other hand, the fact that out-of-class, face-to-face interactions were limited in online learning was described as one of the salient negative aspects of online education. Another adverse effect was pointed out that the lack of inter-personal relations during online education could cause lack of emotional support that the students need in all educational milieus. The findings are considered to be in-line with the Self-Determination Theory. Kimberly, Noels, Pelletier, Clement & Vallerand (1990) define this theory that the learners' need to control the course of their learning process either online or face-to-face. Besides, it also provides the intrinsic motivation that learners for their learning experience be more effective, so that learners takes the responsibility and sense of control in their own learning.

In another study conducted by Dağdelen (2022), EFL classes were organized by using interactive applications and social media enriched with Web 2.0 tools in the compulsory online education period during the pandemic. As a result of that research, both the positive and negative aspects of online education that affected the participants attendance to the EFL classes. The positive aspects of online classes were students' being sufficient, fun, and valuable within teachers' high effort, being instructive and efficient. The classes were found mostly comprehensible. On the other hand, lack of interaction, indiscipline, internet shortage were

mentioned the adverse effects of online education. According to the study's findings, EFL classes enriched with Web 2.0 interactive tools attracted students' interest and raise their attendance to the lessons.

2.7.2 Relevant Studies in the World

Arslanyılmaz (2012) investigated in a study whether online education was better for intermediate or advanced level learners. That study was conducted in a university in USA with non-native learners. An online task based language learning environment was established for that research. 28 students were selected for the research, 14 of whom were at intermediate-level proficiency. The data were gathered from the chat-scripts and completed tasks including practices in real-life-like context while engaging in authentic, pragmatic, contextual, and functional use of foreign language. Participants were expected to improve their language skills while completing the tasks. Analysis of multivariance (MANOVA) was used to analyze the effect of online education on foreign language proficiency. The findings of that research showed that intermediate-level students got involved in more negotiation of meaning than advanced-level students and advanced-level students produced more accurate sentences than intermediate-level in online environment. Furthermore, advanced-level students demonstrated they were able to pick out more language in the similar tasks on listening and writing than intermediate-level students. Remarkably, intermediate-level students were found to produce syntactically more complex language than students in advanced-level proficiency. They preferred sentences with subordinate clauses and conjunctions. Although it can't be illustrated in the tables, they were seen to be more enthusiastic and zealuos to fulfill all tasks in foreign language skills and grammar proficiency.

In another research conducted by Enkin & Bikandi (2015) aimed to inquire the effectiveness of online education at an advanced-level online foreign language grammar course. The sample of the study were 29 students, 16 of whom were in the face to face class and 13 of whom were in the online class. They were all undergraduate students at a university. The study presented two different courses, one was fully online and the other was face-to-face intending to measure students' achievement in the two sections, and to reveal the pitfalls caused by online education. The content was similar in both sections. The study focalized to increase the learners' awareness of the structure of complex grammatical structures in terms of translation and writing, coordination, subordination, and sentence connectors. A discussion forum was established for each course to facilitate interaction among themselves, discuss assignments, and pose questions. It was a mixed method study. The findings of the study delineated that students

in the online education section showed levels of development and achievement that are not significantly different from those shown by students in the face to face education section (Enkin & Bikandi 2015). It also revealed that advanced language teaching online could be effective. Additionally an online survey implemented with the online class showed that students generally seemed to be satisfied with their experiences in online course, and their comments and perceptions mentioned in the qualitative part of the study proved that positive experiences.

A flipped-classroom model research was carried out by Hsiu-Ting Hung (2015). That study utilized a hybrid online learning that flipped the content and the class. The findings revealed that hybrid online education enhanced involvement in classes and achieve more satisfying learning outcomes with respect to better academic performance. Moreover, regular classrooms were seen comparatively less effective. On the other hand, it was implied that the content that should be learnt online and particular technological tools used in hybrid educational milieus were restricted in this method to achieve the certain foreign language skills and levels.

As the relevant studies both in Turkey and in the world have shown, there are a great many various studies focalizes the different aspects of fully online and hybrid online education. Nevertheless, as we haven't experienced fully online education at high schools before, there is no definite study which probes into the effects of fully online education on foreign language development in foreign language departments at high schools. The following sections present firstly the methodology which explains "how" this present research questions are designed; and then the findings and discussions that clarify "what" results and implications are revealed.

CHAPTER III
METHODOLOGY

3.1. Introduction

This chapter includes the research methodology of the study inquiring the impact of the pandemic and online education on the foreign language learning of the high school students preparing for YDT exam. The detailed information about the research method, participants, setting, data gathering instruments, data gathering process and data analysis are presented here. The research question and semi-structured interview questions are prepared by the researcher, then evaluated, amended and confirmed by the supervisor and other two experts in the field who have related studies and researchers about the foreign language learning. These experts analyzed the questions, gave feedback about the sentence structure, scope and comprehensibility of the questions here. Also, each question was analyzed according to their syntactic structure and its intelligibility by a group of students and teachers before implementing the focus group studies. The semi-structured interview questions were structured and finalized with regard to the feedback provided by the experts and the supervisor. There are three different sample groups as a) teachers; b) 11th grade and c) 12th grade high school students who are studying at foreign language department. The student participants are dealing with foreign language learning at advanced and upper-intermediate level of grammar, writing, reading, vocabulary and listening.

3.2. Research Method

3.2.1. Qualitative Study

This study was designed as a qualitative research. Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem (Cresswell, 2007). Qualitative research, with an inductive approach, examines events and phenomena in their natural environment. That kind research focuses on describing, understanding and reflecting participants' perspectives, feelings, experiences, values, interests, attitudes, reactions about a topic (Peçenek, 2014). The researcher of that present study inquired the experiences, perceptions and feelings of high school students and teachers about their

foreign language learning (at advanced and upper-intermediate level) during online education. The important features of qualitative research methods are; they are sensitive to the natural settings, the researcher has a role as participant or observer, adopt a holistic approach, reveal perceptions in a flexible manner (Yıldırım and Şimşek, 2006 as cited in Çokluk, Yılmaz, Oğuz, 2011). A qualitative researcher inquires cases, people and phenomenon in their natural settings, striving to understand what people bring to them. Furthermore, a qualitative study comprises the usage and gathering of a variety of data that delineate routine and problematic experiences and perceptions in individuals' lives in the form of case study, personal experience, life story, interviews (Denzin and Lincoln, 1994). The researcher employed a case study design in that current qualitative study to get a deeper insight and understanding of the issue. According to Cresswell, (2007, p.39) "we conduct qualitative research because a problem or issue needs to be explored and when we need a complex, detailed understanding of the issue." This detail can only be understood by talking directly to people, going to their houses, works and allowing them tell their real stories faithfully by what we expect to find and what we have read in the literature (Creswell, 2007). Different focus group interviews are implemented in that study through web-based platforms by talking directly to the each participant on what they experienced in the pandemic during online education to learn a foreign language which enables them to pass YDT exam.

3.2.1.1. Case Study

Cresswell (2007) describes a case study research that it involves the study of an issue investigated through one or more cases within a setting, a context by gathering detailed data which involve various sources of knowledge, observations, interviews, audiovisual material, and documents. On the one hand, Denzin & Lincoln (2011) present it as a strategy of inquiry, a methodology, or a comprehensive research strategy. Also, case studies are a way of looking at what actually happens in the environment, systematically collecting data, analyzing it and presenting results. The gathered data explain why it happened that way and what it means a sharp understanding of the need to focus for future research in detail (Davey, 1991). The aim of this research was to investigate the impact of the online education on the foreign language learning of high school students at foreign language departments through focus group studies. Thus, the researcher employed a single case study to inquire the issue by in-depth data collection. The case study method enables the researchers to retain the monolith and qualifications of real life events, individual life experiences, group behaviours, school performance (Yin, 2009). In that present study, the foreign language learning during pandemic

via online education is the case to be inquired. “The researcher of a case study can be seen to satisfy the three tenets of the qualitative method: describing, understanding, and explaining” (Tellis, 1997, p.5). According to Tellis (1997), case studies can be either single or multiple-case designs. In that current study, the researcher implemented a single case study design - foreign language learning to prepare YDT exams via online education during pandemic. Single cases are used to confirm or challenge a theory, or to represent a unique or extreme case (Yin, 2009) In that study, the pandemic is the phenomenon that leads the researcher to explore and describe the case. The case researcher is a “teacher”, an “advocate”, an “evaluator” and an “interpreter” (Stake, 1995). There are different types of case studies according to Yin (2009) as explanatory, exploratory, descriptive, multiple case studies and intrinsic, collective and instrumental according to Stake (1995). The researcher used the descriptive type of case study to describe the foreign language learning of high school students at foreign language departments via online education during pandemic.

3.2.1.1.1. Descriptive Case Study

This type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2009). This present study used descriptive case study to interpret, analyze and describe the experiences, perceptions, ideas and verbal responses of 19 high school students and 6 teachers. That descriptive case study provides descriptions of what teachers and students do, perceive and say; contributes to a deeper understanding and insight of the foreign language learning through online education during pandemic. Patton (1998, p.36) explains that “the purpose of that process is to take the reader into the setting of the cases. The data do not include judgements about whether or not what happened or observed was good or bad, appropriate or inappropriate. The data simply describe what occurred was perceived and experienced.

Figure 3.1.

The Process of Constructing Descriptive Case Studies (Patton, 1998, p. 304)

Step One	:	*Assemble the raw case data.* These data consist of all information collected about the person or program for which a case study is to be written.
Step Two	:	*Construct a case record.* This is a condensation of the raw case data organizing, classifying and editing the raw case data into a manageable and accessible package.
Step Three	:	*Write a case study narrative.* The case study is a readable, descriptive picture of a person or program making accessible to the reader all the information necessary to understand that person or program. The case study is presented either chronologically or thematically (sometimes both). The case study presents a holistic portrayal of a person or program.

3.3. The Setting

The current study was conducted at two different Anatolian high schools located in Kemer/Antalya during the 2020-2021 Academic year. The reason why those schools were chosen is that they are the only high schools in Kemer which has Foreign Language Department to enable students to prepare for the YDT exams. Only 11th and 12th grades of students participated in the study, because at high schools, students are able to select the department which they want to study at 11th grade as foreign language, maths&science or maths&literature. The research was conducted in web-based platform, Zoom.

3.4. Participants of the Study

The current research involves students and teachers as participants. Initially, the 11th and 12th grades students of two different Anatolian High Schools in Antalya / Kemer took part in the present study in the 2020-2021 and 2021-2022 academic year. They were the students of the Foreign Language Department at their high schools and preparing for the YDT exam (the exam that includes the questions of advanced and upper intermediate level of English Grammar, Vocabulary, Reading and Writing skills.) Thus, they were chosen purposefully from the students studying in that department. Due to the Covid-19 pandemic, the students had to have online education nearly a year and a half. Of all the students, 10 students in 11th grades and 9

students in 12th grades became volunteer to participate in the study. In case study research the most common form of sampling is purposive or purposeful sampling is supposed to be based on the assumption that the researcher aims to inquire, discover, understand, and gain wider insight, so that a sample should be selected from those whom can be learned most (Gay, Mills & Airasian, 2012). As the grade levels and the cultural background of the students are nearly the same, while collecting data and trying to find out the effects of the phenomenon, their age and cultural background weren't necessary. Secondly, 6 teachers from different schools and different cities accepted to participate in the focus group interviews. They were all the teachers of English who are teaching in the foreign language departments at advanced levels. In the entire qualitative research process, the researcher focalizes on learning the meaning that the participants clarify and commentate about the problem or issue (Cresswell, 2007). The main purpose of the qualitative research process is to learn more about the problem from participants and to steer the research to attain information. To get a deeper understanding of the pandemic effects and online education on foreign language learning, the researcher conducted that study with both students and teachers; the two main elements of the education.

3.5. The Data Gathering Instruments

3.5.1. Focus Group

There are four basic methods that can be used to collect data in a qualitative research. These are the focus groups, observation, interview and document review. The researcher implemented 5 different focus group interviews in that present study. One of the most important study fields of focus groups is educational researches. And the researcher deployed the focus groups to get a better understanding of the process of language learning of high school students during the pandemic and online education. Focus group interviews are a qualitative data collection technique that has been frequently used in action research in recent years (Cokluk, Yılmaz & Oğuz, 2011). Although it is used together with one-on-one interviews and surveys in social sciences, this method is actually one of the most systematic data collection methods. Detailed data obtained from focus group interviews form a solid basis for surveys and one-to-one interviews (Kitzinger, 1995). On the other hand, Krueger (1994) defines a focus group interview as a carefully planned discussion in an environment where individuals can freely express their thoughts. The purpose of focus group interviews is to obtain in-depth, detailed and multidimensional qualitative information about the participants' perspectives, interests,

experiences, tendencies, thoughts, perceptions, feelings, attitudes and habits on a determined subject. To study these topics, open-ended questions are asked in order to shape the questions that will then be explored, and the researchers abstain from assuming the role of the expert researcher with the "best"questions (Creswell, 2007). The important thing in focus group interviews is to create an environment that will allow participants to freely express their views. In this sense, the most important advantage of focus group interviews is the emergence of new and different ideas as a result of in-group interaction and group dynamics (Kitzinger, 1994). The questions in the focus group studies were included in Appendix A and Appendix B.

3.5.2. Semi-structured Interviews

Interviews are one of the most important sources of case study information (Tellis, 1997). In that present research, the qualitative data were gathered by conducting 5 different focus group studies. Each focus group study consisted of 10 questions as semi-structured interviews with aim of delving into and clarifying the research question of the study. The semi-structured interviews were employed to enable the researcher a deeper understanding of participants' answers, perceptions and experiences during the pandemic and online education process. These semi-structured interviews were analyzed to get accurate, reliable results and support the qualitative study. The questions were prepared by the researcher after the detailed investigation into related literature; examined by the supervisor of the study and two different experts in the field; amended by the researcher according to the recommendations. One of the questions that was prepared for the student focus group study was eliminated from the research in accordance with those recommendations.

The Eliminated Question: During the foreign language learning process, did you experience any personal anxiety or anxiety caused by the pandemic that affected your learning? Can you explain?

The questions were implemented in Turkish during the focus group studies conducted with the students to enable them to explain and clarify what they thought and experienced about the foreign language learning during the pandemic and online education. As Çokluk, Ö., et.al. (2011) recommend that the interview process does not proceed in the form of questions and answers; this situation can be prevented with asking such questions as; "Can you provide more information on this subject?; What more can we say about that?; Can you clarify this a little?." Henceforth, the researcher of that present study used "what" and "how" questions to give insight of the objectives of the study. The answers were recorded visually and audially. Then those recordings were transcripted and translated into English. Another focus group study with

teachers was conducted to corroborate the qualitative data obtained from students. The questions were similar and had the same content and scope. The language that the teachers prefered for the interviews was English. The questions were included in Appendix A and Appendix B.

3.6. The Data Gathering Process

Semi-structured multi-session interviews to be conducted online are used in the present research. The interview is an excellent environment where “knowledge is built in the interaction between the interviewer and the interviewee” (Brinkmann & Kvale, 2009, p. 2). A multi-session online meeting was held with each of the participants. Interviews mostly consisted of open-ended questions. Closed-ended questions were continued with "why" and "how" questions, thus increasing the reliability of the answers of the participants. Questions became stimuli for thinking and expressing; they helped the analyst decide what further questions needed to be asked to the participants (Smith, 2004). In addition, all participants were informed before the focus group interviews about how the interview would take place and that the whole duration of interviews would be recorded audially and visually. The interview questions were developed by the researcher after examining the literature and similar qualitative studies. Besides, the interview questions were checked and confirmed by the supervisor of the study and two different experts in that field. Then, the interview questions were reviewed in line with recommendations to increase their reliability and accuracy. Necessary corrections were made by measuring the clarity, scope and consistency of the questions. Each interview was recorded. Before the implementation of each data collection tool, a short briefing text was shared with the participants via internet-based platforms. In this information text, the purpose of the research, the details of the research and the contact information of the researcher were included. Moreover, it was stated that the personal information of the participants wouldn’t be used directly in the study, they would be used as descriptive statistics. In this information text, it was reminded that participation in the research was voluntary and the participants might not participate in the research if they did not want to. Also, the researcher kept a research diary before and during data collection process. The purpose of keeping a diary and taking notes on the coding process, the obtained data, categories is to compare and make use of the whole data to catch the connections, to clarify the questions and instructions. Firstly, data on the "student" aspect of the research were collected through focus group studies with students. In the second phase, qualitative data were collected by conducting a separate focus group study with the

teacher participants. After each study, the data collected as audio and video recordings, interviews, observations, notes taken by the researcher were deciphered and transcripted into text. Coding was done in order to divide this data into meaningful parts and to preserve the integrity of meaning between these parts. Afterwards, these codings were converted into comprehensive categories and the obtained data became more understandable and comprehensive. Coding and categorization are very important for visualizing the data to be obtained from the research. During the research process, all focus group work was done through internet-based platforms, Zoom and was stored as audio and video recordings.

3.7. The Data Analysis Process

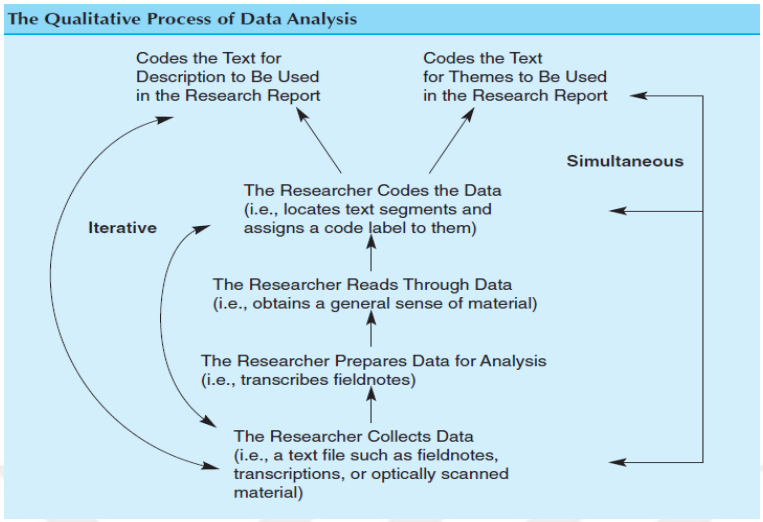
In the Data Analysis Procedure, different focus group studies with 11th, 12th grade students who are studying at Foreign Language Departments of high schools and the teachers who are teaching at Foreign Language Departments of high schools were conducted, transcripted, examined and analyzed. The purpose of conducting studies with different participant sample groups to get deeper understanding of the phenomenon and to ensure the reliability of the research.

3.7.1. Qualitative Data Analysis

Qualitative researchers use a lens not based on scores, instruments, or research designs but a lens established using the views of people who conduct, participate in, or read and review a study. (Cresswell & Miller, 2000) And Patton (1988) depicts this data analysis process that qualitative analysts return and apply their data over and over again to see if the themes, constructs, categories, codes, explanations, and interpretations make sense. In a qualitative research, validity refers to the reliable interpretation of the gathered data. According to Creswell and Poth (2018) "validation" in a qualitative study is an attempt to evaluate the "accuracy" of findings explained by the researcher, participants, and readers. In that qualitative study, for ensuring reliability and validity, the obtained data were presented with a descriptive approach, content analysis and enriched with direct quotations. Also, before the data analysis process, each semi-structured interview question was examined and reviewed in terms of scope and sentence structure by the supervisor of the research and two different experts who are qualified and equipped in the field to ensure the validity. The codes that were created by using the collected data were tabulated. In addition, direct quotations of the participants regarding the codes given in the table were presented.

Figure 3.2.

Qualitative Analysis Scheme (Cresswell, 2012, p.237)



Due to the fact that the researcher has experienced to teach the participants in her school beforehand may enhance the possibility of being influenced by her own thoughts and prejudices,2 different sample groups (11^{th} and 12^{th} grades of high school students and the teachers who are responsible for their foreign language learning) were included in the study in order to attain impartial evaluations and analyzes; to increase the validity and reliability of the research. For the qualitative data collection process, the number of interviewees can be from five to 25 (Polkinghorne, 1989) and for that reason, the researcher collaborated with 19 students and 6 teachers chosen purposefully and voluntarily to get an extensive interpretation of their perceptions and experiences about foreign language learning at advanced and upper intermediate level during the pandemic and online education process. That is, the interpretation framework also plays an important role, as the study is based entirely on qualitative methods. In addition, the results of the study depend on how the participants interpret and make sense of the questions. In this context, to expand the interpretation framework of the study and to fully achieve the aims of the study, there is another sample group consisting of teachers. The research was carried out to reveal the effects of the pandemic and online education process on the foreign language learning of the participants on the basis of both classroom and teacher-student relationship of all sample groups, combined with the stress and anxiety of the university exam.

3.7.2. Content Analysis

According to Yıldırım & Şimşek (2018) through content analysis, the gathered data are struggled to be identified and the truths that my be hidden in that data can be revealed. The researcher deployed a descriptive content analysis for that study. The purpose of classifying and categorizing qualitative data in preparation for content analysis is to facilitate the search for codes and themes within a particular setting and across cases (Patton, 1998). The codes and themes were determined by in-depth reading and examining the collected data and then they were tabulated by the researcher of the present study. Coding of the data for this study began with open coding, which needs that collected data be broken into meaningful parts before being examined in-depth and compared (Smith, 2004). In addition, direct quotations of the participants regarding the codes given in the tables were presented. The content analysis can, in general, be grouped under three sub-headings "meta-analysis, meta-synthesis (thematic content analysis) and descriptive content analysis" Çalık, M. & Sözbilir, M. (2014). The descriptive content analysis was used in that research to give deeper understanding about the case.

CHAPTER IV
FINDINGS

4.1. Introduction

The results and findings of that present study will be presented in this chapter. The data were collected by five different focus group studies including 10 semi- structured interview questions at each group under a research question about the overall aspects of online education process during the pandemic. Four focus group studies were implemented with 12th and 11th grade students of foreign language departments at two different high schools. The other focus group study was conducted with teachers of English at high schools. Initially, the semi-structured interview questions with students will be analyzed in detail. Then, the semi-structured interview questions with teachers will be offered to get a deeper cognizance of foreign language learning via online education. In both analyses, the descriptive content analysis design will be used in a qualitative method. The findings and results about the research questions will be introduced in tables, paraphrased and direct quotations.

4.2. Findings And Results Of The Analysis of the Interviews

For each focus group study, 10 semi-structured interview questions were asked to inquiry and reveal the perceptions, feelings, experiences and opinions of the teachers and high school students at foreign language departments about their foreign language teaching and learning process in online education during the pandemic. One of the main reason of using focus group studies is to gain a broader and deeper understanding of that process. 4 groups were selected for students' focus group studies from two different Anatolian high schools comprising foreign language departments. The students were comprised with 11th and 12th grades of those high schools. In those interviews, Turkish was used as the language of the study to promote and encourage students to explain and reveal themselves more accurately and easily. 1 group was chosen for teachers' focus group study. English is the main language in that interview. All focus group studies were recorded visually and audially via the platform Zoom; then the gathered data were transcripted and the data collected from students were translated into English by the researcher. The translations were confirmed by the researcher's supervisor. Firstly, the data collected from the students and teachers were read and then categories and codes were identified (Creswell, 2007) under the "theme of online education". Each question was analyzed for both

11th and 12th grade students and the data were presented in the tables. After this coding process, the data analyzed by the researcher would shed light on the perspectives and experiences of high school students and teachers on their foreign language learning and teaching process at advanced and upper intermediate level in online education. The semi-structured interview questions designed for the teachers will be presented in the other succeeding section.

Research Question:

How does online education in all aspects affect foreign language learning of high school students and teachers in EFL departments?

4.2.1. Findings and Results Of Students' Focus Group Studies

Semi-Structured Interview Questions:

1) How do you evaluate the pandemic process and online education in terms of the efficiency of your foreign language development? How does online education affect your foreign language development?

2) What are the main reasons that affect your foreign language development positively or negatively during the pandemic?

3) Does the pandemic and online education cause changes in your foreign language learning methods and habits? How?

4) How do you think your foreign language development will change if the pandemic is over and face-to-face education starts again?

5) Which platforms do you use in the online education process, how do these platforms affect your foreign language development?

6) In online learning process, how did being independent from a teacher's supervision affect your foreign language development?

7) Out of the 4 skills (Reading-Writing-Listening-Speaking) on which foreign language teaching is based, what skills of yours do you think has improved or regressed? Why?

8) Did the qualifications of your teacher affect you during online education process? Will you evaluate it as professional competence and personal characteristics?

9) Do you want to keep on online education even if the pandemic is over? Why?

10) Do you think that foreign language teaching in online education was effective or was it a waste of time? Why?

4.2.1.1. Semi-Structured Interview Question 1

> **Q1:** How do you evaluate the pandemic process and online education in terms of the efficiency of your foreign language development? How does online education affect your foreign language development?

The table below illustrates negative and positive aspects of the online education in terms of efficiency of learning process and perceptions of students. The researcher asked the question to inquiry the effects of the online education on the participants' foreign language learning.

Table 4.1.

Efficiency Of Online Education

Category	Code	11th Grades	n	12th Grades	n
efficiency in online education	improvement in language skills	P1.11, P2.11, P4.11, P5.11, P8.11, P10.11	6	P1.12, P2.12, P4.12	3
	regression	P7.11	1	P8.12, P7.12, P9.12, P5.12	4
	both positive and negative effects	P3.11, P6.11, P9.11	3	P3.12, P6.12,	2
socialization and interaction	making friends online	P6.11, P8.11, P10.11	3	P4.12	1
	fed up with being online	P5.11, P7.11	2	P5.12	1
	interaction with teacher	P3.11, P4.11,	2	P5.12, P8.12, P6.12	3
having responsibility of your own learning	self-control	P4.11, P1.11, P5.11	3	P6.12	1
	peer-learning			P5.12, P6.12	2

As seen in Table 4.1., online education is considered to have positive effects on foreign language learning by 9 students most of whom are 11th grades. Related comments can be seen below;

P1.11: "I improved my English a little bit better in distance education"

P10.11: "...so I believe my English has improved. I played a game and game series. I looked up words I didn't know in the scenes and dialogues. I used the Google translate bubble in my playing process. Besides playing the games was enjoyable, it helped me learn English and make friends so I continued to do this as an extra. I also browsed social media. I looked at the words in the posts that I did not understand. I developed vocabulary in general."

P1.12: “I don't think it has a negative effect. I like online education because I think I can study more because I can spare more time for myself”

They focus on the aspects of getting social and the advantage of being self-disciplined during online education by stating:

P6.11: “The fact that we are all far from each other and can't go out led me to turn to other platforms that helped me make more friends even from abroad, and I believe that grammar, words and collocations I learned from them improved my English.”

P8.11: “I made friends there ... and it had a positive impact on me.”

P4.12: “Spending time on the phone, I met new people in online platforms and improved my language considerably by talking to people from different countries on the internet”

P4.11: **“**the things I did myself were more productive than online education.”

P6.12: “ in terms of dealing with problems alone; you don't have a teacher or friend that you can collaborate whenever you want, so you try to find the solution by yourself. This actually promotes you learn more effectively. In a way, it increased our inner discipline”

On the other hand, 5 students converged on the idea that online education has both drawbacks and advantages.

P9.11: “Frankly, I had a lot of shortcomings in grammar since we could not progress much in distance education about grammar; but since we are always at home, naturally, we are always on the phone and I am aware that my accent, speaking and understanding have improved while I am watching movies, TV series and podcasts”

P3.12: “I think I improved my foreign language skills more during the pandemic, not by taking lessons, I had more free time, more importantly. As I did not have assignments to fulfill, I watched more series, watched videos, and decided to watch them in full English, so I think my language has improved more, especially speaking skill I progressed a lot.”

Four students mention that online education didn’t contribute them. P8.12 states that it's a terrible situation as they are in such an important exam year. Online education is nothing but watching a video on youtube. There is no good yield. And, P7.12 explains about her personal characteristics that she is obviously a person who can work better with the homework-punishment system and this does not fit well in online education because she neglects studying. Also, P7.11 tells the online training was useful at first for her but later it broke down as she got bored of being online and studying.

The findings also revealed that ten students gave so much importance to teacher interaction, supervision, and peer learning in foreign language learning process. Due to their

being deprived of that interaction in online education, they regard it as ineffective. As forementioned by another student above, P3.11stated that;

"Studying through online education is a kind of watching a video on youtube. The only difference is that we can ask questions live. But how effective this is, is debatable. I think it is more effective to talk to teacher face to face."

P4.11 : "There was no trouble with English. Since our teachers were also good, we had no difficulty in understanding. But of course it would be better if it was face to face.

P5.12: "Thanks to peer learning in the atmosphere of classroom, foreign language education was more productive for us. But I don't think it is efficient in any way when there is a complete shutdown in online education."

And, three students explain that they took advantage at the onset of online education, but then they got weary of that process. P5.11 states that online education was not bad for him in terms of foreign language learning, but after a while, since the school did not open and the summer did not come, he gave up. He didn't think he would miss school, but he did. Other students mentioned their comments as below;

P7.11: "The online training was useful at first, but later it broke down because I got bored, so I tried to improve it as much as I could at home, but it terminated after a while."

P5.12 "I couldn't work at home alone. The friendliness was what demotivated me. The school environment caused me to discipline myself and motivate me to a great extent. I couldn't learn the language because there was no school environment."

The findings and results of the 1st question show that students at 11th grades have more positive and constructive perspectives and experiences than the students at 12th grades. During online education process, they were mostly inclined to make friends online, play games or watch movies and podcasts to develop their foreign language skills even unconsciously. They mostly weren't troubled with not being under directly supervision of a teacher or the educational milieus without peers and teacher interaction. 3 of them defined themselves as self-disciplined learners. On the other hand, as the 12th grade students have a university entrance exam to prepare via online education, they stated they were in need of a face-to-face teacher supervision, guidance, and peer learning. Their perspectives and experiences were mainly negative.

4.2.1.2. Semi-Structured Interview Question 2

> **Q2:** What are the main reasons that affect your foreign language development positively or negatively during the pandemic?

The Table 4.2. shows the effects of online education on the foreign language learning.

Table 4.2.

Negative and Positive Effects of Online Education

Category	Code	11th Grades	n	12th Grades	n
positive effects	more free time	P2.11, P3.11, P5.11, P6.11, P10.11, P4.11	6	P1.12, P2.12, P4.12,P5.12,P6.12, P7.12	6
	feeling comfortable at home	P9.11	1	P7.12	1
	familial reasons	P5.11	1		
negative effects	everything in online	P4.11	1		
	internet connection cut off	P1.11, P3.11, P9.11, P10.11	4	P1.12, P6.12	2
	being unaware of the situation	P9.11	1	P9.12, P8.12	2
	restraining interaction	P5.11, P7.11, P8.11,P4.11	4	P5.12,P6.12	2
	familial reasons	P6.11	1	P8.12, P5.12	2
	comprehension of grammar			P2.12, P3.12	2

As it is illustrated in Table 4.2., almost all students in 11th and 12th grades were pleased with having such a lot of free time out of online lessons. In face to face education process, each lesson lasts 40 minutes and the lunch time lasts approximately one hour and half. During online education, each lesson was 30 minutes and was taught ensuingly. Thus, students became free from busy schedules during online education process. Interviewees declared their opinions;

P2.11: " I have time to watch foreign series and in this way, some phrases or sentences can stay in my mind."

P2.12: "I think it has always been positive because we had the opportunity to study more because we spent more time on ourselves. I was generally pleased with my exam-oriented study freely"

Also, 2 students became relaxed to be at their home. P9.11 told that they were at home, in short, they were more comfortable than usual and P7.12 stated nothing negative had happened in her life. She liked to be at home.

While many students described that they were demotivated by their families, one student particularly focused that she was pretty pleased with being at home with her mother who was an English teacher and always ready to guide her.

P5.11: “The main reason that positively affects my foreign language development I attend all online classes and my mother who is an English teacher is always at home with me and I have the chance to ask her whenever I get stuck in the questions or topics.”

On the other hand, the results of the second question demonstrate many negative effects. The researcher categorized them into 6 codes.

P6.12: “Maybe we have more time for things like social media, playing games, watching movies but the negative aspects outweigh.”

First of all, the most common negative effect is the internet connection cut off and penurios connection. The interviewees pointed out that the sudden cut-off the internet or sound problems detained them from listening and comprehending the content of the lesson, as below;

P1.11: “When the teacher is explaining a lesson, if we can break up momentarily when we have questions, we lose our contact easily online and that is why we do not understand.”

P3.11: “Our education is connected to a cable. In fact, when that cable was cut, our education life ended there when the internet went out.”

P9.11: “Sometimes we could have internet problems, both teachers and students could experience it”

All participant samples are chosen purposively as they are the students at foreign languge departments of high schools and are preparing for the YDT exam. Hence, they are supposed to be conscious language learners. But, during online education, due to the lack of teacher-student interaction, peer learning and teacher supervision; 3 students mentioned that they were unaware of the seriousness of the online education and YDT exam.

P9.11: “As I was at home, I could not care about the seriousness of the situation; continued to sleep in the mornings and missed classes”

As a boarding student P8.12 identified: “It's just a waste of time for me. Due to being away from school, we aren’t aware of the exam, its anxiety and we are university candidates. If there was face to face education, I would be in the dormitory right now and with most of my friends, I would be studying for the exam”

Six students stated face-to-face interaction is one of the touchstones of foreign language learning. Being restrained from their teacher and peers influenced their learning adversely. P5.12 explained that “Because I closed myself at home, I don't want to learn anything anymore because I don't get efficiency from someone who teaches me, I don't get efficiency from online education” Also, P7.11 states the students became a bit antisocial so they got discouraged. P8.11 emphasized the importance of the teacher by saying “I could have better understood the lesson if the teacher had taught at school.”

Two students indicated the acquisition of grammar wasn't doable in online education.

P2.12: "Grammar topics are better understood in face-to-face education, they were not comprehended much in online milieus."

P3.12: "...face-to-face training is more effective, especially in grammar issues; there is another disciplined atmosphere in the classroom in terms of test-solving."

During the pandemic, because of the lockdown, all students had to stay at home, be educated online and spend all time with their families. For 3 students, this situation was considered to affect their educational life adversely, they stated as follows;

P6.11: "...this period of distance made me a little bit demotivated and I don't feel like doing anything due to some pressures caused by my family."

P8.12: "Actually, I would be staying at school dormitory now and studying with my peers there. But, I am at home, have younger brothers and my mother (step mother) makes fuss over my desire to study silently at a room."

The findings and results of the 2nd question demonstrate that the number of 11th and 12th grade students were evenly satisfied with having more free time during online education process. The cutting off internet connection and lack of social interaction were more substantial problem for 11th grades (n=4) than 12 grades (n=2). Even if 12th grades were closer to the deadline of the YDT exam, the number of students at 12th grades, unconscious of the importance of studying for the exam, was upward of that of 11th grades. For grammatical structures are crucial to pass the YDT exam, 12th grades were aware of that situation and were disturbed from getting forced to learn them online.

4.2.1.3. Semi-Structured Interview Question 3

Q3: Does the pandemic and online education cause changes in your foreign language learning methods and habits? How?

The Table 4.3. above illustrates the changing habits and foreign language learning methods during online education.

Table 4.3.

Habits and Foreign Language Learning Methods In Online Education

Category	Code	11th Grades	n	12th Grades	n
new EFL learning habits	reading books in English	P7.11, P8.11	2		
	Looking up in audio dictionary	P5.11, P8.11	2	P5.12, P6.12, P9.12, P2.12	4
	increasing of curiosity	P5.11	1		
	chatting / texting purposefully	P1.11, P2.11	2		
	listening to learn	P4.11	1		
	self-realisation in learning			P4.12	1
EFL learning methods	learning via web-based materials	P9.11, P5.11, P7.11, P8.11, P4.11	5	P1.12, P2.12, P5.12, P9.12,	4
	making translations	P5.11 , P9.11	2		
the changing habits	losing self-discipline	P3.11	1	P5.12, P6.12, P8.12	3
	taking notes	P7.11	1	P2.12, P5.12	2
neutral attitudes	no changing at all	P10.11	1	P3.12, P9.12, P7.12	3

9 students preferred trying to learn English by using online and web based platforms and applications instead of teacher or school oriented learning while 4 students stated there was no change in their foreign language learning habits and they weren't affected by the online education in terms of their learning habits and methods. Their discourses can be seen below;

P5.11: "I am reading English texts, I am searching them and also following a few English teachers in Youtube or something in English on the Internet."

P9.11: "...as I said, only movies, TV series or English texts that I read on the internet have been my development method"

P7.12: "I have just started watching TV series with English subtitles."

P10.11 mentioned online education didn't change anything in his habits by explaining that before the pandemic, he was learning English only by consuming online English content, so nothing has changed. And, P3.12 voiced that it did not have such a big positive or negative change on her. She continued in the same way.

During online education process, education was partially face-to-face and online for 12th and 1st grades.The face-to-face education began on 12th October; as to 16th March, online education restarted due to the pandemic conditions. And on 17th May, 12th grades were supposed to go to school again. Meanwhile, courses that enable students to prepare university

entrance exams were all open to face-to-face education in the course of the pandemic. Owing to all those sudden amendments of schedules in academic year of the pandemic, some 12th grade students had to experience that process severely affected.

P6.12 described that process: “I think, firstly I was very good in online education until courses were opened. I created and stabilized every day in terms of test solving, vocabulary studying and other lessons, but then they opened schools again, they opened courses, this affected me more negatively. Because this disrupted my order and establish a new order again and again so I am badly affected.”

Also the results and findings of question 3 show that eight students at 11th grade made new learning habits during online education process in terms of 4 skills. Those comments can be found below;

P7.11: “I began to enjoy reading English books. My sister had English books and I am reading them.”

P5.11: “I've made new habits. During online education, I can focus on the things I begin to be curious about, so I like to look up or translate something in English or to learn what I don't know.”

The researcher asked the reason of this sudden increase of her curiosity. And P5.11 replied that the reason for her curiosity increased at home was because she chose studying at foreign language department and wanted to have a career on English language. She was more keen on English content on the internet. She started using the audio dictionary. Similar extracts from other participants can be found in the following quotations;

P4.11: “I usually listen to music for foreign languages. But as I mentioned before, I watched a great number of movies with and without subtitles this year.”

P1.11 stated his purposive attitude to foreign language learning during online education that he was able to develop himself in writing and also in speaking. He has a foreign friend and relative living abroad; he improves himself by talking to them by trying to use the grammatical structures that he elicits in the online classes.

As seen in Table 4.3., six students have begun to use online audial dictionaries called Sesli Sözlük or Tureng and Google Extension of vocabulary to improve their vocabulary proficiencies. They also verbalized this habit led them to read more via online platforms as follows;

P8.11: “I've always had an interest in English and this just keeps going. I have been researching and looking up in a dictionary; trying to develop my vocabulary, reading passages, books on Wattpad and Kindle, watching movies without subtitles”

P5.11: “I began to use Tureng firstly. But I find Sesli Sözlük more practical. It can be used offline as well.”

On the other hand, 4 students mentioned that online education caused them to lose their enthusiasm and discipline to study and learn.

P3.11: “You feel obligated to go to school, but that discipline loosens in online education, so you cannot attend classes. Not being able to attend the classes means being deprived of every question and content in any way.”

P5.12: “...we were all trying to learn something ardently at school and study more with quizzes, exams, vocabulary activities every week. But, now, I can’t keep pace with the lessons online. I lost my enthusiasm” P8.12 also stated the same perspectives in that interaction and competition could occur in the discipline given by the school, students would feel it vividly at school but her psychology can’t catch that atmosphere online.

In other respects, 3 students clarified that their habits grew worsen in online education. They had the habit of taking notes and acquiring by writing before the pandemic outbreak, but it changed and worsen their grammar skills. P2.12, explained that he studied English more when he was at school because after he had studied grammar subjects, he came home and worked by writing, but when he was taught online, he stopped writing and it had a bad effect on him. Also, P6.11 stated that she used to take notes of what the teachers said and act accordingly. But when they switched to online education, she stopped taking notes and it didn't affect her positively.

As shown in Table 4.3. above, one student at 12th grade was able to discover and reveal her potential to learn. In the course of a newly experienced situation, she could turn it into an opportunity to improve her all foreign language skills via online education.

P4.12: “After the pandemic came into our lives, I had to work at home and felt I had to do something on my own, so yes, my study habits improved. Not just grammar, my writing, reading and speaking were improved by using internet based applications. I realized I could learn by myself.”

4.2.1.4. Semi-Structured Interview Question 4

> **Q4:** How do you think your foreign language development will change if the pandemic is over and face-to-face education starts again?

The fourth question aims to inquiry the students’ opinions and insights about whether their foreign language development is fluctuated if the face-to-face education starts again. 16 students signified they had expected their foreign language development to be influenced

favorably in terms of interaction with peers and teachers; and advancement in 4 skills as well as grammar and vocabulary.

Table 4.4

The Changing of Foreign Language Development In Possible Face-To-Face Education

Category	Code	11th Grades	n	12th Grades	n
face to face education	supervision of the teacher	P3.11, P1.11,	2		
	peer learning / guiding	P5.11, P2.11, P7.11	3	P8.12, P5.12	2
	improve EFL skills	P4.11, P9.11, P10.11,P8.11	4	P4.12, P5.12, P6.12, P9.12	4
graduation from high school	social interaction			P8.12,P6.12, P3.12, P5.12	4
neutral expectation	no change in EFL learning			P2.12, P3.12, P7.12	3

As shown in Table 4.4., P5.12 mentioned the face-to-face education would cause them to develop themselves both socially and academically. Some related excerpts can be seen below;

P8.11: "I think I can understand better in face-to-face education when it starts. This will happen to everyone."

P10.11: "...so there will be a huge increase in my grammar and vocabulary learning speed. I can internalize grammatical rules better when teacher explains them at classes"

2 students emphasized the impact of the teacher and 5 students emphasized the significance of peers in foreign language learning via face to face milieus. P3.11 expressed that the teacher could understand whether they understood the content by looking at their eyes, and he/she would give feedback accordingly. She continued they often hesitated to intervene in online education; but, one-to-one, teacher would notice they did not understand and would explain the content again.

P2.11: "We get together with our friends and we have the opportunity to speak English with them, and we can talk more clearly with our teachers.

P5.11: "I think it will be better because if my other friends are doing well, I will try to be in a better shape. That's why I want to see my shortcomings among others in a reciprocal way. I am a bit competitive."

4 participants at 12th grades said that they would graduate from high school at the end of that year and couldn't foresee what they would experience at university on foreign language

learning. On the other hand, P3.12 stated she wished she were at 11th grade during online education process and had more time to bring some important topics for YDT to completion.

P5.12: “We'll probably all be settled in college when online education has gone. I am not sure but to me, we will add more English content to our lives and I think that we can learn the language more efficiently because we will be with people who speak English and are interested in it.”

P8.12: “I don't know the classroom environment at university next year, I have no idea about how the foreign language learning proceeds there.”

3 students at 12th grades mentioned they didn’t expect any change in their foreign language whether face-to-face education starts or not, as follows;

P2.12: “I think it will continue similarly because I think both education types are the same, so it makes no difference for me.”

P3.12: “ It makes no difference to me either, I think it will continue similarly.”

As deduced from the Table 4.4., by participants at 11th grade, face to face education is considered to change foreign language development considerably in terms of grammar and other skills via interacting with teacher, socializing and studying with peers. On the other hand, 12th grades evaluate both education types in terms of YDT exam, grammar and reading proficiency; thus they mostly don’t expect any change in their foreign language development or anticipate how it will be in face-to-face education process as they will have graduated from high school by the time it starts.

4.2.1.5. Semi-Structured Interview Question 5

> Q5: Which platforms do you use in the online education process, how do these platforms affect your foreign language development?

The findings of the 5th question shows the platforms which the students use in online education process for various reasons and the effects of those platforms on their foreign language learning. As seen in Table 4.5., all participant students used EBA and Zoom. Coşkunserçe & İşçitürk (2019) defines EBA (Educational Information Network) as an online platform for supporting the use of effective materials and providing online classes with ICT tools wherever and whenever they are needed. EBA is run by the Turkish Ministry of National Education. Zoom Meetings is a platform in which people organize meetings with the attendance of many participants and can share any content including Word, Excel, PDF documents; visuals, videos

as well as making audio or video calls. Students had to attend online classes via Eba and Zoom during the whole online education process.

Table 4.5.

The Platforms Used In Online Eduaction and Their Effects on EFL Learning

Category	Code	11th Grades	n	12th Grades	N
web-based platforms	Eba	P1.11, P2.11, P3.11, P4.11, P5.11, P6.11, P7.11, P8.11, P9.11, P10.11	10	P1.12, P2.12, P3.12, P4.12, P5.12, P6.12, P7.12, P8.12, P9.12	9
	Zoom	P1.11, P2.11, P3.11, P4.11, P5.11, P6.11, P7.11, P8.11, P9.11, P10.11	10	P1.12, P2.12, P3.12, P4.12, P5.12, P6.12, P7.12, P8.12, P9.13	9
	Netflix	P2.11	1	P1.12, P2.12, P3.12	3
	Youtube	P2.11, P7.11, P9.11, P6.11, P8.11, P4.11, P10.11	7	P2.12, P4.12, P6.12, P7.12	4
	Instagram	P2.11, P9.11,	2		
	Facebook	P2.11	1		
	Snapchat	P2.11	1	P6.12	1
	Whatsapp	P1.11, P2.11, P3.11, P4.11, P5.11, P6.11, P7.11, P8.11, P9.11, P10.11	10	P1.12, P2.12, P3.12, P4.12, P5.12, P6.12, P7.12, P8.12, P9.12	9
	Telegram			P6.12, P8.12	2
	Cambly	P3.11,	1		
	sesli sözlük-tureng	P5.11, P7.11	2	P9.12, P5.12	2
	myCake	P5.11	1		
	Ewa	P4.11	1		
	Wattpad	P8.11	1		
	Kindle	P8.11	1		
	Vocabulary	P5.11	1		
	Wordupapp	P5.11	1		
	Lyrics Training	P4.11	1		
	Discord			P5.12	1
	Game Apps.	P10.11	1		
their contributions	Socialization	P2.11, P9.11,	2	P9.12,P5.12	2
	Grammar	P2.11,P3.11, P9.11, P5.11	4	P1.12, P9.12, P6.12, P9.12	4

Reading (Books)	P9.11, P5.11, P8.11	3	P6.12	1
Daily Speech	P3.11, P5.11	2	P9.12, P5.12, P8.12, P9.12	4
Vocabulary	P2.11, P5.11	2	P3.12, P9.12, P5.12, P6.12	4
Listening	P1.11,P2.11, P7.11, P5.11, P4.11	5	P2.12, P3.12, P4.12, P6.12	4
Watching in English	P1.11, P2.11, P9.11, P5.11, P6.11, P7.11, P4.11	7	P1.12, P2.12, P3.12, P4.12, P6.12, P9.12	6
attending classes	P1.11, P2.11, P3.11, P4.11, P5.11, P6.11, P7.11, P8.11, P9.11, P10.11	10	P1.12, P2.12, P3.12, P4.12, P5.12, P6.12, P7.12, P8.12, P9.13	9
assignments	P1.11, P2.11, P3.11, P4.11, P5.11, P6.11, P7.11, P8.11, P9.11, P10.11	10	P1.12, P2.12, P3.12, P4.12, P5.12, P6.12, P7.12, P8.12, P9.13	9

For assessment in online education, all students state that they are all assigned homework and tasks through EBA or their teachers share worksheets, tests or projects via Whatsapp.

4 students expressed they watched films or series to improve their daily speech and vocabulary. Their expressions can be seen below;

P1.12: “The platforms I used in distance education were zoom and EBA in general, besides I watch videos from youtube, which promotes my vocabulary and listening.”

P3.12: “...I also have vocabulary with the TV series and movies we watch on netflix and different platforms.”

P2.11: “As young people, we use social media a lot, netflix, youtube, facebook, instagram, we spend a lot of time on all of them. English is also included. Because we are dealing with language, we can see suggestions about how to use it and we can improve our language”

As illustrated in Table 4.5.;

11 students, 7 of whom are at 11th grades, used Youtube to improve their grammar proficiency by following English teachers; their vocabulary; daily speech.

P8.11: “Simply youtube. I can hear people's daily conversations there, at least I can observe their accents. That way I can imitate them.”

P7.11: “It is no different from other friends, Zoom, eba, youtube and TV series sites. By the way, I follow some teachers to review our grammar topics.”

P6.11: “ I don't have an application that I used other than EBA and Zoom, which I currently use in distance education, but for example, the videos about foreign cultures I watch on youtube have a lot of contribution to my development.”

P6.12: “...and I watched videos on studying vocabulary on youtube, about the words that came out in the exam, and there are foreign channels that I follow.”

2 students at 11th grade preferred to use Instagram and Facebook to socialize and interact with other students at foreign language departments in different cities.

P2.11 explained snapchat as the opportunity to meet most of her foreign friends and to develop her vocabulary, by saying: “we can chat with my native speaker friends by snapping each other and I have learnt new idioms and words with the help of them.”

P9.11: “I am hanging out on social media a lot, I am following pages in English, news, magazines. I also have foreign friends, thanks to social media, those pages are the principal factors that really help my language development.”

5 students at 11th grade stated that they were using different web-based or mobile platforms to improve their foreign language skills. They explicated those platforms below;

P3.11: “I don't have an application that I use all the time, but I tried cambly for a while. So, I have improved my speaking, pronunciation and reading.”

Cambly is an online platform to enable members to practice speaking English with native speakers to improve their English or prepare for TOEFL or IELTS .

P4.11: “... I have used an app called Lyrics Training. It contributes a lot to my vocabulary and listening. Also speaking, because I learn how to use words. I have also used EWA to read.”

LyricsTraining is a platform that uses music and lyrics of the songs to teach English and other languages by filling the gaps while listening. Besides, it presents different levels of activities. EWA is a platform only used by Apple devices that enables reading and listening.

P5.11 mentioned about the applications of myCake, Vocabulary and Wordup-app.

P5.11: “There is also an app called Vocabulary, which also has books. Apart from that, there are myCake and Word Up. Cake is more enjoyable and beneficial I think”

The researcher asked for more information about those applications. P5.11 clarified that Wordup and Vocabulary is to develop vocabulary, as the name implies but Vocabulary has advanced level words and questions. Mycake presents English content updated everyday including short clips, quizzes to develop speaking skills.

P8.11 stated two mobile applications called Wattpad and Kindle that enable her to read books

P10.11 told that he played online games and those games helped him to meet new friends, learn new words and improve his speaking and some basic grammar structures.

Likewise, 4 students mentioned that they were using online dictionaries to look up meanings of the unknown words. Also, those dictionaries provide users with examples and sentences including related words, which enable students to scrutinize the correct usage of the words.
By means of those platforms, each student tries to improve some certain skills of English on their own during online education. The findings also showed that all students preferred using platforms and applications offering them not only development in 4 skills but also spending free time entertaining.

4.2.1.6. Semi-Structured Interview Question 6

> **Q6:** During online education process, how did being independent from a teacher's supervision affect your foreign language development?

The 6th question aims to probe into the effects of not being literally supervised by a teacher during online education process. As seen in Table 4.6., while students at 11th grade mostly focused on getting proficiency by setting eye contact with a teacher, students at 12th grade are seen to need guidance of a teacher, face-to-face interaction to lead and encourage them during their exam year.

Table 4.6.

The Effects of Supervision Of A Teacher

Category	Code	11th Grades	n	12th Grades	n
supervision of a teacher	eye contact	P1.11, P2.11, P3.11	3		
	assignment	P3.11	1	P2.12, P9.12	2
	guidance of a teacher	P6.11	1	P3.12, P6.12, P8.12, P9.12	4
	one-on-one interaction	P7.11	1	P3.12, P1.12, P6.12, P8.12	4
	to get proficiency	P9.11, P10.11, P5.11	3	P8.12	1
	neutral attitude	P4.11, P8.11	2		
	get disciplined			P5.12, P4.12	2

3 students at 11th grade emphasized the necessity of making eye contact in the course of classes.

P2.11: "...learning without supervision of the teachers is useless because eye contact is important to get a real understanding what your interlocutor is explaining, so we can learn face-to-face in a lively way, it is more effective."

P3.11: “We can make eye contact when we are face to face. Every piece of information the teacher gives us in face-to-face education is gold to us.”

3 students stated that to improve grammar competences, structures and subjects should be taught face-to-face. P9.11 mentioned that he was able to progress and learned the words slightly without a teacher and speak at a simple level; but he stressed he definitely needed a teacher’s help to learn in detail and upper level of grammar.

P4.12: “...but if we had a teacher, I would have been more disciplined”

P1.12: “I think it is better to be under the supervision of a teacher because when I study by myself, I cannot understand unless I have someone to ask about my wrong answers.”

2 students at 11th grades indicated that whether being under supervision of a teacher or not doesn’t work over their foreign language learning. They can be considered to have found out their own capacity to acquire language in some aspects.

P8.11: “...since I didn't have a teacher by my side, I tried to understand language learning on my own, which had a positive effect on me.

P4.11: “I don't think it makes any difference. Since the most important thing is the desire to study, we have to make an effort to fullfill our assignment and improve our language, even if we are not under the supervision of the teacher.”

3 students, 2 of whom are at 12th grade, expressed the importance of assignment checked by a teacher for their foreign language learning. P3.11 delineated as to the homework that teachers couldn’t see the students because they did not turn on the camera. Some of them fullfilled their tasks or solved questions through Google translation or internet. Moreover, they looked at the answer key during the classes in online education. And, P2.12 mentioned when she was at school, she felt obligated to do homework because the teachers were checking the homework very often, then she frankly accepted she wasn't doing it online. P9.12 clarified that when they did their assignments in time and the teacher checked them, which contributed them a lot.

5 students, only one of whom is at 11th grade, especially focused on the encouraging and guiding role of the teachers as presented below;

P9.12: “When you ask a question in the online lesson, it is explained within the duration of the lesson just focusing on grammar or test itself but we could have spare time during the breaks when we were at school, it was easier for the teacher to explain during the breaks and she could understand if we had problems about ourselves and try to help us in face-to-face education.

P3.12: “...since there is a pressure and anxiety for the university exam, there has to be the whole responsibility on us, but I have gaps about my motivation, at my home, some exam topics and

this affected me badly, maybe I wouldn't be affected so severely if it was in the school environment with my teacher. It would be better if I went to school and had the chance to interact with my peers and teachers"

P6.11: "The support of my teachers in case of any low motivation at school made me feel better, but now it has affected me badly as there is no such situation."

12th Grade participants also emphasized the necessity of one-on-one interaction not only for their motivation but also academic proficiency. As aforementioned at the first findings of the question, P2.12 remarked that it was better to be under the supervision of a teacher because when she studied by herself, she couldn't understand unless she had someone to ask her wrong answers and questions.

P6.12: "...a teacher can look into our eyes and realize whether we understand the subject... and the teacher makes an effort to really promote us to achieve something,"

P8.12: "...and we can't know what's right or wrong when we're dealing with it on our own, but we can make better choices if at least someone keeps us under control."

4.2.1.7. Semi-Structured Interview Question 7

> **Q7:** Out of the 4 skills (Reading-Writing-Listening-Speaking) on which foreign language teaching is based, what skills of yours do you think has improved or regressed?

This question aims to reveal the development of English regarding 4 skills in the course of online education process for each participant. During the interviews, the researcher asked the participants to clarify why the participant was thinking the stated skill progressed or regressed.

Table 4.7. *The Evoluation of 4 Skills In Online Education*

Category	Code	11th Grades	n	12th Grades	n
4 Skills (progressed)	Reading	P5.11, P7.11, P10.11, P4.11	4	P1.12, P2.12, P3.12, P9.12, P6.12 ,P7.12	6
	Speaking	P6.11,P8.11, P10.11	3	P5.12, P6.12 ,P8.12	3
	Writing	P1.11, P6.11, P8.11	3	P1.12, P4.12, P9.12, P7.12	4
	Listening	P9.11, P5.11, P7.11, P4.11	5	P2.12,P3.12, P4.12, P9.12, P5.12, P6.12, P8.12, P7.12	8
4 Skills (regressed)	Speaking	P7.11	1		
	Reading			P5.12, P8.12	2
	Writing			P5.12, P6.12, P8.12	3

As demonstrated in Table 4.7., the skill which has progressed most is “listening” stated by 4 students at 11th grade and 8 th students at 12th grade. The excerpts of 11th grades are as follows;

P4.11: “I think my reading and listening skills have improved. I can pronounce and understand words better.”

P5.11: “I think my listening skill improved the most... Because, I like listening English songs and these days in the pandemic, I focus on lyrics and try to translate very well in my head.”

P7.11: “As I mentioned before, our phones are always in our hands and we are intertwined with English, we see, read and perceive everything in English, especially listen to everything in English”

The statements of 12th grades are;

P4.12: “I think my reading and listening skills have improved. I can pronounce and understand words better.”

P5.12: “I can understand what I'm listening to. When I just embarked on foreign language department, I needed explanations or subtitles to understand what was said. However, I developed myself in that way, practically, in terms of understanding what I was listening to during the classes”

P6.12: “...likewise, in listening, normally when listening to someone, he or she had to speak too slowly for me to understand, but now I can understand if they speak in a normal spoken language.”

All participants are seen to have improved more than one skill during the online education process, most of which are reading, writing and listening. Related expressions can be seen below;

P7.12 : “To me, there has been progress in writing, because the people I have contacted with on the internet have also help me progress in writing and reading, because I read more. Listening has also made progress. It went well for me.”

P6.11: “I think that writing and listening have gone to an advanced level for me, now I can write long sentences with conjunctions. I can fully transfer it to my interlocutor.”

P2.12: “...while reading and listening improved, writing and speaking did not develop, my speaking was not very good... because I don’t practice speaking or writing at home in online education and we had writing practices from exam to exam. So, my writing was still bad. I think my reading has improved notably because I read passages every day or I solved the test. That's why my reading has developed.”

6 students expressed their speaking skills made a good deal of progress via web based platforms which enable them to video talk.

P5.12: “As for me, my speaking skill has improved a lot because I started using Discord which facilitates me find friends abroad and talk to them. Also, we are watching youtube and other TV series on Netflix together without subtitles. Accordingly, my listening skill has improved as well.”

P8.11: “... because I have foreign friends and chat with them, I generally think, they make me progress.”

On the other hand, 7 students articulated some of their skills had regressed. P7.11 explicated her speaking skill receded, because she became unsocialized even in online platforms and didn’t have desire to share or talk.

P5.12: “In my opinion, I regressed in reading and writing in that, I didn't try to read or write by solving paragraphs, rather I always do test on grammar.”

P10.11: “I believe my other skills have increased except writing. By the way I have no idea about my writing skills... Because, we practice writing neither at school nor at home.”

We can infer from the findings and results of 7th question that;

- at English classes both in face to face and online education milieus, practices to improve writing skills haven’t literally been implemented.
- speaking skill has been improved by students themselves via web based platforms. English classes isn’t considered to contribute it.
- Some students at 12th grade have receded in terms of writing and reading even though those two skills are the basic skills of YDT exam. Taken the results of the 3rd, 5th and 6th questions into consideration, it is seen that online education caused some student to lose self-discipline and motivation.

4.2.1.8. Semi-Structured Interview Question 8

> **Q8:** Did the qualifications of your teacher affect you during online education process? Will you evaluate it as professional competence and personal characteristics?

The findings and results of the 8th question present the teacher qualifications regarding professional and personal characteristics. Initially, the participants were asked to evaluate their teachers in terms of their professional competencies and then their personel traits. The

researcher inquired the reasons for the interviewees opinions about their teachers' characteristics.

Table 4.8.

The Characteristics Of A Teacher In Online Education

Category	Code	11th Grades	n	12th Grades	N
professional competencies	any teacher is better than a student	P5.11	1		
	efficient and sufficient	P6.11, P7.11, P1.11, P4.11	4	P1.12, P2.12, P3.12, P9.12	4
	do their best			P4.12, P9.12	2
	experience in field			P5.12, P6.12, P8.12	3
	can be better	P9.11, P10.11	2		
personal traits	usefully stubborn	P2.11, P3.11	2	P7.12	1
	sincere to help	P8.11	1	P9.12	1
	emotional bond			P5.12, P8.12, P7.12	3

As shown in the Table 4.8., 8 students, out of 19, stated they were satisfied with their teachers' qualifications in their field.

Those participants clarified their gratification as below;

P4.11: "My teachers are qualified professionally, I think. Our language teachers are people who have developed themselves in their field. And they are good people in person."

P6.11: " There were 4 different teachers that I came across this semester. And it's very nice that 4 of them can help us progress ourselves, I haven't experienced anything unfavourable. There are no features that I would like to change."

P7.11: " I think our teachers are quite efficient and sufficient"

P1.12: "Actually, I was worse when I first started and now I think I'm better as a person starting from 0 thanks to my teacher. She is quite sufficient."

P2.12: "I think the quality of our teachers was very good, I was satisfied"

P3.12: "I am also satisfied with question solving techniques and strategies she explains."

P5.11 expressed that in any case a teacher is more qualified than any student, so they have to trust them in online education, as well.

P5.11: "Any teacher who is the worst is better than me, and I have not received the efficiency if I study on my own."

2 students at 11th grade delineated their teachers' persistency that they tried to teach and express the content until the students comprehended it, which P2.11 and P3.11 found substantially beneficial for them.

P2.11: “In particular, she is a little more stubborn, I do not mean “stubborn” here is unfavourable, I mean she doesn't stop until we understand, and this is a really good feature. The other teacher of us is slightly inexperienced but she can also explain persistently but gradually.”
P3.11: “...our teachers care us, they don't make excuses for anything. Is your internet gone? They definitely make up for that lesson, and the point where we get stuck while reading something, they repeat the same thing at least 3 times, so that we can learn, this shows that we are really lucky.”
Furthermore, P8.11 explained that her teachers were very sincere with them during this education process. She also voiced that this was very important, because if she didn't like a teacher, she couldn't understand lessons. They were all very good, she emphasized.

As illustrated in the Table 4.8, it can be said that 12th grades were more aware of the teachers’ effort during online education process. P4.12 stressed their teachers were struggling to attract their attention and to motivate them with different types of questions and strategies. Also, some teachers are seen to be always ready to help their students in foreign language learning.
P4.12 : “Our teachers did their best. While teaching on Zoom, it was very difficult to attract students' attention, face-to-face was easier and more efficient. Our teachers did their best, of course they tried to give information whenever we have classes.”
P9.12: “I think I'm learning more English while studying for the exam. I'm sending my teacher a lot of questions via Whatsapp and she always answers immediately even in the evenings. I think she is quite benevolent in all aspects.”

3 students at 12th grade mentioned that the experience of a teacher was too important for a student to get efficiency from any education. Some students pointed out their teachers were really experienced in their field while others said they weren’t satisfied with the inexperienced teachers.

P5.12: “...but I did not get much efficiency in the lessons of teachers who have less experience. I think experience puts teachers forward a bit.”
P6.12: “I agree with my friend in terms of experience because our teacher is really experienced and knows all topics very well, so she is very efficient for us, but as for the other teacher, we are his first students. He gets also a little confused during classes, he doesn't know what to do. This demotivates us, I think.”
P8.12: “It would be better if an experienced teacher knows the tricks of the job, someone who knows the job gives tips when moving to a new topic and I think it would be better.”
P7.12: “...what he tells does not catch my attention. He can’t explain English grammar.”

3 students at 12th grade signified the emotional bond between the students and their teacher. Through this bond, they stated they could motivate, pay more attention to the content and homework that she assigned them.

P5.12: “I have formed an emotional bond with her. As I made such a connection, I wanted to attend more of her classes, I tried to do more of the homework she gave me because I felt obligated to do this and also I enjoyed the lessons of her”

P7.12: “she teaches grammar and I have to enter because I have a lack of grammar information, besides, I personally have a great communion with her”

P8.12: “I think it is better because we have an emotional bond with her and she understand from our eyes how we will react.”

Most of the participants clarified they were satisfied with their teachers’ both professional and personel characteristics as above; whereas 2 students at 11th grade indicated teachers could be more qualified to teach in online education.

P9.11: “In my opinion, our teacher in distance education could not provide us with enough information. He was only going through the activities in the book, at least, we as the students at foreign language department should have been assigned a little more work and tests”

P10.11: “I can’t comment about the qualifications of my teachers because I do not attend most of the classes in online education and when I attended, I thought he could have taught better.”

4.2.1.9. Semi-Structured Interview Question 9

> **Q9:** Do you want to keep on online education even if the pandemic is over? Why?

The findings of that question ascertained if participants were willing to continue learning foreign language via online education. To get a deeper understanding, the researcher asked “why” to each participant; thus she aimed to procure the accurate reasons of their preference of educational milieus.

Table 4.9.

The preferences Of Educational Milieus

Category	Code	11th Grades	n	12th Grades	n
preference of educational milieus	face-to-face education	P1.11, P2.11,P4.11, P5.11, P6.11, P7.11, P8.11,P9.11, P10.11	9	P1.12, P2.12, P3.12, P5.12, P7.12, P8.12, P9.12	7
	online education				0
	partially online education	P3.11	1	P4.12, P6.12	2

As shown in the Table 4.9., 16 students, out of 19, pointed out that they prefered face-to-face education to online education.

Their expressions were presented below by clarifying the causes of their opinions.

6 students, 4 of whom are 11th grade, stated their preferences of face to face education in terms of foreign language learning efficiency.

P1.11 indicated his preference that "because distance education is very different from face to face. While teaching face-to-face lessons, the content is written on the board, we write it on a notebook, it is better that way to acquire it for me. And, in a question that we do not understand, the teacher explains it over and over again on the board or in some other ways like peer studying."

P9.11: "I never want to continue. Okay, we could be comfortable in distance learning. But I really think that online education has helped us slightly. In terms of both social and academic life, students, including me, could not approach distance education seriously, but when there was school, we would be more aware of the seriousness of the situation. The school keeps students disciplined."

P8.11: "I wouldn't choose online education even when the pandemic is over because I don't think I'm getting efficiency, why would I?"

P10.11: "I don't want because I'm not a remotely-trainable person. I need friends or teachers to collaborate or interact."

P1.12: "... face to face is more productive."

P2.12: "I think it should be face-to-face because we comprehend better, we have a more efficient time to learn English and scrutinize the necessary strategies to study for YDT exam in classes at school, sometimes by peer learning."

P2.11 stated her choice by a different aspect that she wouldn't want it to continue because there were no internet interruptions in face-to-face education, the lesson was not interrupted.

6 students, 2 of whom are at 12th grade, focus on the social aspect of the face-to-face education.

P5.11: "...because we need face-to-face education. As far as I'm concerned, we will see people, friends, teachers and our lessons will be more productive, we get bored at home now."

P6.11: "I would definitely not prefer online education to face-to-face education. Face-to-face education is healthier in all aspects. We communicate with others around, make friends, set up relationships. And even we would be active and energetic at school. "

P7:11: "I wouldn't choose distance education when there is face-to-face education where we can interact with different environments mutually."

P4.11: "I don't opt for online education, because there is not much efficiency. With our friends, better face to face."

P3.12: "I think my teacher should definitely be face to face, both in terms of education and social area, being face to face, going to school, being together with people, I have a hard time keeping my self-control and psychology to focus on the course. That's why online education should end as soon as possible.

P5.12: "I don't want. I may want to study open education or any sub-branch remotely. But I don't want my whole education life to be online because I couldn't get any efficiency anyway. Also, we would have more opportunity to socialize. We would implement our two Erasmus+ mobilities and make new friends, improve our linguistic skills."

2 students emphasized their personel traits while declaring their preferences.

P8.12: "...Not remotely by any means. I am a very social person and this pandemic is always preventing me from this point of view. Globally, we've officially watched a generation die, and that's definitely the destruction of a future, and so I totally disagree with online education."

P9.12: "Face-to-face education is the best. We didn't get any learning outcomes. Distance education is very insufficient in terms of both social and academic life, I don't want it to continue because I can't be productive and I am a social person, I get very upset when there are no people around me."

On the other hand, 3 students signified that they were at foreign language department, English was their most essential part of their academic life, so they had to be taught English with all skills at school by interacting teachers and peers via face to face education. The other lessons weren't regarded as substantial for their development by those students, hence they could be taught online.

P3.11: " I just wish it continued in other lessons rather than English. I would like to come to school only for English because we will only take exams in English class and I find it ridiculous

that language students should take other classes because they take up space in our brain. Because we are going through a difficult time of YDT exam"

P4.12: "...but distance education also has its advantages. If there is something like a course rather than a school, distance education is very logical. We could study wherever we wanted."

P6.12: "Maybe it would be better if we could take courses remotely except from our main course English at university."

None of the students are inclined to receive education through online educational milieus, especially in respect to foreign language learning and 4 skills.

4.2.1.10. Semi-Structured Interview Question 10

Q10: Do you think foreign language teaching in online education was effective or was it a waste of time? Why?

The 10th question was determined to show the overall perceptions of the participant students on the online education.

Table 4.10.

Perceptions of Participants On Online Education

Category	Code	11th Grades	n	12th Grades	n
online education	beneficial	P1.11,P2.12, P3.11, P8.11	4	P1.12, P2.12, P3.12, P7.12	4
	partially beneficial	P10.11, P7.11, P9.10, P6.11	4	P4.12	1
	waste of time	P4.11	1	P5.12, P8.12, P9.12	4
	varies by person	P5.11,	1	P6.12	2

The Table 4.10. demonstrated 12 students, though 4 of whom stated few drawbacks of it, found online education beneficial for their foreign language learning. On the other hand, 5 students, most of whom are at 12th grade, identified online education was a waste of time for their academic education.

4 students at 11th grade and 4 students at 12th grade mentioned their constructive opinions about online education as below;

P1.11: "I think, the efficiency has been achieved. Of course, I could have learned better if it was face to face, but it helped me in most ways via distance learning."

The researcher wanted to know what those “most ways” were. He clarified that online education enabled him to meet many foreign friends abroad and have the chance to improve his writing skills, which made him more social; also he had more spare time to study by himself.

P2.11: “We try to learn topics in distance education, our teachers try hard to explain things to us as well. We all struggle to get benefit from it and I think we managed to do.”

P3.11: “I can't say that I didn't get good results via online education because there is a big difference between the beginning of the year and the end of the year when considering this is our first year in the foreign language department.”

P8.11: “It was productive, I think we eventually did something and got efficiency, so I can't say it is a waste of time but face to face would be more efficient.”

P1.12: “I got efficiency. I had more time to spare for myself and I think it was productive because I had more time to solve questions and improve myself.”

P2.12: “...mostly productive.”

P3.12: “I got efficiency. I had more time to spend for myself and I think it was productive because I had more time to solve questions.”

5 students, one of whom is 12th grade, pointed out pros and cons of online education. They signified online education availed them in that providing more free time, practising listening and finding out their own capabilities; nevertheless it also has disadvantages for students experiencing it. The comments from those interviewees can be seen below;

P6.11: “ It is a bad and unfair term to call the foreign language education we receive in online education a waste of time. Yes, there were times when it was not efficient. There were times when people didn't feel like it, when they couldn't get efficiency, there were times they got bored, but it wasn't a waste of time. It still gave us something, I was able to learn something and see I could learn by myself.”

P7.11: “It wasn't productive for me most of the time but it wasn't a waste of time. I just tried to read some passages or listen to music and podcasts to improve myself. And it worked out.”

P10.11: “I couldn’t get efficiency academically; however, I seriously think that I have improved myself in reading, speaking and listening by using online platforms as we have discussed in previous questions.”

4 students, only one of whom is 11th grade, evaluated online education as a waste of time. P4.11 explained the reason for her opinion, upon the researcher asked for it, if she had studied more, this process would have been more productive for her. She partially blamed herself for her not being benefited from online education.

P4.11: “I can't say that it was completely efficient. Because during face-to-face education, more efficiency is obtained ...To be honest, actually, If I had worked, it would have been productive.” Students at 12th grade largely focused on the quantity of content related to YDT exam in the platform of EBA. EBA, the educational online platform of the Ministry of National Education, consists of a lot of videos, documents, tests and worksheets for all grades and for the departments of Maths-Literature and Maths-Science. The only grades and department who are deprived of such kind of online materials are the 11th and 12th grades of the foreign language departments.

P5.12: “I think it was a waste of time because I do not think that distance education can be conducted efficiently in our country. I think it was ineffective. Can we find any question or tests in EBA, no? The Ministry of National Education doesn’t care about us”

P8.12: “I think it is a waste of time and even a great deficiency because we had some knowledge at the beginning of online education,and I forgot it as I don’t practice and use it; moreover we can’t come face to face with our teacher whenever we want. This is such a problem. For me it was nothing but a waste of time”

P9.12: “It was a waste of time for me. We didn't forget what we knew, it is better than 0, but mostly, it could not be carried out effectively in Turkey, for example in EBA there is no content for us. It was not efficient in any way. I can say it was a waste of time”

Two students at each grade expressed that evaluating online education as a waste of time or a benefit for student depended on the student himself or herself. They indicated their perceptions as below;

P5.11: “I don't think it was a waste of time. I wouldn't say it depends on the course. At least it went well. Even in the worst class, we solved tests, at least it wasn't a waste of time for me. It may vary by person.”

P6.12: “I don't think it's a waste of time, but it mostly varies from student to student. But those who really took classes and fulfilled homework really gained something, but it was a waste of time for those who didn't care much.”

4.2.2. Findings and Results Of Teachers’ Focus Group Studies

This section offers a deeper understanding of the results and findings of the focus group study conducted with 6 teachers who mostly teach at foreign language departments at high schools. 10 semi structures questions were used to delineate their perceptions, experiences and opinions on online education implemented during the pandemic. In the course of implementing the focus group study, the researcher asked “how, why, could you please clarify ...?” questions

in order to promote interviewees to explicate themselves in detail and to procure a wider comprehension of the situation.

Semi-Structured Interview Questions:

1) What platforms have you used in online education process, how do you think these platforms affect the foreign language development of students?

2) How much time do you spend preparing for the lesson in this process? Do you have specific preparation activities?

3) Which teaching methods and techniques did you use in this process? Why? Have you received feedback about the methods and techniques you have used in accordance with your expectations?

4) Does online education cause changes in your foreign language teaching methods and habits? How?

5) For assignment, have you used any online method that can evaluate foreign language teaching? How?

6) Do you think that as a foreign language teacher, you have developed or regressed in terms of professional competencies during the online education process? Why?

7) Do you think that foreign language teaching in the online education was effective or was it a waste of time? Why?

8) Do you want to continue online education even if the pandemic is over? Why?

9) What do you do to reduce the foreign language learning anxiety, which is already present in the language acquisition process, during online education?

10) Do you think COVID-19 could be the catalyst we need to fully embrace digitalization in education?

4.2.2.1. Semi-Structured Interview Question 1

Q1: What platforms have you used in online education process, how do you think these platforms affect the foreign language development of students?

The first question of focus group study conducted with teachers aims to inquire the platforms that teachers used during online education and their effects on foreign language teaching.

Table 4.11

The Platforms Teachers Use and Their Effects on Foreign Language Learning

Category	Codes	N
Platforms	Zoom	PT1, PT2, PT3, PT4, PT5, PT6
	EBA	PT1, PT2, PT3, PT4, PT5, PT6
	Kahoot	PT4
	Socrative	PT5
	OGM Materyal	PT4
	Bebekce.gen	PT6
	Googleclassroom	PT5
	Youtube	PT4, PT3
	YDSpublishing	PT4, PT5
Effects	attending lesson	PT1, PT2, PT3, PT4, PT5, PT6
	motivating	PT4, PT5, PT3
	draw attention	PT5, PT3, PT4
	studying for YDT	PT4, PT5, PT1
	motivation	PT5, PT6
	level of readiness	PT5, PT6

As seen in the Table 4.11, all teachers stated they used EBA and ZOOM in their all classes. PT5 emphasized that during online education process, Zoom and EBA had to be used by all students and teachers to facilitate the online classes efficiently. This was declared by the Ministry of National Education (MEB, 2020) “In order to avoid any problems in Live Class applications, our teachers should only use the EBA Live Lesson feature for 8th grades, high school preparatory classes and 12th grades in order to teach remotely with their students in a virtual environment. In this way, the personal data of our students will not be transferred to other platforms.” In September, 2020 Zoom came into use beside EBA in all grades.

The statements of some teachers are as follows;

PT1: “I used EBA and Zoom as the platform and I also used the program supported by Zoom, which was defined by the Ministry of National Education on EBA”

PT2: “I continued on Zoom and EBA, similarly. Of course, when the pandemic first was broken out, students were completely away from education. I think we made good use of this process via EBA especially this year, because we prepared for the lessons knowing the disadvantages of online education.”

PT3: “...yes, I used the same Zoom and EBA platform.”

PT4: “as all my friends mentioned,I have used EBA and Zoom to teach all my online lessons.”

PT5: “Eba and Zoom, at first. We have to use them officially to teach our lessons.”

PT1 and PT2 mentioned that EBA and Zoom could be considered as a way of connecting disadvantaged students to educational milieus during pandemic, as below;

PT1: “Of course, it was beneficial rather than not taking any lessons especially for disabled or disadvantaged students.”

The researcher asked for a detailed explanation of “disadvantaged students”. PT1 described those students as “those who are in a lower economical conditions; deprived of digital or technological tools and devices and far away from the urban life.”

PT2 stated about the same students as well: “I think, we have reached especially students who are away, those who are in financial difficulties, and students who cannot receive such detailed education by themselves.”

4 teachers attached some other web based platforms beside EBA and Zoom to their comments about the 1st question. They expressed the effects of getting benefited from those platforms on foreign language learning as well.

PT3: “In that respect, I think Youtube was very productive especially for students who are inclined to visual and auditory learning.”

PT4: “...besides I get benefited from Kahoot, Wordwall and Ogm materyal. Those platforms include exercises at upper levels for foreign language departments, too. The more various platform we use, the more motivated the students become. Those platforms draw them to the content of the lesson.”

P5: “...at the beginning of this process, I began to use Socrative. But you know it is a priced-platform. It consisted of different quizzes for all grades and all levels. But, after a while I had to decrease using it as I was not a premium user. However, the quizzes and activities drew attention. Moreover I have used google classroom for assignment. But, whether I can benefit from it as I expected is debateable.”

PT6: “I have used Bebekce.gen which has the online versions of English books and interactive activities. But this platform doesn’t provide with upper level activities for students at foreign language departments. Anyway, I have used it for other grades efficiently and during classes, I

allow my students to control the screen remotely by themselves, so they interact with the class and control the activities displayed on the screen. This really gives them motivation and raises level of readiness."

PT4, PT5, PT1 emphasized the efficiency of some platforms on the foreing language learning at upper levels of the students for their departments as follows;

PT4: "I mostly take advantage of the platform "YDSpublishing". We have a teacher code to access the digital sources of that publishing, reach exercises and online lessons. Moreover, I make my classes watch videos in Youtube and have quizzes on OGM materyal and Kahoot. Kahoot is pretty enjoyable and catchy"

PT1: "Actually, I haven't used any other platforms than EBA and Zoom. But, for foreign language departments, I mostly utilize YDSpublishing as all the students have the test books of that publishing."

PT2, PT3, PT6 indicated they principally preferred using PDF documents and display them on the screen. They made the students solve the tests one by one or beforehand they shared those documents, students were assisgned to fulfill those tests and then during the classes they checked their answers. Thus, they could revise the related topic.

PT2: "I have a lot of published documents by Dilko, ELS, Akındil and I mostly assign them prior to classes. Then, we have reviewed them by displaying."

PT3: "We are using the same documents and similarly I prefer displaying them".

4.2.2.2. Semi-Structured Interview Question 2

Q2: How much time do you spend preparing for the lesson in this process?
Do you have specific preparation activities?

The results of the 2nd question reveal the exact time that was expended by teachers for classes during online education. Also, the results indicate the activities which were catered for online classes.

Table 4.12.

Preparation For The Classes In Online Education

Category	Codes	n
time for preparation	definite timespan	PT4, PT6, PT3
	at least one or half an hour	PT1, PT2, PT5
preparation / providence for the class	using interactive books	PT1, PT2, PT3, PT4, PT5, PT6
	PDFs	PT1, PT2, PT3, PT4, PT5, PT6
	web-based platforms	PT3, PT4, PT5
	finding out relevant exercises and activities beforehand	PT4, PT5, PT6
	assigning project tasks	PT6

As shown in the Table 4.12., 3 participants mentioned that they couldn't verbalize any definite timespan for providence.

PT3: "I can't tell a certain time for preparation. To be honest, it is up to my spare time during the day."

PT4 explained that she spent more time to prepare for foreign language department classes as she looked into the tests according to the level of comprehension of each student.

PT4: "As most of my classes are of foreign language department, I have spent a great amount of time to choose which test or drill is suitable for the topic we have been learning and the students' levels."

PT6 agreed with her colleaque in terms of the timespan of preparation for the classes beforehand.

3 teachers stated they spent at least one hour to design necessary content including interactive books and web based activities for their classes.

PT1 and PT2 focused on the timespan that they expended on looking into pdf or word documents. Their excerpts can be seen below;

PT1: "Before almost all my classes, I have tried to find the necessary tests for grammar and skills nearly for an hour, because, I focalize even the difficulty level of the tests."

PT5 ascertained using web based platforms as below;

"I have spend a great deal of time on web based platforms such as YDTpublishing and Socrative, inasmuch as those platforms enables the lesson to pass more efficiently and lively. I like motivating and encouraging my students to improve themselves via them."

As shown in the Table 4.12., all teachers, primarily, signified that they exploited interactive books and PDF documents for getting prepared for the classes. The explanations of participants were delineated by giving the reasons for using those documents;

PT1: " ...I mean, I didn't use a very unique method. Before the online education process, I was using the computer with a projector before the smart boards came. After the interactive whiteboards came in schools, I was still using interactive books. I was using it to save time by bringing ready-made materials and reflecting them on the screen rather than writing them on the board. That's why the distance education process did not create something very different for me. I just used the screen instead of the interactive whiteboard in the classroom."

PT2: "I have used electronic books with a more packaged learning style, as effectively as we can give in 30 minutes."

PT4 described her experiences by mentioning other web-based platforms where she was using interactive sources, finding out the relevant videos, games and exercises especially from Kahoot and Wordwall by searching on the internet before most of her classes.

PT5 pointed out that she didn't have any certain preparation. She searched for the exercises and tests of the topics or grammatical subjects, as her all classes are of foreign language department. She emphasized she had to focus on the YDT curriculum during classes.

PT6 signified another aspect of preparation for online classes by indicating the project tasks: "...very similarly to my colleaques, I am using interactive books and pdf documents. Thus, before the classes, I have looked for the relevant pages and exercises. And also, at the end of all units, I put emphasis on the project task about any certain unit, vocabulary, grammar structure. Students make presentations via Zoom explaining their task, so that classes can be more efficient and enjoyable."

4.2.2.3. Semi-Structured Interview Question 3

> **Q3:** Which teaching methods and techniques have you used in this process? Why? Have you received feedback about the methods and techniques you have used in accordance with your expectations?

Participant teachers clarified their preferences about their foreign language teaching methods and techniques during online education within the findings and results of that question. They explained what kind of feedback they received about those techniques or methods.

Table 4.13

Teaching Techniques and Methods Prefered By Teachers In Online Education

Category	Codes	n
teaching techniques-methods	pair or group work	PT1, PT4
	asking-answering questions	PT1, PT6
	peer-correcting	PT2
	sequencing the questions	PT2, PT5, PT6
	converging the content and guidance	PT3, PT4
	grammar translation method	PT4, PT5
	online interactive games	PT4, PT5, PT6
receiving feedback	attendance to lesson	PT1, PT4, PT6
	up to the teacher	PT2, PT4, PT5, PT6
	up to the student	PT3, PT4, PT5, PT6

As seen in the Table 4.13., PT1 and PT4 voiced one of the most essential deficiencies of online education as follows;

PT1: “There were two things I couldn't use. I couldn't conduct a study by pairing students and having them work in groups, actually, this is very important in foreign language teaching.”

PT4: “...lack of pair work or group work activities are the biggest deficiency of online education. We can’t enable foreign language learning online environment to be vivacious without that interaction.”

All participants depicted the techniques and methods during foreign language teaching process via online education. 4 teachers explained that they put emphasis on grammar translation method and ask-answer activities in teaching grammar and skills like reading and writing. Their statements can be seen below;

PT1: “But I tried to attract their attention by asking one on one questions including various types of questions in the scope of YDT exam. Besides, I opt for peer or self evaluation while doing activities.”

PT4: “I mostly use grammar translation method while teaching YDT curriculum based on grammar. However, while teaching vocabulary and writing I use online interactive games and contests that attract students more.”

PT5: “I try to teach grammar in the same way, but sometimes that method can bore students, thus I use online games or contests.”

PT6: “I encourage my students to ask questions to each other like a teacher. They find this activity pretty amusing. I often choose techniques involving online games and allow my students to control the screen.”

PT2 mentioned that she preferred making students do exercises in a sequence so as to enable all students to attend the class.

PT2: “I always had a sequence that every student who entered the class was definitely asked a question at least 2 times within 30 minutes. Even the quietest student provided an interaction by explaining the question; reading, repeating the word, revising the related topic in the exercise.”

2 teachers signified that they focused on both the content of the lesson and guidance to students. Their comments are as follows;

PT3: “Frankly, I started not to push them one-on-one answering, which would outrageously demotivate them and get them bored in the current lesson. I am more of a narrator than a teacher but on the one hand, I have put aside academic classes or topics, wanted my students to have fun, moreover I am trying to associate giving a life lesson by guidance with the subject”

PT4: “As most of my students are preparing for university exam, I mostly emphasize using methods to increase their comprehension of reading and grammar qualifications. Furthermore, we sometimes chat about the universities, departments, future life or the exam anxiety during classes. Hence, I try to find out activities to converge on academic and pyschological aspect of their education.”

As to the feedback received about those methods and techniques, 3 teachers expressed opinions distinctively. Receiving feedback was regarded as “the number of attendant students to their online lessons” by those teachers, as follows;

PT1: “ I could be happier in the lessons where I could increase the number of students. This could be the feedback I got. But this was of course not longlasting.”

PT4: “Like my friend, the greater number of students attend my classes, the more feedback I think, I receive because, those techniques and methods we somewhat get benefit from encourage and motivate our students to attend the classes and learn the foreign language despite online education.”

On the other hand 5 teachers delineated that the feedback was directly depended on the teacher’s or the student’s attitude towards the lesson.

PT2: “...but asking and answering technique was done by pushing, and the students had a perfect pressure and boredom, so unfortunately, later on, it was up to us to make them attend lesson and learn effectively with different styles.”

PT3: “The students started not attending the lessons in time when they got bored. I know since I have my own daughter, I have already observed the online education process very well as a parent. Thus, in order not to cause them to be estranged from classes, I no longer ask individual

questions in the lesson and if they pay attention to the content, I get a good amount of feedback from them."

PT5: "...to receive feedback that we expect during the classes, not only the method or platform we use to teach the lesson, but also the student's level of readiness and attitudes to the lesson or exam are considerably important."

4.2.2.4. Semi-Structured Interview Question 4

Q4: Does online education cause changes in your foreign language teaching methods and habits? How?

After the excerpts of teachers about their preferences on foreign language teaching methods and techniques within the previous question, the researcher aimed to inquiry the difference between face-to-face education and online education in terms of teaching techniques applied by teachers.

Table 4.14.

The Change Of EFL Teaching Between Online And Face-to-face Education

Category	Codes	n
teaching method-techniques	changed	PT2, PT3, PT4, PT6
	remain same	PT1, PT5
types of books	interactive books	PT1, PT2, PT3, PT6
	books	PT2
teaching tools in online education	PDFs	PT5, PT4, PT5,PT6
	word Documents	PT5, PT4, PT5, PT6
	interactive games	PT1, PT6, PT4, PT5
	smart screen	PT1, PT2, PT3, PT4, PT5, PT6
	Web-based platforms	PT1, PT2, PT3, PT4, PT5, PT6
teaching tools in face-to-face education	flash cards, story cards	PT4
	Realia	PT4
	interactive games	PT3, PT6, PT4
	smart board	PT5, PT2
	Web-based platforms	PT3, PT4

As demonstrated in the Table 4.14., most of the teachers clarified they experienced some changes in their teaching techniques and methods during online education. Four teachers commented as follows;

PT2: “Especially I want to explain the books we use in foreign language teaching. In face to face education, I mostly implement activities and exercises by using the book itself. But, in online education I have used interactive books and realized the online version of books are more attractive for students.”

PT3: “My lessons has turned into a video-watching or doing activities online style rather than focusing on books or solving tests. Also, I began to highlight the importance of guidance in online education to stimulate students’ interest in classes.”

PT4: “In the course of online education, I, as all teachers, have to head for online platforms and web based books. However, before the pandemic, to be honest, I prepared flash cards, story cards or realia to utilize in my classes instead of using smart board or computer.”

On the other hand, 2 teachers mentioned that they didn’t implement any different techniques or methods in the interest of online education.

PT1: “As I mentioned before, I used to employ smart board and interactive books in my face to face lessons. And now, I am using the same platforms or books by displaying to the screen. I can’t specify any certain changes in my teaching methods.”

PT5: “I have still used the documents and PDF tests in my classes with foreign language deparments. Also, I have facilitated from YDSpublishing and partially Socrative to support my students both in face to face and online education.”

4.2.2.5. Semi-Structured Interview Question 5

> **Q5:** For assignment, have you used any online methods that can evaluate foreign language teaching? How?

The fifth question ascertained the online assignment tools in online education process.

Table 4.15.

Online Assignment

Category	Codes	n
online assignment	EBA platform	PT1
	mailing homework	PT2
	googleclassroom	PT5, PT6
	sharing via whatsapp	PT4, PT3, PT6, PT5

As illustrated in Table 4.15., most of the teachers prefer using whatsapp to assign homework or task in order to evaluate the efficiency of foreign language learning during online education.

PT3: “I find Whatsapp practical to share anything, as it is downloaded to all students’ mobile phones, which enables communicating and sharing easier”

PT4: “I never used Eba to assign any tasks. I prefer Whatsapp to send my students tests and wordlists to study for their YDT exam. During the classes, we have checked all tests and clarify the questions that they can’t figure out; moreover we make build-up sentences activities through the words in the stated list.”

PT5: “...Then, I take advantage of Whatsapp to send them PDF or documents”

PT6: “I have benefited from both Whatsapp and Googleclassroom to give homework. Whatsapp can be used only to share...”

PT1 stated that he solely used EBA platform to send a study where they would evaluate themselves at the end of the theme and pre-theme preparation. He checked how much of that work was downloaded by which student on EBA.

PT2 expressed she opted for mailing in terms of assigning a task, because she found this type of assigning official while evaluating the homework and students’ performance. On the other hand, she mentioned she assigned a small quantity of homework and clarified its reason as follows;

PT2: “...because the number of students has dropped seriously when I gave homework. They weren't doing or forgetting. Sometimes they even finish project tasks with difficulty, even if the fulfilling of the project task led me to give them very high marks.”

Within the scope of that question, only 2 teachers delineated that they were using Googleclassroom, which is an online platform promoting teachers to form classrooms, assign homework and evaluate them. Their statements are below;

PT5: “At the very beginning of the online education process, I tried to use GoogleClassroom for a while. We created classrooms, my students were inclined to use it. But, after a few months they got bored with the word “homework” itself even if we were using a different online platform to assign. Then, I take advantage of Whatsapp to send them PDF or documents”

PT6: “...in Googleclassroom we formed online classes, my students ha some funny nicknames beside their names, we uploaded their portfolios about their test scores, project task etc. , by this means we make that environment not only educational but also entertaining.”

On the one hand, PT2 and PT3 pointed out they didn’t prefer assigning any homework or setting a very small amount of homework to make more students attend the classes. They thought homework could be considered as a noticeable factor which caused students to get bored of online education.

PT3: "...as I said, I did not assign any serious homework so that the students would not flee from lessons."

PT2: "...because when I gave homework, I noticed that the number of students in the next lesson was decreasing, and since my aim was quantity, I mean reaching more students, I started not giving homework."

4.2.2.6. Semi-Structured Interview Question 6

Q6: Do you think that as a foreign language teacher, you have developed or regressed in terms of professional competencies during the online education process? Why?

Within the context of the findings of sixth question, the researcher aimed to probe into the professional qualifications of the teachers during online education. Out of 6 interviewees, only 2 teachers stated that they did neither develop themselves nor receded in terms of their occupational quality.

Table 4.16.

Professional Competencies Of Teachers In Online Education

Category	Codes	n
professional competencies (progressed)	web based platforms	PT4, PT5
	digitalization in EFL teaching	PT4, PT6
	partially progressed	PT3
professional competencies (regressed)	partially regressed	PT3
	lose affection and motivation	PT3, PT6
neither regressed nor progressed	neutral attitude	PT1, PT2

Their excerpts can be seen in Table 4.16 as above;

PT1: "I do not think the online education process has led me to improve or regress. What I missed most in this process was being in my classroom, being able to touch my students, seeing them, feeling them."

Nevertheless, he mentioned that process did not affect them positively psychologically. Due to the fact that the people were caught very unprepared, and it was a long lasting pandemic, all people gave their energy to survive in all aspects.

The comments of PT2 are as follows;

PT2: “The online education is an indispensible necessity, at first, I knew that distance education was applied as master degree or doctorate at universities in the world. I was very curious about how it happened. I investigated and saw there were students who really successfully pursued it, but they had a very strong infrastructure, the documents were incredibly well prepared and programmed, and their visibility was made and applied long ago. However, we are not experienced and prepared for online milieus; I am trying to teach my lessons by doing my best. In short, I don’t think online education process helps me progress or causes me to regress.”

One interviewee verbalized her constructive perceptions, as saying;

PT3: “I think it was a process that we were caught unprepared. I am not sure how much preparation we could have made if there was a process in which we could prepare. Frankly, it is a system that we are very unfamiliar with. By thinking “Why can't I be on the screen?" I got determined to motivate myself and I taught my class through using some digital platforms and books. Although I had the thought of feeling inadequate in that respect, I can say that I did not consider it very much.”

3 teachers delineated that they became more accomplished in using digital platforms and their contents.

PT4: “Actually, as a teacher, I got more inclined to use web based platforms and digital games, activities and books. In this respect, online education promotes me to be digitalized in foreign language teaching.”

PT5: “I completely agree with my friend. If it was not for online education, we wouldn’t have the chance to find out many various digital educational environments.”

PT6: “ Through online education, I have tried to implement activities and drills that help my students improve their foreign language skills. I have observed improvement in students who regularly attend classes. Accordingly, my qualifications in using platforms and applications on Internet during foreign language teaching process have improved.”

On the other hand, 2 teachers explicated they were demotivated in online education in the respects below;

PT3 converged her perceptions on academic and familial experiences:

“ ...although my daughter is always interested in her teacher and what he did during his classes during online education, after a while, I noticed in person that she lost her attention and could not focus, and similarly my students experienced lack of motivation. Now I have witnessed that this is far beyond the case of being good teacher. The long lasting online education has brought about a huge boredom and demotivation in not only students but teachers as well.”

PT6: “...but, honestly, from time to time, when the rate of attendance to lessons reduces or I have realized more and more students are getting exhausted, I have begun to lose my affection and teaching motivation.”

4.2.2.7. Semi-Structured Interview Question 7

Q7: Do you think that foreign language teaching in the online education was effective or was it a waste of time? Why?

The results of the 7th question articulates the perceptions of teachers about online education process upon taking their experiences of foreign language teaching into consideration.

Table 4.17.

The Perceptions Of Teachers About Online Education

Category	Codes	n
online education	partially beneficial	PT1, PT2, PT3, PT4, PT6
	varies in person	PT1, PT2, PT5
	waste of time	

As demonstrated in the Table 4.17., online education was evaluated by 5 interviewees as having both benefits and drawbacks in foreign language teaching. PT1 and PT2 explained their opinions in terms of peer interaction.

PT1: “Student interaction is very important in foreign language teaching, and during online education, students couldn’t interact each other as it should be and we all have encountered a loss of efficiency in classes. In this regard, I think it is a waste of time. However; at least for students who want to improve themselves and effort to attend all online classes, I believe, it is as productive as face to face education. So I wouldn't say it's a waste of time. It was even better than nothing.”

PT2: “The online education can be considered to have many drawbacks. Students were so restricted, they were so introverted and unsocial. They became bored with online assignment. That’s why, online education isn’t beneficial. Nonetheless, on the other hand, those who focused on the lessons were those who really took it seriously and progressed a lot.”

As inferred from the statements above, PT1 and PT2 emphasized that the efficiency of online education depends on the individual’s own perception and self-discipline.

PT3, PT4 and PT6 clarified the contribution of online education in terms of web based platforms, as follows,

PT3: “I don't think it's a waste of time either. The grammar and grammar oriented curriculum is a very important and valuable part of foreign language course. And, we can teach a good amount of grammar structures and test solving strategies to students by means of digital platforms. We have watched videos on sports, nutrition, sleep, to what their peers in different cultures do, which supports my students linguistic, academic and cultural aspects, so I don't think it's a waste of time at all.”

PT4: “I think, online education is an obstacle that prevents people from having social interaction and peer learning. On the other hand, both students and teachers have gained a great amount of qualifications via online platforms including 4 skills.”

As seen in the Table 4.17., none of the participant teachers declared that the online education process was literally a waste of time.

4.2.2.8. Semi-Structured Interview Question 8

Q8: Do you want to continue online education even if the pandemic is over? Why?

The findings and results of that question reveal the preference of teachers about the method of education if the pandemic ends and allows the education to be implemented face-to-face.

Table 4.18.

The preferences of teachers as to Educational Method

Category	Codes	n
preference of educational milieus	face to face education	PT1, PT2, PT3, PT4, PT5
	online education	-
	partially online	P6

As illustrated in Table 4.18, all teachers primarily signified that they postulated face to face education by all means. The quotations of teachers can be confered below;

PT1: “I definitely don't. If the pandemic ends, I would like to be at school, only the theoretical lessons may be online, but I don't think any course you should interact with students can be conducted as in the classroom.”

The researcher asked what the theoretical lessons meant in his explanation. PT1 described that those lessons could be regarded to be studied or read from the book and acquired individually, such as History, Geography or Literature.

PT2: “I think students, especially today, should be in touch with one another by sharing emotions, laughing and crying, in a school atmosphere, whatever it is about being human, with these feelings, with life itself, not with completely teaching itself. Hence, after this process is

over, natural and interactive education environment should be implemented immediately at schools, face-to-face training is vital."

PT3: "In my opinion, nothing can replace face-to-face education. There were theories like "the education could be replaced by computers or robots. In this process, parents experienced it, teachers and students understood very well that education had its own place. There is a proverb that "the atmosphere, the venue is the message itself." When the students enter the school environment, their behaviors, interests and expectations are shaped together with the school culture"

PT4 explained how her opinions changed through her experiences and perceptions in the course of online education. Her comments can be seen below;

PT4: "Frankly, before the pandemic, I was thinking why we didn't teach some verbal lessons online and save time for activities, socialization at school or implementing hybrid education. But now, if there was such an opportunity -even if there were a lot of material, an equipped infrastructure and never cut-off internet- I would prefer face to face education rather than online education."

The only interviewee who was infavour of online education clarified her perceptions as below;

PT6: "The pandemic enables us to notice there is an opportunity of delivering a lesson via hybrid method. As one of my friend stated before, some verbal lessons can be lectured online and students can acquire them on their own. But, the subjects that necessitate social interaction, peer studying, group or pair works should be taught at school."

4.2.2.9. Semi-Structured Interview Question 9

> **Q9:** What do you do to reduce the foreign language learning anxiety, which is already present in the language acquisition process, during online education?

The findings and results of 9th question ascertained the efforts of teachers to reduce the foreign language learning anxiety during online education.

Table 4.19.

The Foreign Language Learning Anxiety In Online Education

Category	Codes	n
EFL learning anxiety	worry to make mistakes	PT1, PT2, PT4, PT5, PT6
	lose motivation	PT1, PT4, PT5
	insouciant manner	PT2
	university exam anxiety	PT3, PT4, PT5, PT6

As shown in the Table 4.19., one participant stated that she principally focalized the knowledge students brought from the past face-to-face education. She preferred enabling students to attend the classes and to learn foreign language skills to an extent without paying attention the pyschological impacts or effects of the online education on students. Her comments can be seen below;

PT2: "I couldn't make an effort to learn more about the students. I actually made an effort to keep the existing information alive. There were those who almost forgot even the past information. It was very difficult for a while to stabilize them again. I find it ordinary for them to experience any kind of anxiety during online education. For the first time we have suffered from pandemic and have concerned about the future."

Upon analyzing the table 4.19, we can realized that the most salient anxiety about foreign language learning is worrying about making mistakes. 5 teachers delineated that most of their students troubled with speaking or attending lessons for fear of making mistakes and being criticized. The interviewees described how they tried to cope with that situation, which was more challenging to handle in online milieus. The excerpts of 5 teachers are as follows;

PT1: "The students did not want to participate in and be active in the classes, for they were worried about making mistakes, even the best student in the class makes mistakes while speaking, I struggle not to correct them and interrupt the lesson, not reduce our motivation, and I have tried to explain them even if we make mistakes, it is necessary for their own learning to attend the lesson. Of course, we cannot find this self-confidence in every student."

PT2: "Most of my students abstain from being active in the lesson, speaking and making mistakes as all foreign language learners do."

PT3: "During online education, what I have experienced consequentially is that as the students don't have to turn on the camera, their anxiety about making mistakes reduces, because, they can turn down the volume or camera, so they can be invisible during the classes. This motivates my students and I personally don't force them to speak one-on-one."

PT4: “How hard we struggle for reducing their anxiety, some students are still worried about asking what they can’t figure out, solving or explaining questions. Moreover, they have lost self discipline and motivation to study in the progress of time. However; my students are mostly at foreign language department, and they have not only foreign language learning but also university exam anxiety. In my classes, we have given much importance to converse about that exam, universities and different departments based on foreign language.”

PT5: “...to get them motivated and relaxed to learn some skills of English, I have focused on facilitating some digital platforms during my classes. We watch videos, play games, have contests and quizzes, but as the online education process, pandemic and lockdown have lasted for months, students get demotivated and don’t tend to attend lessons.”

PT6: “In my opinion, the anxiety in online education is the same as the anxiety in face to face education : making mistakes. I try to encourage my students to talk or solve tests without paying attention to all grammatical rules, especially in speaking; warn those who chuckle or criticize others when they make mistakes. By using some funny videos, games through web based platforms I try to increase their level of readiness and motivation.”

As the present study focalizes the high school students at foreign language departments, the teachers indicated their perceptions and experiences on foreign language learning anxiety in terms of university exam anxiety as well. They emphasized the significance of guiding and talking to students about questions types, solving strategies, departments at universities and the experiences of the university students in Türkiye and abroad.

PT3: “Besides, they will enter a university exam and they are concerned about it as well. I am striving to guide and relieve them by chatting and sharing videos and blogs of those who are studying at universities.”

PT4: “...you know, there is a platform YOKATLAS. We have probed into the previous exam results, exam points of students who entered the certain departments. In this regard, I try to guide and lead them to a successful future; accordingly motivate them and reduce their concerns on YDT exam.”

PT5: “...one of the most essential cruces is the university exam that students are preparing for despite pandemic and online education. As far as I realized, students have been more concerned with failing the exam than acquiring English. I think, this year the questions will be easier when compared to previous years owing to the pandemic, so that I have advised my students to study more or less somewhat, to solve tests as much as possible.”

PT6: "...on the other hand, university exam is a huge trouble for students. When they make more mistakes in practice tests, they feel anxious firstly about the English curriculum and then failing in the exam. To decrease this, I have endeavoured to guide or talk one-on-one."

4.2.2.10. Semi-Structured Interview Question 10

Q10: Do you think COVID-19 could be the catalyst we need to fully embrace digitalization in education?

The last research question inquires the perceptions of teachers about how the digitalization affects education in the future. Considering their experiences during online education, all teachers depicted that digitalisation was the principal factor that enabled education and communication. They all concurred that digital, online or technological materials, sources and content would be increasingly appealing in the future**.**

Table 4.20.

The Effect of Digitalisation On Education

Category	Codes	n
digitalisation	a catalyst for education	PT1, PT2, PT3, PT4, PT5, PT6
	promoting communication	PT2, PT6
	trainings for hobbies	PT3, PT4
	scientific practices	PT4

The Table 4.20. demonstrates that all interviewees explicated in the future, in all educational environments both in online and face-to-face, applying digitalisation would be considerably in demand. They focalized the contribution of digital contents to all aspects of our life ranging from education, training for hobbies to scientific practices, exams and business. Their statements are shown below;

PT1: "Even if there was a group of teachers who were completely against digitalisation, they had to learn how to use it, maybe they will continue from now on, but I do not see such a closed group of teachers, at least in my close environment, so it is a very serious catalyst. I don't think there were various materials prepared before the pandemic, so that each teacher should prepare their own material, I mean preparing something in a word, in excel dependently our ICT capacity, but, an interactive book is something we can't do. This process has promoted the publishing houses, ministry or other institutions that need to prepare it to focus on digital materials and sources.

From a different point of view, PT1 emphasized the lack of digital environments to be designed for high school students at foreign language departments as follows;

PT1: "...but, regrettably I want to add that the number of digital materials for foreing language department curriculum is really penurious. Even EBA, the official educational platform of the Ministry of National Education, doesn't consist of related materials and sections at advanced or upper indermediate level of English. It merely includes English content at lower levels."

PT2: "Yes, in this process, we realized how life-saving digital materials are, so when we switch to face-to-face education, we will continue using them. English teachers have to use them to interact and communicate with the native environments. The majority of English teachers is always active in these kinds of activities and discover their ease, practically and effectuality."

PT3: "It was a situation that we, as English teachers, were more familiar with digital tools than other branches, but it offered a different method for some of our colleagues who were totally against it or thought it was unnecessary."

PT3 also mentioned that via digital environments people were able to reach educational sources wherever they wanted and enhanced their opportunity to practice branches to which they were inclined.

"I think, of course, the value of being in a school environment has been understood, but especially when one wants to get an education from free sources abroad or in an individual sense, there is no need to go to the course center, they can get education certificates on online platforms where they can improve themselves individually, which was very difficult before."

4 participants signified the various contributions of digital platforms

PT3: "Now, a lot of trainings can be done with just a zoom meeting, just like in the lesson. The fact that this is so easy and accessible will give them the opportunity to benefit from many different opportunities, perhaps with their own hobbies outside of the classroom. I think this is actually the case with teachers. Thanks to online platforms, many teachers will now receive training in many areas that they are interested in, that they cannot find the opportunity or that seem very digital and distant and difficult to them. I think it has opened such a door for them to develop themselves."

PT4: " Digitalisation emboldes not only all education types, everything in our life including our hobbies, choices, life styles, jobs, travelling as well, I think. In respect to education, via online platforms like Zoom or Teams, all scientific projects or adversely friendship or familial meetings can easily be organized. People can have online trainings to focalize or develop their hobbies. With the help of digital milieus, web based platforms and applications, teachers or publishers create various digital materials and content to acquire languages or any subject. Even the important exams can be conducted online. However, despite all those bright sides, I don't

want fully digital education. We should get benefited and keep pace with the new technologies in our teaching methods but at school, face to face."

PT5: "During online education, we wouldn't teach anything and reach anyone, if it weren't for the digital applications and materials. They were all educative and conspicuous for teachers and students, but, we had better learn how to create more fructuous digital tools. I think, thanks to the contributions of them during the pandemic on our academic, social and business life, everyone will be more prone to use and design digital tools."

PT6: "By virtue of digitalisation, we have learnt what other teachers practice in their classes to encourage their students to acquire the content of the lessons all over the world. Of course, we will increasingly carry on facilitating digitalisation in education both face-to-face and online."

CHAPTER V
DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter aims to present an overall conclusion of the current study. Firstly, a review of the study is given. Then, the findings of the research questions articulated in the previous chapter are ascertained and discussed within the relevant literature. Besides, a brief conclusion is offered. Finally, implications of the study and recommendations for future researches are presented.

5.2. Summary Of The Study

This present research intended to probe into the effects of online education during pandemic on the high school students at foreign language departments who are preparing for university (YDT) exam. The scope of this research was two Anatolian high schools in Kemer/Antalya that include foreign language departments for 11th and 12th grades. 10 students at 11th grade and 9 students at 12th grade were chosen purposively and participated in that study. 6 EFL teachers who teach at foreign language departments from different high schools in 3 different cities attended in the present research in order to delineate the online education process into various aspects. To get a deeper and wider understanding of online education and its effects, a qualitative case study was designed and a descriptive content analysis was implemented. 5 focus group studies comprising 10 semi structured interview questions for each were conducted in the scope of that study. All questions aimed to gain an in-depth comprehension about the research question on the overall aspects of online education during the pandemic. The research question and correspondingly the semi-structured interview questions were developed by the researcher through investigating the related literature within the recommendations of the supervisor of the study and 2 other experts in the field. The qualitative findings of the present study were discussed under the theme “online education” and categorized into detailed codes.

5.3. Discussions Of The Findings

This section initially intented to delve into the semi-structured questions of the focus group study conducted with students. Then, the semi structured questions of the focus group study performed with teachers were discussed.

5.3.1. Semi Structured Interview Questions Directed To Students

Q1) How do they evaluate the pandemic process and online education in terms of efficiency of their foreign language development? How does online education affect their foreign language development?

The current study probed the online education into many various aspects by implementing 5 focus group studies with 11th and 12th grade students and EFL teachers at high schools. The findings of that first question revealed that students at 11th grade had more assertive and constructive perspectives, opinions and experiences than those of 12th grade students. During online education process, they were primarily tend to socialize online, play games, follow movies, series and podcasts to improve their foreign language skills consciously or even unconsciously. They were mostly unconcerned about not being under supervision of a teacher or the education without peers and teacher interaction. On the other hand, as the 12th grade students have a university entrance exam to prepare via online education, it is shown that they required a face-to-face teacher supervision, guidance, interaction and peer learning. Their perspectives and experiences were mainly unfavourable.

Q2) What are the main reasons affecting their foreign language development positively or negatively during the pandemic?

Nearly all interviewees at 11th and 12th grades were contented with spending most of their time freely from school out of online lessons. As the findings of the 2nd question showed, they found being at home comfortable. On the other hand, it can be deduced that most of the participants became restive with the problems caused by internet and computers, such as cut-off internet connection or limited connection, power cut and sound systems. Another major negative effect compelling many participants was restaining from social interaction and being obliged to reach and communicate with people online. Surprisingly, although 12th grades had been taught mostly face to face when they were at 11th grade and had the opportunity to realize the importance of studying for the YDT exam, a few students were shown that they were unaware of the seriousness of that exam and weren't diligent to improve their foreign language

skills to acquire it. On the one hand, based on the findings of that question, familial reasons were found to be very efficient in participants' academic life, in that families were considered to inhibit the studying and learning atmosphere in their homes by a few 12th grade students.

Q3) Does the pandemic and online education cause changes in their foreign language learning methods and habits? How?

Kılıçkaya, Krajka & Latoch-Zıelińska (2014) state that ICT has helped to introduce a number of innovations into foreign language instruction and the widespread use of ICT platforms, activities and tools enabling students and teachers to enhance their teaching and maximise their learning opportunities. Accordingly, the findings and results of 3rd interview question demostrated that during online education process, the biggest change in foreign language learning habits of students was benefitting majorly from interactive books, online platforms, web-based applications and online interaction to enhance their foreign language skills. Most of the participants met audio-dictionaries via online education. The findings of that question also revealed that some students acquired self-realisation to get 4 skills by discovering they could learn by themselves. Students who are successful in organizing their own learning processes are also more successful in academic terms (Sakal, 2017). On the other hand, based on the findings of that question, it is concluded that almost half of the interviewees lost their self-discipline and learning habits such as taking notes and test solving which enabled them to improve foreign language skills during face to face education. Only a few students are found to keep their learning habits the same in both educational milieus. They used to facilitate online platforms and web-based applications even before the online education process, so that it is possible to say the habits and learning methods of students in either online or face to face education varies in person's attitudes and perceptions on the situation.

Q4) How do they think their foreign language development will change if the pandemic is over and face-to-face education starts again?

The findings and results of the present study exhibited that students expected their foreign language development to be influenced favourably in respect to social interaction, guidance and supervision of the teacher, peer-studying and the improvement in 4 skills beside grammar and vocabulary if they had the chance to have face to face education again. Face to face education is considered to give rise to constructive effects both academically and socially even when 12th grades graduate from high school and although they can't foresee the possible educational and social environments at university.

Q5) Which platforms do they use in the online education process, how do these platforms affect their foreign language development?

According to Kung (2002), computer and internet assisted language learning platforms can be convenient to design both independent and collaborative learning milieus and promote learners to experience language skills as they pass through the various stages of second language learning. And, the findings of the fifth question revealed that all participants utilized many different online platforms and applications including Cambly, MyCake, Kindle, Whattpad, Sesli Sözlük, Tureng, Vocabulary, Wordup-app, Lyrics Training, Discord, Youtube, Netflix and social media like Instagram, Facebook and Snapchat. And those platforms contributed the participants to socialize, to enhance their listening, writing, reading skills and to improve their grammar and vocabulary proficiency. Furthermore, at the beginning of online education process in 2020, EBA, the Educational Information Network run by the Turkish Ministry of National Education, and Zoom were declared as the official platforms to have live lessons, so all teachers and students employed EBA and Zoom in having online lessons and online assignment. Besides, Whatsapp provided students and teachers with communication and assignment sharing as well. It is implied from the findings and results of the 5th question that students at 11th grade preferred using platforms or applications presenting them not only foreign language improvement but also spending free time entertaining. They acquire speaking, vocabulary and some basic grammar structures even unconsciously while buming around online. As for the 12th grades, they used platforms to get more proficiency in Grammar and vocabulary or interact people to revise necessary topics that include in YDT exam.

Q6) During online education process, how did being independent from a teacher's supervision affect their foreign language development?

Based on the findings and results of the 6th question, it is revealed that most of the participants were literally in need of supervision of a teacher in the course of their foreign language learning process at all. However, the analysis of that question showed some differences in the main reasons of the participants' perception of "supervision of a teacher". 11th grade students are seen to require eye contact to get any proficiency in foreign language learning process. Teachers are considered that they should commentate the lesson before the students at the board in the classroom. Surprisingly, supervision of a teacher doesn't make any sense for some participants at 11th grade. However, 12th grade students are shown to need a teacher to motivate and encourage them, to guide them in their academic and personal lives, to set a face to face interaction when they have difficulty in solving tests. They established an emotional bond with

their teacher. And this bond enhances not only their dependence to teacher but also their motivation to study. These facts are also confirmed in the study of Lai (2013). Lai found that learners' apprehensions about the availability of support from teachers in a learning milieu positively influenced their knowledge and skills. The possible reasons for those results could be that 12th grades had been learning lessons with their teacher in both face to face and online education for two years and they had an important exam that year. Their exam anxiety triggers the necessity of a teacher in the process of foreign language learning.

Q7) Out of the 4 skills (Reading-Writing-Listening-Speaking) on which foreign language teaching is based, what skills of them do they think have improved or regressed?

The findings of the 7th question show that during online education process, by facilitating from web based platforms and online lessons, 4 skills, Listening, Reading, Writing and Speaking, have progressed respectively. The most salient advancement is seen in "listening skill" thanks to the fact that a great number of participants spent their time on internet watching videos, films; following online teachers to revise the content of their classes; listening podcasts promoting them to progress vocabulary and grammatical structures. Secondly, findings of that question showed that reading and writing skills improved while passages, essays and books were being read and examined by most of the interviewees. They fell into the habit of reading books via web based applications during online education process. Moreover, it can be concluded that while studying for YDT exam and chatting with their foreign friends, students consciously acquired writing their own sentences and essays with advanced grammatical structures. On the other hand, speaking skill was found to be the least progressed skill, since during online education process, participants didn't manage to contact with their peers and friends in speaking oriented milieus. However, speaking skill has been improved by some of the students on their own via online platforms. English classes aren't considered to contribute it. The findings about a few 12th grade students also revealed that writing was regarded to be the only unimproved skill of them, since they practiced writing neither in face to face nor online education, and some students receded in reading although reading and writing are the basic skills of YDT exam. It can be concluded that some EFL teachers don't emphasize "writing" practices at classes. As the findings of the 3rd, 5th and 6th questions support as well, it is exhibited that online education caused some students to lose their self-discipline and motivation in developing foreign language skills.

Q8: Did the qualifications of the teacher affect foreign language learning during online education? (Students evaluate them as professional competence and personal characteristics)

Ariza & Hancock (2003), describe a teacher in online learning environments as a facilitator who presents the objectives of the lecture in various aspects that encourage learners to engage in that environment; as a guide who supports learners level of readiness both academically and psychologically. The findings of the 8th question showed that a vast number of participants evaluated their teachers as efficient and sufficient in terms of explaining necessary topics and objectives of the lessons. Also, most teachers were considered to set a strong interaction and emotional bond with their students, which promoted students to attend live lessons enthusiastically, to fulfill assignments regularly and to feel motivated and disciplined. The interviewees could confide themselves. According to the findings of that question, some teachers are notably stubborn and persistent in lecturing and encouraging their students, especially for the providence of YDT exam. It is focalized in the findings that if it wasn't for the teachers who always tried to relax and actuate their students, foreing language learning in online education would be a failure. On the other hand, even if mentioned by very few students, some teachers were found to be insufficient and unqualified in lecturing foreign language department lessons comprising the curriculum of YDT exam. They are seen to be inexperienced novice teachers and have difficulty in grammatical structures and strategies of that curriculum.

Q9: Do you want to keep on online education even if the pandemic is over? Why?

The preference of all participants about the method of education and their reasons were presented in the findings of 9th semi structured interview question. Not surprisingly, face to face education was found to be the most preferred method by almost all participants, because, students are delineated to be in need of teacher-student interaction; peer studying; contact with friends and social environment as also revealed in the study by Enkin & Bikandi (2015), some students might feel that their learning styles did not blend well with online education. Nevertheless, sustaining more free time to spend how they want is pointed out to be the only contribution of online education. On the other hand, some verbal lessons such as History, Geography and Literature are suggested to be lectured online as they can be comprehended via reading by students themselves. Partially online education is considered to be a beneficial option for future educational environments. Nonetheless, the findings and results of that question demonstrated that foreign language learning had to be face to face, within teacher-

student interaction, enabling peer studying, group and pairworks and in a socialized but digitally augmented educational atmosphere.

Q10: Do you think foreign language teaching in online education was effective or was it a waste of time? Why?

The finding and results of the 10th question showed that nearly half of the participants found online education constructive in their foreign language learning. The benefits of online education were having more time to spend and socialize online; accordingly improving writing, speaking and listening skills; affording leisure to solve more tests and study individually. Based on the comments of the participants, it is revealed that self-disciplined and motivated students found online education more beneficial. Nevertheless, foreign language teaching in online education was accepted to have both drawbacks and advantages. The fact that pandemic and online education lasted long caused a huge boredom with academic and familial environments, which led the participants to be enstranged from live lessons, assignments, the psychology and reality of YDT exam. Surprisingly, many participants at 11th grade blamed themselves not to get benefitted from online education. If they literally struggled, they would enhance their foreign language proficiency, because the teachers were considerably striving for them. On the other hand, most of the participants at 12th grade put the blame on EBA, as that platform, run by the Ministry of National Education, provides all other students at Maths-Science and Maths-Literature departments preparing for university exams with content integrated videos, practice tests, relevant questions and Eba Academic sections, except from students at foreign language departments. This exclusion was regarded to make the online education process inefficient and demotivating for them. Owing to the fact that foreign language learning is a multilateral and complicated process, it is not surprising that it bestows different meanings varying in person (Ellis, 1994).

5.3.2. Semi Structured Interview Questions Directed To Teachers

Q1) What platforms have the teachers used in online education process, how do these platforms affect the foreign language development of students?

The first question of focus group study conducted with teachers aimed to depict the web based platforms teachers used and their effects on foreign language teaching during online education. The findings of that question revealed that teachers preferred digital platforms promoting further teacher-student interaction and collaboration; allowing student to control

remotely the displaying content and offering various kinds of question types concordant with the curriculum of YDT exam. Most of the teachers facilitated from YdsPublishing, Socrative and OGMmateryal in order to enable students to see the content of university exam and solve tests about grammar, vocabulary and skills. Bebekce.gen and Kahoot are found to be beneficial in invigorating the classes with interactive games, presentations, online contests and ice-breakers. To encourage online assignment, a few teachers took advantage of Googleclassroom and Socrative. Recognizedly, Eba and Zoom have been utilized in the whole course of online education. Also, almost all teachers used Whatsapp to communicate with their students and assign them by sharing worksheets or tests. Surprisingly, Youtube was benefitted by only few teachers although it contained a greater amount of English content, lecturing videos which included all grammatical structures of YDT exam, entertaining and informative videos that could not only teach but also amuse students. Those platforms are considered to draw attention of and motivate students, accordingly the rate of attendance to online lessons and the readiness level of students have enhanced. Based on the findings of that question, one of the principal reasons of using those platforms was indicated that they were integrated into foreign language teaching methods at particular CEFR levels that offer an innovative descriptive model of 4 skills and also promote communicative and interactive language activities and strategies (North & Piccardo, 2019).

Q2: How much time do the teachers spend preparing for the lesson in this process in terms of specific preparation activities?

The findings of the 2nd question revealed that half of the teachers spent at least an hour everyday to get ready for lecturing online. It is emphasized that some teachers spent that time to design the necessary digital materials, drills or activities on interactive books while others preferred spending time to wander in digital platforms to find suitable tests related to YDT exam. Based on the findings of that question, it is shown that half of the teachers didn't verbalize any specific timespan and explained their providence was up to their spare time during the day. Some teachers focalized that they spent more time to prepare for the foreign language department classses to look into the tests according to level of comprehension of each student.

Q3: Which teaching methods and techniques have the teachers used in this process? Why? Have they received feedback in accordance with their expectations?

The results of the question 3 demonstrated that grammar translation and asking-answering activities to enhance grammar and vocabulary proficiency were mostly utilized by most of the teachers during online education. Besides, those teachers facilitated online

interactive games and contests to bestir the students as well. Based on the findings of that question, during online education, guidance and lecturing were seen to be converged on to reduce the anxiety of the university exam and foreign language learning in online education. Moreover, teachers realized that while scrutinizing and chatting with students about their future departments, universities and their dreams, students got motivated and more inclined to attend online lessons and fulfill the tasks, assignments. According to the findings of the 3rd question, lack of group work and pairwork activities during online education was identified as one of the most notable deficiency.

As to the receiving feedback about the methods or techniques mentioned in the findings and results, it was revealed that almost all the teachers expressed that receiving feedback was directly depended on the student's attitude towards the lesson and the teacher's verbalism and attitudes to the students. However, only one teacher was seen not to facilitate from certain methods or platforms to promote students' attendance to lesson or their becoming motivated. Students' getting exhausted and being digressed from classes were seen ordinary during online education.

Q4: Does online education cause changes in teachers' foreign language teaching methods and habits? How?

It is revealed in the findings of the 4th question that all teachers' preference of foreign language teaching methods and tools changed from books and smartboard to interactive books, digital platforms and web based activities in the online education process. Most of the teachers had the opportunity and chance to meet digital milieus and discover web based platforms, materials during that process. Some teachers were indicated to find out how to design and organize digital contents to characterize their lessons and to enhance the level readiness of their students.

Q5: For assignment, have they used any online method that can evaluate foreign language teaching during online education? How?

According to the findings of the 5th question, Whatsapp was primarily used for assignment in online education process by most of the teachers. They shared the assigned documents and PDFs with their students via Whatsapp; or directly texted what the homework was. It was found practical by all participant students and teachers, hence whatsapp was downloaded in their telephones and easy to use. Besides, a few teachers tried to exploit Googleclassroom, a platform enabling users to create classrooms, assign tasks and homework and evaluating the feedbacks.

As seen in the findings and results of that question, EBA, which is the official online educational platform of MONE, isn't used by most of the teachers since it doesn't contain any content, materials or documents for the foreign language departments at high schools.

Mailing was used to give homework by few teachers as it was found to be official and perdurable way of communication and sharing.

As to the evaluation of the assignments, some teachers were revealed to focus on the feedback during the live lessons. When the students attended the classes and answered the questions, the feedback was considered to be received. A few teachers focalized the interaction and uploading assignments into the Googleclassroom platforms to evaluate them.

Q6: Do they think that as an EFL teacher, they have developed or regressed in terms of professional competencies during the online education process? Why?

As Carballo-Calero (2001) exhibited in his study, searching for information in digital platforms and integrating that digitalisation into their teaching process were the most noticeable touchstones of a teacher during online education. It was also revealed in the findings of the 6th question, most of the participant teachers found out various digital platforms and learnt how to use and create digital materials to integrate them into their teaching methods even though they had been caught unprepared by the pandemic and compulsory online education. On the other hand, very few teachers were shown to lose their affection and motivation in time when the online education dragged on long.

Q7: Do they think foreign language teaching in online education was effective or was it a waste of time? Why?

The findings of the 7th question indicated that all teachers thought the online education process was somehow beneficial and effective in teaching English. Although some teachers pointed out a few drawbacks of online education such as lack of social interaction, demotivated fully online atmosphere and losing self-dicsipline; when evaluated all in all, online education contributed a lot to teaching grammar-oriented exam curriculum by enabling students more free time to solve tests, read passages and improve themselves. Some teachers were seen to concatenate the efficiency of online education to the individual's own perception, attitudes and self-discipline.

Q8: Do they want to continue online education even if the pandemic is over? Why?

Based on the findings of the 8th question, it is revealed that almost all teachers preferred face to face education to online education. Remarkably, they pointed out face to face education harboured all what being a human meant; sharing feelings, group interaction, social inclusion.

Those aspects augmented the motivation and promoted foreign language learning even for the undisciplined and unzealous students. On the other hand, few teachers were seen to support partial online education. Verbal lessons like History, Geography or Literature were found that they could be taught online, because they were thought to get acquired by reading and studying individually without any teacher-student interaction.

Q9: What do they practice to reduce the foreign language learning anxiety, which is already present in the language acquisition process, during online education?

Anxiety is described as a loss of control, fear, stress and perturbation by Sapir ve Aranson (1990) in their research. As it was mentioned in that present research, it was revealed in the findings of 9th question, foreign language learning anxiety, pandemic and firstly experiencing online education gave rise to a vast amount of distress, fear, restlessness and loss of motivation.

The most prominent "anxiety" was found as "making mistakes and being criticized." Some teachers struggled not to correct the mistakes, tried to emphasize the question or the topic itself. Also, attending classes when the webcam was off was indicated to reduce the level of anxiety. Most of the participants signified that their students were at foreign language departments, hence those students were anxious about the university exam as well. Xu (2016) showed in his research that students' anxiety was inversely proportional to language development. And in this present research, the findings attained from teachers demonstrated that 12th grade students with high anxiety abstained from attending live lessons and improve themselves.

To lower their level of anxiety, teachers were found to guide their students by talking about questions types, test solving strategies, foreign language departments at universities. Moreover, most of the participants endeavoured to relieve their students by chatting about their personal problems and sharing videos, blogs of some university students. Also, digital platforms and online applications were utilized in this process. YOKATLAS was mostly applied by some teachers to delineate which departments accepted students at what points. Surprisingly, one of the teacher was seen to perceive the foreign language learning anxiety and distress during online education ordinary and trivial, so preferred not striving to reduce it.

Q10: Do they think COVID-19 could be the catalyst we need to fully embrace digitalization in education?

According to the findings of the question 10, all participants concurred that digitalisation and web-based materials and sources would be cumulatively conspicuous in the near future. Digital platforms and materials were found to be life-saving in online education process and compulsory online education led the instructors to realize how digitalisation support the efficiency and sustainability of education. Also, it was emphasized in the findings that some EFL teachers had been aware of those digital platforms and materials before the pandemic. Moreover, via online education, both teachers and students were found to be encouraged to practice and train on their hobbies, predispositions and professions by utilizing online trainings. Accordingly, digitalisation was considered to affect not only formal education but informal education and courses. However, the value of being in a face to face school environment with peers and teachers was revealed during that process. Based on the findings of that question, it is revealed that some teachers were aware of their being unqualified in ICT using to conceptualize their lessons and advised themselves to get benefit and keep pace with the new technologies in their teaching methods, but at school, face to face.

5.4. Implications Of The Study

The findings of that present study offer a deep understanding of foreign language learning of foreign language departments at high schools during online education process. A wide range of implications presented in the study might be beneficial to reveal the impacts of online education on advanced and upper intermediate level of English classes. As the students had the preexisting knowledge on English grammar, vocabulary and 4 skills at mostly intermediate or upper intermediate level, teachers were seen to focalize the upper intermediate and advanced level of foreign language skills that were supposed to promote students to achieve YDT exam. It is concluded in the current research that students at 11th grade have more constructive and favourable perceptions and experiences compared to the 12th grade students. They were predominantly spend their time on improving their listening, reading and writing skills by reading books and passages online; watching series and films without subtitles; socializing in social media and following other EFL teachers in Youtube to develop their grammar proficiency. They utilized various web based platforms and applications downloaded to mobile phones, computers and tablets. As Claxton (2008) expresses in his book, students took cognizance via a range of experiential discoveries which they made on their own by means of those platforms and a few students were found to get “self-realization” and moreover not to experience foreign language learning anxiety within more self-controlled and self-disciplined

manner. Significantly, videos, Youtube channels and blogs comprising information on different cultures were seen to be profitable for speaking and grammar acquisition. Most of the participants including both teachers and students got benefitted from those culture-based online materials. It was also proved in the research of Üzüm (2007) that learners of English in Turkey developed favorable attitudes towards the English language thanks to their interest and inclination to the cultural aspects of the English speaking societies and value of English as a lingua franca. Hence, most participants have developed positive attitudes towards English during online education and strived to acquire it upper levels.

On the other hand, the implications of students at 12th grade demonstrated that they experienced online education as a process on which the foreign language learning anxiety and university exam anxiety converged. The 12th grade students were highlighted in the results that they had more difficulties dealing with both academically and socially since they were substantially in need of teacher-student and peer interaction.

Another important aspect that the present study demonstrated is that a great majority of 12th grade students lost their self-discipline, motivation and fructuous foreign language learning habits as the pandemic and online education lasted fairly long since they couldn't form a literal interaction with their teachers and friends. A number of researchers have implicated that there is a strong connection between teachers and students attitudes, level of readiness, motivation, success and negative perceptions about the teaching and learning continuum (Gardner et al. 1985, Clement et al. 1994, Dornyei, 2005, Hardré & Sullivan, 2008). The conclusions of that current study showed that EFL teachers during online education not only enabled their students to improve foreign language skills, grammar and vocabulary but increase students motivation, lower their affective filter and anxiety level by guiding and leading them as well.

Based on the findings of that present study, a great number of students at 11th and 12th grades were found to emphasize their deficiency of the supervision of a teacher during online education; in that they required to be forced by an external factor to fulfill the assignments and to be promoted to attend the educational milieus. This external factor was implicated in the findings as the on-one-on communication with teachers, taking notes in face to face environments, discussing the topics or tests with their friends (the importance of peer-studying).

On the other hand, it is concluded in the research that the efficiency and sustainability of online education depended on the learners' and teachers' own perception, attitude and self-discipline. As Tunçkok (2020) suggested, in order online education to accomplish the aforementioned goals, students and teachers need to have positive attitudes towards web based

platforms and computer assigned language learning. Remarkably, the implications of that current study revealed that students were more inclined and desirous to use online platforms and web based applications to acquire foreign language skills, grammar and vocabulary than teachers were. Even some teachers were found to prefer teaching English by using merely interactive books and PDFs. It can be concluded that efficiency of online education, learners' attitude and teachers' role as a facilitator and a guide are completely interrelated.

5.5. Suggestions

This present research probed into the effects of online education on high school students at foreign language departments. As the main focus of the research was the foreign language learning itself during online education, the data were gathered in terms of various aspects focalizing both learners and teachers. This section, accordingly, presents suggestions about teachers and students.

First of all, this study was limited to two Anatolian High Schools comprising foreign language department for 11th and 12th grades in Kemer/Antalya. It was designed as a qualitative study including 5 different focus group studies. Therefore, the number of participants was not high. The focus group studies were conducted online due to the pandemic conditions. It is suggested to increase the number of participants and to implement a quantitative study to improve the research's reliability and validity. Also, an additional qualitative study might be done with other high school students at foreign language departments throughout Antalya and Turkey.

Secondly, EBA and the Ministry of National Education (MONE) should improve and regulate the web based conditions and materials for foreign language departments. As aforestated in the "findings" and "discussion" sections of the study, in Türkiye there is a huge shortcoming in online materials offered to the students studying at foreign language departments of high schools.

Thirdly, teachers should participate in the inservice trainings and MONE should provide all the teachers with applied inservice trainings that comprise practises on ICT, Web2 tools and digital skills. The teachers need to be qualified with ICT skills, enthusiastic about utilizing them and desirous to create new ICT supplementary materials. Besides, the environment where foreign language learning takes place should have a wide range of materials which fascinate students' interest and fulfill their needs.

Fourthly, for future educational milieus, teachers should be assisted with socioemotional support to guide and collaborate with students, and even parents when needed, since the findings of that study brought out the “facilitator and consultant” aspects of the teachers.

Finally, students should be provided with trainings and consultancy to raise awareness of digital literacy; so that they could understand, analyze and create information through digitalisation not only in foreign language education skills at advanced levels but in numerous fields related to their interests and predispositions as well inasmuch as they are the digital natives penetrating various web based and ICT environments.

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APPENDICES

Appendix A: Semi Structured Interview Questions Directed to Students At Focus Group Studies

1) How do you evaluate the pandemic process and online education in terms of the efficiency of your foreign language development? How does online education affect your foreign language development?

2) What are the main reasons that affect your foreign language development positively or negatively during the pandemic?

3) Does the pandemic and online education cause changes in your foreign language learning methods and habits? How?

4) How do you think your foreign language development will change if the pandemic is over and face-to-face education starts again?

5) Which platforms do you use in the online education process, how do these platforms affect your foreign language development?

6) In online learning process, how did being independent from a teacher's supervision affect your foreign language development?

7) Out of the 4 skills (Reading-Writing-Listening-Speaking) on which foreign language teaching is based, what skills of yours do you think has improved or regressed? Why?

8) Did the qualifications of your teacher affect you during online education process? Will you evaluate it as professional competence and personal characteristics?

9) Do you want to keep on online education even if the pandemic is over? Why?

10) Do you think that foreign language teaching in online education was effective or was it a waste of time? Why?

Appendix B: Semi Structured Interview Questions Directed to Teachers At Focus Group Study

1) What platforms have you used in online education process, how do you think these platforms affect the foreign language development of students?

2) How much time do you spend preparing for the lesson in this process? Do you have specific preparation activities?

3) Which teaching methods and techniques did you use in this process? Why? Have you received feedback from the methods and techniques you have used in accordance with your expectations?

4) Does online education cause changes in your foreign language teaching methods and habits? How?

5) For assignment, have you used any online method that can evaluate foreign language teaching? How?

6) Do you think that as a foreign language teacher, you have developed or regressed in terms of professional competencies during the online education process? Why?

7) Do you think that foreign language teaching in the online education was effective or was it a waste of time? Why?

8) Do you want to continue online education even if the pandemic is over? Why?

9) What do you do to reduce the foreign language learning anxiety, which is already present in the language acquisition process, during online education?

10) Do you think COVID-19 could be the catalyst we need to fully embrace digitalization in education?

Appendix C: Veli Onay Formu

Sayın veli,
Öğrencilerin uzaktan eğitim sürecinde EBA ZOOM ve TRT EBA TV ile yürütülen uzaktan İngilizce derslerine yönelik tutumları ölçmeye yarayacak bir anket oluşturulmuştur. Öğrencinin ankete yönelik verdiği cevaplar bilimsel amaçla kullanılacaktır. Ankette kişisel bilgiler sorulmamaktadır.
Velisi olduğunuz öğrencinin ankete katılımı konusundaki görüşünüzü aşağıdaki seçeneklerden uygun olanı işaretleyerek belirtmenizi rica ederiz.

- ○ Katılıyorum
- ○ Katılmıyorum

Appendix D: Katılımcı İzin Formu

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

- ○ Onaylıyorum
- ○ Onaylamıyorum

ETİK KURUL ONAYI

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T.C
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Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI

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Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Prof. Dr. Binnur GENÇ İLTER**'in danışmanlığını, **Melahat ÇOLAK ABRA**'nın araştırmacılığını üstlendiği, *"Pandemi Sürecinin, Üniversite Dil Sınavına Hazırlanmakta Olan Öğrencilerin Yabancı Dil Gelişimine Etkisi; Nitel Bir Çalışma"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

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Bu belge, güvenli elektronik imza ile imzalanmıştır..

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Eğitim Durumu

Lisans Öğrenimi : Selçuk Üniversitesi

Eğitim Fakültesi / Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği

Bildiği Yabancı Diller : İngilizce & Almanca

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	:	Ağrı / Doğubayazıt Yatılı Bölge Ortaokulu	2011-2012
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İletişim :

e-posta :

Tarih :

THE IMPACT OF ONLINE EDUCATION ON FOREIGN LANGUAGE DEVELOPMENT OF HIGH SCHOOL STUDENTS IN FOREIGN LANGUAGE DEPARTMENTS; A QUALITATIVE STUDY

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