

EFL INSTRUCTORS' PERCEPTIONS ABOUT TEACHING, SOCIAL, AND
COGNITIVE PRESENCES IN ONLINE EFL CLASSES AFTER THE
OUTBREAK OF THE COVID-19

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COGNITIVE PRESENCES IN ONLINE EFL CLASSES AFTER THE
OUTBREAK OF THE COVID-19**

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

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ABSTRACT

EFL INSTRUCTORS' PERCEPTIONS ABOUT TEACHING, SOCIAL, AND COGNITIVE PRESENCES IN ONLINE EFL CLASSES AFTER THE OUTBREAK OF THE COVID-19

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The current study aimed to investigate the EFL instructors' perceptions about teaching, social, and cognitive presences in online classes after the outbreak of the COVID-19 pandemic within the CoI (Community of Inquiry) framework. Adopting a mixed methods design, the study had two basic tools, which are an online survey having a Likert Scale and online group interviews. In the first phase which was the quantitative stage, 72 EFL instructors participated and filled in the CoI questionnaire, which consists of three basic categories. These are teaching presence, social presence, and cognitive presence. In the second stage which was the qualitative phase, 9 volunteering EFL instructors were involved in the online group interviews. Quantitative data was analyzed using descriptive statistics, Pearson Correlation Coefficient, and Within subjects ANOVA whereas constant comparative analysis was used for the analysis of the qualitative data. After the analyses, the results showed that EFL instructors found teaching presence the easiest to establish in online classes. Moreover, significant correlation between each of these presences was found. Results demonstrated that the instructors used Zoom, Moodle and WhatsApp which helped the betterment of the

presences. In the study, some reasons for the differences between the presences as well as beliefs and experiences were shared by the instructors. The present study providing a detailed view of the instructors as to the presences and the sub categories, may be helpful for English language instructors, administrative people, testing units, and professional development units who are involved in English language teaching.

Keywords: Teaching Presence, Social Presence, Cognitive Presence, Community of Inquiry Framework, EFL Instructors

ÖZ

İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN KOVID-19 SALGINI SONRASI ÇEVİRİMİÇİ DERSLERDEKİ ÖĞRETİMSEL, SOSYAL VE BİLİŞSEL BULUNUŞLUKLARI HAKKINDAKİ ALGILARI

SÜTCÜ, Halime Feyza

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Bu çalışma Araştırma Topluluğu Modeli çerçevesinde, İngilizce öğretim görevlilerinin, Kovid 19 salgını sonrasında, çevrimiçi derslerdeki öğretimsel, sosyal ve bilişsel bulunuşlukları hakkındaki algılarını araştırmayı hedeflemiştir. Karma araştırma desenini kullanan çalışmanın iki ana ölçeği vardır. Bunlardan birincisi çevrimiçi Likert ölçeğine sahip bir anket, diğeri ise yarı yapılandırılmış çevrimiçi görüşmelerdir. Nicel verilerin toplandığı ilk aşamada, 72 İngilizce öğretim görevlisi katılmış ve Araştırma Topluluğu modeli çerçevesindeki üç ana bölüme sahip anketi tamamlamıştır. Bu bölümler öğretimsel bulunuşluk, sosyal bulunuşluk ve bilişsel bulunuşluktur. Nicel verilerin toplandığı ikinci aşamada ise, 9 İngilizce öğretim görevlisi gönüllü olarak çevrimiçi grup görüşmelerine katılmıştır. Nicel veriler tamamlayıcı istatistik, Pearson korrelasyon katsayısı ve grup içi ANOVA testleri kullanılarak analiz edilmiş, nitel veriler ise sabit karşılaştırmalı inceleme yöntemi ile incelenmiştir. İncelemeler sonrasında, sonuçlar İngilizce öğretim görevlilerinin çevrimiçi derslerde, en kolay öğretimsel bulunuşluğu oluşturduğunu göstermiştir. Ayrıca, üç bulunuşluk arasında anlamlı ilişki bulunmuştur. Sonuçlar, öğretim

görevlilerinin Zoom, Moodle ve Whatsapp uygulamalarını da bu bulunuşlukları daha iyi hale getirmek için kullandığını göstermiştir. Çalışmada, bu bulunuşluklar arasındaki farklılıklar, öğretim görevlilerinin bunlar hakkındaki inanç ve deneyimleri de paylaşılmıştır. Çalışma, öğretim görevlilerinin bu üç bulunuşluk ve onların alt bölümleri hakkındaki görüş ve algıları hakkında detaylı bir resim sunmaktadır ki bunun da İngilizce öğretim görevlileri, yönetim birimi, ölçme değerlendirme birimi ve mesleki gelişim birimlerinde çalışan İngilizce öğretimiyle ilgili kişilere yardımcı olması beklenmektedir.

Anahtar Kelimeler: Öğretimsel Bulunuşluk, Sosyal Bulunuşluk, Toplum Araştırma Modeli Çerçevesi, İngilizce Öğretim Görevlileri

To My Beloved Family...

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
CoI	Community of Inquiry
COVID 19	Corona (CO), Virus (VI), Disease (D) and 2019 (19)
EFL	English as a Foreign Language
ERTE	Emergency Remote Teaching Environment
ES	Explicit Tasks
ESL	English as a Second Language
IS	Implicit Tasks
IT	Information Technology
LMS	Learning Management System
PG	Playground
PIM	Practical Inquiry Model
PT	Prospective Teachers
SPSS	Statistical Package for Social Sciences
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

1.1. Introduction

The current study aims to investigate EFL instructors' perceptions of their own cognitive, social, and teaching presences while teaching online during COVID-19 pandemic. In this part, the background of the study, statement of the problem, the purpose of the study, research questions, the importance of the study, and definition of key terms are explained.

1.2. Background of the Study

Rodgers and Raider-Roth (2006) view 'presence' as "engaging in an authentic relationship with students where teachers know and respond with intelligence and compassion to students and their learning" (pp. 1, 2). They associate presence with self-awareness or connection to the self, students, subject matter, and pedagogical knowledge. According to them, presence, from teachers' point of view, is defined as the experience of giving one's self to full attention so that one can understand what is happening in the moment.

The outbreak of the Covid-19 pandemic led to enormous changes in the whole world by impacting multifaceted aspects of life in various areas including education. In the present study, EFL instructors' current perceptions about their teaching, social, and cognitive presences during online education are examined. These EFL instructors had either no or little experience in online instruction when they started it.

After the onset of the Covid-19 pandemic in most parts of the world in the early spring of March, lockdowns were imposed and many schools all around the world were closed by the governments. People were told to stay at homes so as to prevent contact

and isolate people so that the ones who were tested positive for Covid-19 would not spread the disease. In education, this caused a complete change in context, which is defined by Talbert et al. (1993) as “any of the diverse and multiple environments or conditions that intersect with the work of teachers and teaching - such as the school, subject area, department, district, higher education, business alliance, professional networks, state policies, community demographics” (p. 46). They also highlight that context is significant to conceptions of teaching which involve active roles for teachers and students during the construction of knowledge. However, after the outbreak of Covid-19, face-to-face instruction was ceased; therefore, it caused a switch to online teaching from homes, which was a different context since many schools lacked building ventilation and adequate physical distancing in offices and classrooms.

Emergency remote teaching environments (ERTE) are a response to this crisis, so these are different from the ones in carefully planned online learning environments. As the name ‘emergency’ implies extraordinary situations like pandemics and wars while the term ‘remote’ implies on-distance mode of instruction (Hazaea et al., 2021). ERTEs provide quickly prepared temporary instruction-oriented support during a crisis (Hodges et al., 2020). At this point, a need for a virtual platform for online instruction emerged in 2020, March. The paradigmatic shift to emergency remote teaching, which refers to “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (Hodges et al., 2020, p. 7) created several changes and challenges in educational settings. One big challenge mentioned by Daniel (2020) was overcoming the risk of low-quality instruction in such a case since ‘just get it online’ does not involve the time and effort necessary to offer a well-designed online course. Accordingly, one of the significant changes observed after the sudden shift to online instruction was that people who used to teach in classrooms in real-time had to start asynchronous lessons.

Preparing a proper virtual platform, some schools were able to take immediate actions as they have a strong network system whereas the others needed more time to adjust the staff and infrastructure to the new conditions. Addressing the digital infrastructure gap was not equally easy for all the institutions. All these aroused growing anxiety and tension for schools and teachers including language teachers. Even the ones who are experienced and proactive were not comfortable with teaching during a pandemic

under extraordinary conditions. The reason for this could stem from the problems posed by the nature of online platforms like checking and confirming understanding and providing resources for students online. As highlighted in literature by Annand (2011), online teaching requires teachers to be a ‘guide on the side’ rather than ‘a sage on the stage’. Being an online guide away from the real context and people is difficult because of the new requirements for teachers, most of whom had inadequate online teaching experience. One of these requirements for effective learning environment is creating a community, which is defined by Conrad (2005) as “a general sense of connection, belonging and comfort that develops over time among members of a group who share purpose and commitment to a common goal” (p. 1).

As also supported by Shea (2006) in his study, learners’ sense of learning community is linked to perceived teaching presence. He stated that a stronger sense of community was experienced when there was stronger ‘teaching presence’. From a constructivist approach, community building is closely associated with worthwhile learning and teaching experience. Yet, lack of physical connection in real time context, stress, and discomfort due to the interruptions caused by the pandemic made creating an online community considerably more difficult for teachers compared to the traditional context before the pandemic.

Shea (2006) also puts emphasis on exploring online communities as a goal for higher-education online learning settings. He lists three fundamental changes and foundations on which online learning communities are grounded: a philosophical shift from objectivism towards constructivism, a theoretical shift from behaviorism towards socio-cognitive views of education, and a pedagogical shift from direct instruction to the facilitation of collaborative learning. After switching to fully online education in 2020, the relationship between students, teachers and creating an online community gained widespread attention in higher education settings, as well. This study is based on an educational framework named CoI, which was adapted by Garrison et al. (2000). CoI consists of three distinct but interrelated constructs, which are social presence, cognitive presence, and teaching presence of teachers in online settings.

Akyol et al. (2009) remarked that the CoI framework aims to explain a generic educational experience. They refer to CoI as a theoretical framework, which enables

significant research in online or blended learning contexts. In this regard, literature demonstrates crucial evidence related to the validity of the framework (Akyol, 2009; Arbaugh, 2007; Garrison, Cleveland-Innes & Fung, 2004; Shea & Bidjerano, 2009; Swan et al., 2008; Arbaugh et al., 2008). Additionally, the framework gained empirical support thanks to understanding the significant elements of online learning experiences (Arbaugh et al., 2008; Garrison & Arbaugh, 2007).

Online education poses several benefits as well as problems, one of which is decreased attention of learners. Although most learners today are digital natives (Sohn, 2018) and can use online technologies quite competently, their engagement in lessons and tasks can be hampered by the facilities that online platforms offer. After starting online instruction in Turkey, EFL instructors at universities experienced similar conditions although some universities were highly proactive in setting up and preparing online platforms for instruction. Despite technological readiness, the readiness of teachers was a concern since where and how teachers practice their jobs had to change in a short time. Gillett-Swan (2017) also refers to this issue and maintains that “the online environment also presents challenges for many academic staff who increasingly require higher levels of technological competency and proficiency on top of their regular academic workload” (p. 20).

For those instructors having not very positive feelings for technology, more challenges are expected to be encountered (Kessler, 2006; Kessler & Plakans, 2008). Additionally, Bailey and Lee (2020) advise EFL instructors who are new to online teaching to have realistic purposes so that they can better design and organize the instructional resources to enhance learners’ academic success.

As for the benefits that online learning environments provide, more flexibility is mentioned thanks to one’s being able to study anywhere with more time for thinking and giving an answer (Xia et al., 2013). Moreover, not having to travel for school every day and being location-independent are other attractive points regarding online education (Bailey & Lee, 2020). Accordingly, research points out to the higher motivation and positive feelings of learners which are acquired during online education (Lin, 2015; Payne, 2020; Wang et al., 2019; Warschauer et al., 1996).

Considering the aforementioned challenges and benefits that the shift to online education has posed, EFL instructors are likely to experience some of those due to the suddenness of the change and their inadequate experience in online teaching. The new way of teaching, the possible benefits and the difficulty that it creates are expected to reshape EFL instructors' perceptions of their own practice in teaching English. To this end, it would be significant to observe EFL instructors' perceived presences of their teaching, social, and cognitive presences in their online classes within the CoI framework.

1.3. Statement of the Problem

There are many studies which aimed to explore the efficiency of online learning environments qualitatively and quantitatively before (Gonzalez & Louis, 2018), yet the communities where the studies were conducted were offering mostly well-designed online courses working with experienced educators. As the pandemic has been a recent phenomenon, online teaching has been conducted by instructors with either little or no experience in the field. The abruptness of the pandemic, which led to suspension of classes and brought needs of online learning (Moorhouse, 2020), put a limitation on the quality of development, design, necessary training, and facilities that are normally offered.

Moorhouse (2020)'s recent study focused on the importance of the need to conduct more studies investigating the switch from face-to-face lessons to online learning. Thereby, few studies have been conducted to investigate the effects and new dimensions of such an online community. Darling (2001) stated that university classrooms are special kinds of communities of inquiry highlighting the role of a teacher in building the community of inquiry. To clarify the term 'inquiry', Darling (2001, p. 14) lists some epistemic purposes of inquiry which are:

- (1) the goal of acquiring true beliefs,
- (2) the goal of deleting false beliefs,
- (3) the goal of abstaining from acquiring false beliefs,
- (4) the goal of abstaining from deleting true beliefs.

In an EFL context, 16 teachers in a secondary school participated in a quite recent study by Atmojo and Nugroho (2020) focusing on EFL teachers' online practices and the challenges encountered after the Covid-19. Results showed that their practices were negatively influenced by students' attending online classes late, submitting their assignments after the deadline, and having low digital literacy. Furthermore, having insufficient time for personal feedback as well as more demotivated and passive students in an online setting compared to a traditional class were also mentioned. Literature supports the hardships and changes encountered during the crisis. A lot of instructors had difficulty as they tried to immediately transform from face-to-face instruction to online lessons with insufficient experience regarding online teaching (Cruickshank, 2020).

Another recent study conducted by Bailey and Lee (2020) aimed to explore expected benefits, challenges, and strategies of doing an online EFL course. The participants were teachers having different levels of online teaching experience. It was demonstrated that those having little experience expected more challenges while teaching and their expectations about the challenges persisted in the early periods ranging from one semester to two years. Findings also revealed that successful online EFL instructors need to gain skills in planning and managing collaboration, designing appropriate tasks, the right environment, and tools. What also supports these findings is the standards The International Society for Technology in Education (2020) highlighted, which are educator learning, leading, citizenship, collaboration, design, facilitation, and analysis.

The aforementioned concepts, especially 'collaboration, design, and facilitation' are closely in line with the components of presences in the CoI framework. Taking the relevant and existing literature, the abruptness of the recent pandemic crisis and current condition of EFL instructors into consideration, a need for a further study to investigate instructors' perceptions at a university within the CoI framework emerges in order to better understand the online communities in Turkish EFL context in higher education.

1.4. Purpose of the Study and Research Questions

The current study aims to investigate EFL instructors' current perceptions towards their own teaching, social, and cognitive presences during the online education in a higher

education institution after the outbreak of the Covid-19 pandemic. This study has the following goals. First of all, the relationship among teaching presence, social presence, and cognitive presence will be explored through the adapted components of CoI framework from the perspectives of EFL instructors in the higher education institution while the pandemic crisis is still affecting the instruction. Secondly, the correlational relationship among three presences will be examined. As also indicated in the literature, learning could be improved with the betterment of interaction among the three basic components of cognitive, social, and teaching presence (Garrison et al., 2000). Thirdly, the results indicating the differences among three variables will be further analyzed in relation to the factors impacting them which will be gathered from instructors through online group interviews. Current teaching methods and solutions that instructors resort to during online teaching will be investigated considering the nature of each presence.

Then, whether the three presences show any significant differences according to demographic factors of the EFL instructors in the higher education institution will be investigated. In other words, whether their nationality, years of experience in teaching, and other characteristics affect their presences will be explored with the help of the items in the CoI framework. Additionally, whether the sub-constructs of each presence show any significant differences within themselves will be explored through CoI framework. Finally, the beliefs and experiences of EFL instructors regarding each presence will be explored through asking questions about their experiences in online teaching. The questions will be in line with the items in CoI framework.

Based on the goals, the current study aims to find out the answers for the following research questions:

- 1.** What are the relationships among EFL instructors' perceived teaching, social, and cognitive presences in online classes in a higher education institution after the outbreak of the COVID-19 pandemic ?
 - a.** Is there a significant difference between each of these perceptions of EFL instructors (teaching, social, and cognitive presences)?
 - b.** What are the reasons for the differences between each of these presences according to EFL instructors?

- c. Do the sub-constructs of each presence have a significant correlation within themselves?
 - d. Do these presences show any significant differences according to the roles of the instructors in the institution, their nationality, and other demographic factors of the participants?
2. What are the beliefs and experiences of EFL instructors towards their teaching, social, and cognitive presences during online teaching in a higher education institution after the outbreak of the COVID-19 pandemic?

1.5. Significance of the Study

The results of the study will be significant for several reasons. First of all, the impacts of the pandemic are expected to be crucial as it has still been affecting the lives of millions and all parts of life involving language education. Because it started a short time ago, literature does not have many studies regarding the education during the pandemic and the possible impacts of the outbreak afterwards. In other words, the needs and perceptions of both students and instructors in EFL classrooms are changing every day as the outbreak has still been a part of our lives and the effects of the disease have also been changing. Therefore, depending on the results, EFL instructors can make adaptations to their teaching after seeing different perspectives from colleagues. Additionally, necessary actions can be taken for the future as there might be a need to give emergent online instruction in the following years.

Secondly, the findings of the study will probably be significant to the literature. As the outbreak has not ended yet, the implications and current effects of it are still changing, so various studies regarding the pandemic are still being conducted by researchers. Since the pandemic has been a recent phenomenon, the current study intends to contribute to the literature combining the effects of the pandemic with the concepts called social, cognitive, and teaching presences within the CoI framework (Garrison et al., 2000).

Thirdly, the program developers in teacher education field, managers, testing units, and professional development units in higher education institutions might find the results of the study interesting as they are all working on the betterment of teaching, testing, and practices of the teachers; therefore, perceptions of EFL instructors during

this tough period are expected to help them make necessary alterations in their programs depending on the results. The study is intended to be helpful for not only teachers actively working now, but also for the prospective teachers as there should be courses and modules in the in-service and regular training programs which can also focus on online education for teachers to be. Especially members of the management and professional teacher trainers in the institutions may benefit from the results.

Last but not least, the results of this study can benefit program developers and administrators in their possible plan to adjust any of the future face-to-face classes considering the experiences of the teachers using online teaching methods. Some hybrid or blended classes might be integrated into language teaching or sometimes fully resorted to in case there is a need. Another possibility is to continue online education for longer periods in case the effects of the pandemic may persist in the near future or there is another pandemic or any unexpected emergent case. In such cases, the findings will be of importance to mitigate the adverse effects of it on instructional quality by allowing to take the results regarding presences into account to better design online courses.

CHAPTER 2

LITERATURE REVIEW

2.1. How COVID-19 Pandemic Affected Education and EFL Classrooms

A pneumonia of unknown cause was reported to the World Health Organization (WHO) country office in China on 31 December 2019. It was because of a virus called coronavirus, which is a large family of viruses resulting in infections which might be a common cold or even severe respiratory sicknesses (Mardiah, 2020). On 11 February 2020, WHO declared a name for the new coronavirus disease, which was COVID-19 and announced it as a global pandemic. Most countries like America, South Korea, Japan, Malaysia, Indonesia, and several European countries such as England, Spain, Germany, and many others reported that corona virus had already infected their citizens (Mardiah, 2020).

The name COVID-19 consists of the combination of several terms, which are Corona (CO), Virus (VI), Disease (D) and 2019 (19), which marks the first time the virus appeared in 2019 in Wuhan, China. As pointed out in the study by Mardiah (2020), the symptoms of the disease include cough, fever, difficulty in breathing, muscle aches, and tiredness and might even result in serious pneumonia, sepsis. Droplets are said to be the most dangerous and quick way to transmit the virus which might even cause death among the old or people with chronic diseases. It was also reported that there had been no effective treatment that helps total recovery, partly because the virus was unfamiliar to doctors and scientists.

It was not until the end of 2020 that several vaccines have been declared as effective to some extent and could be tried on people. Until that time, second, even third waves of the pandemic, and large number of infections had been observed in many countries. Thus, most of them including Turkey had to impose partial or total travel bans to

minimize the spread of the virus. WHO remarked that it was a public health emergency for the world. In this regard, many public places were closed except for hospitals, pharmacies, bakeries, and markets. In daily life, new terms like social distancing, sanitary campaigns on TV and streets, wearing face masks, washing hands frequently were used.

COVID-19 pandemic greatly and adversely affected the economy, commerce, social life, and education all around the world. In Turkey, Higher Education Council and Ministry of Education pondered over the situation and offered remote teaching and online examinations for all schools and universities as the Ministry of Health and Coronavirus Scientific Advisory Board in Turkey recommended lockdown in the whole country due to the increasing number of people infected. Accordingly, all teachers including EFL instructors had to start emergency remote teaching which led them to conduct synchronous and asynchronous lessons.

2.2. Synchronous Lessons in EFL Classes

Due to the outbreak of Covid-19 pandemic, almost all of the educational institutions had to start different online teaching modes to continue education. Carliner (2004) remarked that online education is a way of information delivery conducted through computer and internet which enable transfer of learning. To maintain online instruction, institutions adopted several modes which can be categorized into three learning environments: synchronous, asynchronous and hybrid settings (Perveen, 2016).

In a synchronous e-learning setting, there is real-time online teaching, during which both learners and teachers can communicate with each other and teaching takes place simultaneously on an electronic platform (Perveen, 2016). Because it is live and participants are online, teachers can easily observe and intervene learning process and this helps to increase the motivation of students. Although there is limited time and less flexibility in synchronous classes compared to asynchronous ones, there is an opportunity for direct interaction between students and teacher, which creates a sense of community. Similar to a traditional classroom, all participants can see each other through webcams and speak via microphones in real time. The difference is that participants are connected to the platform remotely. Hence, synchronous lessons,

which can be recorded and shared, need to be conducted with the help of various online platforms, applications, or live-streaming lectures.

A study by Yamagata-Lynch (2014) aimed to see how synchronous online learning complements asynchronous learning in higher education context. One can concur with the statement of Yamagata-Lynch (2014) that synchronous courses are more likely to lead to stronger motivation because of the engagement in e-tivities, teacher presence, and peer presence. As a result, one of the questions for future researchers was how higher education settings can give meaningful and structured learning with the facilities they have. It was also mentioned that the answers would contribute to discussions about social presence and blended learning.

Regarding ELT, a recent study conducted by Ng (2020) was about communicative language teaching (CLT) via synchronous online teaching in English language preservice teacher education. The study focused on the distinct features between face-to-face discussions and synchronous discussions by presenting the view of a teacher trainer of preservice teachers. Having talked about the challenges of synchronous learning as well as adopting Zoom while educating preservice teachers, the study concluded that 15 preservice teachers were able to learn about methodology with the help of synchronous lessons.

Rinekso and Muslim (2020)'s study also demonstrated that EFL university students had positive feelings for synchronous online discussions because they can negotiate, plan the tasks, exchange opinions and answers more easily. According to the literature (Murphy & Collins, 1998; Lee, 2002), live-chat discussions, parts of synchronous classes, had been found effective because of providing immediate opportunity to exchange ideas or eliminating misunderstandings in real time. The discussions also give a chance to use the target language in a social environment. The role of the teacher as the facilitator of teaching process was underlined, too.

Despite these advantages, there are challenges that this mode of instruction may pose. If absenteeism rules are not strict in the institution, fewer students may join the synchronous lessons, which may negatively affect the sense of community. It is probable to cause a lack of motivation for the ones who join the live class and a lack of self-discipline for the ones who do not join. Other possible challenges are internet

connection and technical problems, which might decrease the motivation of participants and arouse anger as the lectures might be thwarted or interrupted unexpectedly. The results of Rinekso and Muslim (2020)'s study also revealed such challenges as poor connection and misunderstanding of tasks. However, the EFL students in the study still believed that synchronous online discussions were the best way under the pandemic conditions.

In synchronous lessons, though learners feel like more active participants, they are still less passive in lessons compared to a traditional setting due to the remoteness and nature of the mode. Hence, classes tend to be more teacher-centered. Murphy, et al. (2011) believe that synchronous modes are more teacher-oriented, so carefully designed special e-tivities are required to decrease teacher centeredness for a more efficient lesson. Otherwise, learners may not interact with each other as much as they do in a traditional face-to-face setting, which might lead to a lack of connectedness to the group and impact the emotional well-being of learners negatively.

2.3. Asynchronous Lessons in EFL Classes

According to Perveen (2016), asynchronous classes refer to a learning environment where teachers design materials prior to the access of students. Learners log on to the platform or system to get the available materials or do the tasks at any time unless they are given a deadline. The materials can be in the form of audio/video lectures, articles, and power point presentations. Asynchronous mode of learning may also entail sending mails, posting messages or announcements on the technological platform by the teachers and learners to each other.

With regard to the platforms, each institution can prefer a different one depending on their budget or needs by either developing their own system or buying one. The general term referring to all tools which store course content and enable communication for all participants is Learning Management System (LMS) whereas a more contemporary version is Virtual Learning Environment (VLE) (Perveen, 2016). Flack et al. (2020) assert that today, using Learning Management System for platforms is out of date in the terminology because these platforms have already included synchronous technologies into their functionalities.

Mayadas (1997) emphasize that this mode of instruction is said to give more time for learning process because there is no limitation related to time, place, and classroom. This flexibility brings many advantages, one of which is decreasing teacher centeredness of lessons. Besides, being not time bound, students can study independently on their own pace, which leads to a student-centered learning (Murphy, et al., 2011). That helps students to gain autonomy which is a skill that teachers expect their students to have at almost all levels, particularly at higher education.

Another benefit mentioned by Perveen (2016) is students' increased higher order thinking skill thanks to asynchronous learning environment. This results from time flexibility that lessons provide because learners do not have to give immediate responses, so they can think about an issue for a long time, which fosters their divergent thinking. Additionally, when learners work independently in asynchronous classes, they use their memory and notes less than they do in live lessons where a quick response might be more required. It provides them with the chance to foster their critical thinking and deep learning skills (Huang & Hsiao, 2012). Students also have lowered affective filter as there is no real time relationship or less teacher pressure. That is likely to result in increased creativity and innovation skills for learners (Perveen, 2016).

As the instruction occurs remotely and participants join classes usually from their homes during COVID-19, being at home and sitting for a long time may cause learners to have low motivation, discipline, and less sociability. Lack of a real time encounter might cause them to feel more anxious and make it even more difficult to establish friendships. Moreover, learners usually need to wait for a reply from their peers or teachers after sending an electronic message, mail or post. Slow paced interaction may arouse anger and as Huang and Hsiao (2012) put forward, delayed feedback can be a frustrating point for learners.

Long time ago, a study by Brown (2001) focused on developing a theory for the process through which a community is created in asynchronous classes during distance learning. Results pointed out three stages, which are making friends online, community conferment meaning acceptance, and camaraderie, which requires personal communication over a long period. The graduate students suggested that opportunities

to learn more about each other and understand similarities through providing e-mail addresses or phone numbers should be given.

Perveen (2016) investigated the influence of synchronous and asynchronous e-language learning activities in an e-language setting at virtual University of Pakistan. The courses that were randomly selected were English Comprehension, Business & Technical English and Business Communication. The results showed that asynchronous language learning was pretty helpful for learners involved in second language, but it was suggested that synchronous lessons had better support the limitations of asynchronous sessions, which means a blend of both modes. The quick responses from teacher and peers help students to resolve an issue in a quicker manner compared to asynchronous mode of learning. It also provides learners self-confidence and a platform in which they feel more sociable similar to real life as they can see facial expressions, the tones everybody uses. In addition, receiving instant feedback simultaneously fosters conscious learning and metacognition about language learning.

2.4. Online Platforms Used for Teaching and Learning in EFL Classes

Online learning platforms, through which instruction can be maintained, has gained widespread attention. A lot of tools and applications were adopted by teachers and institutions in line with the needs, profile and budget of the schools after the pandemic. These platforms could be either synchronous or asynchronous which might be employed concurrently or separately.

According to Mardiah (2020), some common synchronous lesson tools and forms are chat conversations, audio/video conferencing, live webcasting, application sharing, whiteboard presentation, as well as polling; and asynchronous ones are e-mails, discussion forums, Wiki, blog, and webcasting.

Although there are thousands of applications and systems available, not all of them can be used effectively due to the lack of feasibility and time. Furthermore, as COVID-19 suddenly broke out, there was not sufficient time for schools to provide training for teachers. However, as stated by Albrahim (2020), to be able to teach effectively in online settings, instructors need some skills, which are pedagogical skills, content

skills, design skills, technological skills, management and institutional skills, social, and communication skills.

Among web-videoconference tools, Giesbers et al. (2014) emphasize Skype and Zoom, which provide real-time communication via audio, video and chat. Such tools were usually preferred during online teaching. As literature supports, the reason for such a big demand stems from “the opportunity for a high level of real-time, students-to-students and students-to-instructor interaction in online learning environments [offering] ... virtual, yet interactive learning experiences that are closer to what is possible in face-to-face learning environments” (Moallem, 2015, p. 55).

Zoom has become one of the outstanding applications as one of the real-time multimedia tools. Blum (2020) asserts that Zoom “is nearly a replication of face-to-face interaction” and elaborates on that:

...we see faces -- just like in a classroom. We see eye movement. We can hear voices. It can even be enhanced by chat -- almost like hearing people thinking out loud. It is multimodal, to some extent. We see gestures, at least some big ones. All this is information used by our human capacity for understanding interaction (para. 4).

However, one of the disadvantages is that it is not possible for more than one participant to speak at the same time on Zoom because “the platform is made for a single speaker at a time” (Blum, 2020).

Some of the other common tools are Telegram, WhatsApp, Google Classroom, Google Drive, Docs, Padlet, and Screencast-O-Matic. WhatsApp and Telegram, where students can form class groups to communicate with each other, are free applications that can be downloaded either on smart phones or computers. Teachers may also join those groups for teaching purposes. Google Classroom, for example, enables teachers to create an online class where they can arrange the materials which students can access. For storage purposes, Google drive is used and teachers can use some features of Drive like Google Docs, Sheets, etc. YouTube is another well-known platform on which teachers can record and post their lessons or advise students to watch some pre-recorded lectures relevant to their lesson objectives.

As for asynchronous teaching, Moodle is a popular platform as it provides a virtual classroom which has several benefits. Bošković et al. (2014) who were involved in exploring Moodle in English Language Teaching found out several advantages and disadvantages of the platform in their study. They say that Moodle is easy to learn within almost 30 minutes of brief training. They also claim students can use multimedia tools such as images, sounds, animations so that they can work on four skills - speaking, writing, reading, listening - on Moodle platform. The facilities that Moodle offers can be categorized into two elements: resources and activities. Namely, links, documents, worksheets, files, videos, and audios can be shared as resources whereas live quizzes and forums are activities providing a more direct interaction for participants. On the other hand, Bošković et al. (2014) mention some drawbacks that Moodle causes, some of which are fuzziness, difficulty, and technical issues. They say the lack of IT skills can result in problems for both teachers and students while using Moodle. Because there are many icons, it could be challenging to understand them and navigate on the platform. Additionally, students believe that the platform lacks personal contact as they are able to join live discussions and cannot hear opinions of others.

In New Zealand and Australia, Flack et al. (2020) conducted a study with educators on integrating technology and moving to online learning suddenly. They found out in their recent study that teachers had difficulty in finding which delivery methods are available, how to use them effectively as well as engaging students in the lessons. Some recommendations emerging in the study were higher-quality platforms and getting feedback from teachers about their needs as well as from students about their learning process so that necessary actions can be taken.

A recent study by Suadi (2021) interrogated EFL university students' perceptions of the use of Zoom and WhatsApp. Adopting a mixed method approach, the study involved 53 university students attending classes remotely following the Covid-19. The results showed that despite some issues like poor connection and financial hardship, Zoom and WhatsApp were mostly regarded as efficient and affordable in terms of time, place, and expense. All in all, positive feedback was shared by the learners about these two platforms in that they eased learning process by facilitating lecturer-student interaction.

2.5. Community of Inquiry (CoI) Framework

Developed by Garrison et al. (2000), CoI has been one of the most common tools referenced in formal higher-level online education for research. As Alavi and Taghizadeh (2013) state, CoI has been employed in a wide range of ways to improve and inform research and practice in online and blended learning settings.

CoI can be a useful framework in e-learning environments as it gives researchers an opportunity to conceptualize the complex relationship of online learners' learning process (Conrad, 2009). The framework has actually evolved from a learning process within a social constructivist paradigm to an empirically measurable construct in an objectivist paradigm (Annand, 2011). The three sub-categories of the framework depending on the studies are listed as cognitive presence, social presence, and teaching presence.

Cognitive presence was defined as “the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication” (Garrison et al., 2000, p. 89) whereas social presence was regarded as learners' reflection of their own personal traits into a community of inquiry with the help of emotions, strong interaction, and several ways to achieve group unity. According to Anderson et al. (2001), the third presence called teaching presence means “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (p. 5). All these presences include some sub-constructs and various activities. The diagram of all the presences and elements of them are shown in Figure 2.1 below.



Figure 2.1. Elements of an Educational Experience (Garrison, Anderson, & Archer, 2001)

2.6. Social Presence

Social presence is a common concept especially used in collaborative educational environments where communication and chats occur via asynchronous and synchronous systems and tools (Kreijns et al., 2014). It is usually regarded as one of the components of a quality learning and teaching setting by many educators because it is associated with learning outcomes and the contentment of the group members in the setting (Gunawardena & Zittle, 1997; Garrison & Arbaugh, 2007).

The very first definition of the concept was by Short et al. (1976) as “degree of salience of the other person in the interaction and the consequent salience of their interpersonal relationship” (p. 65). Having various connotations, social presence is relatively difficult to exactly define and conceptualize. Kreijns et al. (2014) state that it is difficult to understand whether one means social communication, emotion, intimacy or connectedness when they refer to the concept. According to them, there are four issues related to the concept. The first one is social presence as ‘salience of the interpersonal relationships’ instead of seeing the second one as a consequence as was highlighted by Short et al. (1976). The second issue is whether or not social presence is specified by technological tools of communication or it is linked to the social group using those tools (Kreijns et al., 2014).

It is suggested by researchers that media features positively affect the understanding of social presence (Biocca et al., 2003; de Ruyter et al., 2006; Horvath & Lombard, 2009). Therefore, social presence is co-determined by both physical traits of communication tools and some other social influences like social context, processes, the effect of teacher on integrating social presence into class, etc. The third issue is descriptions of social presence do not necessarily involve ‘salience of the other’, meaning the perception of a person, but usually involve ‘the ability to project oneself’, which means a person’s ability (Kreijns et al., 2014). Considering how CoI social presence is conceptualized (Garrison et al., 2000), it can be said that social presence is a phenomenon related to perceptions, not abilities. The last issue is related to operationalization of social presence. In other words, although social presence is defined as salience of the other, it is evaluated by measuring the social climate (Rourke & Anderson, 2002).

According to Kreijns et al. (2014), social presence symbolizes two constructs which are social presence and social space. The former refers to the degree of realness of the other during interaction whereas the latter means the degree to which social relationships are salient. The CoI model is said to be focusing on social space despite representing both.

In the CoI framework, the categories of social presence indicators are listed as open communication, group cohesion, and personal/affective. The indicators of those categories are consecutively learning climate, tacit expressions of support, group identity/collaboration and self-projection/expressing emotions (Garrison et al., 2000). Some more concrete examples are given such as encouraging learners to use avatars, sharing introductory videos about themselves, using icebreakers at the beginning of the course, organizing off-topic chats, forums, talking about netiquette guidelines, etc. Garrison et al. (2000) also recommend group projects, presentations, digital recordings, small group discussions, motivating students to share experiences, ideas, feelings, giving them some group roles in order that those categories and indicators can be successfully achieved in the online education.

The sub-constructs of social presence are open communication, which means interactive communication with a purpose, group cohesion, which means showing the

common social identity of the community and its behavioral intention, and affective expression, which refers to socio-emotional components of the interaction to create interpersonal relationships (Kreijns et al., 2014, pp. 8-9). They also elaborate on the indicators as shown in Table 2.1 below:

Table 2.1

Indicators and Sub-Constructs of Social Presence

Sub-Constructs	Indicators
Group cohesion	<ul style="list-style-type: none"> • Vocatives (i.e., Addressing participants by name) • Using inclusive pronouns (i.e., addressing the group as we, us, our group) • Phatics or salutations (e.g., greetings, closures)
Open communications	<ul style="list-style-type: none"> • Continuing a thread • Quoting from others' messages • Referring explicitly to others' messages • Asking questions and getting feedback • Complimenting or expressing appreciation • Expressing agreement
Affective expression	<ul style="list-style-type: none"> • Expressions of emotions (e.g., use of emoticons, conspicuous capitalization) • Use of humor (e.g., irony, teasing, cajoling, sarcasm) • Self-disclosure (e.g., presenting details of personal life, expressing vulnerability)

2.6.1. Group Cohesion

Group cohesion, which refers to a sense of community, shows the common social identity of the group and the purpose of the group which is behavioral (Kreijns et al., 2014). Group cohesion might be “exemplified by activities that build and sustain a sense of group commitment” (Garrison et al., 2000, p. 101). Another explanation by Picciano (2002) is that social presence involves “sense of being in a place and belonging to a group” (p. 22).

Borup et al. (2012) conducted a study regarding the improvement of online social presence with asynchronous videos. The categories in the findings of the study related to group cohesion were connection, support, and similarities. The study also mentions cohesion with the instructor and student cohesion. The former one, according to the

participants, meant a sense of commitment and feeling close to the instructor with the help of video interaction. The latter one, student cohesion, was explained by the students in the study as the sense of commitment and feeling close to their peers. They elaborated on it by saying they were all like friends and people were like real people.

2.6.2. Open Communication

Borup et al. (2012) say that “open communication requires that others recognize and respectfully attend to an individual's contributions, enabling risk-free exchanges” (p. 196). In Borup et al. (2012)'s study, participants mentioned instructor's open communication and students' open communication in the findings section. They commented that video communication enabled them to contribute to their instructor's comments and the instructor also noticed their contributions. They added that the instructor was asking questions and giving reactions to student responses. Furthermore, the details of the findings as to open communication were informational exchange, natural expression, and fidelity.

Kim (2011) remarks that open communication is a significant part of learning setting since participants follow the information with the help of critical discourses. Kim (2011) also adds that open communication does not only refer to giving reactions to others' comments, but it also includes paying attention to others' messages emotionally. That means being open to others so that everyone feels comfortable and pleased with sharing their ideas and comments.

2.6.3. Affective (Emotional) Expression

Borup et al. (2012) claim that emotional expression “includes self-disclosure, humor, and the expression of feelings related to learning” (p. 196). In their study, findings revealed insights about the instructor's emotional expression and the students' emotional expression. For the instructor's expression, participants stressed that when the instructor shared personal experiences or opinion, it was like as if they were in a classroom and they knew him, which positively affected the course. For the students' expression, participants said understanding that everyone had feelings and they were humans was a benefit during the course. As to affective expression, the details of the

findings also included “expression of personality, verbal self-disclosure, and visual self-disclosure” (p. 200).

2.6.4. Social Presence Within the CoI Framework

Short et al. (1976) refer to four various types of communication tools while talking about social presence theory and the interpersonal impacts between people. These are audio channels, closed-circuit video channels, telephone, and face-to-face meetings. Each communication medium consists of distinct functions and potentials in communicating socio emotional messages so that the other person can be regarded as physically real. Short et al. (1976) further explain non-verbal cues by stating that “nonverbal cues are expressed by vision (e.g., facial expression, direction of gaze, posture, gestures, eye contact), audition (e.g., voice volume, inflection, soft speaking), tactile (e.g., touching, shaking hands), and olfaction (e.g., smells, body odors)” (p. 8).

Based on social constructivist approach in education and language learning, it is widely known that knowledge is constructed through active participation and social interaction of all the members in a setting, which makes social presence of students and teachers highly crucial in online education, as well. Hence, conducting only asynchronous lessons are likely to decrease the effectiveness of learning as it is very difficult to create social presence in the class because of the inability of these asynchronous platforms to convey nonverbal cues which are significant in the progress of becoming a real person for the other (Kreijns et al., 2014). Nonetheless, it might also be useful to take into what Garrison and Anderson (2003) states into consideration as a warning: “too much social presence may inhibit disagreement and encourage surface comments and social banter” (p. 53).

2.7. Cognitive Presence

Being one of the interdependent parts of the CoI framework, cognitive presence refers to progressive phases of practical inquiry which helps to resolve an issue (Akyol & Garrison, 2011). Another description of cognitive presence by Garrison et al. (2001) is “the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry” (p. 11).

As referred to in the study of Swan et al. (2009), Dewey (1933)'s generalization for reflective thinking created the basis for the critical thinking, which is the typical characteristic of higher education. Dewey (1933)'s construction of Practical Inquiry (PI) starts with the cycle of reflective activity. It begins with a problem, after which suggestion, intellectualization, guiding idea, reasoning, and testing come. Finally, it ends with a resolution. Since Dewey thought that reflective inquiry is significant in constructing meaning to experience, he put forward a practical method of inquiry and his reflective theory became the origin of practical inquiry model, which explains cognitive presence in the CoI framework. PI model has also been mentioned by Garrison et al. (2001) while talking about the conceptualization of cognitive presence. The phases in PI are categorized as triggering event, exploration, integration, and resolution.

Triggering event means the identification of a problem or dilemma for further inquiry. As a result of this, there is a natural shift to the second stage which is exploration where learners notice the problem with the help of critical reflection and discourse. The realization can be either individually or with others. As ideas become more apparent, integration, which refers to the construction of meaning using the ideas which are collected in exploration phase, starts. Connections are created at this third stage. Finally, when learners successfully apply the new knowledge or information to educational or other settings, it means that the last sub-construct, resolution, has been achieved with the most suitable solution. At every stage, one might need to go back to a previous stage for new information or direction (Swan et al., 2009).

The operationalization of cognitive presence in terms of PI model involving deliberation and action, is structured along two dimensions and performs between two worlds. It is presented in Figure 2.2:

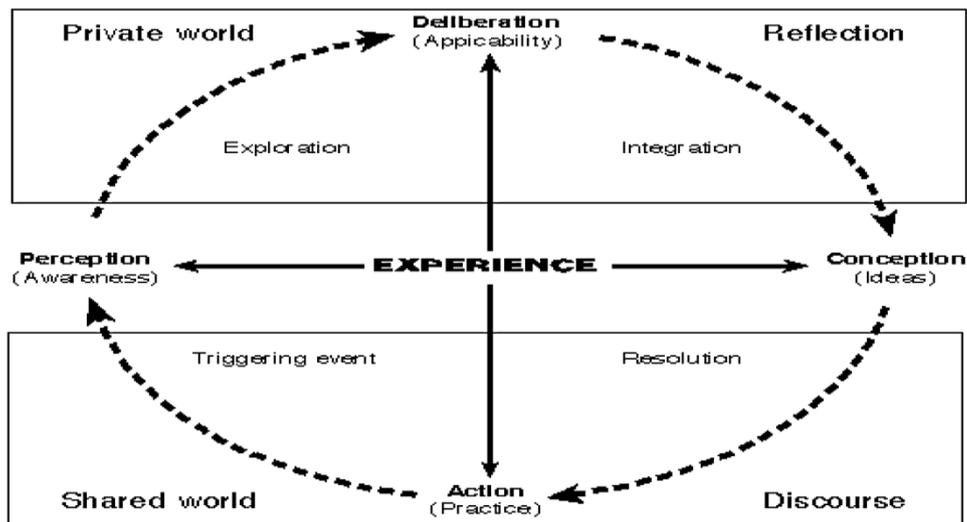


Figure 2.2. The Practical Inquiry Model (Garrison, Anderson, & Archer, 2001)

As seen in Figure 2.2, the two axes forming the model are action-deliberation and perception-conception. Swan et al. (2009) stated that the vertical axis symbolizes the psychological and sociological sides of the educational process by Dewey (1993). The first axis is reflection on practice. Reflection and practice create the shared and personal worlds. To put it in another way, that shows the private and reflective individual world juxtaposed with the community’s shared world of discourse. Swan et al. (2009) suggest regarding the second dimension that it “defines the divergent process of perception and analysis contrasted with the convergent process of conception and synthesis. The points of perception and conception are points of insight and understanding” (p. 6).

A study by Sadaf and Olesova (2017) was conducted to see the efficiency of questions using practical inquiry model to foster cognitive presence in online discussions. Findings showed that responses of students to PI model-based questions showed higher levels of students’ cognitive presence compared to the responses to regular playground questions. It was a mixed methods research design in which 24 students in a Master’s program participated. There were two question types: playground (PG) questions and Practical Inquiry Model (PIM) questions. Regular playground (PG) prompts required analysis and application of a concept whereas for the PIM questions, participants were given a case followed by four discussion prompts, all of which symbolize four levels of cognitive presence. The findings of the study revealed that

students achieve a high level of cognitive presence when discussions are prepared with PIM questions, after which meaningful tasks are provided. The results concur with the statement that discussions result in high levels of cognitive presence including integration and resolution stages when instructors ask questions requiring a solution or a discussion for a resolution (Hosler & Arend, 2013; Richardson et al., 2012). The study recommends giving authentic tasks such as a case or a problem to be solved to foster the engagement and interaction of students. The study also underlines the importance of instructors' questioning technique to foster cognitive presence.

The study by Akyol and Garrison (2011) aimed to learn if online and blended communities of inquiry can create cognitive presence which fosters higher order learning. The study used asynchronous online discussions and preferred a mixed methods approach. 15 students from online and 12 students from blended course, who were around 30 years old, participated in the study. Almost all students said that cognitive presence was strong in the courses and allowed them to reach integration and resolution stages. They highlighted individual final projects which helped them the most to reach the resolution stage underlining the impact of group work. Several students also reported that all presences should exist in balance while some believed in the importance of one or two presences in online courses implying that social presence was comparatively irrelevant. All in all, cognitive presence shows "the focus and success of the learning experience" (Vaughan & Garrison, 2005, p. 8). Therefore, it would be useful to analyze each phase and indicators of cognitive presence.

2.7.1. Triggering Event

Garrison et al. (2001) refer to triggering event as a period "during which the issue is recognized, individual and social exploration of ideas to better grasp the issue, evaluation and integration of the ideas generated, and resolution of the issue through direct or vicarious action" (p. 11). Additionally, Garrison et al. (1999) define the first phase as "a state of dissonance or feeling of unease resulting from an experience" (p. 98).

The term is further explained in educational settings and Garrison et al. (2001) remark that whatever the teacher openly communicates may turn out to be triggering events. Participants could also contribute to the triggering event in a conscious or unconscious

way. Then, what the teacher should do is to start, organize, and sometimes ignore triggering events that might negatively affect learners' attention and focus.

2.7.2. Exploration

Delving into the concept, Garrison et al. (1999) state that exploration phase means one's being "in a search for information, knowledge and alternatives that might help to make sense of the situation or problem. This category is described as that of searching for clarification and attempting to orient one's attention" (p. 98). Park (2009) also summarizes the second phase that is 'exploration' and defines it as:

shifting between the private, reflective world of the individual and the social expression of ideas. Early on in this sub-category, students are required to perceive or grasp the nature of the problem and then move to a fuller explanation of relevant information. This is aided by moving between the private and shared worlds – that is, between critical reflection and discourse. Brainstorming, questioning and the exchange of information occur (p. 143).

2.7.3. Integration

As also stated by Garrison et al. (2000), in the third phase, learners judge and evaluate the results of their analysis in line with some criteria. According to Garrison, Anderson and Archer (2001), meaning is created by using the ideas that are produced in the exploration stage by learners. While moving from the second phase to the third phase, learners evaluate whether the ideas are feasible or not. Garrison et al. (2001) also state that this phase is said to be the hardest one to be noticed by the teacher. It could only be deduced from communication in the community of inquiry, which requires strong teaching presence, so teachers are expected to realize and minimize misunderstanding, ask meaningful questions, and make comments so as to maintain cognitive development and be a role model for critical thinking. Besides, students do not usually and easily move to the third phase, which lead them to stay in the exploration phase. That's why, teachers are said to play a crucial role in pushing learners to move to the higher stages of critical thinking and cognitive process (Garrison et al., 2001).

2.7.4. Resolution

Being the highest level of critical thinking, resolution is applying an idea or hypothesis, which involves applying new ideas and evaluating solutions in a critical manner (Garrison et al., 1999). This last stage includes “testing ideas/hypotheses, and treatment of content from a critical perspective.” (Park, 2009, p. 144).

In an educational context, Garrison et al. (2001) claim that moving to the fourth stage needs obvious expectations as well as environments to use the newly formed knowledge. Additionally, at the end of this stage, learners are expected to move to a new issue because they are accepted as people with useful knowledge.

In the study by Garrison et al. (2001), findings revealed that little attention was given to the fourth phase, which may have stemmed from various reasons. They claim that one of the reasons could be the design and facilitation of the course. That is, teachers may not have guided the higher order thinking tasks properly. Another reason that researchers discuss is the challenges posed by asynchronous environment. More detailed descriptors and indicators of cognitive presence for all the categories are shown in Table 2.2 below:

Table 2.2

Descriptors and Indicators of Cognitive Presence (Garrison & Anderson, 2003)

Phase	Descriptor	Indicator
Triggering event Exploration	Evocative (inductive)	<ul style="list-style-type: none"> • Recognize a problem • Sense of puzzlement
	Inquisitive (divergent)	<ul style="list-style-type: none"> • Divergence • Information exchange • Suggestions • Brainstorming • Intuitive leaps
Integration	Tentative (convergent)	<ul style="list-style-type: none"> • Convergence • Synthesis solutions • Synthesis • Connecting ideas • Applying new ideas
Resolution	Committed (deductive)	<ul style="list-style-type: none"> • Apply • Test • Defend

2.8. Teaching Presence

Anderson et al. (2001) describe teaching presence in online education by using an analogy to teaching in a one-room schoolhouse. That emphasizes being invisible and not active, instructors have a significant role. This article explains teaching presence as “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (p. 5). They conceptualized teaching presence as having three elements: instructional design and organization, facilitating discourse (originally called ‘building understanding’), and direct instruction.

The growing number of studies show that teaching presence is a vital component for a successful online teaching. In the study conducted by Garrison and Arbaugh (2007), it is stated that teaching presence plays a vital role and determine satisfaction of learners, perceived learning, and sense of community. The table below demonstrates indicators and categories of teaching presence in a detailed way:

Table 2.3

Categories and Indicators of Teaching Presence (Garrison & Anderson, 2003)

Elements	Categories	Indicators
Teaching Presence	Design & Organization	Setting curriculum & activities
	Facilitating Discourse	Shaping constructive exchange
	Direct Instruction	Focusing & resolving issues

2.8.1. Instructional Design and Organization

Being one of the three components of teaching presence, Anderson et al. (2001) state that instructional design and organization is probably the one which is performed exclusively by the instructor. Most of the activities are done before the course begins and necessary adaptations are made as the course progresses. Some of these activities are organizing curriculum activities, ordering them in a meaningful way, preparing writing assignments and evaluation criteria or rubrics. As highlighted by Swan et al.

(2009), this part needs to be especially focused on by the instructors if an effective online course is expected. To give an example, selecting high quality and appropriate learning activities are parts of this component. In an asynchronous setting, expectations in regard to discourse must be obvious for students.

2.8.2. Facilitating Discourse

The second category of teaching presence refers to the need to be guided by the instructors no matter how clearly expectations are clearly mentioned. The aim is to help students stay focused and engaged in a collaborative environment (Swan, et al., 2009). In order to provide such a guidance, continuous and purposeful monitoring and feedback on students' posts are needed. In this way, a desired level of motivation, interest and engagement can be achieved. The feedback provided for each learner needs to be meaningful and personal rather than a general comment for everyone (*"Teaching Presence in the Community of Inquiry Framework"*, n.d.). Furthermore, so as to facilitate discourse, instructors have to review and make comment on students' answers, ask them questions, observe discussions and lead them in an effective way, and draw out inactive learners (Anderson et al., 2001; Coppola et al., 2002; Shea et al., 2003; Xin & Feenberg, 2006).

2.8.3. Direct Instruction

It is stated that an instructor "provides intellectual and scholarly leadership" (Anderson et al., 2001, p. 8) in direct instruction, also known as directing cognitive process. In other words, it might be sometimes necessary to eliminate misconceptions, give relevant information, recap the discussion, and foster metacognitive awareness in teaching, and these are mentioned under the sub-category of direct instruction (Anderson et al., 2001).

Garrison and Arbaugh (2007) emphasize the distinction between facilitation and direct instruction. This distinction is something that an experienced teacher should be well aware of. Namely, facilitation is something that does not dominate the discourse and instructors are expected to give important input so that the group can move to resolution. However, an instructor should intervene if need be to share relevant information and notice misconceptions. With regard to that difference, Garrison and

Arbaugh (2007) also focus on the complementary interaction between teaching and social presences. Whereas social presence creates the groundwork for higher level discourse, teaching presence creates the setting in which cognitive presence can be improved through several assessment tools and explanatory feedback.

A study on teaching presence by Preisman (2014) focused on whether creating teaching presence is an effective investment of time and energy. Research data was collected in a small state college in rural Nebraska over three semesters. Data forms were student grades, discussion board postings, course evaluations, and e-mails. Highlighted keywords indicating teacher presence were ‘personal’ and ‘connection’, ‘hearing your voice’, and indication of ‘thanks’ or ‘appreciation’. Final results demonstrated it could not be stated that creating a sense of teaching presence was an effective investment of the instructor’s time and effort. Students needed the instructor to be present in terms of organization, communication, feedback, and assistance.

Another study was done during and after the Covid-19 crisis by Rapanta et al. (2020). The data was collected through expert interviews. Among three headings emerging in the study, teacher presence was one of them in the results section. Reconsidering what Anderson et al. (2001) understood from teacher presence was necessary under extraordinary conditions in which teachers had to be designers, tutors, and evaluators. Thus, four experts’ interviews pointed out a tripartite framework which are cognitive, social, and facilitatory presence.

2.9. Previous Studies in the Literature

As far as the intensive literature review done by the researcher concerns, there were no specific studies targeting the teachers’ own perceptions of teacher, social, and cognitive presences within the CoI framework in online education. The questionnaire itself was also prepared for learners, so it was adapted by the researcher for teachers for the current study. Therefore, in this part, the studies are basically related to the shift to online education, which also played a role in conducting the current study. This part also includes studies concerning online learning from students’ perspective within the CoI framework as the framework was prepared for students. In line with this, it was decided that it would be good to first present studies regarding challenges after the shift to online education, and then the studies conducted within the CoI framework.

2.9.1. Studies Related to the Shift to Online Education

A recent study by Auma and Achieng (2020) was conducted to investigate the perception of teachers on the efficiency of online learning during pandemic and the factors impacting effective online learning. It was a descriptive survey design employing both quantitative and qualitative methods. 150 teachers conducting online education in private schools were randomly chosen from 15 schools in Athi River Sub-County. The study aimed to find out the capacity of schools regarding Information and Communication Technology (ICT) infrastructure, online platforms used, level of preparedness for online learning, effects of teacher competencies, challenges and perceptions on the use of ICT. Results showed that 80 % of the participants believed that ICT support increased the efficiency of instruction and learning. Insufficient training of teachers was regarded as an issue and 45.3 % of the teachers were neutral about their confidence to use ICT in this process. Most teachers talked about the time needed to be efficient in online education as they were not used to it. Researchers concluded that majority of the participants had basic computer skills, yet they could not maintain online learning effectively, which showed inadequate readiness of teachers.

Another recent study by Todd (2020) regarding the shift to online instruction was conducted in King Mongkut's University of Technology Thonburi (KMUTT) in Thailand. The focus was to understand the seriousness of problems encountered and English language teachers' perceptions by conducting a survey at two time points and getting comments from them. 52 participants mentioned such applications as Zoom, Line Video, Microsoft Teams for synchronous teaching and, Line, LEB2, and Facebook for asynchronous teaching. Findings showed that none of the problems had a mean rating of high seriousness at either time point. After some time, the seriousness of many problems was reduced, which shows gradual adaptation of teachers to the new paradigm. Some areas which remained as problematic were related to the time for checking assignments, the time spent while communicating with students, suitability of activities and preparing stimulating activities. Contrary to the first study, computer issues, ability to use programs were areas where educators solved the initial problems they encountered.

A study by Abou-Shaabab (2020) was conducted to explore TEFL (Teaching English as a Foreign Language) professors' eLearning experiences during the Covid 19 crisis. A descriptive research design involving two parts was adopted. The first part had three questions about the professors whereas the latter part had 17 questions. Both quantitative and qualitative methods were used to analyze the data. 32 professors who were working at a higher education institution mentioned lack of infrastructure for eLearning, lack of knowledge regarding creating e-courses and relevant tools. 100% of the participants said that language teaching needs synchronous practice. Participants also mentioned several programs like Google Classroom, Zoom, Hangout, WhatsApp, Facebook, Moodle, Skype which they used during the Covid-19 pandemic.

Being a recent one, Sriwichai's (2020) study aimed to investigate students' readiness and issues in learning English through blended learning. 3911 undergraduate students who were taking General Education English courses were involved in the study. A questionnaire having six dimensions were applied. After completing the questionnaire, online group interviews were conducted with the voluntary participants. Among the issues, large class size, not being able to interact with instructors, lack of experience in learning English in an online based platform, poor time management, and a lack of motivation were listed. Based on the quantitative data, it was concluded that learners were somewhat ready to learn in blended environment whereas open-ended responses revealed some issues and difficulties experienced by them.

The study by Mardiah (2020) was conducted to see the effectiveness of eLearning in teaching English after the pandemic. Being a descriptive qualitative research, the study revealed that eLearning is ineffective despite the fact that it is the only applicable solution that can be considered. Being a phenomenological study, the researcher interviewed some lecturers on WhatsApp as well as doing literature research and collecting information from online blogs and videos. The findings based on the interviews showed that the lecturers were not happy with the support from the institutions and the fund provided to maintain eLearning. Also, the lecturers reported that they had to resort to low-data consuming applications as some learners could not afford to obtain the good ones. Students' having lower motivation compared to face-to-face learning was also mentioned by the lecturers.

The study by Hazaea et al. (2021) aimed to gain insight into emergency remote teaching (ERT) after the outbreak of the Covid-19 pandemic by integrating ELT and ERT. The data were collected from 19 Arab English language instructors who work in the Arab league countries which were examined under two categories that were high-tech and low-tech. The findings revealed that the lack of infrastructure prevented low-tech countries to conduct emergency remote English language teaching. Power supply, internet connection, and not having necessary equipments were the issues in such countries. The high-tech countries experienced technical and pedagogical issues in this process. EFL instructors' being not ready was one of the pedagogical challenges mentioned in the study, which also concluded that the obstacles were not specific to the ELT.

2.9.2. Studies Within the CoI Framework

Studies conducted within the framework of CoI are presented in this section under two sub-headings: studies related to outside English Language Teaching and studies regarding English Language Teaching.

2.9.2.1. Studies in Other Fields

Literature supports the notion that CoI framework is a useful tool to understand several aspects of online learning environments. The framework enables researchers to conduct many studies, one of which is related to the causal relationships of presences from students' perspectives. In this regard, a study was conducted by Garrison et al. (2010) and perceptions of 287 students were gathered through CoI in Canada and The United States. To minimize program related bias, 14 various courses such as research methods, educational technology, etc. were picked for the study. Results emphasize the key role of teaching presence in maintaining a community of inquiry. Furthermore, it was formulated that teaching and social presence affect cognitive presence. Likewise, teaching presence is perceived to impact social presence. All these indicate the obvious perceived impact of teaching presence in creating social and cognitive presence in online learning settings.

Kilis and Yıldırım (2019) conducted an instrumental case study with 91 students who were enrolled in an online program in the Department of Medical Documentary and

Secretary (MDS) at a public university. They aimed to interrogate the posting patterns of students' social, cognitive, and teaching presences in an online learning environment. Learners joined 6 online asynchronous discussion activities on Moodle and their posting behaviors of social, cognitive, and teaching presences were found to be remarkably high. Adopting a case study design, researchers investigated the postings to see indicators for social, cognitive, and teaching presence by employing qualitative and quantitative data analysis methods. The study found a higher level of social presence compared to earlier research by Akyol (2009) and Kim (2015). In both Kim (2015)'s and Akyol (2009)'s studies, participants were graduate students. In Kim (2015)'s study, participants were enrolled in the online master's degree program in Learning Design and Technology at Purdue University.

In Kilis and Yildirim (2019)'s study, the possible reason for the higher level of social presence was said to be the use of Facebook and WhatsApp groups by students. Learners mentioned the benefits of those groups saying that they were more informed of activities, announcements, reminders, etc. The study concluded that open communication and group cohesion, which are sub-categories of social presence, were fostered through structured discussion activities, topics related to real life, self-disclosure opportunities rather than just information. As for the cognitive presence, the results showed a high level of presence, which was not the case in the other studies (Akyol, 2009; Akyol & Garrison, 2011; Kim, 2015; Tik, 2016). Thus, the high level of cognitive presence was reported to be the result of being provided with interesting discussion topics and the good organization of discussions by the instructors.

The results of another study by Liu and Yang (2014), in which there were 36 undergraduate students from Division of Four Skills Advanced Studies of the Information Management Department at a technical university, also supported the same idea that discussion topics related to real life like scenarios, cases and context positively affect cognitive presence.

A study was conducted by Cleveland-Innes and Campbell (2012) to explore the emotional presence which might exist as a part of online community of inquiry. Following the hypothesis that emotion affects learning, the researchers aimed to find out which emotions may exist during learning process and the role of emotion within

the model of online learning suggested by Garrison et al. (2000). 217 graduate students from courses like education, humanities, social science, etc. agreed to participate and CoI framework was adopted by adding new measures to test emotional presence. At first, students were asked several questions regarding their online experience. After that, the aim was to see if emotion was existing in one or more parts of online community of inquiry. Results indicated that emotion was present for students. Additionally, it was mentioned that emotion, being a part of social presence, was absent from teaching and cognitive presences. Additionally, the connection with cognitive and teaching presence is considered to overlap with social presence.

A case study by Lim (2007) was conducted with students from two tutorial groups, two tutors, and the researcher in a distance Information Technology (IT) course. The purpose was to identify cognitive, social, and teaching presences in the student experiences and chat exchanges during the discussion organized by tutors virtually. It was concluded that the elements of all the three presences within the CoI were evident in the discussions, creating an efficient online education experience during chat tutorials in the distance IT undergraduate course.

2.9.2.2. Studies in ELT

Adopting an embedded mixed method design, Herrera-Díaz and González-Miy (2017) aimed to investigate 9 learners' perspectives on the development of oral skills in a Basic English online course at a public university in Mexico. Respondents were from various majors. A semi-structured interview was used in the qualitative part whereas the online CoI survey and pre/post tests were adopted for the quantitative part. Teaching presence had the highest values especially in the sub-category of design and organization, which was consecutively followed by facilitation and direct instruction. As for the development of oral skills, results showed an increase in the post tests of the participants, which were the indicators of improvement in grammar, vocabulary, and pronunciation.

In 2019, Farani conducted a study with 91 pre-service English teachers to explore students' interaction in an asynchronous blended setting. They joined three courses about ICT and pedagogy. Teaching journals and Google Classroom were two main sources of data which were analyzed by using the CoI framework. The findings

revealed that cognitive and teaching presences existed more than social presence. Online discussions and feedback given to students helped instructors share ideas. Yet, collaboration among students or between students and instructors was found to be little, so creating interaction was found to be difficult in asynchronous blended learning.

Similar to Farani (2019)'s participants, Mehri and Izadpanah (2017)'s study was conducted to investigate the effects of computer assisted communication tools in 60 English Language Teaching learners' teaching, social and cognitive existence. The participants who were B.A. students at Zanzan Islamic Azad University in Iran filled in CoI questionnaire as experimental and control groups. While the ones in control group were taught traditionally, the experimental group was taught via e-mail, chat and assignments sent to their e-mails. Findings showed that the group receiving synchronous online communication tools got higher mean scores on teaching, social, and cognitive presences. It could be claimed that chat through telegram and mails were beneficial and could be integrated into learning contexts. Another finding was that learners' social, cognitive, and teaching presences were impacted by such tools. The respondents especially regarded personal messages sent to classmates and individuals as a way to develop social presence.

Using the CoI framework by Garrison et al. (2000) on Twitter, the study of Solmaz (2016) aimed to explore pre-service language teachers' perspectives regarding the integration of a microblogging tool and investigate the components of social and teaching presence of CoI. Both learners' and the instructor's tweets throughout the course were collected. Additionally, opinions of learners about the integration of Twitter were obtained with the help of a survey. Quantitative and qualitative analyses showed that social presence was evident in the community. Interactive indicators (53.86%) were more frequent than affective (29.61%) and cohesive (16.53%) indicators. As for the teaching presence, it was found that indicators for the sub-category of 'facilitating discourse' (n=655) were existent and followed by direct instruction (n=301) and instructional design and organization (n=199), which are the other sub-categories of teaching presence. The qualitative phase which involved 36 participants' perspectives revealed that students held positive opinions about the integration of Twitter.

Similar to the previous ones, using Garrison et al. (2000)'s CoI framework in a teacher learning environment, Yang (2016) conducted a study with 14 prospective teachers (PTs) who were enrolled in a Master's program and studying in the Department of Applied Foreign Languages at Taiwan. The data involved PTs' feedback on students' various texts, PTs' action logs in the three presences, observation notes of PTs' on teachers' feedback practice, and transcripts from forum discussions. The purpose was to investigate how PTs participated in the process of reconstructing feedback in the three presences. The discussion forums which were asynchronous and the chat rooms which were synchronous that were established in the social presence enabled PTs to exchange ideas, mention their problems, and come up with solutions collaboratively. Results also demonstrated that teaching presence helped to maintain cognitive and social presences in the online community since PTs acted as subject matter experts.

Regarding feedback, another study was conducted by Olesova et al. (2011) to find out the differences in the perceptions of English as a Foreign Language (EFL) and English as a Second Language (ESL) learners about their understanding of the sense of presences while getting audio feedback from a non-native speaker. The study showed that the perceptions of two groups were different although both of them got written and audio feedback. The participants who were from Russia and US were all non-native speakers of English. EFL students gave higher scores to identified CoI items than ESL learners. Also, the two groups were not the same in their perceptions of some points in teaching and cognitive presences. Both groups expressed that they like both modes of feedback, but EFL learners found written feedback more efficient than audio thanks to the visuals. Audio feedback was found to be enjoyable and personal by both groups in the online course, claiming that audio feedback influenced the sense of presence.

Annamalai and Tan (2014) conducted a study on online narrative writing through Facebook within the CoI framework. The study particularly focused on social presence in an online narrative writing platform in a Malaysian setting where four students and one English teacher participated in the study. The participants, being in an ESL classroom, were in a closed group on Facebook and provided data with their online interactions. A qualitative case study design was followed. Besides coding the interactions, interviews were also conducted with the participants to learn more about

their experience. Social presence was existent in the interactions. Moreover, both the students and the teachers found online narrative writing platform beneficial and innovative.

Similar to the previous study which focused on writing, another study by Annamalai (2017), which aimed to learn how CoI model helped to analyze learners and the teacher's asynchronous discussion, was conducted with six Malaysian ESL students and a teacher, who communicated in the asynchronous discussion to complete their writing tasks. The purpose was to find out which presences are existent when CoI model was used in completing the narrative writings. The interactions were put into categories depending on social, teaching, and cognitive presences of the CoI framework. Online archives and essays were used as data in this qualitative case study. Scores were given to essays to understand their quality before and after their interactions in the online environment. Results showed that all three presences were found in the asynchronous discussion and the themes were exam-centeredness, teacher centeredness, and online fatigue syndrome.

Another study in an ESL context was in Chinese Secondary School in Malaysia. Annamalai et al. (2015) aimed to learn about the interactions of six ESL students, at the age of 16, who were learning to write essays on a platform. Besides six learners, there was also a teacher in the study. Results showed that all three presences of the CoI were existent in the interactions when they were involved in the online writing platform. It was proven with the scores that the students got better in their writing skills after being involved in the platform. The most frequent number of posts were in the cognitive presence, which was followed by social and teaching presence.

Related to writing skill, another recent study by Jiang and Zhang (2020) was conducted to shed light on if socializing activities would foster essay writing skills of EFL learners who were unfamiliar to each other. It was found that providing explicit socializing (ES) activities before the learning phase enabled them to gain difficult cognitive skills better and have higher social presence compared to an environment where implicit socializing (IS) activities were given. Findings also showed that the group given implicit tasks could not construct as much knowledge related to

argumentative essay skills as the group which received explicit tasks, which resulted in better scores of ES group in writing, as well.

Conducted in an EFL setting, Huynh and Nguyen (2019)'s study focused on 37 English-majored students' perceptions about flipped course on Moodle learning management platform at the University of Foreign Language Studies. Respondents, being in their 3rd year, filled in the CoI questionnaire, to which some other items were added regarding technology use. Answering questions in four categories, learners gave teaching presence the highest scores, which showed their contentment with the way their teacher designed and conducted the course. Besides that, cognitive presence score was found to be high by the participants exposed to the flipped instruction. Regarding social presence, flipped learning fostered the involvement of learners since it created a friendly atmosphere. During the interviews, Moodle learning management system was found to be beneficial because they said they could do research before the lesson, which prevented them from being passive learners. Moreover, Moodle was said to facilitate the autonomy of learners. As for the correlation of the presences and technology use, cognitive presence was found to correlate with all other categories. The highest correlation was found between social presence and cognitive presence.

Examining flipped classrooms, another study conducted by Wu et al. (2017) aimed to learn whether there were any differences in teaching, social, and cognitive presences between flipped and conventional classes. It was conducted with EFL learners to investigate their oral performance and perceptions. An online environment in a flipped class which was supported with mobile platforms was tested via CoI. The results showed that there were significant differences in the three presences between flipped and traditional instruction. Flipped based instruction allowed learners to synthesize information. Furthermore, findings obtained from the items related to cognitive presence implied that learners could apply what they learned in other areas in a flipped classroom.

Solimani et al. (2019)'s study also sought to explore the effect of two instructions models which were Flipped Classroom and Unplugged Classroom on learners' oral proficiency. The 90 Iranian upper-intermediate learners were put into two experimental groups and one control group. The two experimental groups were

provided with WhatsApp and given conversation-driven and emergent-based instructions whereas the other group got textbook instruction. To learn about the students' satisfaction and perception towards those non-conventional models, the CoI questionnaire was applied in addition to an interview and an exam. Comparing two models, it was discovered that learners in flipped class were more content with the instruction (M=63.10) whereas the unplugged learners were less satisfied with teaching presence (M=50). For the social presence, the perception of flipped learners (M=42.70) was higher than unplugged ones (M=37.47). The cognitive presence for both groups was found to be strong. In line with the findings, researchers concluded that the use of social networking sites like WhatsApp in online learning environments was much more effective than unplugged interactions in traditional settings.

Examining the causal relationships between three presences, Huynh and Nguyen (2019) conducted a study with EFL learners and their perceptions about the relationship between the presences. According to the results, online discussions were interpreted as having the most important effect on cognitive presence since teachers used synchronous chat functions and discussion platforms. That was said to foster collaboration of students, which resulted in higher cognitive presence.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the research questions, research design, population and the selection of the participants, data collection instruments, data collection and analysis procedures, assumptions, and limitations of the study.

3.2. Research Questions

Table 3.1 elucidates the research questions, the instruments used, and the analysis methods. Below are the research questions formulated to be answered within the scope of the current study:

1. What are the relationships among EFL instructors' perceived teaching, social, and cognitive presences in online classes in a higher education institution after the outbreak of the COVID-19 pandemic?
 - a. Is there a significant difference between each of these perceptions of EFL instructors (teaching, social, and cognitive presences)?
 - b. What are the reasons for the differences between each of these presences according to EFL instructors?
 - c. Do the sub-constructs of each presence have a significant correlation within themselves?
 - d. Do these presences show any significant differences according to the roles of the instructors in the institution, their nationality, teaching experience and weekly teaching hours of the participants?
2. What are the beliefs and experiences of EFL instructors towards their teaching, social, and cognitive presences during online teaching in a higher education institution after the outbreak of the COVID-19 pandemic?

Table 3.1

The Research Questions, the Instruments Used, and the Analysis Methods

RESEARCH QUESTIONS	INSTRUMENT	METHOD	ANALYSIS
1. What are the relationships among EFL instructors' perceived teaching, social, and cognitive presences in online classes in a higher education institution after the outbreak of the COVID-19 pandemic?	The Likert Scale questionnaire	Quantitative	Descriptive Statistics
			Pearson Correlation Coefficient
	Online Group interviews	Qualitative	Constant Comparative Analysis
1.a. Is there a significant difference between each of these perceptions of EFL instructors (teaching, social, and cognitive presences)?	The Likert Scale questionnaire	Quantitative	Within-subjects ANOVA
			Post hoc test (Benforoni)
	Online Group interviews	Qualitative	Constant Comparative Analysis
1.b. What are the reasons for the differences between each of these presences according to EFL instructors?	Online Group interviews	Qualitative	Constant Comparative Analysis
1.c. Do the sub-constructs of each presence have a significant correlation within themselves?	The Likert Scale questionnaire	Quantitative	Pearson Correlation Coefficient
1.d. Do these presences show any significant differences according to the roles of the instructors in the institution, their nationality, teaching experience and weekly teaching hours of the participants?	The Likert Scale questionnaire	Quantitative	Independent Samples T-test
			The Kruskal Wallis H test
2. What are the beliefs and experiences of EFL instructors towards their teaching, social, and cognitive presences during online teaching in a higher education institution after the outbreak of the COVID-19 pandemic?	Online Group interviews	Qualitative	Constant Comparative Analysis

3.3. Research Design

Having a mixed methods design, the current study followed an explanatory sequential design to explore the perceptions of EFL teachers in a private university about their own teaching, social, and cognitive presences during online teaching after the outbreak of COVID-19 pandemic. To explain mixed methods research design, Burke Johnson et al. (2007) defines it as:

... the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches

(e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (p. 123).

As it can be understood from Johnson et al. (2007)'s definition, conducting a more broad and deeper research is the ultimate purpose of a mixed methods design researcher. Creswell and Plano (2011) also state that this approach provides a greater degree of insight for the researchers than a single approach could provide for specific studies. They say that the reasons for this lie in gathering and analysis of both qualitative and quantitative data by combining the core characteristics of both. Benefitting from the strengths of both designs and eliminating the weaknesses they inherently have are the advantages for researchers using mixed methods design (Creswell & Plano Clark, 2011). Since it provides multiple data collection and the use of various strategies and methods, better inferences, higher validity, and reliability are achieved through mixed methods research thanks to the elimination of each method's limitations (Creswell, 2003; Johnson & Onwuegbuzie, 2004; Tashakkori & Teddle, 2003).

Such a combination brings many benefits despite posing some difficulties like extended time, more phases, organization of the data, expense, etc. Literature also mentions some demands related to mixed methodology design like lengthy time necessary to reach participants, finalizing data collection, and the analysis of data sets (Creswell & Plano Clark, 2017).

Greene (2007) refers to mixed method studies in her book and claims that rather than using one single method, a combination of both methods helps to gain a deeper understanding of the phenomena because such studies are based on:

a stance or an orientation toward social research and evaluation that is rooted in a multiplistic mental model and that actively invites readers to participate in dialogue ... multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished (p. 20).

The point here is to determine whether mixed approach is really the necessary design for the researcher's study. Creswell and Plano Clark (2017) say that there are research problems which are suitable for mixed methods design and using one data source

might be inadequate for such problems. Conducting a mixed method study, Shannon-Baker (2015) remarked that:

the implications of using limited approaches in any line of inquiry result in investigating a problem from only a single angle. As a result, we can only investigate information that is connected to those lines of inquiry. By instead engaging in multiple forms of inquiry, we can explore information that is not accessible through a single approach alone (p. 36).

Creswell and Plano Clark (2017) mention several benefits of mixed methods, one of which is the variety of tools that can be used as one can use all of the data collection tools which belong to both types and this eliminates the restriction of each method. They also emphasize that mixed methods research design helps to answer questions which one single approach fails to answer without the other one. Practicality is also highlighted as one of the advantages because of being able to use all possible methods. Morgan (2007) says that one solves problems by utilizing both words and numbers with this method and this enables researchers to combine inductive and deductive logic with the help of abductive thinking.

Mixed methods might be fixed or emergent. To illustrate, the current study predetermined the two methods which would be used at the beginning of the study, so it is a fixed methods design study. The other design type, emergent mixed methods design, refers to the use of the other method depending on the need which arises while the study is being conducted (Morse & Niehaus, 2009).

Some authors focus on the intent for mixing methods and use names like triangulation or instrument design model while some pay attention to the sequencing of when the quantitative and qualitative parts are implemented using names like simultaneous and sequential. Moreover, some researchers focus on the priority. In other words, they focus on weighting or importance of the quantitative and qualitative data preferring names like qualitatively driven (Morse & Niehaus, 2009) and equivalent status (Tashakkori & Teddlie, 1998). Emphasis can also be on the level of interaction between the quantitative and qualitative strands. The names component or fully integrated can be used then. That's why, there have been various typologies over the years.

According to Creswell and Clark (2011), there are six designs: explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design. However, the present typology of core designs mentioned by Creswell and Plano Clark (2017) are ‘convergent’, ‘explanatory sequential’, and ‘exploratory sequential’ designs. As stated previously, the current study adopts an ‘Explanatory Design: Follow-up Explanations Model’, which is illustrated in the following figure:

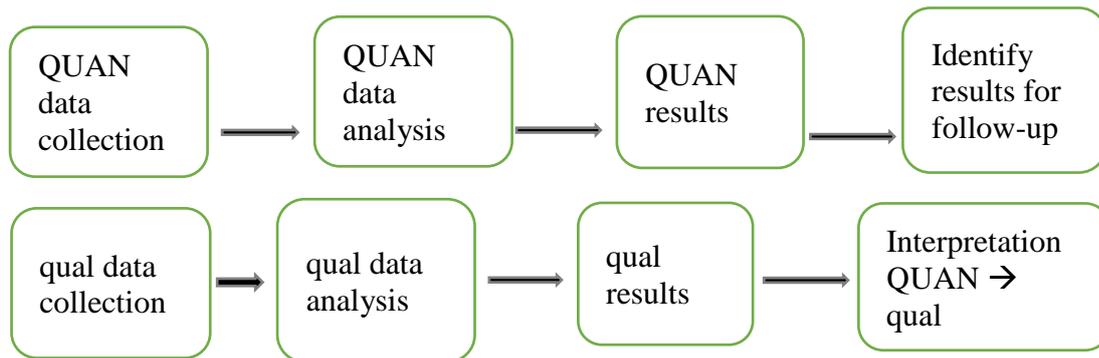


Figure 3.1. Explanatory Design: Follow-up Explanations Model’

Taken from Creswell (2006, p. 73)

Creswell and Clark (2017) define explanatory sequential design as:

the explanatory sequential design is a mixed methods design in which the researcher begins by conducting a quantitative phase and follows up on specific results with a subsequent qualitative phase to help explain the quantitative results. The qualitative phase is implemented for the purpose of explaining the initial results in more depth, and the name of the design - explanatory - reflects how the qualitative data help explain the quantitative results (p. 135).

In this two-stage mixed methods design, qualitative data is expected to explain or build upon initial quantitative findings (Creswell, 2003). There could be various reasons to choose an explanatory design. For example, the researcher may need qualitative data to explain important or unimportant results, outlier results, or surprising results (Morse, 1991). Another reason can be related to researchers who create groups depending on the quantitative results and continue with the groups through subsequent qualitative strand (Morgan, 1998; Tashakkori & Teddlie, 1998). Additionally, quantitative participant features might be a guidance for purposeful sampling in the qualitative phase as mentioned by Creswell (2003).

Creswell and Clark (2017) also recommend choosing this method when:

- the researcher and the research problem are more quantitatively oriented and thus it makes sense to start the procedures with a quantitative phase,
- the researcher has the ability to return to participants for a second round of qualitative data collection,
- the researcher has the time to conduct the research in two phases (p. 136).

Supporting these suggestions, Ivankova and Stick (2007) also remark that “the quantitative data and results provided a general picture of the research problem while the qualitative data and its analysis refined and explained those statistical results by exploring the participants’ views regarding their persistence in more depth” (p. 97).

Considering all the points, the current study first needs quantitative data as there is a large group in which there are many participants available who have gone through online education experience at the same time under similar conditions in the same institution. Quantitative data is needed to answer the first research question as well as the first, the third, and the fourth sub-questions of the first research question, namely 1, 1.a, 1.c, 1.d.

Then, the qualitative part of the study is to start after the quantitative part is completed so that participants who are chosen purposefully can give a specific sense to the broad findings that need further elaboration and verification. Creswell (2006) also recommends identifying which quantitative findings should be elaborated on as the quantitative part needs to be finished first so that the researcher can choose important results and strong predictors.

In line with this, Eckert (2013) also supports that “... in regard to the chain of evidence, the quantitative phase of research established the linkages, whereas the qualitative phase brought nuance, context, and understanding to each link in the chain” (p. 79). In the current study, after the linkages were established, qualitative data was needed to get further insight and understanding. Consequently, to answer the second sub-question of the first research question, which is 1b, and the second research question, qualitative data collection method was employed. Moreover, qualitative data was needed and used to elaborate on questions 1 and 1a in addition to quantitative data.

3.4. Population and the Selection of the Participants

The participants in this study are EFL instructors in a private university preparatory program in central Turkey. The university, which is one of the most well-known institutions in higher education and research in the country, is also the first foundation university in Turkey. There are almost 12.000 students enrolled and 675 faculty members from various countries in the university. There are approximately 150 EFL instructors in the English Language Preparatory Program of the university, where the study was conducted. The preparatory program is usually completed within a year by the students, yet the proficiency of the learners may change the length. That is, students can finish the program in less than one year depending on their proficiency level or can complete the program within two years if they repeat courses. If the program is not finished within four semesters at most, the studentship is terminated. In the preparatory program, the proficiency levels are elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty. The instructors can teach at different levels. Each class at all levels has at least two instructors, one of whom is the main class teacher and the other one is the support teacher. The main class teachers are responsible for all class related duties, some of which are designing the learning portfolio, organizing the weekly schedule of the class, and keeping track of the students' progress. The support teachers are responsible for covering the assigned language objective for their hour. All the instructors in the program have been involved in online education since the official announcement made regarding switching to online instruction in the country in March, 2020.

Teddlie and Yu (2007) mention four sampling procedures which are probability, purposive, convenience, and mixed methods sampling strategies in social and behavioral sciences. Employing an explanatory sequential mixed methods design, the current study consists of two strands.

In the quantitative part of the study, 'convenience sampling' described by Teddlie and Yu, (2007, p. 78) as "drawing samples that are both easily accessible and willing to participate in a study", was employed. Because of the restrictions that pandemic created, being able to reach people was more difficult than before, which also played a role in choosing convenience sampling. Additionally, the institution, where the study

was conducted, was able to switch to online education in a very short time after the lockdowns were officially announced. Therefore, the population started online instruction at the same time under similar conditions, which allowed them to have similar and adequate experience in online teaching. Because of the time and physical constraints caused by the pandemic, it was convenient to gather data from the people working in the same institution despite some limitations convenience sampling has.

According to the detailed taxonomy of sampling methods, convenience sampling has two sub-categories: “captive samples and volunteer sample” (Teddlie & Yu, 2007, p. 78). In this study, volunteer sample is observed because the respondents, who are 72 male-female instructors, agreed to fill in the survey after they read the consent form and the necessary permissions were taken from the ethics committee (see appendix A) and the institution where the study is conducted (see appendix B).

Teddlie and Yu (2007) refer to mixed methods sampling and say that in quan-qual studies, findings from the quan part inform and impact the methodology subsequently adopted for the qual part. Depending on the findings gathered in the first phase shape and elaborate the framework for the second phase. For the qualitative part, criterion sampling, one of the commonly used strategies in purposeful sampling, was employed because it focuses on “selecting cases that meet some predetermined criterion of importance” (Patton, 2001, p. 238). Creswell and Clark (2011) refer to several stages in conducting an Explanatory Sequential Mixed Methods Design and mentions purposefully selecting a qualitative sample that can enable the researcher to provide explanations for the results collected in the quantitative stage. The third stage, which is designing the qualitative strand, comes after implementing the quantitative part and strategies from the quantitative phase. Finally, the researcher is expected to interpret the connected results gained in the two phases.

In the current study, after the quantitative stage was conducted, the volunteer participants, who agreed to be called for a following online interview, had similarities in terms of their demographic information. Namely, they were all Turkish instructors having above 20 hours of teaching every week. The other demographic information was related to the online teaching experience of the instructors. Considering the starting time of the pandemic and executing lessons online in the institution since

March 2020, the volunteer participants all had more than 10 weeks of online teaching experience. The only difference between the participants in terms of their demographic information was their years of experience in teaching. Therefore, participants with different teaching experiences were chosen in order to get a broader perspective in the interviews and the predetermined criterion was integrating instructors with years of experience ranging from 5 to 25.

3.4.1. Demographics of the Participants in the Quantitative Phase

The quantitative phase of the study was conducted in the 2020-2021 academic year during the spring semester with 72 volunteer EFL instructors working at a private university in Ankara, Turkey. All the characteristics of the participants in the study are presented in Table 3.2.

Table 3.2

Characteristics of the Participants

	Levels	Number	Percentage
Roles	Instructor	61	84.7
	Administrator with teaching duties	11	15.3
Nationalities	Turkish	52	72.2
	Other	20	27.8
Years of experience in teaching	0-5 years	7	9.7
	5-10 years	16	22.2
	10-15 years	20	27.8
	15-20 years	14	19.4
	More than 20 years	15	20.8
Teaching hours per week	5 to 10 hours	10	13.9
	10-25 hours	62	86.1
Online teaching experience	3-10 weeks	3	4.2
	More than 10 weeks	69	95.8

When the table is examined, it is seen that 84.7% of EFL instructors have the role of being an instructor and 15.3% of the participants have the role of administrator with teaching duties. While 72.2% of EFL instructors are Turkish, 27.8% are from other nationalities. When examined in terms of years of teaching experience, it was determined that 9.7% had 0-5 years, 22.2% 5-10 years, 27.8% 10-15 years, 19.4% 15-20 years and 20.8% more than 20 years of teaching experience.

As for weekly teaching hours of the participants, it was seen that 13.9% of the participants were teaching 5-10 hours and 86.1% of them were teaching 10-25 hours every week. Finally, online teaching experiences of the participants were examined. 4.2% of EFL instructors had 3-10 weeks online education and 95.8% had more than 10 weeks of online teaching experience when the study was conducted.

3.4.1.1. The Roles of the Participants in the Quantitative Phase

84,7 % of the respondents (N=61) were instructors while 14,7% (N=11) of them were administrators with teaching duties. It was observed that most of the participants are instructors without any other duties in the institution.

The numbers and percentages of the participants' roles in the institution are demonstrated in Table 3.3 and Figure 3.2.

Table 3.3

Participants' Roles in the Quantitative Phase

Roles	Number	Percentage
Instructors	11	14,7
Administrators with teaching duties	61	84,7

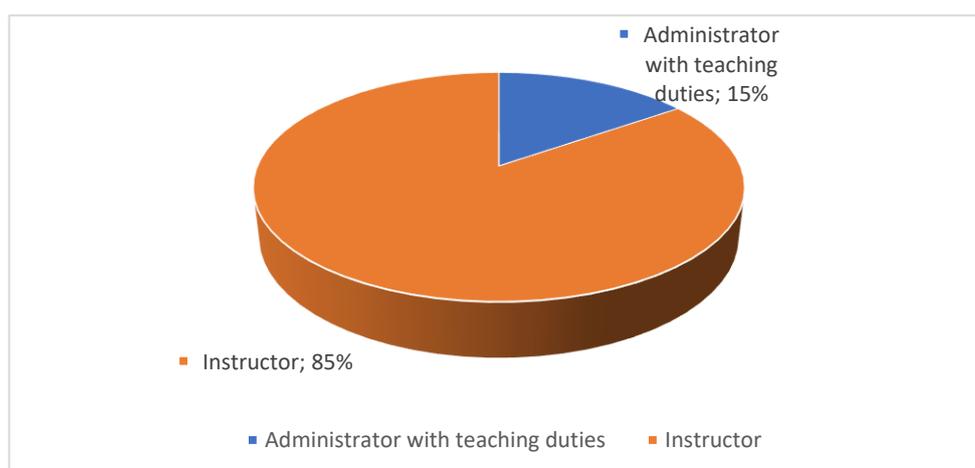


Figure 3.2. Participants' Roles in the Quantitative Phase

3.4.1.2. The Nationalities of the Participants in the Quantitative Phase

As for the nationality distribution of the participants in the quantitative phase of the study, it was observed that most of the participants 72,2% (N=52) were Turkish while 27,8% (N=20) were from other nationalities such as America, Ireland, United Kingdom or Canada. The numbers and percentages of the nationality distribution are shown in Table 3.4 and Figure 3.3.

Table 3.4

Participants' Nationalities in the Quantitative Phase

Nationality	Number	Percentage
Turkish	52	72,2
Other	20	27,8

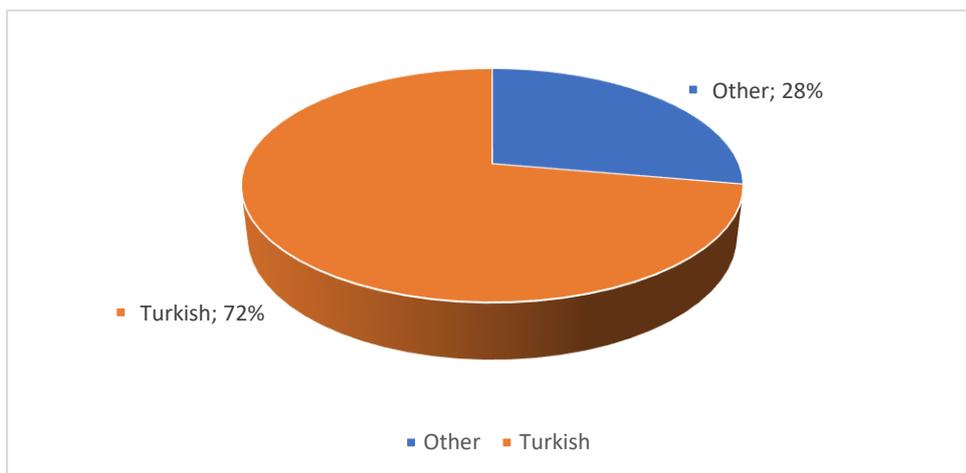


Figure 3.3. Participants' Nationalities in the Quantitative Phase

3.4.1.3. Participants' Years of Experience in the Quantitative Phase

Another piece of demographic information is participants' years of experience in teaching. It was seen that 9,7% (N=7) of the participants have 0-5 years of teaching experience while 22,2% (N=16) of them have 5-10 years of experience in teaching. 27,8% (N=20) of the instructors have 10-15 years of experience whereas 19,4% (N=14) of them have 15-20 years of experience. The number of instructors who have more than 20 years of experience is 15, which consist of 20,8% of all participants. The

numbers and percentages demonstrating years of experience in teaching are summarized in Table 3.5 and Figure 3.4.

Table 3.5

Participants' Years of Experience in the Quantitative Phase

Years of Experience	Number	Percentage
0-5 years	7	9,7
5-10 years	16	22,2
10-15 years	20	27,8
15-20 years	14	19,4
More than 20 years	15	20,8

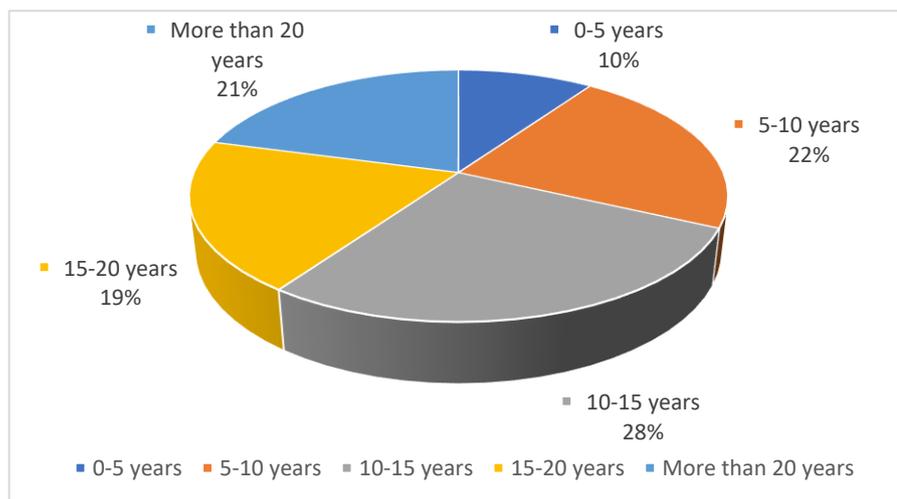


Figure 3.4. Participants' Years of Experience in the Quantitative Phase

3.4.1.4. Weekly Teaching Hours of the Participants in the Quantitative Phase

How many hours the instructors teach per week is also another question that was asked in the demographic part of the questionnaire. There are two groups of instructors: those who teach 5-10 hours and 11-25 hours depending on the roles that they have in the institution. The administrators with teaching duties have 5-10 hours of teaching per week whereas the instructors usually teach 20 hours ranging from 11-25 hours. 86,1% of the participants (N=62) teach more than 10 hours during online teaching whereas 13,9% (N=10) of the respondents teach 5 to 10 hours per week. The numbers and

percentages showing weekly teaching hours are summarized in Table 3.6 and Figure 3.5.

Table 3.6

Participants’ Weekly Teaching Hours in the Quantitative Phase

Weekly teaching hours	Number	Percentage
5-10 hours	10	13,9
10-25 hours	62	86,1

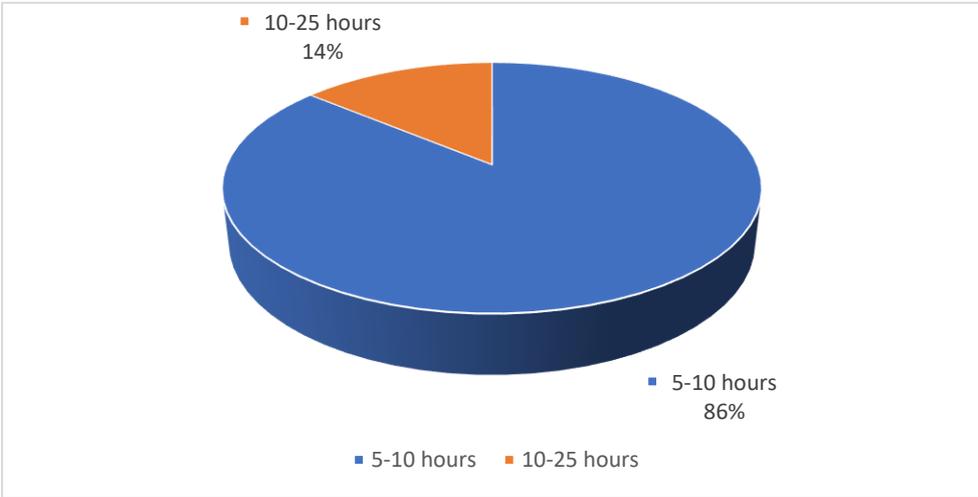


Figure 3.5. Participants’ Weekly Teaching Hours in the Quantitative Phase

3.4.1.5. Participants’ Online Teaching Experience in the Quantitative Phase

In the questionnaire, the final piece of information was about how long the participants had been teaching online. 95,8% (N=69) reported that they had been teaching online for more than 10 weeks. Only 4,2% (N=3) of them had 3 to 10 weeks of online teaching experience. Considering the beginning of Covid-19 and the shift to online education, it was expected that the majority of the respondents had been teaching more than 10 weeks. The numbers and percentages showing weekly teaching hours are summarized in Table 3.7 and Figure 3.6.

Table 3.7

Participants' Online Teaching Experience in the Quantitative Phase

Online Teaching Experience	Number	Percentage
3-10 weeks	3	4,2
More than 10 weeks	69	95,8

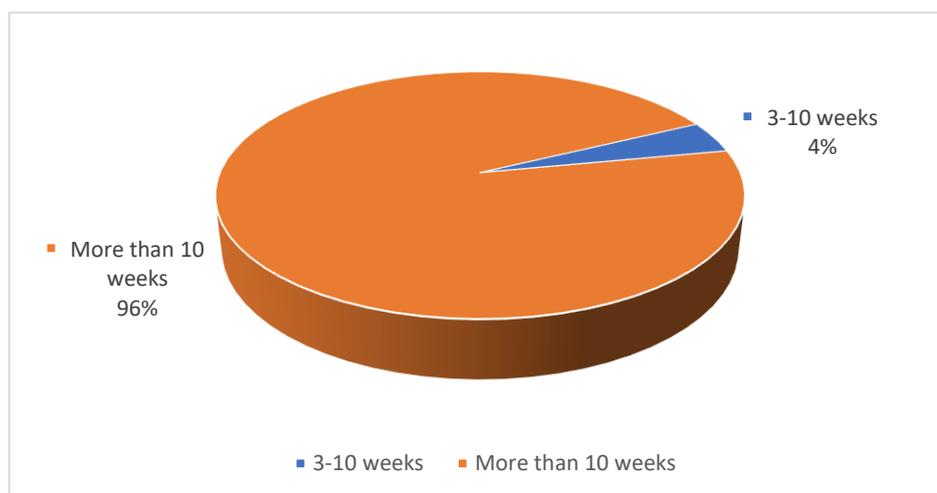


Figure 3.6. Participants' Online Teaching Experience in the Quantitative Phase

3.4.2. Demographics of the Participants in the Qualitative Phase

The qualitative phase of the study was conducted in the 2020-2021 academic year with 9 volunteer EFL instructors who were teaching online at the same private university as the quantitative phase was conducted in Turkey. The participants who volunteered to be called for an online group interview were all Turkish instructors without any administrative duties. Their weekly teaching hours were all above 10 hours and they all had more than 10 weeks of online teaching experience. Sharing such similarities, these instructors have different years of experience in teaching, which is clearly shown below. One of the instructors had 21 years of experience whereas the other one had 24. One of the participants had 16 years of experience while another one had 13. Another participant had 11 years of experience while 3 of the participants had 8 years of experience. Finally, one of the participants had 5 years of experience. Instructors' years of experience in teaching are demonstrated in Table 3.8 and Figure 3.7:

Table 3.8

Participants' Years of Experience in Teaching

Years of Experience	Number	Percentage
0-5 years	1	11
5-10 years	3	34
10-15 years	2	22
15-20 years	1	11
More than 20 years	2	22

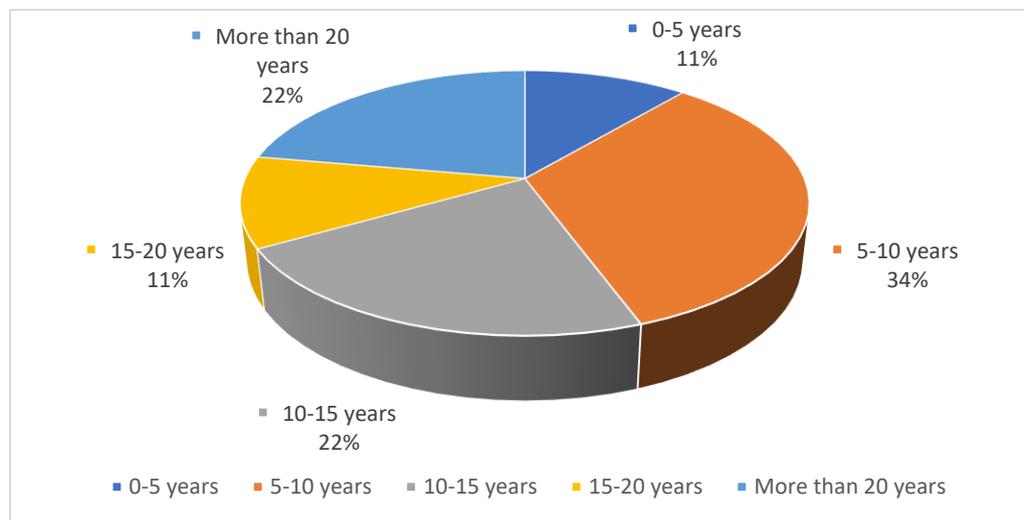


Figure 3.7. Participants' Years of Experience in Teaching in the Qualitative Phase

3.5. Data Collection Instruments

The study, having a mixed methods design, had two different phases, in which different instruments were used. In the first part which is the quantitative phase, a questionnaire was employed to get numeric data whereas online group interviews were conducted in the second part which is the qualitative part of the study. Further details regarding the instruments are given in the following sections.

3.5.1. Questionnaire

The numeric data was collected through an online questionnaire which was administered via Google Forms in order to be more efficient, time effective, and due

to other reasons like low cost and obeying Covid-19 public health protocol. As stated by Dörnyei and Taguchi (2009), the strength of questionnaires is that they are easily constructed. Besides, it is also possible to prepare one which is respectable in a short time thanks to the computers and software programs.

After conducting a pilot study, the online questionnaire was adapted by the researcher in line with the focus of the study. Necessary permissions were taken from the relevant parties. CoI framework was originally created for students who evaluate teachers' teaching, social, and cognitive presences in online setting by answering 34 items. Yet, the current study aimed to explore EFL instructors' perceptions of teaching, social, and cognitive presences during online education after the outbreak of the Covid-19 pandemic. After conducting the pilot study, one item was removed from the instrument and some minor changes were made.

The Community of Inquiry Survey Instrument, consisting of three sub-dimensions and 33 items finalized after the piloting study, was used in the quantitative phase of the study. Before conducting the actual research, the pilot study was carried out with 11 EFL instructors and Cronbach's α as well as McDonald's ω reliability coefficients were calculated with the data obtained from the pilot study. Cronbach's α value calculated for Teaching Presence dimension scores was 0.848 and McDonald's ω value was 0.865; Cronbach's α value calculated for Social Presence dimension scores was 0.762 and McDonald's ω value was 0.805; The Cronbach's α value calculated for the Cognitive Presence dimension scores was 0.789 and the McDonald's ω value as 0.820. Since these values are above 0.70, it can be said that the scale scores are reliable.

In addition, the item-rest correlation was calculated regarding the distinctiveness of the data obtained in the actual study and the items in the questionnaire. Regarding the reliability of the questionnaire scores, Cronbach's α and McDonald's ω reliability coefficients were calculated from the actual data set. Results are presented in Table 3.9.

Table 3.9

Community of Inquiry Survey Instrument Item-rest Correlation, Cronbach's α , and McDonald's ω Results

Teaching Presence		Social Presence		Cognitive Presence	
Item	Item-rest correlation	Item	Item-rest correlation	Item	item-rest correlation
m1	0.563	m13	0.703	m22	0.533
m2	0.764	m14	0.627	m23	0.628
m3	0.714	m15	0.622	m24	0.637
m4	0.370	m16	0.650	m25	0.543
m5	0.799	m17	0.779	m26	0.563
m6	0.699	m18	0.834	m27	0.495
m7	0.506	m19	0.723	m28	0.676
m8	0.684	m20	0.469	m29	0.494
m9	0.658	m21	0.696	m30	0.708
m10	0.639			m31	0.564
m11	0.641			m32	0.560
m12	0.526			m33	0.482
Cronbach's α	McDonald's ω	Cronbach's α	McDonald's ω	Cronbach's α	McDonald's ω
0.903	0.907	0.904	0.906	0.877	0.881

When Table 3.9 is examined, the item-retest correlation values for the teaching presence dimension are between 0.370 and 0.799. It is seen that the item-retest correlation values for the social presence dimension ranged between 0.469 and 0.834 and the item-retest correlation values for the cognitive presence dimension ranged between 0.482 and 0.708. Since the item-retest correlation values calculated for the items in each dimension are greater than 0.30, it can be said that the items serve their purpose in the dimensions they are in.

The values for reliability obtained from the real data set are as follows: Cronbach's α value calculated for Teaching Presence dimension scores is 0.903 and McDonald's ω value is 0.907; Cronbach's α value calculated for Social Presence dimension scores is

0.904 and McDonald's ω value is 0.906; Cronbach's α value calculated for Cognitive Presence dimension scores is 0.877 and McDonald's ω value is 0.881. Since these values are above 0.70, it can be said that the scores obtained from the questionnaire are reliable.

The online questionnaire (see Appendix C) consists of four parts, "Demographic Information", "Online Teaching Presence", "Online Social Presence", and "Online Cognitive Presence". Additionally, there are two questions at the end, one of which is asking their additional comments and the other one is asking whether the participants would like to be called for an online interview about this survey and write their e-mails if they were volunteering.

The first part, "Demographic Information" section, which aims to get some basic information about participants, has five questions about the following: the roles of the EFL instructors in the institution, teachers' nationality, years of experience in teaching, how many hours they teach per week, and how long they have been teaching online.

The first part of the CoI survey instrument is "Online Teaching Presence", which also has three sub-constructs. The sub-categories are "Design and Organization", which has four items, "Facilitation", which has five items, and "Direct Instruction", which has three items. In total, this part consists of 12 items, all of which use 5-point Likert type scale on which the options are "Strongly Agree", "Disagree", "Neutral", "Agree", and "Strongly Agree". The options are the same in the other following parts, as well.

The second part of the online questionnaire, "Online Social Presence", has three sub-constructs and nine items in total. The sub-categories are "Affective Expression", which has three items, "Open Communication", which has three items and "Group Cohesion", which has three items, too.

The third category of the questionnaire is "Online Cognitive Presence", which has 12 items, and three sub-constructs, whose names are "Triggering Event", "Exploration", "Integration", and "Resolution". Each of the sub-categories has three items.

3.5.2. Online Group Interviews for the Qualitative Phase

As literature suggests, group interviews are a way of gathering qualitative data. Data are collected with the help of group interaction about a topic which has been chosen (Morgan, 1996). Groups are said to provide various levels of understanding that other data collection methods may not provide, because researchers can resort to different means of interaction that are used in daily life (Doody, Slevin, & Taggart, 2012). It is argued that “social investigation can be enhanced by employing the group interview technique... (since it) will provide data on group interaction, on realities as defined in a group context, and on interpretations of events that reflect group input” (Frey & Fontana, 1993, pp. 20-21). Furthermore, Denzin and Lincoln (1998) claim that group interviewing creates “another level of data gathering perspective on the research problem” (pp. 53-54), which may not be gathered by conducting individual interviews.

Considering the literature review and the research questions of the current study, group discussions were arranged with the volunteer participants who were asked open-ended questions after conducting a pilot study, in which three people from the same institution took part as the actual participants. Then, the questionnaire was tailored after getting feedback from those participants in the piloting phase as well as an ELT expert who is also the supervisor of the thesis. Finally, group interview schedule was arranged with the selected group participants.

The interview consisted of two parts. In the initial stage, data about the demographics of the participants, namely, their nationality, years of experience in teaching, weekly teaching hours, their roles in the institution, and their online teaching experience were collected. The latter part of the interview included nine semi-structured interview questions (see Appendix D), before which simple definitions regarding CoI framework were explained for the EFL instructors to ease understanding. The reason for this was the feedback gathered from the pilot study before the online group interviews. The participants in the pilot study remarked that they had difficulty in understanding the concepts and they needed some basic explanations regarding the concepts at the beginning of the interview. Therefore, basic explanations for the concepts were added at the beginning of the actual group interviews (see Appendix D).

In the interview, the first question aimed at getting data about how instructors order three presences according to the difficulty level of establishing them and their perception of their own strongest and weakest presences. The second question was asking whether there is a relationship between these three presences and how each of the presences affects one another. The purpose of the third question was to learn cases when instructors feel that the members and they are socially present in the classroom and their perception of indicators for social presence. The fourth question asked what instructors do to create an atmosphere in which communication is openly maintained and whether instructors find it easy or difficult. The fifth question was about whether group cohesion was difficult to create or not and what instructors do to achieve it. The sixth question aimed to collect data about affective communication in online classes, whether it is difficult to maintain it, and what instructors do to achieve it. The seventh question focused on cognitive presence and asked how instructors understand that the members in class are cognitively present and what the indicators of cognitive presence are. The instructors were also asked what type of activities and tasks they do to foster cognitive presence in online classes. The eighth question aimed to explore whether instructors think that learners can synthesize and apply the new information they learn in online lessons. Furthermore, they were asked whether synchronous or asynchronous lessons are more effective to maintain cognitive presence. Finally, instructors were asked whether establishing teaching presence is difficult or easy in online classes and what the indicators of teaching presence are in their online classes in the ninth question.

3.6. Data Collection Procedures

The study was conducted in the 2020-2021 academic year at a private university after the outbreak of Covid-19 pandemic in Ankara, Turkey. Figure 3.8 shows an overview of the data collection procedures in the current study.

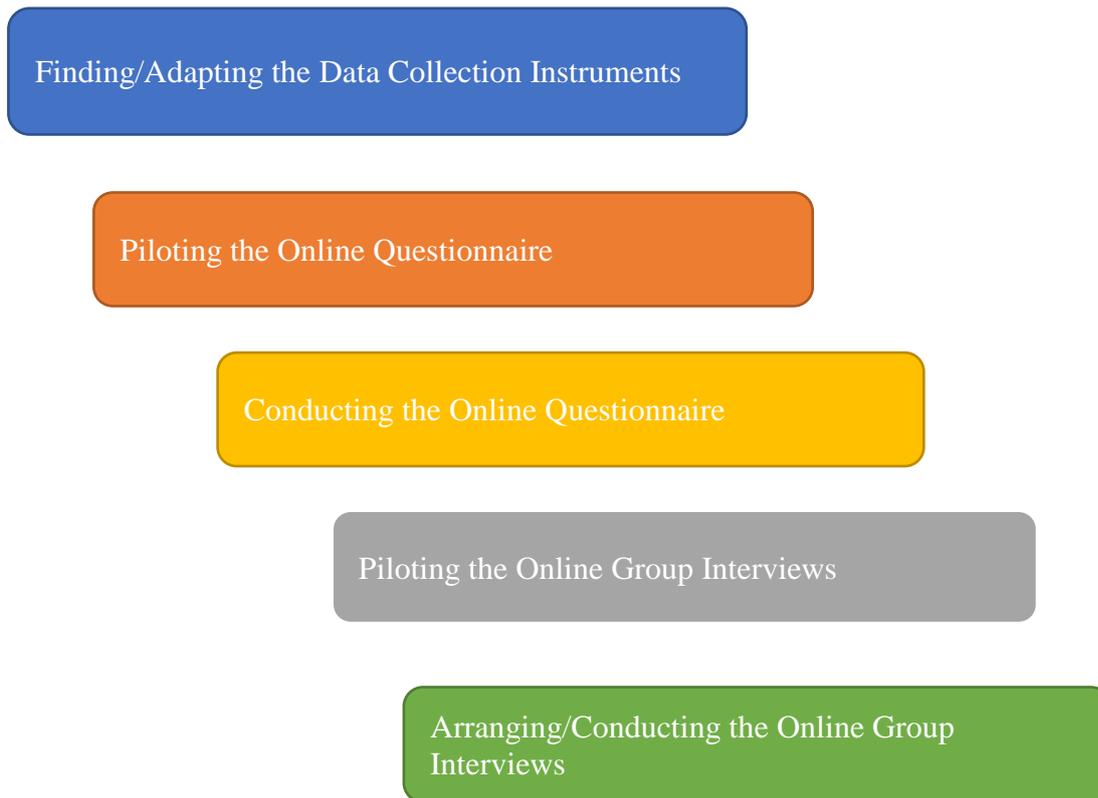


Figure 3.8. The Brief Overview of Data Collection Procedures

3.6.1. Adaptation and Creation of Data Collection Tools

Under the supervision of the researcher’s thesis advisor, the researcher decided on adapting the CoI survey, which was actually designed for students to evaluate teachers’ teaching, social, and cognitive presences in online settings. After the adaptation and the application of the questionnaire, online group interviews were designed according to the results of the first phase.

In order to test whether the adapted version of the questionnaire is clear and understandable to the participants, the researcher conducted a pilot study with a group of EFL instructors, most of whom work in similar online settings at other universities. Based on the feedback received from those participants, few of whom also work in the same institution as the study is conducted, an unclear item was omitted and some phrases were further explained in the instrument. The basic change was changing the subject “The instructor” to “I” in almost all of the questions. Whether to include the names of the sub-constructs in the survey was also discussed and the feedback of the

participants clearly guided the researcher to add the headings into the questionnaire. Moreover, some explanations were added in the instructions to guide the participants. The instrument was finalized and became ready to share with the actual participants after the final check.

As for the reliability analysis of the questionnaire used in the current study, internal consistency of the questionnaire was tested by using Cronbach's Alpha Coefficient Model with the help of SPSS 25 and Cronbach's Alpha coefficients were found to be 0.903 for Teaching Presence, 0.904 for Social Presence, and 0.877 for Cognitive Presence.

Streiner (2003) remarked that Cronbach's alpha is the most frequently used measure of reliability. Depending on the scores and classification mentioned by Streiner (2003), reliability concerns were eliminated regarding the questionnaire employed in the current study because $\alpha \geq 0.9$ demonstrates 'Excellent' internal consistency and $0.7 \leq \alpha < 0.9$ shows 'Good' internal consistency.

As mentioned in literature by Arbaugh et al. (2008), the developer of the CoI survey, Cronbach Alpha yielded internal consistencies, which are 0.94 for Teaching Presence, 0.91 for Social Presence, and 0.95 for Cognitive Presence. All of them are above 0.9, which is accepted as 'Excellent' in terms of internal consistency (Streiner, 2003).

Another study which employs the adapted version of the CoI like the current study was also conducted by Olpak and Kılıç-Çakmak (2018). Their aim was to describe the validity and reliability of the Turkish version of the instrument. All of the presences showed high reliabilities (Teaching Presence = 0.965, Social Presence = 0.953, and Cognitive Presence = 0.972).

It is understood that both the original and the adapted version of the CoI questionnaire demonstrate that the instrument describes either good or excellent reliability. Considering the little adaptations made on the framework by the researcher and satisfactory Cronbach's Alpha coefficients obtained, it was assumed that the instrument would be reliable to employ with the participants.

To guarantee the content validity of the online group interview schedule and details, the researcher got the opinions of the thesis supervisor, which meant opinion from an

expert was also taken. In line with that, the interview schedule was revised and finalized.

3.6.2. Piloting

3.6.2.1. Piloting Study for the Quantitative Phase

After the adaptation of the items in the CoI framework to get the perceptions of the teachers, the adapted version was piloted with 11 EFL instructors. Eight of those instructors work at other universities whereas three of them work in the same institution as the study was conducted. The piloting was conducted in the fall semester of the 2020-2021 academic year. The percentages of the instructors' roles in their institutions are demonstrated in Figure 3.9 below.

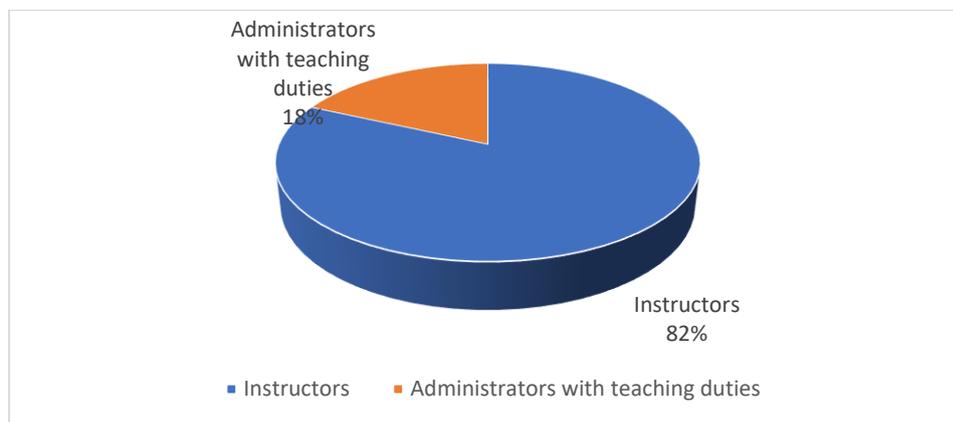


Figure 3.9. Participants' Roles in their Institutions in the Piloting of the Questionnaire

The nationalities of the participants in the pilot study are also similar to the actual study in that most of the participants in both studies are Turkish. Majority of the participants (N=9) are Turkish whereas a minority of them (N=2) are American and Irish instructors. The percentages of the nationalities are summarized in Figure 3.10.

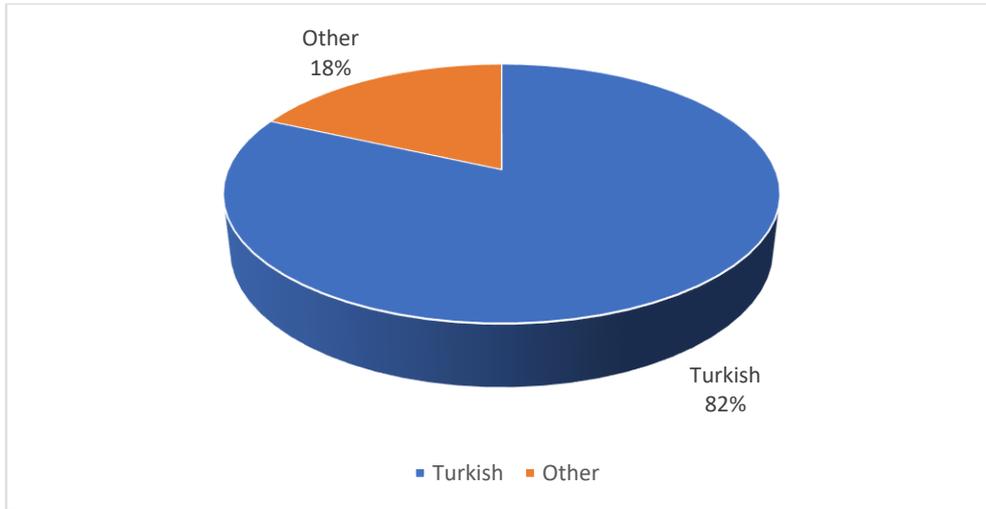


Figure 3.10. Nationalities of the Participants in the Piloting of the Questionnaire

The other piece of demographic information about the participants in the pilot study is about the years of experience in teaching. The details are shared in Table 3.8 and Figure 3.11 below.

Table 3.10

Participants' Years of Experience in the Piloting of the Questionnaire

Years of Experience	Number	Percentage
0-5 years	1	9
5-10 years	4	37
10-15 years	3	27
15-20 years	1	9
More than 20 years	2	18

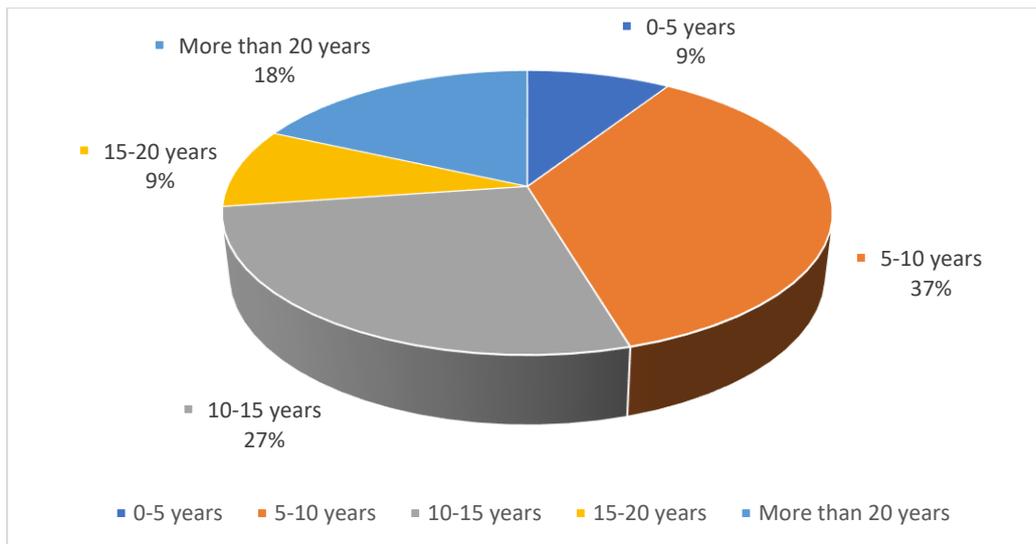


Figure 3.11. Participants' Years of Experience in the Piloting of the Questionnaire

Another item in the questionnaire is related to the teaching hours that instructors have per week. The majority of the participants (N=8) teach more than 10 hours per week whereas the minority of the group (N=3) have five to ten teaching hours. The reason for having less teaching hours for the instructors was either administrative or testing duties that they have. The percentages are demonstrated in Figure 3.12 below.

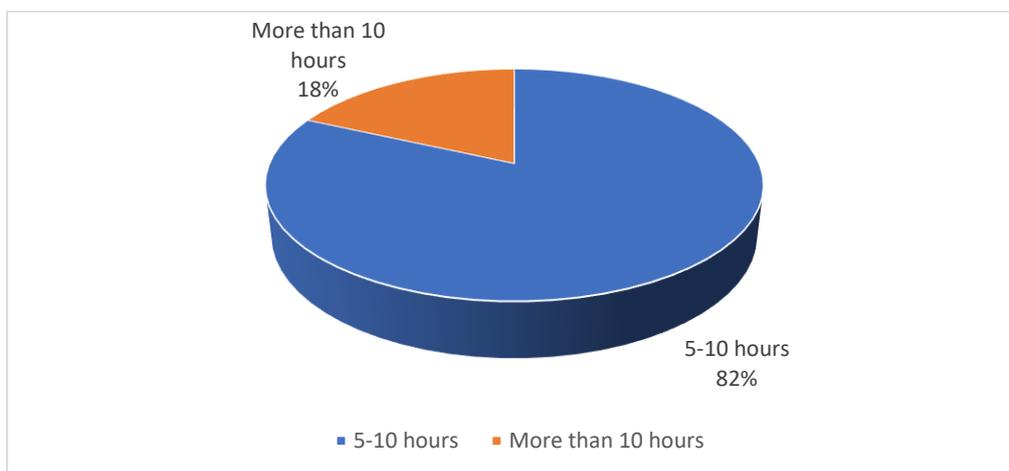


Figure 3.12. Participants' Weekly Teaching Hours in the Piloting of the Questionnaire

The last item about the participants in the pilot study was related to how long they had been in the online teaching process due to the outbreak of the Covid-19 pandemic. All of the participants were involved in online teaching for more than 10 weeks.

It took almost three weeks for the researcher to gather the responses given to the questionnaire by all the volunteer participants. The first adapted version of the questionnaire was shared with them through Google Forms online due to the inconvenience caused by the pandemic.

The participants were asked whether the items were meaningful to them or whether there were unclear words/phrases in any part of the questionnaire related to the format, design or instructions. All of the participants shared their comments, feelings, and suggestions with the researcher on the relevant sections provided for feedback. Some of them were also called for quick interviews to provide clarification.

The final version of the interview questions was also shared with three EFL instructors who were also in the piloting part of the study and working in the same institution as the study was conducted. They also gave feedback and the necessary adaptations were made by the researcher under the supervision of the thesis advisor.

3.6.2.2. Piloting Study for the Qualitative Phase

The three instructors who took part in the quantitative phase from the same institution as the study is conducted also took part in the online piloting of the qualitative phase. A common time was arranged with the three EFL instructors and the piloting was conducted in the spring semester of the 2020-2021 academic year on Zoom. The demographic information of the participants is shared below.

Firstly, the roles of the instructors, who took part in the piloting of the group interview, are demonstrated in Figure 3.13.

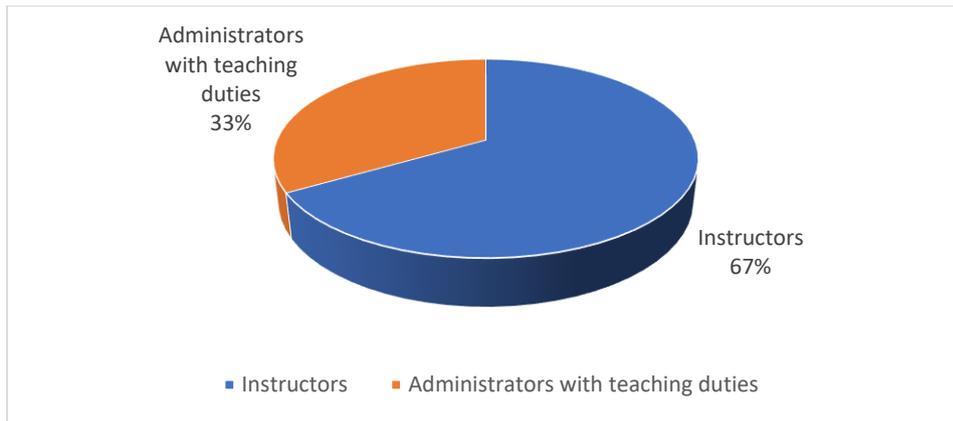


Figure 3.13. Participants' Roles in the Piloting of the Group Interview

As seen in Figure 3.12, two of the participants were instructors whereas one of the them was an administrator with teaching duties.

The other piece of demographic information is about the nationalities of the participants. Two of the instructors are from other nationalities whereas one of them is Turkish as shown in Figure 3.14 below.

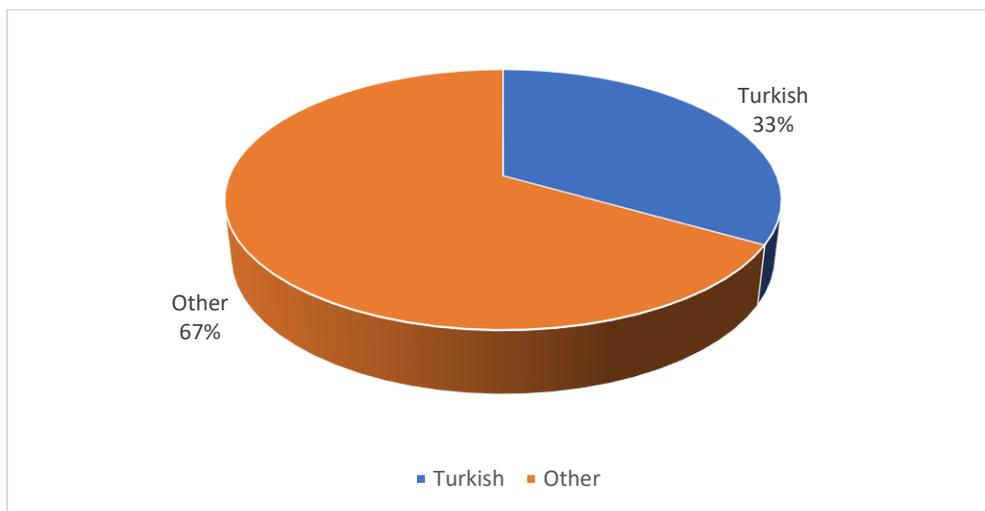


Figure 3.14. Participants' Nationalities in the Piloting of the Group Interview

The other information was related to experience of the instructors in teaching. The details of the teaching experience are shared in Figure 3.15 below.

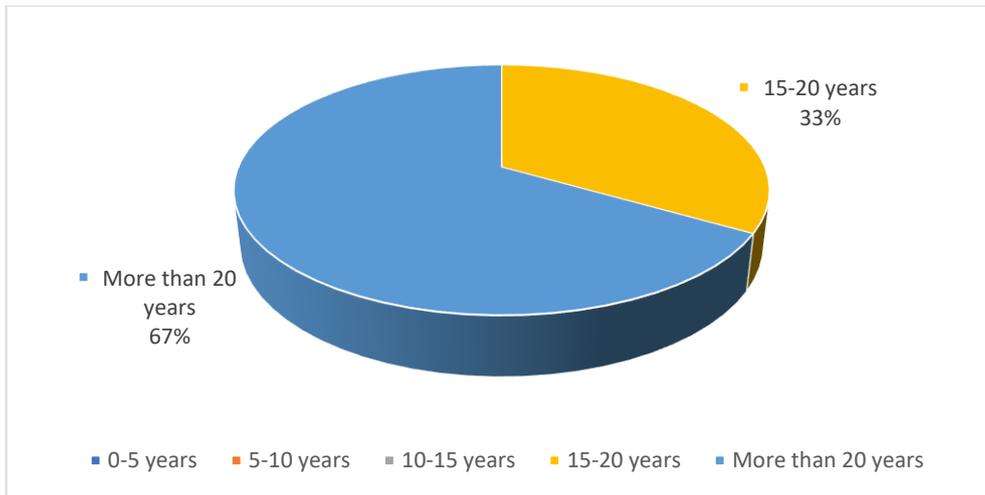


Figure 3.15. Participants' Years of Experience in the Piloting of the Group Interview

The last information was regarding the weekly teaching hours of the instructors. The details for the participants who took part in the piloting stage are shared in Figure 3.16 below.

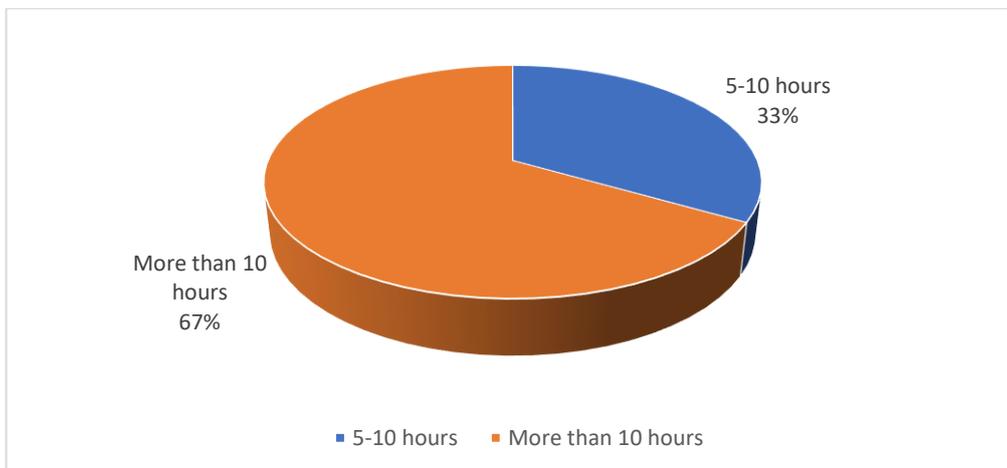


Figure 3.16. Participants' Weekly Teaching Hours in the Piloting of the Group Interview

3.6.3. Conducting the Questionnaire

After obtaining the necessary permissions from METU Human Research Ethics Committee, the researcher asked the management in the institution where the study is conducted for permission to conduct the study with the EFL instructors working there. Some documents such as data collection tools, research request proforma, application

form from the researcher's host institution, ethics committee approval, and the consent form were shared with the relevant parties to get permission. Then, the management granted permission by e-mailing the researcher saying that it was appropriate to carry out the research study. After that, consent form together with the online Google Forms link was shared on the weekly bulletin, whose access is only open to instructors and is exclusively shared through e-mail every week.

The consent form included the purpose and brief description of the study stating that the questionnaire would not contain any information that would personally identify the participants and their answers would be confidential. Moreover, it was stated that filling in the questionnaire would take around 20-30 minutes. After reading the online consent form, all the volunteer participants decided to fill in the questionnaire.

The overall process to conduct the questionnaire and collect the data took approximately five weeks. Finally, the data was saved to perform the necessary tests. At the end of the questionnaire, there was also a section asking whether they would like to participate in an online interview later on and volunteer people who agreed to do so shared their e-mails in the relevant box on the online questionnaire link.

3.6.4. Conducting the Online Group Interviews

The researcher contacted the volunteer people who agreed to join an online interview because of the pandemic conditions. The online group interview slots were arranged by the researcher by asking the convenient time of the participants. It was agreed that the groups would meet in an online Zoom meeting, whose invitation link would be shared by the researcher with the interviewees beforehand.

Similar to the quantitative part, the researcher underlined the importance of confidentiality of the data and personal information of the participants stating that the data would only be used for scientific research purposes before starting the interviews. Additionally, it was highlighted that the participation in the online interview was completely voluntary and the participants could leave the meeting whenever they like.

Regarding the process, participants were informed that the interviews which would be video-recorded on Zoom by the researcher, would be conducted in English since all the participants were proficient English speakers. Then, the interview questions (see

Appendix D) were shared with the participants The demographic information of the participants in group interviews is shared in Table 3.11 below.

Table 3.11

The Demographics of the Participants in the Group Interviews

Groups	Interviewee	Years of Experience in Teaching	Interview Duration	Location
Group 1	1	16	42:05	On Zoom
	2	24		
	3	11		
Group 2	4	8	50:37	On Zoom
	5	5		
	6	8		
	7	21		
Group 3	8	8	39:38	On Zoom
	9	13		

Finally, the researcher thanked all the participants who were involved in the group interviews.

3.7. Data Analysis

The current study aimed to explore perceptions of EFL instructors about their teaching, social and cognitive presence in online setting. Two forms of data sets were employed. For the first, third, and fourth questions as well as the first, third and fourth sub-questions of the first question, quantitative data and analysis were needed. For the second sub-question of the first question and the second question, qualitative data and analysis were needed.

For the first phase, before the data analysis, whether or not there is missing or incorrect data entry in the data set was examined before the data analysis. After realizing that there was no missing data and incorrect data entry, the assumption of normality was examined through SPSS 25 in order to decide on the appropriate analysis methods. Within subjects ANOVA was used to determine the differences in perceived teaching,

social and cognitive presences of EFL instructors in online teaching. Independent samples t-test was used to examine the differences of EFL instructors' perceived teaching, social, and cognitive dimensions in online teaching according to the roles of the instructors, their nationalities and weekly teaching hours. Additionally, the Kruskal Wallis H test was conducted to determine the differentiation of perceived teaching, social, and cognitive presences in online teaching. In addition, Pearson correlation was calculated in order to examine the relationships between scores. Descriptive statistics were also conducted to analyze the quantitative data via SPSS 25 (Statistical Package for Social Sciences) and findings reported using means, standard deviations, frequencies, and percentages.

For the qualitative phase, constant comparative analysis method was employed. Glaser (1965) said that the constant comparative method is applied to any kind of qualitative data involving interviews, documents, books, articles, including group data (Leech and Onwuegbuzie, 2007, 2008). The current study also involves group interviews, through which qualitative data was collected. Doody et al. (2013) state that when there are several groups in the same study, constant comparison analysis can be employed. During this process, each group is interviewed separately on the same day. The researcher checks the groups to evaluate whether the themes emerging in one group emerge in other groups, as well. As Hewitt-Taylor (2001) also remarks, the data is constantly checked after initial coding until saturation or theoretical saturation is achieved, which means that no themes are emerging.

In constant comparison analysis, three stages which are consecutively open coding, axial coding, and selective coding are mentioned by Strauss and Corbin (1998). In the first stage, data are separated into units and each unit is given a code/descriptor. Secondly, the codes are categorized. Finally, in the selective coding stage, themes are created. In the current study, qualitative data gathered from 9 volunteer interviewees were analyzed through open and axial coding after the interviews were transcribed by the researcher. The responses received from groups in the transcription were constantly compared to create categories (see appendix E). The codes were created by using axial coding and then the frequency distributions were calculated. Finally, the themes were formed.

3.8. Assumptions of the Study

The assumptions of the study are as follows:

- The questionnaire was prepared and shared online to make it user-friendly and easy to navigate as it was the only solution to perform it under the limited conditions caused by the pandemic and the lockdowns imposed.
- The validity and reliability of the questionnaire are ensured depending on total item correlation and internal consistency.
- The participants in both quantitative and qualitative phases were assumed to answer the questions in a genuine way depending on their experiences.
- Considering the population in the institution, where the study is conducted, the number of the participants (N=72) was sufficient to represent the population as almost half of the population participated in the study.

3.9. Ethical Considerations

An application had been given to the Human Subjects Ethics Committee of Middle East Technical University before starting the research. After the permission was taken from the committee, the study was conducted. Before the participants were involved in the process, they all read the consent form and the brief information regarding the study, which included the purpose of the study, and their rights as participants. Due to the pandemic, no hard copies could be collected. Instead, participants were given the information before they clicked on the survey for the quantitative phase. If the participant volunteered, then s/he agreed to complete it. As for the qualitative part, online group interviews were conducted on Zoom. Participants who had already shared their names and e-mails to voluntarily take part in a group interview were invited for the online interview. At the beginning of the video record, they were once again reminded of their rights as participants and the video would be recorded for the scientific purposes. After their permission was taken, the interviews were conducted.

CHAPTER 4

RESULTS

4.1. Introduction

The overall aim of the current study was to examine the perceived teaching, social, and cognitive presences of EFL instructors in online teaching after the outbreak of the COVID-19. Results in line with the research questions are presented below.

4.2. Results in Relation to the Relationships Among EFL Instructors' Perceived Teaching, Social, and Cognitive Presences in Online Classes

Research Question 1: What are the relationships among EFL instructors' perceived teaching, social, and cognitive presences in online classes in a higher education institution after the outbreak of the COVID-19 pandemic?

4.2.1. Quantitative Results

To answer this question, the quantitative data, which included the analysis of CoI questionnaire, was used. The EFL instructors' perceived teaching, social, and cognitive presences are shown on the following pages in Tables 4.1, 4.2, and 4.3 using descriptive statistics through means, standard deviations, numbers and percentages for each item in the Likert Scale.

The detailed table related to EFL instructors' teaching presence, which includes the first 12 items of the questionnaire, is demonstrated below in Table 4.1.

Table 4.1

Descriptive Statistics Reporting the EFL Instructors' Perceptions About Teaching Presence in Online Classes

	Mean	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
			n	%	n	%	n	%	n	%	n	%
1. I believe I can clearly communicate important online course topics such as poverty, culture for all skills.	3,86	0,74	0	0	3	4,17	16	22,22	41	56,94	12	16,67
2. I believe I can clearly communicate important course goals for all skills.	4,06	0,82	0	0	4	5,56	10	13,89	36	50	22	30,56
3. I believe I can provide clear instructions for my students on how to participate in course learning activities.	4,13	0,82	0	0	4	5,56	8	11,11	35	48,61	25	34,72
4. I believe I can clearly communicate important due dates & time frames for learning activities.	4,46	0,6	0	0	1	1,39	1	1,39	34	47,22	36	50
5. I believe I am helpful in guiding the class towards understanding course topics.	4,11	0,66	0	0	2	2,78	6	8,33	46	63,89	18	25
6. I believe I am able to keep course participants engaged and participating in productive dialogue.	3,22	0,98	3	4,17	14	19,44	24	33,33	26	36,11	5	6,94
7. I believe my instructions help to keep the course participants on task in a way that help them to learn.	3,69	0,74	0	0	6	8,33	16	22,22	44	61,11	6	8,33
8. I believe I can encourage course participants to explore new concepts in this course.	3,58	0,82	1	1,39	6	8,33	21	29,17	38	52,78	6	8,33
9. I believe my actions reinforce the development of a sense of community among course participants.	3,36	1	1	1,39	15	20,83	22	30,56	25	34,72	9	12,5
10. I believe I can focus discussions on relevant issues in a way that help my students to learn more effectively.	3,88	0,79	0	0	4	5,56	15	20,83	39	54,17	14	19,44
11. I believe I can provide feedback that help my students understand their strengths and weaknesses relative to the course's goals and objectives.	4,06	0,82	0	0	5	6,94	7	9,72	39	54,17	21	29,17
12. I believe I can provide feedback in a timely fashion.	3,85	0,96	1	1,39	9	12,5	6	8,33	40	55,56	16	22,22

As seen in Table 4.1, the mean scores of the first 12 items, which aimed to explore perceptions related to teaching presence, ranged between 4.46 and 3.22.

It is seen in the table that item 4, “clearly communicating important due dates & time frames for learning activities”, had the highest means score ($M= 4.46$, $SD= .60$). The second highest mean scores were on items 2, “communicating important course goals for all skills.” and 11, “providing feedback that help my students understand their strengths and weaknesses relative to the course’s goals and objectives”. Both of these items had the same mean scores and standard deviation ($M= 4.06$; $SD= .82$). This shows that EFL instructors feel comfortable in communicating deadlines and course goals which are indicators of teaching presence.

Item 3, “providing clear instructions for my students on how to participate in course learning activities and item 5, “being helpful in guiding the class towards understanding course topics”, had also high mean scores and were close to each other ($M= 4.13$; 4.11 respectively) ($SD= .82$; $.66$ respectively).

Following these items, item 10, item 1, and item 12 in the table had close mean scores of 3.88, 3.86 and 3.85 ($SD=.79$; $.74$; $.96$ respectively), which showed that EFL instructors believed that their teaching presence was almost equally strong in “focusing discussions on relevant issues in a way that help my students to learn more effectively”, “clearly communicating important course topics”, and “providing feedback in a timely fashion”.

Finally, item 7, item 8, item 9, and item 6 had comparatively lower mean scores than the previously mentioned items. ($M= 3.69$; 3.58 ; 3.36 ; 3.22 respectively) and ($SD= .74$; $.82$; 1.00 ; $.98$ respectively). Having the lowest mean score in the teaching presence category, item 6 indicated that the EFL instructors find their teaching presence relatively weaker in being able to keep course participants engaged and participating in productive dialogue. Additionally, item 9, which had the second lowest mean score in teaching presence dimension, refers to “believing my actions reinforce the development of a sense of community among course participants”. The table related to EFL instructors’ social presence, which includes the items between 13 and 21 in the questionnaire, is demonstrated below.

Table 4.2

Descriptive Statistics Reporting the EFL Instructors' Perceptions About Social Presence in Online Classes

	Mean	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
			n	%	n	%	n	%	n	%	n	%
13. I believe I can help my students to communicate with other course participants, which give them a sense of belonging in the course.	3,43	0,9	1	1,39	11	15,28	22	30,56	32	44,44	6	8,33
14. I believe I can create an environment where my students could form distinct impressions of other course participants (such as getting to know each other).	3,25	0,95	1	1,39	16	22,22	25	34,72	24	33,33	6	8,33
15. I believe online or web-based communication that I have used is a very good medium for social interaction.	2,96	0,91	3	4,17	20	27,78	28	38,89	19	26,39	2	2,78
16. I believe my students feel comfortable conversing through the online medium.	2,97	0,99	4	5,56	21	29,17	23	31,94	21	29,17	3	4,17
17. I believe my students feel comfortable participating in the course discussions.	2,99	0,93	3	4,17	22	30,56	20	27,78	27	37,5	0	0
18. I believe my students feel comfortable interacting with other course participants.	3,06	0,87	2	2,78	18	25	27	37,5	24	33,33	1	1,39
19. I believe my students can share their ideas of communication with other course participants comfortably while still maintaining a sense of trust.	3,15	0,8	2	2,78	10	13,89	37	51,39	21	29,17	2	2,78
20. I believe my students feel that their point of view is accepted by other course participants.	3,43	0,65	0	0	5	6,94	32	44,44	34	47,22	1	1,39
21. I believe online discussions help my students develop a sense of collaboration.	3,26	0,99	3	4,17	14	19,44	21	29,17	29	40,28	5	6,94

As observed in Table 4.2, the mean scores of the items in the social presence category ranged between 3.43 and 2.96.

The same and highest scores were observed on item 13, “helping my students to communicate with other course participants, which give them a sense of belonging in the course.”, and item 20, “my students feel that their point of view is accepted by other course participants” (M= 3.43) and (SD= .90; .65 respectively). It indicated that the EFL instructors regard themselves as being strong in these indicators concerning social presence at the same frequency. These items are related to a sense of belonging, and being accepted by other course participants in the online classes.

Following these, the means scores of item 14, “creating an environment where my students could form distinct impressions of other course participants (such as getting to know each other)” and item 21, “online discussions help my students develop a sense of collaboration” were almost the same (M= 3.25; 3.26 respectively), (SD= .95; .99 respectively). This showed that EFL instructors found the social presence equally strong in terms of these indicators and almost at the same frequency.

These items were followed by item 19 (M= 3.15; SD= .80) and item 18 respectively (M= 3.06; .87). Item 19, “my students can share their ideas of communication with other course participants comfortably while still maintaining a sense of trust.” and item 18, “my students feel comfortable interacting with other course participants.” Both refer to feeling comfortable.

Finally, the lowest mean scores in the questionnaire were found on item 17, “my students feel comfortable participating in the course discussions.” (M= 2.99; SD= .93), item 16, “my students feel comfortable conversing through the online medium.” (M= 2.97; SD= .99) and item 15 (M= 2.96; SD= .91), “online or web-based communication that I have used is a very good medium for social interaction.” respectively. It was observed that the EFL instructors felt the weakest in understanding whether the web-based communication they used was good for the social interaction or not in their online classes. Table 4.3 below illustrates EFL instructors’ cognitive presence.

Table 4.3

Descriptive Statistics Reporting the EFL Instructors' Perceptions About Cognitive Presence in Online Classes

	Mean	SD	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
			n	%	n	%	n	%	n	%	n	%
22. I believe the instructional problems posed increased students' interest in course issues.	3,11	0,83	2	2,78	13	18,06	34	47,22	21	29,17	2	2,78
23. I believe the course activities increased my students' curiosity.	3,21	0,77	1	1,39	12	16,67	30	41,67	29	40,28	0	0
24. I believe my students were motivated to explore content related questions.	3,08	0,87	2	2,78	16	22,22	30	41,67	22	30,56	2	2,78
25. I believe my students can utilize a variety of information sources to explore problems posed during the online course.	3,57	0,85	0	0	10	13,89	18	25	37	51,39	7	9,72
26. I believe my students can brainstorm and find relevant information that help them resolve content related questions.	3,69	0,66	0	0	4	5,56	18	25	46	63,89	4	5,56
27. Online discussions seem valuable in helping my students appreciate different perspectives.	3,47	0,84	1	1,39	9	12,5	21	29,17	37	51,39	4	5,56
28. I believe I can help my students combine new information to answer questions raised in online course activities.	3,71	0,66	0	0	4	5,56	17	23,61	47	65,28	4	5,56
29. I believe the learning activities help my students construct explanations / solutions in their studies.	3,57	0,69	0	0	6	8,33	21	29,17	43	59,72	2	2,78
30. I believe the reflections on course content and discussions helped my students understand fundamental concepts in this class.	3,58	0,67	0	0	3	4,17	28	38,89	37	51,39	4	5,56
31. I believe my students can describe ways to test and apply the knowledge created in this course.	3,38	0,7	0	0	7	9,72	33	45,83	30	41,67	2	2,78
32. I believe my students have developed solutions to academic problems that can be applied in practice.	3,5	0,73	0	0	5	6,94	31	43,06	31	43,06	5	6,94
33. I believe my students can apply the knowledge acquired in this course to their work or other non-class related activities.	3,44	0,79	0	0	11	15,28	20	27,78	39	54,17	2	2,78

As observed in Table 4.3, the mean scores of the items in the cognitive presence dimension ranged between 3.71 and 3.08.

The highest mean score was observed on item 28, “I can help my students combine new information to answer questions raised in online course activities.” (M= 3.71; SD= .66). It indicated that the EFL instructors believed that the cognitive presence in terms of students’ combining new information to answer questions in their online classes was strong. Following item 28, item 26, “my students can brainstorm and find relevant information that help them resolve content related questions.” had the second highest score (M= 3.69; SD= .66). It can be said that the EFL instructors believed their students could resolve questions through brainstorming and getting relevant information.

Following these, item 30 (M= 3.58; SD= .67), item 29 (M= 3.57; SD= .69), and item 25 (M= 3.57; SD= .85) had close mean scores to each other. The results highlighted that item 29, “the learning activities help my students construct explanations / solutions in their studies.” and item 25, “my students can utilize a variety of information sources to explore problems posed during the online course.” are both related to finding solutions to problems during learning process and were given the same mean scores by the instructors. The mean score of item 30, “the reflections on course content and discussions helped my students understand fundamental concepts in this class.” showed that the EFL instructors believed that discussions and reflections helped learners to understand basic concepts in the online lessons.

Item 32 in the questionnaire, “my students have developed solutions to academic problems that can be applied in practice.” (M= 3.50; SD= .73) were followed by item 27, “online discussions seem valuable in helping my students appreciate different perspectives.” (M= 3.47; SD= .84), and item 33, “my students can apply the knowledge acquired in this course to their work or other non-class related activities.” (M= 3.44; SD= .79). After these, item 31, “my students can describe ways to test and apply the knowledge created in this course.” (M= 3.38; SD= .70) was observed.

Finally, the items which got the lower scores compared to the others in cognitive presence category, were item 23 (M= 3.21; SD= .77), item 22 (M= 3.11; SD= .83), and item 24 (M= 3.08; SD= .87) respectively. The results showed that items regarding

student interests, motivation, and curiosity got relatively lower scores. The item 24, “my students were motivated to explore content related questions.” were given the lowest mean score by the instructors, which indicated that the instructors believed that their students were not motivated to discover content related questions. Also, the item 23, “the course activities increased my students’ curiosity.” and the item 22, “the instructional problems posed increased students’ interest in course issues.” were both related to learners’ curiosity and interest in course activities and issues. All these three items indicated that the EFL instructors were not happy with the learners’ motivation, interest, and their curiosity about the course in terms of cognitive presence.

4.2.2. Quantitative Results Reporting the Relationships Between the Presences

For this question, the Pearson correlation coefficient was used to determine the relationships between teaching presence, social presence, and cognitive presence dimensions of Community of Inquiry Survey Instrument. Results are presented in Table 4.4.

Table 4.4

The Correlation Between the Sub-dimensions of Community of Inquiry Survey Instrument

	Teaching presence	Social presence	Cognitive presence
Teaching presence	-		
Social presence	0.659*	-	
Cognitive presence	0.618*	0.621*	-

* p<0,01

When Table 4.4 is examined, it is observed that there is a moderately positive and statistically significant ($r = 0.659$, $p < 0.05$) relationship between the teaching presence and the social presence dimensions. Hence, it can be concluded that as the scores obtained by the EFL instructors for the teaching presence dimension increased, the scores of the social presence dimension also increased.

It was also found that there were moderately positive and statistically significant ($r = 0.618; 0.621, p < 0.05$, respectively) relationships between the cognitive presence dimension and the scores of the teaching and the social presence dimensions. Accordingly, it can be interpreted that as the scores of the EFL instructors in the cognitive presence dimension increased, the scores of the teaching presence and the social presence also increased.

4.2.3. Qualitative Results

Considering the research question 1, which probes what the relationships *between each of these perceptions of EFL instructors regarding their social, cognitive, and teaching presences in online classes in a higher education institution after the outbreak of the Covid-19* are, participants were also orally asked whether or not *they believe that there is a meaningful relationship between these three presences, and if so, how*. They were also asked *whether they could have one presence without the other one* as a follow-up question in the group interviews.

The themes were created depending on the answers of the interviewees and are demonstrated in Table 4.5 below.

Table 4.5
The Themes About the Relationship Among the Presences

ATTITUDES	ATTITUDES TOWARDS WHETHER THERE IS A RELATIONSHIP BETWEEN THE PRESENCES		
	Participants	THEMES	FREQUENCY
THERE IS A RELATIONSHIP	P3, P2, P1, P6, P5, P9, P7	Presences affecting each other, Being interrelated	7
NEUTRAL	P8, P4	Not totally sure	2
		Depends on other factors	

In the first group, P2, who shared the same opinion with P3 and P1, supported the idea that there is a relationship between the presences:

In our context, I think they're all interrelated. That's why, there's kind of relationship between these three presences. [Participant 2]

Giving further details, P6 also believes that presences affect each other:

Teaching presence of course affects the cognitive presence because if you do your job in the right way, it will yield in fruitful results. Students will improve their knowledge and skills of the language. And they'll respond to you in a meaningful way if you use effective methods and techniques of teaching, interaction patterns and the right language or the right meaningful and purposeful activities. If you assign them the right tasks, it will help them develop cognitively in terms of their foreign language learning. It will also help you develop a good social interaction and relationship because they will be satisfied. [Participant 6]

In the second group, P4, on the other hand, had a neutral tone contrary to her colleagues:

I agree with Participant 6 up to a point, because some classes may not respond a lot. It may depend on the level and also whether they repeated that course before. It basically depends on the class dynamics. [Participant 4]

In the third group, P9 and P7 confidently said that the presences interact with each other whereas P8 had an uncertain stance:

I am not 100% sure. I feel like the answer is both yes and no. I am thinking in terms of online teaching. Is it very different from physical teaching? I don't know if that's different. In that case, that affects me not knowing 100% how much they are there. I do not know. So, it is affecting, but the degree of it... I am not sure. [Participant 8]

P9 mostly focused on the relationship between cognitive presence and teaching presence:

Yes, of course, they affect each other, but not as much as they do in a normal physical classroom. For example, in an online platform, I am always strong with my teaching presence rather than social and cognitive but the teaching presence does not necessarily affect their cognitive presence. The action that you are putting in may not always cause reaction in the students. Maybe, there's a breakdown there because of the lack of the communication. So, you can have teaching presence, but it may not necessarily cause cognitive presence in students, I think. [Participant 9]

P7, who supports the interaction between the presences, elaborated on her answer by emphasizing the relationship between all the three presences:

These presences in my mind seem to interact and affect each other. They all seem connected. When students give attention, the lesson starts. The student is ready, they are giving attention, but then because of lack of teaching presence and, by presence, I don't just mean you are there physically- because the definition of teaching presence includes arranging activities, designing, organizing activities and everything. If the teaching presence has not been carefully planned suitably for this platform, if you're constantly keep on lecturing, students will switch off. The teaching presence will determine the maintenance of the cognitive presence and maybe the social presence. So, the way you design the activities will affect the motivation of the students - because they decide whether they continue attending and give their attention to the lesson or not. And, of course, social presence will also affect cognitive presence because when you let them interact with each other, they learn from each other and they become alert. And, when you interact with them even though there is a screen in between- this is a strange platform that we are not used to- cognitive presence also tends to increase. I think, in my mind, they all interact with each other. I think we could not have one without the other one.

Except for two participants, all instructors expressed that they observed obvious relationships between the presences and gave further details and made explanations based on their online teaching experiences. Their responses show that there is likely to be a correlation between the presences, which means when one of the presences increases, the other one also gets stronger. In other words, when one of the presences weakens in the online class, the other one is likely to get worse accordingly. This takes us to the next question, which is 1a.

4.3. Results in Relation to the Differences Between Each of the Perceived Presences of EFL Instructors (Social, Cognitive, and Teaching Presence)

Research Question 1a.: Is there a significant difference between each of these perceptions of EFL instructors regarding their social, cognitive, and teaching presences?

4.3.1. Quantitative Results

To answer this question, within-subjects ANOVA was used to examine the relationships between the scores obtained from teaching presence, social presence, and cognitive presence dimensions of the Community of Inquiry Survey Instrument. Additionally, Post Hoc test was applied to understand between which presences the significant differences exist. Results are presented in Table 4.6.

Table 4.6

Comparison of Teaching Presence, Social Presence and Cognitive Presence Dimension Scores of EFL Instructors

	n	\bar{X}	ss	sd	F	p	η^2	Post Hoc Test (Benforoni)
Teaching presence (1)	72	3.85	0.57					
Social presence (2)	72	3.17	0.67	(2; 142)	66.6*	<0.001	0.19	1-2/1-3/2-3
Cognitive presence (3)	72	3.44	0.49					

*p<0,05

When Table 4.6 is examined, it is seen that the dimensions of the teaching presence, the social presence, and the cognitive presence of EFL instructors show a statistically significant difference ($p < 0.05$). Therefore, in order to determine between which presences the differences exist, a paired comparison t-test was conducted. As a result, it was determined that the difference was between teaching presence scores and social and cognitive presence scores, and also between social presence and cognitive presence dimension scores as indicated in the table above.

When the average scores are examined, it is seen that the scores of the teaching presence dimension are higher than the scores of the social and the cognitive presence dimensions, and the scores of the cognitive presence dimension are higher than the scores of the social presence dimension. In addition, Figure 4.1 shows Community of Inquiry Survey Instrument teaching presence, social presence, and cognitive presence dimension averages of EFL instructors, so the differences between the dimensions are clearly seen.

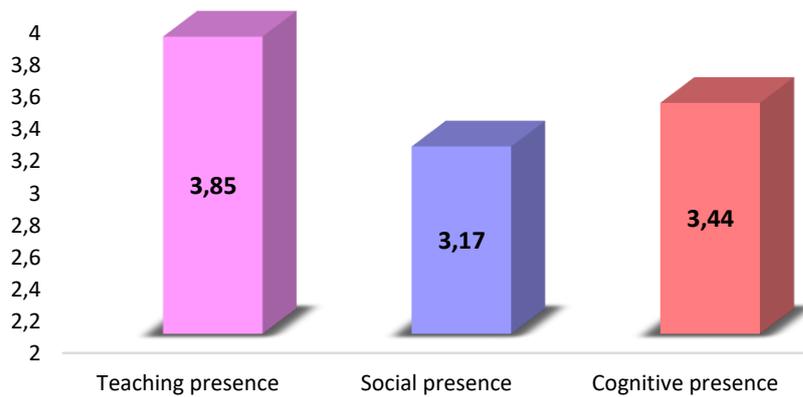


Figure 4.1. The Averages of Teaching Presence, Social Presence, and Cognitive Presence in the Quantitative Phase

4.3.2. Qualitative Results

In line with the research question 1a, which aims to explore whether there is a significant difference between these three presences, participants in the online group interviews were asked the following question: “*Which presence (teaching, social or cognitive) is the most difficult /the easiest to establish in your online classes? Why?*” to explore their perceptions regarding the differences between the presences.

Depending on the answers gathered from the participants in the interviews, the order that EFL instructors put each presence in and the frequencies of the three presences are shared in Tables 4.7 and 4.8.

Table 4.7

The Order that Participants Put the Presences in

Participants	PRESENCES		
	The easiest to establish	Not easy, not difficult	The most difficult to Establish
Participant 1	teaching	social	cognitive
Participant 2	teaching	cognitive	social
Participant 3	teaching	social	cognitive
Participant 4	teaching	social	cognitive
Participant 5	teaching	-	-
Participant 6	teaching	social	cognitive
Participant 7	-	-	cognitive
Participant 8	teaching	social	cognitive
Participant 9	teaching	social	cognitive

Table 4.8

The Frequencies That Each Presence was Mentioned Depending on Their Difficulty Level by the Participants

Presences	The easiest to establish	Not easy, not difficult	The hardest to establish
Cognitive	0	1	7
Social	0	6	1
Teaching	8	0	0

In Tables 4.7 and 4.8, it is seen that eight of the participants find the teaching presence the easiest to establish in their online classes and seven of them find the cognitive one the most difficult to establish among all the presences.

Having a more neutral tone compared to other participants, P5, in the second group, said that the cognitive was the hardest one to establish whereas social and teaching presences were at the same level and might change depending on the class profile:

Most probably, teaching would be the easiest for me, too. First, the social and cognitive, I'm not very sure which order to put them. I would actually put them in the same level, but, again, I believe that cognitive and social aspects are at the same level because they affect each other. [Participant 5]

Similarly, P7 remarked that the cognitive is the hardest to establish in online lessons:

The cognitive one, I would say, is the most difficult because when you have the cognitive one, the rest continues. Teaching and social presences would follow, I believe. [Participant 7]

Taking both quantitative and qualitative results into account, it is observed that the teaching presence in the Community of Inquiry framework seems to be the easiest to establish among all three presences for the instructors, which was verified by both data sets. Yet, in the quantitative phase, the social presence was found to be the lowest in online classes whereas the majority of the participants in the online group interviews reported that the cognitive presence was the hardest one to establish. To better understand the reasons for such differences, qualitative data gathered through the next question, which is 1b, needs to be analyzed.

4.4. Results in Relation to the Reasons for the Differences Between Each of These Presences (Teaching Presence, Social Presence and Cognitive Presence)

Research Question 1.b. What are the reasons for the differences between each of these presences according to EFL instructors?

To answer this question, notes collected through online group interviews were transcribed, analyzed, and coded. The themes and frequencies of them are demonstrated in the table below.

Table 4.9

The Themes and Frequencies of the Participants' Reasons

	THE REASONS FOR THE DIFFERENT ORDERING OF THE PRESENCES	
	THEMES	FREQUENCY
REASONS	Lack of observable outcome	4
	Different class profiles	3
	Losing concentration due to the screen and physical distance	2

4.4.1. Lack of Observable Outcome

Participants stated that they were unable to see the outcome from students, which was implied to be a reason for the differences in the strengths of the presences in their online classes.

P1 said that due to the lack of observable outcome, it is difficult to observe whether the cognitive presence exists or not whereas it is relatively easier to observe that the teaching presence exists in the online class:

I do not see them, but students are doing it. They are uploading things. They respond. So, teaching is going on; it didn't stop. It is easy for me to get things done. So, this provides me teaching presence. It is happening. They were learning, but cognitively? If I understood it correctly, I felt like they tend to lose their concentration during the courses. I mean it was difficult to keep them fully alert because when you sometimes ask questions, they sometimes may not respond at all. It is not that they were not following you much or were not there, I think. [Participant 1]

In the second group, P5 also supported what P1 said:

I think teaching presence is stronger as online teaching is based on us basically, because the students may not be very talkative in some cases, so I would say the teaching presence is the strongest. Then, I would say social, because some students like interacting and sometimes they ask questions and then, finally, cognitive, because I can't be sure whether they can clearly understand us or completely understand the topics. [Participant 5]

Likewise, P6 and P5 in the same group also focused on lack of observable outcome for the cognitive presence, which results in not feeling sure about whether cognitive presence exists or not in their classes:

About cognitive, you can never totally make sure. You try somehow to test their knowledge and their learning, but you can never be sure if it is achieved. [Participant 6]

Just like Participant 4 said, at the cognitive level, I am not truly sure what is happening because they may not always respond. But, with the exam results or portfolio results, we can understand it. For example, in the quizzes I tested this and it did not work. So, I can go back to it and revise it. It kind of gives me an idea about their cognition. Also, they may not be very social. In that case, it is difficult to see what is happening with their cognition. So, I think that it is like a cycle. [Participant 5]

Similar to P5, P4 also mentioned assessment tools as the outcome for the cognitive presence:

As for the cognitive presence, maybe, the exams, exam results, and quiz results help us understand whether they have learned or not. [Participant 4]

4.4.2. Different Class Profiles

Some participants mentioned class dynamic as a reason for the differences in the strength of the presences in online classes by giving social and cognitive presences as examples:

I guess social one is the most difficult one. It depends on the class. Sometimes if there's a nice class dynamic, you can establish a nice relationship more easily, but there may be a class of students who do not like showing their characters and who do not like interacting a lot during the lessons. That's why, I believe that I find social presence a little bit more difficult than others. [Participant 2]

Emphasizing various class dynamics, P5 also shared the same opinion:

What is happening is that if the students are talkative, engaging in the lesson and participating, the social aspect then becomes strong for me, which also affects all the other aspects, I believe. [Participant 5]

4.4.3. Losing Concentration Due to the Screen and Physical Distance

In the third group, the most apparent reason for the weak cognitive presence was students' tendency to lose their concentration:

For me, that is the biggest issue. I mean, if the students are just there physically and turn on their cameras because they have to, it may be difficult because we are not physically in the classroom. [Participant 7]

Talking about low concentration level due to the restrictions caused by online education and high exposure to the screen, P9 also said:

Cognitive presence is the hardest because even if they are in front of the camera, their minds might be busy with something else. You cannot easily get students to concentrate if they are not physically near you, I mean, physically not in the same room with you. [Participant 9]

In addition to what P9 and P7 said, P8 also mentioned physical distance, which appeared as a result of online teaching, as another reason for weaker social presence:

There's like one difference between teaching online and teaching in classroom in terms of cognitive difference. In the classroom, we might have students who may lose their concentration, but we can easily identify and warn those students, but in online teaching, I feel like social presence is also hard. You feel like you're establishing eye contact, you are asking questions, for some reason, they may not quickly answer your questions because they are behind the screen. It is like they are having another fence or a barrier. [Participant 8]

4.5. Results in Relation to the Differences Among the Sub-Constructs of Each Presence Within Themselves

Research Question 1.c. Do the sub-constructs of each presence have a significant correlation within themselves?

4.5.1. Differences Among the Sub-Categories of Teaching Presence

First of all, the teaching presence, which is one of the dimensions of the Community of Inquiry Survey Instrument, consists of three sub-dimensions: design organization, facilitation and direct instruction.

To answer that research question 1.c., Pearson correlation coefficient was applied to determine the relationships between these sub-dimensions. Results are presented in Table 4.10.

Table 4.10

Correlations Between the Sub-dimensions of Teaching Presence

	Design organization	Facilitation	Direct instruction
Design and organization	-		
Facilitation	0.749*	-	
Direct instruction	0.683*	0.652*	-

*p<0,01

When Table 4.10 is examined, it is seen that there is a highly positive and statistically significant ($r = 0.749$, $p < 0.05$) relationship between the constructs of design and organization and facilitation. In line with this, it could be argued that as the scores of EFL instructors in the design and organization dimension increased, the scores of the facilitation dimension also increased.

Between the direct instruction dimension and the scores of the design and organization and facilitation, there are moderately positive and statistically significant relationships ($r = 0.683$; 0.652 , $p < 0.05$, respectively). Therefore, it can be interpreted that as the scores of EFL instructors in the direct instruction dimension increased, their design and organization and facilitation dimension scores also increased.

4.5.2. Differences Among the Sub-Categories of Social Presence

Secondly, the social presence dimension, which is another category of Community of Inquiry Survey Instrument, consists of three sub-dimensions: affective expression, open communication and group cohesion.

Pearson correlation coefficient was used to determine the relationships between these sub-dimensions. Results are presented in Table 4.11.

Table 4.11

Correlations Between the Sub-dimensions of Social Presence

	Affective expression	Open communication	Group cohesion
Affective expression	-		
Open communication	0.664*	-	
Group cohesion	0.658*	0.655*	-

*p<0,01

When Table 4.11 is examined, it is observed that there is a moderately positive and statistically significant ($r = 0.664$, $p < 0.05$) relationship between affective expression and open communication dimension. Accordingly, it can be said that as the scores of the EFL instructors in the affective expression dimension increased, the open communication dimension scores also increased. Moderately positive and statistically significant relationships ($r = 0.658$; 0.655 , $p < 0.05$, respectively) were found between the group cohesion dimension and the affective expression and the open communication scores. Hence, it might be concluded that as the scores of the EFL instructors in the group cohesion dimension increased, the affective expression and the open communication dimension scores also increased.

4.5.3. Differences Among the Sub-Categories of Cognitive Presence

Finally, the cognitive presence dimension, which is the third category of the Community of Inquiry Survey Instrument, consists of four sub-dimensions, which are triggering event, exploration, integration, and resolution.

Similarly, Pearson correlation coefficient was used to determine the relationships between these sub-dimensions. Results are presented in Table 4.12.

Table 4.12

Correlations Between the Sub-dimensions of Teaching Presence

	Triggering event	Exploration	Integration	Resolution
Triggering event	-			
Exploration	0.648*	-		
Integration	0.581*	0.501*	-	
Resolution	0.528*	0.509*	0.465*	-

*p<0,01

When Table 4.12 is examined, it is seen that there is a moderately positive and statistically significant ($r = 0.648$, $p < 0.05$) relationship between *triggering event* and *exploration* dimensions. Accordingly, it might be argued that as the scores of the EFL instructors in the triggering event dimension increased, their exploration dimension scores also increased.

Between the integration dimension and the scores of the triggering event and exploration dimension, moderately positive and statistically significant relationships ($r = 0.581$; 0.501 , $p < 0.05$, respectively) were found. In accordance with that, it can be interpreted that as the scores of the EFL instructors in the *integration* dimension increased, their *triggering event* and *exploration* dimension scores also increased. Additionally, moderately positive and statistically significant relationships ($r = 0.528$; 0.509 ; 0.465 , $p < 0.05$, respectively) were found between the *resolution* dimension and scores of *triggering event*, *exploration* and *integration* dimensions. So, it could be interpreted that as the scores of the EFL instructors in the *resolution* dimension increased, their *triggering event*, *exploration* and *integration* dimension scores also increased.

4.6. Results in Relation to the Differences of the Presences According to the Demographic Factors of the Participants

Research Question. 1.d. *Do these presences show any significant differences according to the roles of the instructors in the institution, their nationality, and other demographic factors of the participants?*

4.6.1. Results in Relation to the Roles of EFL Instructors in the Institution

To answer this question, assumption of normality was first examined through SPSS 25 in order to determine the appropriate method in examining the differentiation between the scores of teaching presence, social presence, and cognitive presence dimensions in the Community of Inquiry Survey Instrument.

Independent samples t-test was used because the assumption of normality was provided and there were two main categories to classify the roles of the EFL instructors as instructors and administrators with teaching duties.

As the first demographic question, whether being an instructor or administrator with teaching duties caused a significant difference in the scores of three presences or not was examined. Results are presented in Table 4.13.

Table 4.13

The Differences in Scores Between Three Dimensions of Community of Inquiry Survey Instrument According to the Roles of EFL Instructors

	Roles	n	\bar{X}	ss	sd	t	p
Teaching presence	Instructor	61	3.86	0.58	70	0.083	0.934
	Administrator with teaching duties	11	3.84	0.52			
Social presence	Instructor	61	3.18	0.68	70	0.458	0.648
	Administrator with teaching duties	11	3.08	0.66			
Cognitive presence	Instructor	61	3.45	0.49	70	0.413	0.681
	Administrator with teaching duties	11	3.39	0.53			

When Table 4.13 is examined, it is observed that teaching presence, social presence, and cognitive presence dimensions scores of the Community of Inquiry Survey Instrument do not show statistically significant difference ($p > 0.05$) according to the roles of EFL instructors. In other words, EFL instructors' perceived teaching, social, and cognitive presences in online teaching are similar regardless of their roles.

4.6.2. Results in Relation to the Nationality of EFL Instructors

The assumption of normality was first checked in order to determine the appropriate method to examine the differences in the teaching presence, social presence, and cognitive presence scores of the EFL instructors in the Community of Inquiry Survey Instrument according to their nationalities. Since the assumption of normal distribution was provided and the EFL instructors' nationalities consist of two categories (Turkish and others), independent samples t-test was used. Results are presented in Table 4.14.

Table 4.14

The Differences in the Scores of Three Presences of Community of Inquiry Survey Instrument According to the Nationality of EFL Instructors

	Nationality	n	\bar{X}	ss	sd	t	p
Teaching presence	Turkish	52	3.91	0.53	70	1.272	0.207
	Other	20	3.72	0.66			
Social presence	Turkish	52	3.13	0.67	70	0.650	0.518
	Other	20	3.25	0.68			
Cognitive presence	Turkish	52	3.44	0.49	70	0.071	0.944
	Other	20	3.45	0.52			

When Table 4.14 is analyzed, it is observed that the teaching presence, social presence and cognitive presence scores of EFL instructors in the Community of Inquiry Survey Instrument according to nationality do not show a statistically significant difference ($p > 0.05$). In other words, EFL instructors' perceived teaching, social and cognitive presences in online teaching are similar regardless of their nationality.

4.6.3. Results in Relation to the Teaching Experience of EFL Instructors

The assumption of normality was first checked in order to determine the right method in examining the differences in the scores of teaching presence, social presence and cognitive presences in the Community of Inquiry Survey Instrument according to the years of teaching experiences of the EFL instructors. The Kruskal Wallis H test was used because the normal distribution assumption was not provided for at least one category of teaching experience and there were five categories to classify the teaching

experiences of the EFL instructors (0-5 years, 5-10 years, 10-15 years, 15-20 years, more than 20 years). Results are presented in Table 4.15.

Table 4.15

The Differences in the Scores of Three Presences in the Community of Inquiry Survey Instrument According to the Years of Teaching Experiences of EFL Instructors

	Years of experience in teaching	n	\bar{X}	Median	sd	χ^2	p
Teaching presence	0-5 years	7	3.67	3.67			
	5-10 years	16	3.94	3.92			
	10-15 years	20	3.80	3.75	4	1.54	0.819
	15-20 years	14	3.90	4.00			
	More than 20 years	15	3.88	3.92			
Social presence	0-5 years	7	3.25	3.44			
	5-10 years	16	3.35	3.33			
	10-15 years	20	2.97	3.00	4	2.22	0.696
	15-20 years	14	3.21	3.11			
	More than 20 years	15	3.15	3.00			
Cognitive presence	0-5 years	7	3.64	3.50			
	5-10 years	16	3.53	3.58			
	10-15 years	20	3.31	3.42	4	4.15	0.386
	15-20 years	14	3.31	3.29			
	More than 20 years	15	3.57	3.58			

When Table 4.15 is examined, it is seen that the scores obtained from the Community of Inquiry Survey Instrument dimensions of teaching presence, social presence and cognitive presence do not show a statistically significant difference ($p > 0.05$) according to the teaching experiences of the EFL instructors. That means the EFL instructors' perceived teaching, social, and cognitive presences in online teaching are similar regardless of their teaching experience.

4.6.4. Results in Relation to Weekly Teaching Hours of EFL Instructors

First of all, the normal distribution assumption was checked so as to decide on the appropriate method in examining the differences in the scores obtained from the Community of Inquiry Survey Instrument teaching presence, social presence and cognitive presence dimensions according to the weekly teaching hours of the EFL instructors in their institution. The assumption of normality was provided and there were two categories to classify the weekly teaching hours of the EFL instructors (5 to 10 hours, 10-25 hours). Therefore, independent samples t-test was applied. Results are presented in Table 4.16.

Table 4.16

The Differences in the Scores of Three Presences of Community of Inquiry Survey Instrument According to EFL Instructors' Weekly Teaching Hours

	The number of teaching hours per week	n	\bar{X}	ss	sd	t	p
Teaching presence	5 to 10 hours	10	3.74	0.36	70	0.669	0.506
	10-25 hours	62	3.87	0.60			
Social presence	5 to 10 hours	10	3.00	0.59	70	0.844	0.402
	10-25 hours	62	3.19	0.68			
Cognitive presence	5 to 10 hours	10	3.18	0.46	70	1.823	0.073
	10-25 hours	62	3.49	0.49			

When Table 4.16 is examined, it is observed that the scores gathered from the EFL instructors regarding the teaching presence, social presence and cognitive presence of Community of Inquiry Survey Instrument do not show statistically significant difference ($p > 0.05$) according to the instructors' weekly teaching hours. That is, the EFL instructors' scores for teaching, social, and cognitive presences in online teaching do not have a significant difference depending on their lecture hours per week.

4.7. Results in Relation to the Experiences and Perceptions of EFL Instructors Towards Their Social, Cognitive, and Teaching Presences

Research Question 2. What are the beliefs and experiences of the EFL instructors towards their social, cognitive, and teaching presences during online teaching in a higher education institution after the outbreak of the COVID-19 pandemic?

To answer this research question, qualitative data collected from the volunteer participants was analysed through constant comparative analysis method. Hence, several questions were asked to the participants during the online group interviews. The answers were transcribed and coded, after which several themes as to the beliefs and experiences of the EFL instructors were formed for each presence.

4.7.1. Themes about Social Presence

In the group interviews, 3rd, 4th, 5th, and 6th questions were asked to the participants to collect data about social presence. The emerging themes are shown in Table 4.17 below. Each theme regarding social presence is explained in this section. The questions 3, 4, 5, 6 in the group interviews, were all related to the perceived social presence of the EFL instructors.

Table 4.17

Themes Related to Social Presence

ATTITUDES TOWARDS SOCIAL PRESENCE (Research Question 2)		
Social presence		
	THEMES	FREQUENCY
INDICATORS	Verbal reactions from students	14
	Talking about non-academic and personal topics	13
	Mimics and facial expressions	11
POSITIVE EXPERIENCE	Proper use of online platforms	18
	Valuing students through genuine interest	12
NEGATIVE EXPERIENCE	Feeling embarrassed & uninterested	9
	Lack of physical connection	8

4.7.1.1. Verbal Reactions from Students

Verbal reactions shown by the students were highlighted as an indicator of social presence by the instructors in all of the groups:

P1 mentioned responses from students to other students as an indicator and said:

When they like the discussion question - it depends on the question- when they like it, they keep responding to each other. They are genuinely responding to what someone says. This is social presence. [Participant 1]

Furthermore, P2 highlighted chat function of Zoom and students' asking questions through it:

For example, when a student says something interesting or gives an example of a movie or TV series he or she has watched recently through chat, the others ask questions about it. They also know that when they start asking questions on Zoom orally, it may be chaos. So, they start asking their questions through chat function. [Participant 2]

P6, P4 and P7 also mentioned responding and asking questions in their classes as indicators of social presence:

When they respond to your questions... When they ask for help generally or ask about a point that they could not get exactly. [Participant 6]

Like Participant 6 said, when they answer your questions. Basically, when they ask further questions about the topic, I feel that they are engaged in the lessons. [Participant 4]

Verbal participation, I mean saying something, asking something. These are the first things that come to my mind. [Participant 7]

According to the EFL instructors in all the groups, it is understood that asking any sorts of questions, responding to what the instructor or another participant in the class says, or just saying something are perceived as social presence indicators by the EFL instructors.

4.7.1.2. Talking About Personal Life and Non-Academic Topics

Talking about non-academic topics and sharing some details of personal life are also highlighted by the participants as indicators of social presence in their online classes. To elaborate on it, a participated stated:

When I share examples from my life, they are all listening. When you talk about your interests, hobbies, the conversation goes on. [Participant 3]

A more detailed example about a non-academic conversation was shared by another participant:

Last week, I talked about a new TV series. It is based on a real story. I asked them whether there was anybody watching it. One of my students in that class said that he started watching it and he was watching the 4th episode. The others started asking questions to him and they shared some pictures of the character. They talked about the plot, characters, and their lives. So, it was really nice. Actually, I could easily feel the social presence of the students. [Participant 2]

After highlighting the importance of ‘talking about non-academic topics’, P2 also gave an example as to personal life:

For example, one of my students and her family contracted the virus and she openly told us about it. Every day, before I started the lesson, I asked about her family and how they were feeling. [Participant 2]

The second group also touched upon asking non-academic or personal questions in their online lessons on purpose so as to foster social presence in their online classes:

It doesn't always have to be about the lesson, but when you ask them a non-academic question - when you ask them a question like: “Have you ever heard about hard disc before?” Even then, engaging in such a thing – it may be a simple question not related to the lesson- shows that they are socially present over there. [Participant 5]

P4 supported her colleague saying that she sometimes asks non-academic questions at the beginning of the lesson:

Before starting the day, asking, for example, “What do you think about this, how are you feeling today, is your family alright?” can also establish a good communication. So, asking personal questions, calling their names all affect that. [Participant 4]

Asking questions about non-academic topics and creating opportunities for students to exchange ideas leading to such conversations are the ways that the EFL instructors have in order to increase social presence in their online classes. If such instances happen naturally in the class, the instructors feel that social presence exists in their classes. The instructors reported that they may otherwise feel worried or uneasy when learners do not share anything about non-academic points or their personal lives, which were said to be quite common and natural in physical classrooms before the pandemic crisis.

4.7.1.3. Mimics and Facial Expressions

The other social presence indicators, according to the EFL instructors, are mimics, and any types of facial expressions. They gave several examples of facial reactions as follows:

They make comments or they just have smiling faces. [Participant 2]

Once, they came from breakout rooms, they were happy. I asked: “Did you like it?”, they were all nodding. This is what I saw. [Participant 1]

I feel like even their images from the camera, their mimics or even just a nod... I mean you know that they're there trying to engage in the lesson. [Participant 5]

P4 and P6 complained about the lack of facial expressions as a possible indicator of the absence of social presence in their classes and how they, as instructors, feel when facial expressions and mimics do not exist:

If they laugh at your jokes. I remember a class I shared with my colleague. they didn't show facial reactions like laughing or mimics a lot. [Participant 4]

It may make you feel uneasy. You might feel that there is something wrong. Actually, it is okay when they don't smile sometimes. [Participant 6]

P7 contributed to the interview by giving eye-contact as an example:

Verbal participation, some sort of nodding, just like in the normal human interaction, and eye contact are indicators. [Participant 7]

P8 also stated that she could not make sure if the class was listening to her when students did not show any facial reactions:

If I am not getting any reaction, either verbal or even facial expressions, if that is not there, I am not totally sure. I can't exactly tell if they are there and listening or just looking at the screen. It is difficult to know. [Participant 8]

Depending on the comments, it is observed that the participants regard smiling faces, laughing, nodding, mimics, which are various facial reactions, as social presence indicators in their online lessons. As participant 4 particularly indicated, the lack of social presence can be understood from the lack of those facial expressions in online classes.

4.7.1.4. Proper Use of Online Platforms

The participants referred to online platforms that they use to foster communication and unity, which are components of social presence. They mostly emphasized breakout rooms, which is a function of Zoom, WhatsApp, and Moodle.

WhatsApp was mentioned by P9 and P8 as a tool that is used in their online classes:

In online classes, I use lots of breakers in order to get them to communicate with their classmates and with me and I am arranging the WhatsApp groups for them. [Participant 9]

I sometimes tell my students that they can exchange their numbers and create a group because this is how they are probably going to help each other. [Participant 8]

Besides breakout rooms and WhatsApp, P7 highlighted Moodle which helps to improve social presence in her online classes:

Also, creating opportunities like breakout rooms helps. I used that platform, WhatsApp. I also use Moodle a lot. From Moodle announcements, I gave them some information and I made announcements. Of course, it is delivered to their email addresses, as well. Actually, I tried to use different channels to reach them, to maintain communication with them. [Participant 7]

Instructors feel that social presence is also maintained if the students are in the breakout rooms together with their friends. P5 said:

I feel like in all my classes even if they do something in the breakout rooms, there is unity, they are talking to each other actively, and they answer the questions. [Participant 5]

Encouraging students to use WhatsApp for academic support is highlighted by P2:

When giving writing feedback in the office hours, I sometimes tell them that they may also work with their friends. For example, I say “X person, she has written an essay, too, so you can show writing tasks to each other if you like”. I observed that they communicated and they shared writing tasks with each other through their WhatsApp group. [Participant 2]

Being physically distant from classrooms and students, all the EFL instructors officially use Zoom to deliver their academic content across the institution. In addition to Zoom, most of the participants in the group interviews mentioned WhatsApp to communicate with their students as a class or sometimes one-to-one. Few of the instructors said that they prefer not to be involved in students’ WhatsApp groups due to some reasons. Nevertheless, they encourage their students to create WhatsApp groups in which there are only students so that they can still interact with each other. Additionally, Moodle, which is the official platform that the institution uses, is highlighted by the instructors as a communication mode during online teaching.

Despite the multitude of the indicators of social presence and positive experiences of the EFL instructors regarding social presence in their online classes, there are some points which have a negative impact on social presence according to the instructors. They believe being physically distant from each other and students’ feeling shy and uninterested are the factors causing negative experiences related to social presence.

4.7.1.5. Valuing Students Through Genuine Interest

Participants mentioned behaving genuinely towards students as well as being genuine in their lives, asking them what they like and what they do not like, or the difficulties that they have especially during the pandemic, etc. have positive impacts on students and the social relationships established in their online classes. They elaborated on such positive experiences as follows:

Last week, one of my students said: “Hocam, you're genuinely asking how we feel.” So, somehow, it's about you, how you feel at that moment and if

you are motivated, I think you are genuine in the class. They feel it.
[Participant 1]

I think being genuine is the key word here, as Participant 1 said. I mean as soon as they understand that you are genuinely interested in whatever they are doing, I mean, in their own lives or in the lesson, I believe there's an atmosphere where communication is openly maintained. That's why, I don't think that it's very difficult as long as you have a genuine interest in them. [Participant 2]

I spend a while on calling them to an office hour. I realize that the rapport I build with them affects the whole communication throughout the course because they are not just one single unit in a large classroom, but as a single person, they are important in class. They realize that they are valued.
[Participant 5]

P5 also underlined the importance of some behaviors which help students feel that they are valued:

Praising them, appreciating what they say, asking for their opinion one by one, appointing students affect communication, as well. [Participant 5]

In the third group, asking about academic points in a genuine way is also mentioned as a facilitator of affective communication. P8 said:

Sometimes checking up on the students regularly. I do it in online, too. Sometimes I write on chat even. I am asking about the homework, what happened, why it is not done, if there is a problem you don't know well, etc. [Participant 8]

It can be concluded that the EFL instructors feel the times when social presence exists in their online classes and try to foster it through genuine interest. Yet, they need some external support like tools regarding instructional technology in the online environment in addition to what they can personally do and several online platforms are said to help EFL instructors in maintaining the social presence in their classes.

4.7.1.6. Feeling Embarrassed/ Uninterested

The final theme is related to students' feeling shy or not showing interest in the lesson or participants in the online lessons. Some social and emotional reactions, which instructors mentioned during the interviews, are shared below:

Right now, there is a camera and many eyes are looking at them at the same time from that camera. They say something within the large group and I feel like that may be one of the reasons why unity is not easily achieved because they might just feel afraid that everyone is there and watching them concentrated. [Participant 5]

Sometimes, you need to nominate them randomly to catch them and sometimes they might be unprepared, so they feel embarrassed. [Participant 6]

Besides feeling shy, looking uninterested is another case, which leads instructors to feel negative about social presence in their classes:

I feel like, in online classes, because they don't see each other physically, there is not this personal connection as much as they have in physical classrooms. So, they may not need to get to know each other or make friends. [Participant 8]

Especially at the beginning of the course, it is not easy, students do not know each other and it takes a long time for them to get to know each other online. So, they are usually shy to open up and tell you something. Sometimes, it could also be very hard for them to answer a question. [Participant 9]

4.7.1.7. Lack of Physical Connection

While answering questions about social presence, EFL instructors remarked that lack of physical connection plays a big role in having negative experiences.

In the first group, one of the participants claimed that physical distance causes her to feel uncertain about students' social presence:

They are put in breakout rooms. When they come back, their faces look generally happy. I don't know it is because they liked it or they found something interesting. Actually, they are not physically together, so I don't know whether outside classes, they had time to get together informally. [Participant 1]

What participant 9 shared is similar to what P1 said:

During the course, they said: "Teacher, it is very different in online lessons because we don't see each other. We may not easily feel like we are friends. We do not easily feel we belong to the same classroom. Sometimes we just communicate with you and that could be enough." That is a perspective, for example. [Participant 9]

But, in online classes, it is obviously harder for them to make closer friends because they do not see each other physically. They don't say: "Let's go for a coffee." In a physical classroom, they have time and space to do that. So, it is harder and it takes time. [Participant 8]

The instructors reported that they could observe the negative impact of physical distance on social presence during the pandemic when they compare online teaching with face-to-face or hybrid teaching:

It is very difficult in online classes because at a point, they may not want to participate. In classroom, because you can physically see them, I feel that they would feel more responsible when they're not doing something or responding. [Participant 5]

P4 supported her colleague by giving examples from her hybrid teaching experience, during which students were allowed to come to classrooms in small numbers on specific days:

Remember when we were doing hybrid teaching last year, students used to come to every lesson and they would say: "May we come every day?" There was a unity among them, so actually seeing each other face-to-face in real life affects the unity a lot. [Participant 4]

What P6 said summarizes how important physical contact is for the instructors. While supporting her friend, P6 said:

In a real physical classroom, they have the chance to sit closer, whisper to each other, and work together on the same piece of paper, but on Zoom, they are so isolated from each other. They are like in a glass cabinet. They cannot just see and touch each other. [Participant 6]

All the comments reveal that seeing each other face-to-face, sitting closer in a real classroom, or touching each other are all significant details which actually help to create social presence in the classrooms. In this regard, lack of those details are said to negatively influence teachers' observing the class, and students' making friends with each other.

4.7.2. Perceptions About Cognitive Presence

In order to find answers for the second dimension of Research question 2, which was related to the perceptions of the EFL instructors about cognitive presence in online

classes, qualitative data was collected through online group interviews. Interviews were transcribed, analyzed, and coded. Accordingly, themes were created.

Each theme regarding cognitive presence is explained in this section. Questions seven and eight in the online group interviews, were all related to the perceived cognitive presence of the EFL instructors. The themes and their frequencies are demonstrated in Table 4.18 below.

Table 4.18

The Themes and the Frequencies Related to Cognitive Presence

ATTITUDES TOWARDS COGNITIVE PRESENCE (Research Question 2)		
Cognitive presence		
	THEMES	FREQUENCY
INDICATORS	Production tasks	20
	Asking lesson related questions	17
	The use of online tools	13
	Facial reactions	8
POSITIVE ATTITUDE	Lesson modes on Zoom	9
NEUTRAL ATTITUDE	Cognitive presence can exist in online class or in a classroom	6
NEGATIVE ATTITUDE	Difficulty in applying new information	3

4.7.2.1. Production Tasks

After asking instructors about the indicators of cognitive presence in their classes, they gave examples regarding production tasks, especially writing:

Referring to essay writing, which is a part of both formative and summative assessment in the institution, P2 said:

They try to apply the new information and when they write an essay, I can better see, for example, the thesis statements there. [Participant 2]

Making a connection between applying new information, which is a critical part of higher order thinking as well as writing, P1 remarked:

I can see cognitive presence through their writing. They can synthesize and apply the new information. I can easily see that. I encourage them to take risks and use the new vocabulary and structures.” I explicitly tell them and they definitely apply the new information. [Participant 1]

In the second group, P4 also referred to writing as a task which helps her to understand whether learning takes place or not.

I make them write a paragraph in groups of two or three. Maybe, I can see whether they have really understood the topic or not. [Participant 4]

Putting emphasis on writing, P5 compared writing tasks with speaking tasks, which are both productive:

Synthesizing and applying what they learn. I feel like one of the best ways that I can check this is -like Participant 4 said- is the production activities, especially written production. Actually, I feel like written production would be the best way for me to check whether they have understood what we taught and whether they have applied it or produced it in their own terms. [Participant 5]

The third group also highlighted writing as an indicator after being asked how they realize that cognitive presence exists in their classes:

I would say writing tasks because they have to write and produce it themselves. They depend on themselves. [Participant 8]

Yes. Production. [Participant 7]

After such indicators for cognitive presence shared by the EFL instructors, they also pointed out their positive experiences in regard to cognitive presence in their online classes. The themes are explained below.

4.7.2.2. Asking Lesson Related Questions

The EFL instructors in all groups expressed that they regard asking and answering lesson related questions as clear indicators of cognitive presence because they repeated it quite frequently while answering the questions concerning cognitive presence.

Likewise, not responding, not asking questions, and silence after teacher delivers the content are perceived as lack of cognitive presence by the EFL instructors:

When they ask questions, right. When they ask questions, I become happy. [Participant 2]

It is understood that instructors feel that cognitive presence does not exactly exist if there are not lesson related questions coming from students.

I find myself asking this question: “Do you have any questions?” I sometimes just wait for a while and when nobody asks a question, I keep repeating: “Do you have any questions?” [Participant 3]

So, if students ask further questions, if they say directly: “Hocam, I do not understand, can you explain this again?”, I can clearly understand that they are cognitively present in class. [Participant 4]

Participants also mentioned questions raised for clarification and responses coming from students while talking about cognitive presence indicators in their online classes. Some participants said:

Definitely, when they ask for clarification, for reasons, for explanations or certain points. [Participant 6]

If they answer my questions, I understand that they are cognitively present in my class. Every activity that we do actually checks their comprehension, checks their cognitive presence level, checks how much they have understood or how much they are interacting with the course materials. [Participant 9]

4.7.2.3. The Use of Online Tools

EFL instructors remarked that using the functions of online tools properly is also an indicator of cognitive presence in the classes:

P1 focused on the chat function of Zoom, which helps the teacher to understand social presence exists in her class:

I see answers coming through the chat function. I realize that they are there, actually. [Participant 1]

P2 highlighted sharing screen function of Zoom, which allows all the participants to see the screen of the person who is sharing:

For example, one student shows his or her answer if she has answered on the word document. She shares her screen, shows her answers and explains why she filled in the gap that way. So, I can easily see her cognitive presence. For the second exercise, we move on to another student who shares his or her screen. So, I can easily see that they are cognitively present. [Participant 2]

P5 mentioned the use of online platforms and said that sometimes integrating gamification to check understanding into online lessons helps to see if there is a learning related problem or not:

Sometimes, I play games such as Kahoot or Quizlet on online platforms. With most of the classes, when I'm playing Kahoot, when they give their answers, I can see who has the correct and wrong answers on the screen. If half of the class' answers wrong, half of the class has correct answers - for example- Then, I say that maybe I should go over this one more time. [Participant 5]

Participant 4 mentioned another online platform, which the other participants had not heard before. She said that she used it in her online lessons to check if the task was being done by all the participants or not:

I can see whether they have really understood the topic or not. Everyone can type at the same time on this application. It allows me to control whether they are doing it or not, actually. [Participant 4]

P6 said that she used WhatsApp as a tool to monitor the learning process of her students and give feedback during her online teaching:

Last week, I told my students to write three or four sentences with four words that they learned that day and just WhatsApp me those sentences so that I could have a look. If they do it on a daily basis, it will help them in the long term. [Participant 6]

4.7.2.4. Facial Reactions

Participants mentioned facial expressions that learners show in their online lessons as indicators of cognitive presence:

When they nod their heads. [Participant 1]

When they nod, as they said. [Participant 2]

In the second group, participants also highlighted similar expressions:

Even a simple nod or the raise of an eyebrow. I know that they're listening to me and trying to figure out what is going on. [Participant 5]

Most of the time, from their gestures, I understand that they are trying to understand the lesson. [Participant 4]

P7, in the third group, also said:

Any sort of meaningful reaction. Answers, questions or raising eyebrows, even body language. [Participant 7]

4.7.2.5. Lesson Modes on Zoom

In the online group interviews, the EFL instructors were asked about the efficiency of synchronous and asynchronous lessons in terms of cognitive presence. Most of them favored synchronous lessons and gave positive feedback about it whereas few of the respondents believed that cognitive presence is not very much affected by lessons' being synchronous or asynchronous, but by other factors like student profile and motivation.

The ones who favored synchronous lessons while talking about cognitive presence elaborated on it:

I guess synchronous lessons may be more effective because through whiteboard function, chat function, sometimes on Padlet and Google Document, I can easily see their presence, actually. When it is asynchronous, they upload the document or send me something. Synchronous lessons might be much better and more effective. [Participant 2]

P1 and P4 also shared a similar opinion with their colleague and stated:

To keep them cognitively present, synchronous lessons are definitely better. Some students may not want to be in front of the screen. This is how I actually see them doing. Synchronous lessons are better to keep them cognitively present and alert, I think. [Participant 1]

With asynchronous lessons, I cannot always make sure whether they are really doing it or not, so I would say synchronous lessons or homework for this. [Participant 4]

Having a more neutral stance about the lesson modes due to different reasons, P7 and P8 shared their opinions:

For some activities, synchronous lessons are better for speaking. If the task requires interaction, of course, synchronous lessons would work better. You could monitor the students in different breakout rooms or in the main room. But, for example, for an individual writing task, asynchronous lessons may work better because of the nature of the task. Students can concentrate on the task better or sometimes I assign students reading tasks to do in an asynchronous way. I believe they could concentrate better. I can understand it from their questions and answers later on. [Participant 7]

Both of these types of lessons work to a certain extent. They work actually for different tasks and for different days. Also, for different students, they may be more effective. Even for the same student, one may be more effective for one hour for one task. [Participant 8]

4.7.2.6. Cognitive Presence can Exist in an Online Class or in a Classroom

Regarding cognitive presence, EFL instructors were asked about whether learners can synthesize and apply the new information that they learn in online lessons. The majority of the instructors remarked that lessons' being online do not greatly affect the success of learners:

It is not really difficult. It does not matter if it is in classroom or online. [Participant 1]

P3 underlined the importance of learner autonomy in achieving cognitive presence:

Yes, I was going to say the same thing. I believe that online is no different as long as there are autonomous learners who can take the responsibility of their own learning. [Participant 3]

P2 mentioned the difficulties experienced during the emergency remote teaching and added that cognitive presence was still observed despite the challenges during the pandemic crisis:

At the very beginning of the pandemic and online teaching, I got really surprised to see that the students were quite successfully using the

grammar objectives that I taught during online learning. We were just learning how to use those things like Zoom, whiteboard, this and that. Then, I realized that it doesn't matter whether the class is online or not. It doesn't matter where the teaching is. [Participant 2]

Similar to what P1, P3, and P2 said, P9 and P8 also said that difficulties of online education can be overcome and synthesizing and applying new information can be achieved if there is motivation:

Last course, I taught students collocations that were important for their essay organization. The next lesson, in the next essay, I could see those because they were doing vocabulary revision every day. Sometimes, it may not be so quick for all learners to be able to synthesize and apply new information. It depends on different factors. [Participant 9]

Yes, I agree. I don't feel like this is different from real classroom. If the students are cognitively ready and motivated, it is easier to apply the new information. We know that it is possible. I don't think that it is very much different from physical classrooms and physical teaching. [Participant 8]

Saying that she agrees with her colleagues, P7 claimed:

I agree with what my friends said. There are lots of other factors - as we have discussed - affecting cognitive presence. I think that we need to think of all these factors like motivation, attention, social presence, teaching presence, and so on. [Participant 7]

4.7.2.7. Difficulty in Applying New Information

Some instructors talked about students' not easily applying what they learn in their written outcomes. The instructors discussed about the reasons:

P5 said that it might be difficult to observe new information in online classes. She reported that completing mechanic tasks can be observed more easily in online lessons whereas production tasks, which require higher order thinking skills, may be more difficult to observe in online lessons:

Online education may be difficult because of concentration issues. In traditional classes, when you give them a production task, they could do it more easily, but now in online education they do the mechanic exercises easily, but it might take more time to observe the language in production. [Participant 5]

Sharing a similar problem, P6 gave examples as to vocabulary teaching:

They have a very nice and comprehensive academic word list. The school nicely organizes them into weeks and sets them daily words on a daily basis. They have exposure, they have meaningful tasks weekly, and they keep vocabulary journals. However, in their essays, it may take time for them to use the words that they are taught or they worked with. The classes may sometimes have difficulty in using those words in production tasks. [Participant 6]

Giving an example regarding vocabulary learning, P4 remarked that production is difficult to observe despite encouraging students to use level collocations. She attributed it to students' fear to make mistakes:

I actually agree with Participant 6. Actually, they know that they should use this collocation, use this grammar, but, I guess they may be afraid to make mistakes. Before they internalize the words or before they internalize the grammar, most of them don't want to use it in their essays, I think. [Participant 4]

4.7.3. Perceptions About Teaching Presence

As to the third dimension of the Community of Inquiry framework, which is teaching presence, EFL instructors were asked about their teaching presence and to share their experiences in their online lessons. Qualitative data was collected through online group interviews similar to other dimensions of research question 2. Interviews were transcribed, analyzed, and themes were created. Accordingly, themes for teaching presence were created. Each theme regarding cognitive presence is explained in this section. Question nine in the online group interviews, was about the teaching presence of EFL instructors. The themes and their frequencies are demonstrated in Table 4.19 below.

Table 4.19

The Themes and the Frequencies Related to Teaching Presence

ATTITUDES TOWARDS TEACHING PRESENCE (Research Question 2)		
Teaching presence		
	THEMES	FREQUENCY
POSITIVE ATTITUDE	Gaining experience in online teaching	14
	Being less distracted in online teaching	5
NEGATIVE ATTITUDE	Challenging to adapt to online lessons at the beginning	3

4.7.3.1. Gaining Experience in Online Teaching

Most of the EFL instructors said that they were content with gaining experience in online teaching after the pandemic. They also remarked that they feel more comfortable and find teaching presence easier to establish in online classes compared to the beginning of the pandemic:

It was more difficult at the beginning of the pandemic crisis when this all came as a shock. I am thinking of the last April when we just started this. It was challenging. I believe it is getting easier because we are getting used to the format, the interaction, the interface and everything. And, we know well what would work, what would not work in online classes. [Participant 7]

P8 also highlighted the importance of experience and strategies that they use to cope with online teaching:

The difficulty level is decreasing as we gain more experience. We can adapt to this kind of teaching context. I feel like if we gain more experience and learn more strategies as to how to deal with the such sort of situations, it is getting easier, it is not as difficult as it was, like Participant 7 said. [Participant 8]

P9 focused on the strategies she used to resort to in traditional teaching and remarked that they are easier to apply in online classes, which affects teaching presence positively:

I sometimes think it is easier than physical classroom, I mean teaching in a physical classroom because in a physical classroom, when you were showing think aloud processes, strategy training, etc., that was difficult because of sharing the content. I mean it was more difficult to go over the content with the students at the same time. Now, everything is happening at the same time. [Participant 9]

I can easily design the things. Actually, it doesn't make much difference in terms of designing the course, this and that. However, establishing teaching presence has been really affected by the online classes. It is much more comfortable, I guess. [Participant 2]

4.7.3.2. Being Less Distracted in Online Teaching

The EFL participants said that they are not as much as affected by the new physical conditions of online teaching compared to a physical classroom. They compared face-to-face lessons before the pandemic with online ones and shared some advantages of not being in a physical classroom in line with their teaching presence:

With these online classes, there is this screen which is like a virtual barrier. You can still see that students are doing the task, but you cannot actually see every detail about them. It somehow makes you feel a little bit comfortable as distractors are also not seen due to the nature of online classes. [Participant 1]

After P1, P2 also mentioned her high motivation in online teaching in line with her teaching presence:

In traditional classes, for example, when I realized that students did not have their equipment or course books, I would ask whether that student would bring it tomorrow the other day, so during the lessons I used to feel sorry about it. Also, when they became off task, I would try to encourage the students to participate in the lesson as it was easier to understand what was happening. However, now although I feel that they are listening to me, I cannot feel totally sure about it. I can understand it from their tasks, the writings that they did. And from their questions, I can understand that they are there. That's why, your focus stays on the things that are going to be covered in that specific lesson. You have your mental list and you can easily do those things without being interrupted by any distractors due to the nature of online classes. [Participant 2]

Regarding physical conditions and needs in face-to-face teaching, P5 talked about practicality in online teaching:

It is easier now because I do not have to print anything. I have everything just in front of me all the time. If there is something that I forget to add to a task, I can just do it within seconds. I feel like being hands-on. Practicality is much easier in terms of teaching presence. I feel I can cover pretty much everything that I used to do in classroom. [Participant 5]

P9 also underlined the importance of the decreased need for equipment in online teaching. She also implied practicality like her colleague:

I like showing them the text, looking at the question or underlining the texts together, etc. I would like to keep it when we start physical teaching again. Also, in physical classroom, you need so many technical equipment in order to carry out the lesson. Now, just a laptop is enough. In the traditional classroom, there were speakers, projectors, remote controls, and cables. Now, everything is easily accessible and that is very nice because when you forgot a book when you were going to the classroom, it was very hard for you to carry on the lesson, but now everything is easier because everything is on the laptop. I think that's one of the positive things about online teaching. [Participant 9]

P8 compared online classes with face-to-face teaching and stressed that online classes do not have the distractors that physical classrooms used to have, which affects teaching presence positively:

I feel like I can focus on how to deliver content. In a physical classroom, there might be more distractors, which is normal. For example, if two students talk to each other, I may hear it and ask them: "Please, keep quiet." In an online classroom, I cannot know or see everything. I can just focus on what I am doing. Of course, students are asking and responding, so, you can easily focus on the students. [Participant 8]

4.7.3.3. Challenging to Adapt to Online Lessons at the Beginning

The instructors talked about how hard it was to establish teaching presence when the school had to move to emergency remote teaching right after the outbreak of the Covid-19 and the start of the lockdown across the country.

P3 mentioned the difficulty in preparing the course-related documents, which is a component of teaching presence, at the beginning:

At the beginning, it was very difficult to arrange the files, upload them, and prepare them on the computer. [Participant 3]

In line with the components of teaching presence, P7 and P8 shared how their emotional well-being was affected at the beginning:

It was more difficult at the beginning of the pandemic crisis when this all came as a shock. I am thinking of the last April when we just started this. It was challenging... I had to stay up late in order to be able to plan my classes. [Participant 7]

I remember that I couldn't sleep well for some time. I was trying to figure out how to do the things online, but it is not like that now. [Participant 8]

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the discussion of the results in line with the research questions as well as the literature and the previous studies are given. Moreover, the implications of the study are shared.

5.2. EFL Instructors' Perceptions Regarding the Relationships Among the Three Presences of Community of Inquiry Framework

In the quantitative phase of the current study, the results obtained showed that as the scores of the EFL instructors for their perceived teaching presence increased in online teaching, the scores for social presence increased, as well. Therefore, it is understood that perceived teaching and social presences of the instructors mutually affect each other.

The complementary relation between teaching and social presences was also supported by Garrison and Arbaugh (2007). A positive correlation has already been observed between teaching and social presences (Gilbert & Dabbagh, 2005; Shea et al., 2006), which aligns with the findings of the present study.

Likewise, the findings gathered in the first phase of the present study demonstrated that when the perceived cognitive presence got stronger in online classes, teaching and social presences also increased. This shows correlation between cognitive presence and the other two presences and the correlational relationship between teaching and social presences with cognitive presence. Figures 5.1 and 5.2 below demonstrate the relationships:

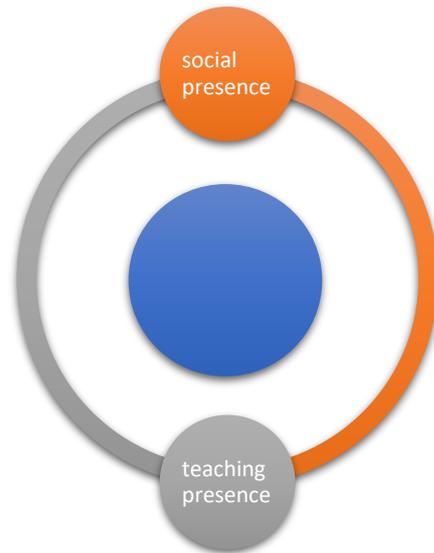


Figure 5.1. The Correlation Between Social and Teaching Presence

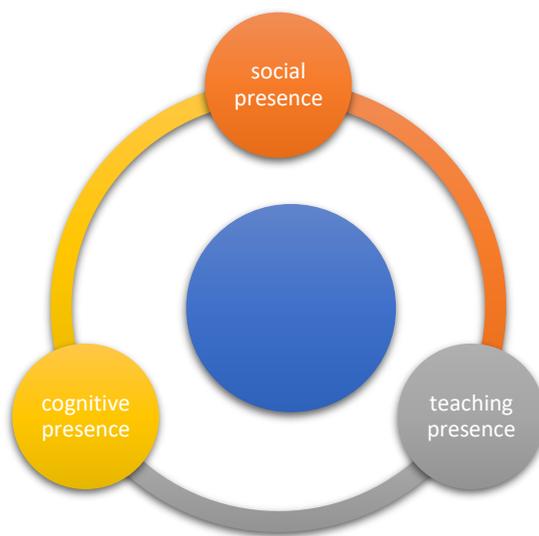


Figure 5.2. The Correlation Between the Cognitive Presence and the Other Two Presences

Qualitative results of the current study were also checked to expand the findings gathered in the quantitative phase and explore the beliefs of the instructors thoroughly. It was concluded that the majority of the participants believed there was a relationship between the three presences.

The study by Garrison et al. (2010), which also employed CoI framework, revealed that teaching presence had a key role in maintaining community of inquiry and

teaching and social presence impacted cognitive presence. Similarly, teaching presence was perceived to influence social presence. Hence, it can be claimed that the results of Garrison et al. (2010)'s study seem to echo the findings of the current study in that the presences are said to be interacting with each other.

Another study whose results are in harmony with the current study is the one by Mehri and Izadpanah (2017), which also demonstrated that learners' social, cognitive, and teaching presences were all influenced by technological tools, which implies a correlational relationship between these three presences. That is, when an external tool increased social presence, it also increased teaching and cognitive presences, which shows that these presences somehow correlate with each other. That also aligns with what the majority of the EFL instructors shared in the interviews. They mostly believe that these presences coexist in their online lessons. Depending on these, it might be interpreted that the learners and the teachers share a similar idea about the correlation of the presences. The study by Yang (2016), which was conducted with prospective teachers in the Department of Foreign Languages, also revealed that teaching presence helped to maintain cognitive and social presences in an online learning setting, which was also supported by the EFL instructors of the current study.

Conducted in an EFL setting, Huynh and Nguyen (2019)'s study also showed that cognitive presence correlated with the other presences, which is similar to the findings of the current study. The present study found that as the cognitive presence increased, teaching and social presences increased, as well, which is also supported by the literature. Namely, social presence has a crucial impact on cognitive presence (Kozan & Richardson, 2014; Polat, 2013; Rourke et al., 2007) and it is likely to get stronger when cognitive presence is fostered with social interaction.

5.3. EFL Instructors' Perceptions Regarding the Differences Between the Three Presences of Community of Inquiry Framework

In line with question 1a, the results of the current study showed that teaching, social, and cognitive presences of the EFL instructors show a statistically significant difference among each other. The difference was observed between teaching presence and social and cognitive presence scores. Besides, the other significant difference was observed between social presence and cognitive presence, which is similar to the

results of Huynh and Nguyen (2019)'s study. The average scores of the present study (teaching presence=3,85, cognitive presence=3,44, social presence=3,17) also declared that teaching presence is the strongest, aligning with the finding of Huynh and Nguyen (2019)'s study.

The study by Kilis and Yıldırım (2019) found a higher level of social presence compared to the previous studies by Akyol (2009) and Kim (2015). The reason for higher social presence was said to stem from the use of Facebook and WhatsApp groups during online education. Observing higher level of social presence contradicts with the results of the current study because the EFL instructors found the social presence the lowest in the quantitative phase. In the interviews, the EFL instructors ranked the social presence the second while ordering the three presences and found the cognitive presence the weakest in their online classes. Although the instructors of the current study said that they encouraged the use of WhatsApp in their online classes, some of them reported that students were not usually willing to use it actively since they did not regard the other participants as their real friends. The use of Facebook was not mentioned by any of the respondents in the current study. Thereby, it might be interpreted that the less social networking applications such as WhatsApp or Facebook groups are used, the less the social presence might be observed in online lessons.

Kilis and Yıldırım (2019)'s study also found a high level of cognitive presence, which contradicts with the studies by Akyol (2009), Akyol and Garrison (2011), Kim (2015), and Tik (2016). In the current study, cognitive presence was found to be weaker than teaching presence, but stronger than social presence according to numeric results. Yet, the majority of the respondents in the interviews stated that it was difficult to observe cognitive presence in online lessons. Additionally, the instructors in the current study said that when the teaching presence was strong enough, learners could acquire the language skills in online settings as well as they used to do in a physical classroom, which was a little bit unexpected for the instructors at the beginning of the emergency remote teaching process. Yet, compared to the physical classrooms, learners were said not to openly show cognitive presence due to the restrictions of online lessons. Instead, the cognitive presence was said to be observed through quizzes, productions tasks, and exam results. Concerning cognitive presence, literature supports the notion that online discussions about real life and real contexts foster cognitive presence (Liu & Yang,

2014), and the questions based on PIM affect the cognitive presence positively (Sadaf & Olesova, 2017).

Conducted with learners in an online English course at a public university, the study by Herrera Díaz & González Miy (2017) revealed that teaching presence had the highest value, which is the same in the both quantitative and qualitative stages of the current study. It could be said that both learners and instructors can easily observe the teaching presence. Another study by Farani (2019) revealed that cognitive and teaching presences existed more than social presence, which also aligns with the findings of the current study. It might be said that the indicators of teaching presence are more observable for both learners and instructors in online settings compared to the indicators of other presences. Similarly, it could be interpreted that establishing teaching presence is relatively easier compared to other presences, which was also shared by the instructors in the current study. Additionally, the results of the descriptive statistics also showed that item 4, “clearly communicating important due dates and time frames for learning activities” had the highest mean score and the second highest mean score was on item 2, “communicating important course goals for all skills.” This shows that the EFL instructors feel comfortable in communicating deadlines and course goals, which might stem from the proper use of synchronous lessons, chat function, Moodle and WhatsApp groups.

5.4. EFL Instructors’ Perceptions Regarding the Sub-Categories of the Presences

Regarding the sub-categories of social presence, there is a similarity observed between the current study and the study by Kilis and Yildirim (2019), which concluded that both open communication and group cohesion, the sub-categories of social presence, were fostered through discussions, real life topics, and self-disclosure rather than just delivering information. The current study also showed that when group cohesion increased, affective expression and open communication scores also increased, which was found through Pearson correlation coefficient test. In the online group interviews, the participants also revealed that these sub-categories were interacting with each other. Most of them remarked that when there was open communication in class, it was also easy to achieve group cohesion and affective expression. The instructors also remarked that the sub-categories could be achieved through showing genuine interest,

having non-academic or personal conversations, using office hours and breakout rooms on Zoom effectively. All these themes found in the current study echo and support the findings of Kilis and Yildirim (2019) which also emphasized talking about real life topics and self-disclosure.

For the sub-categories of cognitive presence, when the scores for triggering event increased, exploration dimension scores also increased. Moreover, between the integration sub-category and the scores of the triggering event and exploration sub-categories, moderately positive and statistically significant relationships were found. That meant when the scores for integration increased, there was an increase in triggering event and exploration sub-categories. All these show a close interaction between the sub-categories, which are also related to each other.

In the qualitative phase, some of the EFL instructors reported that it required them more effort to enable learners in the online setting to move to the higher stages of critical thinking process such as integration and resolution, which was also supported by Garrison et al. (2001) who claimed that students usually stay at the exploration stage and have difficulty in moving to the third and fourth stages. Rourke and Kanuka (2009) analyzed seven studies related to the cognitive presence and the results showed that integration and resolution stages were not achieved and learners were reported to remain in exploration stage. Integration, which includes applying and synthesizing new information, was found to be the hardest one (Luebeck & Bice, 2005; Vaughan & Garrison, 2005). Hence, what the EFL instructors formulated in the interviews seem to concur with the literature. The instructors remarked that students were good at mechanic tasks whereas production tasks were more difficult to achieve in online lessons. Literature also shows that learners mostly remain at the exploration phase and are able to get to the resolution stage provided that there is questioning and problem solution (Shea & Bidjerano, 2008; Murphy, 2004; Meyer, 2003).

Considering the meaningful correlation between cognitive presence and social presence, weaker social presence in online teaching might be addressed for the betterment of cognitive presence. It is concluded that higher order thinking stages are possible to achieve in online lessons, but they seem to require more motivation on the side of the students and overcoming the extra challenges posed by online education

such as online fatigue, which was found in the study of Annamalai (2017). In the literature, some studies attributed not achieving higher order thinking skills, which are also sub-categories of cognitive presence, to inefficient teaching presence (Shea & Bidjerano, 2009; Pisutova-Gerber & Malovicova, 2009; Bangert, 2008). At this point, inefficient teaching presence does not seem to be in line with the perceptions of the current study because the instructors reported in both phases of the study that they were comfortable in establishing their teaching presence and found themselves strong in it.

5.5. Experiences and Perceptions of EFL Instructors Related to Social Presence

The themes about social presence were formed depending on what participants mentioned. Concerning the indicators of social presence, verbal reactions from students, mimics and facial expressions, and talking about non-academic and personal topics were the themes in the present study. The indicators mentioned in the literature were observed in the current study. Namely, asking questions and getting feedback (Kreijns et al., 2014), which are both verbal reactions, are sub-constructs of open communication.

As to affective expression, the findings of the study by Borup et al. (2012) included “expression of personality, verbal self-disclosure and visual self-disclosure” (p. 200) as indicators. Furthermore, self-disclosure, presenting details of personal life, and expressing vulnerability are indicators of affective expression (Kreijns et al., 2014). In line with these, the instructors also highlighted personal details and daily conversations they held with the students in online lessons as indicators of social presence, so what was found in the qualitative phase aligns with the literature.

Related to group cohesion, salutations, greetings and closures are listed (Kreijns et al., 2014), which were also stated by the EFL instructors. It is understood that the instructors could maintain and observe social presence indicators in their online lessons despite the lack of social presence among learners themselves.

The EFL instructors talked about the relationship between the proper use of online platforms such as Zoom, WhatsApp, and Moodle and establishing social presence, which aligns with the study of Suadi (2021), which probed the perceptions of EFL

learners on Zoom and WhatsApp. The use of such online platforms is also supported by Majeski et al. (2018, p. 58) who maintained that “designing interactive, online multimedia course content which engage learners in collaborative learning activities” helps to foster social presence.

Zoom, which has been used by the institution since the pandemic started in order to continue education online, and the functions of Zoom like breakout rooms were emphasized by the instructors in relation to social presence. Kohnke and Moorhouse (2020) also emphasize that breakout rooms, a function of Zoom, help student-to-student interaction, improve participation, and decrease anxiety among students. The study concluded that Zoom plays a crucial role in language learning with the several functions it offers. Secondly, Moodle, which is the other official platform used for asynchronous part of teaching in the university, was also mentioned by the instructors in a positive way. They said that they used it more frequently than they used to do during traditional teaching. Ilin (2013)’s study in an ELT context also concluded that the presence of both learners and teachers can be improved with the help of Moodle, which is a learning management system, as quick feedback can be provided on it. In the descriptive statistics report, item 11, “providing feedback that help my students understand their strengths and weaknesses relative to the course’s goals and objectives” had the second highest score. It can be interpreted that the active use of Moodle in the institution where the current study was conducted helps the betterment of feedback cycle in online language instruction.

Instructors in the present study also referred to the negative impact of lack of physical connection and students’ feeling embarrassed and uninterested on creating social presence in their online classes. The themes found are supported by the literature in that learners are likely to get unwilling to ask their questions or feel embarrassed to display their social presence and identity on online platforms (Gunawardena & Zittle, 1997). This results from the differences between online and traditional learning settings. Swan (2002) remarked that instructors have challenges in lessons which are done through online platforms as they can show different behaviors from the ones they used to do in physical classrooms. What the EFL instructors shared about their students concerning shyness and uninterest in other participants is also supported by the Wut and Xu (2021)’s study in which student perspectives are the same. Learners reported

that they are unwilling to openly discuss their opinions in online classes unlike face-to-face settings. Lecturers in Wut and Xu (2021)'s study also talked about how they also feel uneasy when the class is silent, which was shared by the EFL instructors in the interviews of the current study, as well.

Some studies regarding online education explored that peer interaction is even more crucial than the interaction between the instructor and the learner (Jung, et al., 2002). One role that instructors have is to have strategies fostering interaction between peers (Tochon et al., 2014). The EFL instructors in the present study stated that the learners in online lessons hesitate to interact with their friends since they cannot easily regard them as real friends. Depending on these, it can be concluded that peer interaction is not at the desired level in the classes of the participants of the current study because of the limitations caused by online setting. It might be interpreted that interaction, a crucial component of social presence, has been negatively influenced by the online setting. However, the descriptive statistics showed that the highest scores were observed on item 13, "helping my students to communicate with other course participants, which give them a sense of belonging in the course.", and item 20, "my students feel that their point of view is accepted by other course participants". Highest scores on these items by the EFL instructors, which are related to a sense of belonging and being accepted by other course participants in the online classes, show consistency with the studies emphasizing peer interaction.

5.6. Experiences and Perceptions of EFL Instructors Related to Cognitive Presence

The indicators of cognitive presence that were explored through qualitative findings in the present study were facial reactions, asking questions, the use of online tools, and production tasks. Being the first sub-construct of cognitive presence, triggering event involves noticing a problem and sense of puzzlement (Garrison & Anderson, 2003). Asking questions and facial reactions like nodding or raising eyebrows, which could possibly be the result of triggering event, were highlighted by the EFL instructors. The most frequently mentioned indicator by the instructors during online teaching was production tasks, through which they said they could observe cognitive presence the most. Considering the indicators by Garrison and Anderson (2003), the integration

stage, including synthesizing and applying new information, is pointed out and regarded as an obvious indicator in the current study.

The EFL instructors talked especially about the synchronous mode of Zoom and said that they could better understand that learners were cognitively present during synchronous lessons. Huynh and Nguyen (2019)'s study also concluded that online discussions through chat functions and discussion platforms fostered the collaboration among learners, which resulted in stronger cognitive presence. Thereby, similar findings support the notion that online discussions either through chat or other platforms in synchronous lessons can foster social presence and accordingly cognitive presence, too.

As a challenging side of cognitive presence, students' having difficulty in applying new information was stated in the current study as formulated before (Luebeck & Bice, 2005; Vaughan & Garrison, 2005). As a solution, studies show that individual projects can assist students while trying to reach the higher stages (Akyol & Garrison, 2011). Chen et al. (2019)'s study focused on peer facilitation and its effect on online students' cognitive presence. The techniques like questioning, making clarification, summarizing, revoicing, positive social cues, etc. were also highlighted. The results found a correlation between these methods and learners' cognitive presence of triggering event and exploration. Besides, flipped based instruction is found to be efficient to help learners synthesize and apply what they learn in other settings (Wu, Hsieh & Yang, 2017). In the descriptive statistics of present study, the highest mean score was observed on item 28, "I can help my students combine new information to answer questions raised in online course activities.", which shows that the EFL instructors are happy with the responses which are combined with the new information.

Some instructors in the present study had a neutral stance supporting that cognitive presence can take place no matter if the lesson is online or in a traditional classroom, underlining the importance of learner autonomy. This aligns with the notions shared in the literature. Garrison et al. (2000) remarked that the leading role in establishing cognitive presence could be "performed by anyone in a community of inquiry" (p. 89). Furthermore, learners being engaged in self-regulating their own cognitive presence

may also be observed in the absence of an instructor (Garrison & Akyol, 2015). Garrison and Akyol (2013) allowed the learners to take the lead and then reported that “each participant not only has the responsibility to construct personal meaning but assume the role and responsibility to facilitate and direct that process individually and collaboratively. Without these co-responsibilities, we simply do not have a community of learners” (p. 85). All these highlight the significance of a learning community to foster cognitive presence.

5.7. Experiences and Perceptions of EFL Instructors Related to Teaching Presence

In the current study, compared to social and cognitive presences, the scores in the quantitative phase and the frequencies in the qualitative phase both showed that perceived teaching presence had the highest values among the other presences, which is also observed in the studies conducted by Herrera Díaz and González Miy (2017) as well as by Huynh and Nguyen (2019). The crucial role teaching presence plays in the community of inquiry (Garrison et al., 2010), in student satisfaction, learning, and sense of community was also explored before (Anderson et al., 2001).

The instructors shared their experiences and opinions on teaching presence during online teaching and several themes were formed accordingly. Establishing teaching presence was found to be easier than face-to-face lessons. Secondly, having less distractors in online teaching was mentioned. Finally, the hardship that the instructors had while trying to adapt to the online teaching was highlighted concerning teaching presence of the EFL instructors.

In the interviews, almost all of the EFL instructors stated that they gained experience in establishing their teaching presence over time after the outbreak of the pandemic. Previous studies also support the idea that switching to online instruction from traditional teaching is time-intensive because more time is required in online setting (Dahl, 2003; Dziuban, Shea, & Arbaugh, 2005; Hislop, 2001; Tallent-Runnels et al. (2006). It is understood that instructors believe that they adapted to the new mode of instruction in terms of creating teaching presence. They also emphasized the adaptation process and the difficulties they had during emergency remote teaching in the first months of online instruction, especially in terms of designing the course. A

similar case was observed in Auma and Achieng (2020)' study, in which teachers reported that they needed time due to the unfamiliarity to online education at first. Adaptation was also highlighted in Todd (2020)'s study with English teachers, which concluded that teachers mostly adapted to the new paradigm over time despite a few unsolved issues.

The EFL instructors highlighted that after the adaptation process, they found teaching presence even easier to establish than they would in a traditional class. As a reason, they focused on having less distractors in the online setting. To exemplify, students who were likely to lose their concentration easily in the class used to distract instructors in the physical classroom than it is now due to the screen which prevents participants from monitoring each other closely. Additionally, the need for less physical equipment, the accessibility and the practicality computers and technology provide are listed as some of the benefits online instruction offers by the instructors. A recent study by Auma and Achieng (2020) also showed that teachers involved in online education after the pandemic hold the opinion that Information and Communication Technology (ICT) impacted the effectiveness of both instruction and learning positively.

Instructors in the present study said that they could use the online platforms effectively, show materials in a quick way or upload documents faster than they would at the beginning of the online education. Considering the high score for teaching presence in the quantitative phase and the instructors' comments, computer related issues and being able to use programs seem to be solved by the instructors, which are similar to the perceptions of English teachers in the study by Todd (2020). These studies indicate readiness of teachers, which was not observed in Auma and Achieng (2020)'s study. That study revealed that most of the teachers had limited computer skills, which led them not to conduct online lessons efficiently. It can be interpreted that the readiness of teachers or computer skills were not major problems in the current study, which positively affected teaching presence in online classes.

Considering the sub-constructs of teaching presence, designing and organizing the course were positively mentioned by the EFL instructors. This contradicts with the recent study by Abou-Shaabab (2020), in which TEFL professors complained about

infrastructure for eLearning, a lack of knowledge and tools in the study. Another contradicting case is observed in a recent study by Mardiah (2020), which was conducted after the pandemic to test the efficiency of eLearning in English teaching. It was concluded that teachers were dissatisfied with the support they received from the institution and the fund to continue online teaching. Such infrastructure problems or issues concerning online platform, which closely influence teaching presence, were not mentioned by the EFL instructors. In that sense, Mardiah (2020)'s study does not echo the findings of the current study.

5.8. Implications for EFL Classrooms

In line with the findings of the study, several recommendations could be made for policy makers in English language education, researchers and practitioners in English language teaching.

- The results of the current study showed that the EFL instructors had adaptation problems when the instruction mode became online all of a sudden after the outbreak of the pandemic, which was an unprecedented case all around the world. It was found that the emergency remote teaching was a helpful process for both the practitioners and the university in terms of gaining experience in distance education because the instructors reported that they learned how to deal with and adapt to the new system over time and they said they feel much more comfortable in teaching now compared to the beginning of the crisis. To exemplify, the findings did not involve any present problems or concerns regarding infrastructure, technology or online platforms contrary to some studies conducted in several universities around the world. Therefore, teacher readiness, training about online instruction, or necessary equipment and platforms to continue education online should be considered and provided by the policy makers, educational institutions and governments in the world in case of emergency remote teaching. The instructors should especially be informed about online teaching through workshops and training programs. Also, teacher training programs or TEFL program makers could design their courses and programs and maybe consider adding courses or modules on particularly how to deliver online instruction in addition to traditional teaching.

- When the setting of the instruction changed, the perceptions of the EFL instructors about their own practice were expected to change, as well. In this regard, instructors' perceptions about their teaching, social, and cognitive presences were explored both quantitatively and qualitatively. The findings of the study suggested that the EFL instructors regarded cognitive, teaching, and social presences as a whole; therefore, curriculum developers, managers, institutions could take the significant interaction between these three presences into account and design the courses accordingly. The significant correlation between teaching and social presence should be taken into account by instructors who offer their lessons online and they could plan their lessons accordingly. The finding related to the correlation between social and teaching presences should emphasize the instructional technology more in English language teaching. In accordance with that, the newest applications and effective tools that foster teaching presence as well as interactive platforms that foster social presence should be investigated and integrated depending on the level, aims, objectives, and student profile. The feedback of IT (Instructional Technology) people in ELT, members in testing, practitioners, managers, and students should be taken into consideration in order to see which ones increase social and teaching presence in language classes. Additionally, the fact that teaching and social presences increased as the cognitive presence got stronger in online classes should be considered by the instructors and people in testing units. The ones who are in charge of either formative or summative assessment in language education should carefully design the exams, quizzes, and feedback delivery mode, which is a sub-construct of teaching presence. Furthermore, the four stages of cognitive presence, the scores they had, and teachers' perceptions could be analyzed so that course content, objectives, and exams can be better organized, updated, and adapted depending on the need of online learners. To exemplify, previous studies showed that the higher order thinking stages like integration and resolution, which are also sub-constructs of cognitive presence, are not easily achieved. To this end, types of exams, the design of the course content, the quality of writing prompts and discussion questions, all of which play a role in helping students get to those stages should be reconsidered in online education. The findings of this study could be utilized to make some adaptations and changes by the practitioners and other relevant parties since they

reveal teachers' positive and negative experiences about cognitive presence and the other presences.

CHAPTER 6

CONCLUSION

In this chapter, a brief conclusion of the current study, and the limitations of the study together with recommendations for further studies are presented.

6.1. Conclusion

After the outbreak of the COVID-19 pandemic, a sudden and unprecedented change has been observed in almost every part of life including education and English language teaching. Due to the lockdowns imposed by the governments upon the announcements by World Health Organization (WHO), Higher Education Council, and the Ministry of Health, all the institutions including universities and language schools had to cease face-to-face instruction and start online education, which affected the lives of both EFL learners and instructors.

To explore the perceptions of EFL instructors towards their social, teaching, and cognitive presences in online EFL classes, the researcher aimed to answer several questions, for which both quantitative and qualitative data were required. Therefore, the study conducted in the preparatory school of a private university in Ankara, Turkey followed an explanatory sequential design, a type of mixed-methods study. It first involved the quantitative and then the qualitative phase during the research. The participants were 72 EFL instructors in the first phase, for which convenience sampling was applied. As for the qualitative stage, 9 EFL instructors, who had also taken part in the first phase, agreed to participate in the online group interviews, through which qualitative data of the study was gathered. As indicated in the literature, qualitative stage is linked to the quantitative results while conducting an explanatory sequential design study. After organizing the framework of the online group interviews depending on the quantitative results, the researcher interpreted and discussed the

results in line with the overall purpose of the study (Creswell & Clark, 2017). In this study, after groups were created for the qualitative phase with purposeful sampling, the aim was to shed light on the quantitative results and explain them with the help of qualitative results.

The CoI framework, which was originally prepared for the students, was used as one of the tools of the study, so the researcher decided to conduct a piloting study after making some alterations on the questions in the questionnaire. After getting feedback from the participants in the piloting stage and opinions of an expert, who is the supervisor of the thesis, some changes were made on the items in the tool. There were 33 items on the questionnaire, to which some other questions regarding demographic information were added. Additionally, Cronbach's α as well as McDonald's ω reliability coefficients were calculated with the data obtained from the piloting study. The values were above 0.70, which could be interpreted that the questionnaire scores are reliable.

With the actual participants in the preparatory school, the online version of the questionnaire was shared due to the lockdowns in the country. The purpose was to answer the first research question, which is “*What are the relationships among EFL instructors’ perceived teaching, social and cognitive presences in online teaching in a higher education institution after the outbreak of the COVID-19 pandemic*”, and the three sub-questions of the first question which are “*Is there a significant difference between each of these perceptions of EFL instructors (teaching, social, and cognitive presences)?*”, “*Do these presences show any significant differences according to nationality, the roles of instructors in the institution, and other demographic factors of the participants?*” and “*Do the sub-constructs of each presence have a significant correlation within themselves?*”. Collecting the numeric data from the participants took almost four weeks.

As for the quantitative data, for question 1, descriptive statistics were obtained to understand the basic information about variables such as the mean scores for all the 33 items in the data set. Additionally, Pearson Correlation Coefficient was applied to understand the correlational relationships between the perceived presences.

For question 1a, within subjects ANOVA was used to determine whether there are differences between the teaching presence, social presence, and cognitive presence dimensions of the CoI Survey Instrument. To understand between which presences there is a significant difference, Post hoc Benforoni test was also applied.

For question 1c, Pearson Correlation coefficient was applied to understand whether there is a significant correlation between the sub-constructs of each presence.

For the last question, 1d, which required numeric data, independent samples T-test was used as there are many levels in the demographic information questions. In addition, Kruskal Wallis H test was used to understand whether there are statistically significant differences between the groups of an independent variable.

Finally, to answer one of the sub-questions of the first research question, which is *“What are the beliefs and experiences of EFL teachers towards their teaching, social, and cognitive presences during online teaching in a higher education institution after the outbreak of the COVID-19 pandemic?”* and the second research question, which is *“What are the reasons for the differences between each of these presences in according to EFL instructors?”*, qualitative data was collected from the participants through online group interviews. The qualitative data was also used to support questions 1 and 1a, for which numeric data was also used.

After conducting the tests and the group interviews, the results were reported. First of all, there was a statistically significant difference between teaching presence and cognitive presence as well as social presence. The score for teaching presence was higher than cognitive and social presence according to the numeric data. Furthermore, cognitive presence scores were higher than the social presence scores, which also showed a statistically significant difference. In simpler terms, teaching presence had a higher score than cognitive presence, which got a higher score than social presence. For question 1d, it was found that demographic factors do not affect the scores of the EFL instructors for the presences. Finally, the participants were inquired about the reasons for the differences between the presences as well as their general beliefs and experiences in the interviews. The EFL instructors mostly shared very positive feelings about the teaching presence although they reported that they had difficulty establishing it at the very beginning of the online education. Yet, today they feel that it is the easiest

presence to establish, which aligns with the numeric data, too. The EFL instructors also stated that cognitive presence is the hardest to understand in online lessons due to the restrictions caused by online conditions. Although exams, quizzes, and other indicators help to understand that cognitive presence exists in online classes, they said that it is a lot more challenging to understand it compared to face-to-face instruction. Differently from quantitative data, the EFL instructors remarked that social presence is not easy to establish, but still there are ways that they have developed over the months to make the social presence stronger. However, they highlighted that the social presence between instructor and learners are better than the one between learners themselves, which was not the case in face-to-face education according to their comments.

6.2. Limitations of the Study

The study provides valuable understanding and perspectives related to online teaching, but it has some limitations. First of all, pandemic conditions placed psychological, physical, and time constraints on the researcher, the data collection process, and the participants, as well. This study was conducted when lockdowns were imposed in the country, so everywhere was closed, which caused some delays in the paperwork. Additionally, the psychological and physical constraints were said to cause online fatigue, depression, and anxiety for many people in the world. Therefore, perceptions of the instructors within CoI framework in online teaching can be investigated when the pandemic is over, which might provide different and broader perspectives about online instruction. Additionally, the results were discussed under the term ‘online teaching’. Although it was thoroughly explained in the literature section, what is understood from online teaching considering the various facilities and conditions may show differences in each institution. Another constraint was that the perceptions of the instructors in only one institution could be explored, as a result of which the study was conducted with a relatively small sample size. Therefore, the presences of the EFL instructors in the other state and private universities and preparatory schools could be investigated to gain a deeper insight into the experiences of the instructors as to their perceived presences. The other limitation is related to convenience sampling. As Mackey and Gass (2005) remark that a drawback of this sampling method is it is probable to be biased. Moreover, outliers could also affect the findings negatively in

this sampling method. Therefore, alternative sampling methods could be adopted depending on the studies.

6.3. Suggestions for Further Research

Considering the conclusion and the limitations of the present study, several recommendations were made.

- Adopting an explanatory sequential design, the study had two phases which were quantitative and qualitative. The purpose was basically to explore the perceptions of the EFL instructors about their teaching, social, and cognitive presences during online teaching after the Covid-19 broke out in the world. Because the study was conducted under pandemic conditions like lockdowns, it was somehow more difficult to reach people due to people's psychology and online fatigue than the time before the pandemic. Thereby, 72 EFL instructors in the institution could be reached by adopting convenience sampling and they agreed to participate in the study in the quantitative phase. The point is that findings reflect the perceptions of the EFL instructors in one institution, which partly prevents making general inferences and comments. In the light of these findings, the study can be conducted with a larger population in other institutions. Likewise, having face-to-face interviews was not possible for the qualitative phase; therefore, online survey and online group interviews had to be conducted with purposeful sampling. Especially the qualitative phase can be conducted with a larger population under better conditions.
- The instrument CoI, which was adapted for instructors, was used in the first stage of the present study. It can be tried in various online educational programs like online language courses. The present study was conducted after almost 1 year when the pandemic started. Although the instructors somehow adapted to the new conditions within this period, it was neither a carefully designed online teaching nor emergency remote teaching. Hence, the questionnaire can be used with people who have necessary training in online instruction after carefully planning and designing an online course.

- The questionnaire CoI was adapted by the researcher after conducting a pilot study, checking Cronbach Alpha scores and finally getting the opinion of an expert, who is the thesis advisor. Yet, further studies are necessary to check and expand it. In line with this, emotional presence which is not a category of the questionnaire, but mentioned in some studies in the literature, can be added by the theorists and the questionnaire can be revised. Depending on the research questions and the needs, several categories can be added to the questionnaire and used to see the effectiveness of online education. It is observed in the literature that the questionnaire, which has three basic categories, was used with additional categories that were added by the researchers like technology use. Therefore, other aspects of online teaching or learning can be added and further studies can be conducted.
- The study was conducted with EFL instructors using the adapted questionnaire. Similar studies using the original CoI survey, which is actually for learners, can be conducted with EFL learners to expand the results. In other words, both versions of the questionnaire can be used with learners and teachers so that the perceptions of both groups can be explored.
- Another comparative study can be done to see the differences between online learning and hybrid learning, which were quite popular these days, especially during the pandemic crisis. In this regard, either CoI questionnaire can be used with learners or an adapted version of it could be used with teachers.
- In order to see the differences across the universities or countries, further studies can be conducted with CoI questionnaire in other state or private universities or countries, after which the results can be used for the betterment of online language education in the world.
- The findings of this study revealed the perceptions and experiences of EFL instructors working in the preparatory school at the same institution. Further studies can be designed as comparative design studies, in which results can be analyzed according to being native and non-native or the experience level. The instructors in this study did not show any significant difference in any of the presences depending on the demographic factors, which may stem from different reasons, so further studies can be conducted in various settings to explore the effects of such factors.

- Using the original version of the CoI questionnaire, teaching, social, and cognitive presences of different students engaged in online education can be explored. Participant groups can be determined depending on their proficiency level in English, or on being EFL or ESL learners to conduct comparative studies.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 /

21 ARALIK 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ

Danışmanlığınız yaptığınız Halime Feyza SÜTÇÜ'nün "*Pandemi dolayısıyla geleneksel öğretimden çevrimiçi öğretime geçişin, yabancı dil öğretim üyelerinin kendileri sosyal, bilişsel ve öğretimsel bulunuşlukları üzerindeki etkiler hakkındaki algıları.*" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **359-ODTU-2020** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

**B. APPROVAL OF İHSAN DOĞRAMACI BİLKENT UNIVERSITY
SCHOOL OF ENGLISH LANGUAGE**



Reply Reply all Forward Delete Print Mark More Previous Next

RE: master's thesis research approval

From [redacted] on 22.01.2021 17:16
[Details](#)

Dear Feyza,

Thank you for your application. I would like to inform you that you have been given permission to carry out your research study.

With best wishes,

Hande

-----Original Message-----
From: Feyza Sütçü <feyza.sutcu@bilkent.edu.tr>
Sent: Friday, January 8, 2021 12:37 PM
To: prepdir@bilkent.edu.tr
Subject: master's thesis research approval

Hello,

Attached you will find my documents necessary for the approval of my research regarding master's thesis.

Kind regards,
Feyza Sütçü

?
About

Logout

C. THE ONLINE QUESTIONNAIRE

Dear Colleague,

I am conducting research towards the perception of preparatory school instructors in Bilkent University School of English Language about the shift from traditional teaching to online teaching on their own teaching presence, social presence and cognitive presence.

The research you are invited to participate aims to find out what the perceptions of these teachers about their own social, cognitive and teaching presence are after the switch to online teaching due to the COVID-19 pandemic.

Your participation would involve completing a web-based survey, which will require about 20 minutes. To help protect your confidentiality, the questionnaire will not contain information that will personally identify you. Your answers will be kept strictly confidential.

To this end, I would like to kindly request you to fill out the '*CoI (Community of Inquiry) Questionnaire*', which you can access through the following link:

<https://forms.gle/os3oS1x9nZku9zFH8>

Thank you for your participation.

PART 1: DEMOGRAPHIC INFORMATION

Your role is:

- Instructor
- Administrator with teaching duties

Your nationality is:

- Turkish
- Other

Years of experience in teaching

- 0-5 years
- 5-10 years
- 10-15 years
- 15-20 years
- more than 20 years

How many hours do you teach per week?

- 5-10 hours
- 10-25 hours

How long have you been teaching online?

- 3-10 weeks
- More than 10 weeks

PART 2: COMMUNITY OF INQUIRY SURVEY

You are kindly invited to answer some questions regarding your own teaching, social and cognitive presence during your online teaching experience after the outbreak of COVID-19 pandemic. All headings (online teaching presence, social presence and cognitive presence) have their own sub-headings. (Heading: Online teaching presence. Sub-headings: Design&Organization, facilitation, etc.)

Teaching Presence

Design & Organization

1. I believe I can clearly communicate important online course topics such as poverty, culture for all skills.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
2. I believe I can clearly communicate important course goals for all skills.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
3. I believe I can provide clear instructions for my students on how to participate in course learning activities.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
4. I believe I can clearly communicate important due dates/time frames for learning activities.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree

Facilitation

5. I believe I am helpful in guiding the class towards understanding course topics.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
6. I believe I am able to keep course participants engaged and participating in productive dialogue.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
7. I believe my instructions help to keep the course participants on task in a way that help them to learn.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
8. I believe I can encourage course participants to explore new concepts in this course.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. I believe my actions reinforce the development of a sense of community among course participants.
 - Strongly Disagree
 - Disagree
 - Neutral

- Agree
- Strongly Agree

Direct Instruction

10. I believe I can focus discussions on relevant issues in a way that help my students to learn more effectively.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11. I believe I can provide feedback that help my students understand their strengths and weaknesses relative to the course's goals and objectives.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. I believe I can provide feedback in a timely fashion.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Social Presence

Affective expression

13. I believe I can help my students to communicate with other course participants, which give them a sense of belonging in the course.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

14. I believe I can create an environment where my students could form distinct impressions of other course participants (such as getting to know each other).

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. I believe online or web-based communication that I have used is a very good medium for social interaction.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Open communication

16. I believe my students feel comfortable conversing through the online medium.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

17. I believe my students feel comfortable participating in the course discussions.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

18. I believe my students feel comfortable interacting with other course participants.

- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree

Group cohesion

19. I believe my students can share their ideas of communication with other course participants comfortably while still maintaining a sense of trust.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

20. I believe my students feel that their point of view is accepted by other course participants.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

21. I believe online discussions help my students develop a sense of collaboration.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Cognitive Presence

Triggering event

22. I believe the instructional problems posed increased students' interest in course issues.

- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree

23. I believe the course activities increased my students' curiosity.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

24. I believe my students were motivated to explore content related questions.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Exploration

25. I believe my students can utilize a variety of information sources to explore problems posed during the online course.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

26. I believe my students can brainstorm and find relevant information that help them resolve content related questions.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

27. Online discussions seem valuable in helping my students appreciate different perspectives.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Integration

28. I believe I can help my students combine new information to answer questions raised in online course activities.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

29. I believe the learning activities help my students construct explanations / solutions in their studies.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

30. I believe the reflections on course content and discussions helped my students understand fundamental concepts in this class.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Resolution

30. I believe my students can describe ways to test and apply the knowledge created in this course.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

31. I believe my students have developed solutions to academic problems that can be applied in practice.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

32. I believe my students can apply the knowledge acquired in this course to their work or other non-class related activities.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

OPEN ENDED QUESTIONS

1. If you have any additional comments regarding any of the questions, please share them.

2. Would you like to be called for an interview about this survey?

Yes

No

D. ONLINE GROUP INTERVIEW QUESTIONS

PART 1: Explanation of the Concepts

What is CoI?

- Developed by Garrison, Anderson & Archer (2000), Community of Inquiry (CoI) has been one of the most common tools referenced in formal higher-level online education for research.
- The three sub categories of the framework are cognitive presence, social presence and teaching presence.

Definition of the presences

- Developed by Garrison, Anderson & Archer (2000), Community of Inquiry (CoI) has been one of the most common tools referenced in formal higher-level online education for research.
- The three sub categories of the framework are cognitive presence, social presence, and teaching presence.

PART 2: QUESTIONS

1. Which presence is the most difficult /the easiest to establish in your online classes?

Teaching, social or cognitive? Why?

- a. If you order your three presences in your online classes, which one would be the strongest?

2. Do you think that there is a relationship between these three presences? For example, does teaching presence affect the cognitive or social presences? If so, how?

- a. Could you have one without the other one?

- 3.** In which cases do you feel that members and you are socially present in online classes? In other words, what are the indicators of social presence in your online classes?
- 4.** What do you do to create an atmosphere where communication is openly/easily maintained in your online classes?
 - a. Is it easy or difficult? Why?
- 5.** What do you do to create group cohesion (unity) in the online class?
 - a. Is it easy or difficult? Why?
- 6.** What do you do to maintain affective communication in your online classes?
 - a. If so, is it easy or difficult? Why? Why not?
 - b. What do you do to achieve it?
- 7.** How do you understand that the members in your online classes are cognitively present? What are the indicators of cognitive presence?
 - a. What type of activities / tasks foster the cognitive presence in online classes?
- 8.** Do you think that the learners can synthesize / apply the new information they learn in online lessons?
 - a. Are synchronous or asynchronous lessons more effective to maintain cognitive presence? Why? Why not?
- 9.** Is establishing teaching presence easy or difficult in online classes? Why? Why not?
 - a. What are the indicators of teaching presence in your online classes?

E. SAMPLE PAGE OF CODED TRANSCRIPTIONS

Interviewer: Alright, shall I move on? Question 3 is shown now.

Participant 3: When I tell stories of my life, they are all listening.

Talking about personal topics

Participant 1: Also, sometimes when they like the discussion question. It totally depends on the question. Sometimes, they like it and they keep responding to each other. I tell them would you like to respond then they start responding to each other. So, I think this is a teaching related question but me not constantly telling them “now you respond, you respond.” They are genuinely responding to what someone says. This is social.

Verbal reactions

Participant 2: I also teach in a class on Thursdays. In that class, I feel more social presence than my own class. It is just because of the class actually. It changes from classes to classes as I thought. Sometimes they even send messages to each other through chat. For example, when is a student says something nice or gives an example of a movie or series he or she has watched recently and through chat, they ask questions. They also know that when they start asking questions on zoom, it will be a chaos. So, they start asking their questions through chat function, for example or they make comments or they just have smiling faces this and that. Last week, our theme now for example is conformity. Last week, I talked about a new series in Netflix, the Serpent it is based on a real story. It's about the hippie trail and what kind of things that happened. Last week, I asked them whether there is anybody watching it on Thursday

Talking about personal topics

Verbal reactions

Mimics & facial expressions

one of my students in that class said that he started watching it and he was watching the 4th episode I guess the other started asking questions to him and They shared some pictures of the guy. There's a social killer They talked about the hippies, their lives and what kind of drugs they are using this and that. So, it was really nice, actually I could easily feel the social presence of the students. Of course, not all of them but there were kind of interactions And I started it But they followed it They started watching the series and we had a kind of a discussion about the topic.

Verbal reactions

Participant 3: When you talk about your interests, hobbies, the conversation goes on. And also, in breakout rooms, when I give group work and then, they post it on Padlet. If all the members are participating, there's also a social presence.

Talking about personal topics

Participant 2: Yes. Ok. During the lesson, I also use not Padlet but Google documents for writing lessons so I easily see that they produce, they generate ideas, they do something. So, this is also social presence, I guess.

The use of online tools

Interviewer: My next question is coming. 4th question is on the slide.

Participant 3: It depends on the class. I try to be less judgmental maybe and ask them respect them and they can easily maintain.

Participant 1: One of my students said last week Thursday. It came out of nowhere actually she said: "Hocam, you're genuinely asking how we feel So I don't know how to establish that genuine question. But somehow it's about you, how you feel at that moment And if you are motivated I think You are genuine in the class They feel it so It is not something I do but

Valuing students through genuine interest

it is who I am maybe. That's why, they respond, They don't hesitate sometimes when I ask how are you, do you have anything interesting to share. They say: "Hocam, I feel really bad I say you can share if you want to if it is not too personal. Then, hocam I don't wanna share they say. So that helps. Some people share some people don't share in my case.

Talking about personal topics

Participant 2: I think being genuine is the key word here, as Participant 1 said. I mean as soon as they understand that you are genuinely interested in whatever they are doing I mean In their own lives or in the lesson I believe there's an atmosphere where communication is openly maintained. Sometimes it is difficult sometimes It is easy But generally I can say that It doesn't wear me out It's a weird beginning of the course on the first day I asked each and every one of them the things they like they did not like during the lessons their weaknesses strengths. One of the students said Hocam you really surprised me because generally on the first days everybody talks about their departments and where they are from And teacher gives the diagnostic tasks but you spent the whole lesson on us and what kind of things we like because I told them that we are going to experience and go over 3 months, 4 months. We started in winter, now it is spring. The exam is going to take place in summer in June So I told them I'm going to see them More than my children So let's just talk about such things And

Valuing students through genuine interest

F. TURKISH SUMMARY / TÜRKÇE ÖZET

İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN KOVID-19 SALGINI SONRASI ÇEVİRİMİÇİ DERSLERDEKİ ÖĞRETİMSEL, SOSYAL VE BİLİŞSEL BULUNUŞLUKLARI HAKKINDAKİ ALGILARI

GİRİŞ

Rodgers ve Raider-Roth (2006), bulunuşluğu, öğretmenlerin bildikleri ve öğrencilerine ve onların öğrenme süreçlerine akılcı ve şefkatli bir şekilde karşılık verdikleri, gerçek bir ilişkide bulunmaları olarak tanımlamaktadır. Onlara göre, bulunuşluk, öz farkındalıkla veya kendinle, öğrenciyle, konuyla ve öğretimsel bilgiyle olan bağla ilişkilidir. 2019 yılının sonunda başlayan Kovid-19 salgını, hayatın birçok alanında olduğu gibi eğitim alanında da, daha önce görülmemiş değişiklikler ve durumlara yol açtı. Bunlardan biri, tüm dünyada ve ülkemizde tamamen çevrimiçi öğretim modeline geçilmesi oldu. Bu çalışma, yüksek öğretimde, İngilizce öğretimi alanındaki öğretim görevlilerinin, Kovid-19 salgını sonrasında içerisinde buldukları çevrimiçi eğitim sürecindeki derslerinde öğretimsel, sosyal ve bilişsel bulunuşlukları hakkındaki algılarını incelemeyi amaçlamıştır.

2020 Mart ayı itibariyle ülkemizde de çevrimiçi eğitime geçildiğinde, birçok öğretim görevlisinin de çevrimiçi eğitimle ilgili deneyimi ya yoktu ya da yok denecek kadar azdı. Dolayısıyla, ilk baştaki süreci, çevrimiçi eğitim modeli şeklinde adlandırmaktan ziyade, ‘Acil Uzaktan Eğitim Süreci’ olarak isimlendirmek daha doğru olacaktır. Acil uzaktan eğitim modeli, kriz döneminde, hızlıca hazırlanmış, geçici öğretim odaklı bir destek olarak tanımlanır (Hodges vd., 2020). Ülkemizde de, 2020 Mart ayı itibariyle, tüm okul ve üniversiteler, öğretimi devam ettirebilmek için, sanal çevrimiçi bir ortam arayışına girdiler. Bu süreçte, bazı kurumlar, sahip oldukları bütçe ve güçlü altyapı sayesinde hızlı bir şekilde çevrimiçi öğretim sürecini başlatırken, bazı kurumlar bu noktada sorunlar ve gecikmeler yaşadı. İhtiyaç duyulan altyapı, tüm teknik araç gerece

ek olarak, sanal ortamda öğrenmenin gerçekleşeceği bir topluluk oluşturmak da beklenen zorlukların başında geliyordu.

Conrad (2005), öğretimde 'topluluğu', bir yere bağlı olma hissi, aidiyet duygusu ve ortak bir hedef için uğraşan topluluk üyeleri arasında zamanla gelişen rahatlık duygusu olarak açıklar (s.1). Öğrencilerin sahip olduğu öğrenme topluluğu duygusu, öğretimsel bulunuşlukla yakından ilgilidir ve bu topluluk duygusu, öğretimsel bulunuşluk da güçlü olduğu zaman gözlemlenir (Shea, 2006). Yapılandırmacı bir yaklaşımdan bakıldığında, topluluk oluşturabilmek, iyi bir öğrenme ve öğretimle yakından bağlantılıdır. Bu bağlamda, salgın sonrasında, toplulukların fiziksel olarak aynı sınıfta bulunamaması, yaşanan kaygı, salgından kaynaklanan aksaklıklar, çevrimiçi eğitime geçişi zorlaştıran faktörlerdi.

Çevrimiçi eğitim sürecini daha detaylı incelemek adına, Garrison, Anderson ve Archer'ın (2000) çevrimiçi eğitim modelini araştırmaya yönelik geliştirmiş olduğu Araştırma Topluluğu Modeli (ATM) son dönemde, çevrimiçi öğrenmeye yönelik araştırmacıların ve uygulayıcıların dikkatini çekmiş (Garrison ve Arbaugh, 2007); bu çalışmanın da temelini oluşturmuştur.

Araştırma Topluluğu Modeli, üç ana kategoriden oluşmaktadır; bunlar, öğretimsel bulunuşluk, sosyal bulunuşluk ve bilişsel bulunuşluktur. Genel olarak eğitim deneyimlerini inceleyen bu modelin geçerliliğini gösteren önemli çalışılmalar yürütülmüştür (Akyol, 2009; Arbaugh, 2007; Garrison, Cleveland-Innes & Fung, 2004; Shea & Bidjerano, 2009; Swan et al., 2008; Arbaugh et al., 2008).

Çevrimiçi eğitim, bazı fayda ve kolaylıklar sağlasa da, salgın sonrası bu öğretim modeline bir anda geçmek durumunda kalmak, öğretim görevlilerinin hazır bulunuşluğu açısından sorundu. Öğrenciler, yaşları itibarıyla her ne kadar dijital uzmanlar olsalar da (Sohn, 2018), aynı durum öğretmenler için geçerli değildi. Gillett-Swan (2017) tarafından bahsedildiği gibi, çevrimiçi ortam, akademik kadroda görev alanlar için birçok zorluğu beraberinde getirmiştir. Bunun nedeni, akademik iş yüküne ek olarak, çevrimiçi eğitimin sürekli artan teknolojik beceri ve uzmanlık gerektirmesiydi (s. 20).

Faydalara bakıldığında, çevrimiçi eğitimin beraberinde esneklik getirdiği görülmektedir ki bunu nedeni herhangi bir yerde çalışabilme imkanındır. Ayrıca, düşünme ve cevap verme için daha çok zamana sahip olmaktır (Xia vd., 2013). Fiziksel olarak okula gitmek zorunda olmamak, belirli bir mekân zorunluğu olmaması, çevrimiçi öğretimin olumlu yönleri arasında görülmekteydi (Bailey & Lee, 2020).

Hem nicel, hem nitel araştırmalar bazında, çevrimiçi eğitimin etkinliğini inceleyen birçok çalışma yapıldığı görülmektedir (Gonzalez & Louis, 2018) fakat bu çalışmaların çoğuna bakıldığında, çevrimiçi öğretimlerin önceden hazırlandığını ve deneyimli öğretmenlerle verildiği görülmektedir. Salgının dünyada beklenmedik ve ani bir konu olması, birçok yerde derslerin bir süre etkin devam edememesine ve çevrimiçi derslerin bazı ihtiyaçları ortaya çıktı (Moorhouse, 2020). Bailey and Lee (2020) tarafından yabancı dil olarak İngilizce öğretimi verilen bir kursta güncel bir çalışma yapıldı. Bu çalışma, çevrimiçi eğitimde oluşabilecek muhtemel olumlu ve olumsuz durumları ve bu noktada yapılabilecekleri incelemeyi hedefledi. Sonuçlar, başarılı öğretim görevlilerinin, planlama, sınıf içi işbirliğini sürdürme, uygun etkinlikler oluşturma, doğru ortam araç ve gereçlerini hazırlama gibi becerilerini geliştirmesi gerektiğini gösterdi.

Çevrimiçi eğitimin, beraberinde getirdiği zorluklar, faydalar ve durumun aniden geliştiği düşünüldüğünde, öğretim görevlilerinin de fikir, inanç ve algılarında bazı değişimler olması beklendi. Bu yüzden, bu çalışma, Araştırma Topluluğu Modeli çerçevesinde, Kovid-19 salgını sonrası, çevrimiçi eğitim sürecinde, İngilizce öğretim görevlilerinin, öğretimsel, sosyal ve bilişsel bulunuşlukları hakkındaki algıları incelemeyi hedefledi. Bu bağlamda, ilk olarak, öğretimsel bulunuşluk, sosyal bulunuşluk ve bilişsel bulunuşluk arasındaki ilişkinin ne olduğunu bulmayı hedefledi. Ayrıca, bu üç bulunuşluk arasında korelasyonel ilişkiyi de incelemeyi hedefledi. Bu üç bulunuşluk arasında anlamlı korelasyonel bir ilişki bulunması durumunda da bunun muhtemel nedenlerinin öğretim görevlilerine sözel olarak sorulması hedeflendi. Bunlara ek olarak nicel veriler sayesinde, öğretim görevlilerinin, kurum içindeki görevleri, meslekteki deneyim sürelerinin, yerli olmaları veya olmamaları, çevrimiçi eğitimdeki deneyim süreleri gibi faktörlerin onların bu üç bulunuştaki cevaplarında bir fark yaratıp yaratmadığı görülmek istendi. Ayrıca, üç bulunuşluğun kendi alt kategorilerinin de kendi aralarında bir korelasyonel bir ilişki olup olmadığı da

incelenmek istendi. Nitel verilerle ise, yüksek öğretim kurumundaki öğretim görevlilerinin çevrimiçi eğitim deneyimleri sürecinde bu üç bulunuşluk hakkındaki genel fikir ve inançları öğrenilmek istendi. Belirtilen hedefler doğrultusunda mevcut çalışma, aşağıdaki araştırma sorularına yanıt bulmayı amaçlamıştır:

1. Salgın sonrasındaki çevrimiçi eğitim sürecinde, öğretim görevlileri tarafında algılanan öğretimsel, sosyal ve bilişsel bulunuşluk arasındaki ilişki nedir?
 - a. Bu bulunuşluklar arasında istatistiksel olarak önemli bir fark var mıdır?
 - b. Bu bulunuşluklar arasındaki anlamlı farklılığın muhtemel nedenleri nelerdir?
 - c. Öğretimsel, sosyal ve bilişsel bulunuşlukların alt kategorileri de kendi içlerinde istatistiksel olarak önemli bir korelasyona sahip midir?
 - d. Bu üç bulunuşluk, öğretim görevlilerinin, kurum içindeki görevleri, meslekteki deneyim süreleri gibi faktörlere bağlı olarak farklılık gösterir mi?
2. Öğretim görevlilerinin salgın sonrası çevrimiçi öğretim sürecinde, bu üç bulunuşluk hakkındaki genel fikir, deneyim ve algıları nelerdir?

YÖNTEM

Türkiye’de eğitim dili İngilizce olan özel bir vakıf üniversitesinin İngiliz Dili hazırlık programında gerçekleştirilen bu çalışma, karma yöntem desenlerinden biri olan açıklayıcı sıralı desen yöntemiyle yürütülmüştür. Johnson vd. (2007) tarafından da belirtildiği gibi, karma desen yöntemini kullanan araştırmacının hedefi daha kapsamlı ve derin bir çalışma yapmaktır. Bu araştırma modeli, tek bir yöntemin sunabileceğinden çok daha fazlasını sağlayabilir (Creswell ve Plano, 2011). Bunun nedenlerinden biri hem nicel hem de nitel veri toplamanın ve incelemenin her ikisinin de ayrı ayrı güçlü yönlerini birleştirebilmesidir. Böylece hem nicel hem de nitel yöntemin güçlü yönlerini kullanıp, zayıf taraflarını da en aza indirerek, çalışmadan en yüksek düzeyde verim sağlanması amaçlanır (Creswell ve Plano, 2011).

Morgan'ın (2007) belirttiği gibi hem rakamları hem de kelimeleri kullanmak, araştırmacıya hem tündengelim hem de tümevarım mantığının her ikisini de kullanabilmeyi sağlar. Bu noktada karar verilmesi gereken, çalışmanın amacının gerçekten karma desen yöntemini gerektirip gerektirmediğidir. Karma araştırmalar, sabit olabileceği gibi, süreç içinde ortaya da çıkabilir. Mevcut çalışma, bu bakımdan, karma yöntem en baştan belirlendiği için sabittir. Ayrıca, karma yöntem desen kullanan çalışmalarda, nicel ve nitel kısımlar eş zamanlı yapılabileceği gibi, sıralı da gerçekleştirilebilir. Bu noktada mevcut çalışma amacı gereği, sıralı karma yöntem kullanmıştır. Yani, ilk aşamada nicel veriler toplanıp analiz edilmiş; sonrasında sonuçlara göre nitel kısım yapılmıştır.

Mevcut çalışmadaki katılımcılar özel bir vakıf üniversitesinin İngiliz Dili hazırlık okulunda görev alan yerli ve yabancı öğretim görevlileridir. Katılımcıların seçim sürecinde örneklem yöntemine karar verilirken, ilk aşamanın nicel bölüm olması ve salgın koşulları dikkate alınmıştır. Bu yüzden kolay ulaşılabilir/elverişli örneklem yöntemi seçilmiştir. Yu (2007, s. 78) tarafından tanımlandığı gibi, elverişli örneklem seçimi, katılımcıların kolay ulaşılabilir olmaları ve çalışmaya katılmaya katılmak için gönüllü kişiler olmaları demektir.

İkinci aşama olan nitel bölüm için katılımcıların seçim sürecinde, amaçlı örneklem türlerinden olan ölçüt (kriter) örnekleme seçilmiştir çünkü nicel bölüm için gönüllü olan katılımcılar birçok yönden ortak özellik taşımaktaydı ve veri zenginliği elde etmek için, mesleki deneyimlerinin farklı olması ölçüt alındı. İkinci aşamaya başlamadan önce, birçok gönüllü arasından, önceden belirlenmiş önem kriterini karşılayan katılımcılar seçildi (Patton, 2001, s. 238).

Mevcut çalışmaya asıl katılımcılarla başlamadan önce, nicel bölümün ölçeği olan Toplum Araştırma Modelini esas alan 34 soruluk anket, öğrenciler için hazırlandığı için, öğretmenlere uyacak şekilde düzenlendi. Bunun ardından, başka yüksek öğretim kurumlarında hazırlık programlarında çalışan ve çevrimiçi eğitim veren 11 gönüllü öğretim görevlisinden anketin düzenlenmiş halini doldurması ve geribildirim vermesi istendi. Öğretim görevlilerinden gelen geribildirim sonrasında, uzman görüşü de alındı ve son düzenlemeler yapıldı. Ayrıca, ölçek güvenilirliği için, pilot çalışmadan alınan verilerle Cronbach alfa katsayısı ve McDonald'ın omega katsayısı hesaplandı.

Değerler 0,70 üzerinde olduğu için, ölçekten elde edilen puanların güvenilirlik sağladığına karar verildi.

Ölçeğe, öğretim görevlilerine deneyim süresi, haftalık ders saati, kurum içi görevleri gibi kişisel bilgiler soran bir kısım da eklenerek son hali, asıl katılımcılarla çevrimiçi olarak paylaşıldı. Verilerin toplanmasından ardından da, Cronbach alfa katsayısı ve McDonald'in omega katsayısı hesaplandı. Bunlara ek olarak, ölçekteki maddelerin kalan diğer maddelerden elde edilen toplam puanla ilişkisini belirlemek için madde-kalan korelasyon değerleri de hesaplandı. Elde edilen tüm sonuçlarda güvenilirlik gösteren değerlere ulaşıldı.

Nicel veriler SPSS 25 ile analiz edildi. Sorularla bağlantılı olarak, Pearson Korelasyon testi, grup içi ANOVA testi, bağımsız örneklem t-testi gibi testler yapıldı. Nicel sonuçların ışığında, çalışmayı derinleştirmek amacıyla nitel bölüm için ayarlamalar yapıldı. Öncelikle, gönüllü katılımcılara sorulacak sorular hazırlandı ve ilk bölüm için yapılan pilot çalışmada bulunan 3 kişi Odak Grup Görüşmesinin pilot çalışması için de gönüllü oldu. Katılımcılardan alınan geribildirim doğrultusunda sorular düzenlendi, uzman görüşü alındı ve son haline getirildi. Nitel bölüm için veri toplamaya başlamak için, nicel bölümde uygulanan anketin sonunda sorulan, çevrimiçi bir görüşmeye katılmak ister misiniz sorusuna olumlu yanıt veren katılımcılardan bir kısmıyla çevrimiçi Odak Grup Görüşmeleri ayarlandı. Toplanan veriler, sürekli karşılaştırma analiz yöntemi ile incelendi ve temalar oluşturuldu.

BULGULAR, TARTIŞMA VE SONUÇ

Karma desen araştırma yöntemlerinden biri olan sıralı açıklayıcı desene sahip mevcut çalışma, önce nicel, sonra nitel verilerle öğretim görevlilerinin salgın sonrasında çevrimiçi derslerdeki öğretimsel, sosyal ve bilişsel bulunuşluklarını incelemeyi hedeflemiştir. Araştırma sorularının bazıları için nicel veriler, bazıları için nitel veriler gerekirken, bazı sorular için hem nicel, hem de nitel veriler kullanılmıştır.

Araştırma sorularının ışığında, ilk soru için hem nicel hem de nitel veri kullanılmıştır. Önce elde edilen nicel bulgular, öğretim görevlilerinin üç bulunuşluk arasında korelasyonel bir ilişki olduğu yönündedir. Çevrimiçi anket sonuçlarına göre, öğretimsel bulunuşluk puanları arttıkça sosyal bulunuşluk puanları da artmaktadır.

İkisinin arasında pozitif ve istatikselsel olarak önemli bir korelasyon vardır. Ayrıca, bilişsel bulunuşluk ile sosyal ve öğretimsel bulunuşluk arasında da pozitif ve istatikselsel olarak önemli bir korelasyon vardır. Öğretmenlerin bilişsel bulunuşluk puanları arttıkça, öğretimsel ve sosyal bulunuşluk kategorisindeki puanlarının da arttığı gözlemlenmiştir. Bu doğrultuda, öğretim görevlilerinden alınan nicel veriler de bu sonucu desteklemiştir. Katılımcıların büyük bir çoğunluğu, odak grup görüşmelerinde, üç bulunuşluğun birbiriyle ilişkili olduğunu ve birbirlerini etkilediğini belirtmiş, bir bulunuşluk güçlü olduğunda, diğerinin de güçlendiğini belirtmişlerdir.

İlk araştırma sorusunun, alt sorusu olan bulunuşluklar arasında önemli bir fark olup olmadığı sorusuyla ilgili olarak da hem nicel hem de nitel verilerden faydalanılmıştır. Yapılan testler sonucunda aralarında önemli bir fark olduğu bulunmuş bu farkların hangi bulunuşluklar arasında olduğunu tespit etmek için de test uygulanmıştır. Bulguların sonucunda, anlamlı farklar, öğretimsel bulunuşluk ile sosyal ve bilişsel bulunuşluk arasında gözlenmiştir. Ayrıca sosyal bulunuşluk ile bilişsel bulunuşluk arasında da anlamlı fark bulunmuştur. Üç bulunuşluğun nicel verilere göre ortalamalarına bakıldığında, öğretimsel bulunuşluk (3,85) en yüksek, sonrasında bilişsel bulunuşluk (3,44) ve en son sosyal bulunuşluk (3,17) olduğu görülmektedir. Bu noktada verileri sağlamlaştırmak adına, nicel veriler de toplanmıştır. Öğretim görevlilerinin büyük bir çoğunluğu, odak grup görüşmelerinde, çevrimiçi derslerde en güçlü hissettikleri bulunuşluğun öğretimsel bulunuşluk olduğunu söylemiş, onu takip eden bulunuşluğun sosyal bulunuşluk olduğunu, en son ise bilişsel bulunuşluğu belirtmişlerdir. Bu noktada bu farklılıkların nedenlerini öğrenmek amacıyla, ilk araştırma sorusunun ikinci alt sorusu olan bu farklılıkların öğretim görevlilerine göre nedenleri nelerdir diye odak grup görüşmelerinde sorulmuş, nitel veri toplanmıştır.

İlk araştırma sorusunun ikinci alt sorusu için toplanan nicel verilere göre öğretim görevlileri bulunuşluklar arasındaki farklarla alakalı olarak belli nedenlerden bahsetmişlerdir. Bunlar, çevrimiçi derslerdeki gözlemlenebilir dönütlerin eksikliği, farklı sınıf profilleri ve fiziksel mesafeden kaynaklanan konsantrasyon kaybıdır. Yüz yüze derslere kıyasla öğretim görevlileri, bilişsel bulunuşluğu tespit etmenin daha zorlaştığını, yüze yüz emin olamadıklarını belirtmişlerdir. Bu noktada sadece sınavlar ve diğer ölçme yöntemleriyle bilişsel bulunuşluğu tespit edebildiklerini söylemişlerdir. Bazı öğretim görevlileri ise sosyal bulunuşluğu hissetmenin daha zor olduğunu bunun

da farklı sınıf profilleriyle deęişkenlik göstereceęini söylemişlerdir. Bir dięer neden olan konsantrasyon eksiklięiyle ilgili ise katılımcılar, öğrencilerle fiziksel olarak aynı ortamda olunmamasının bir sorun olduğunu söylemişler, zihinsel olarak konsantrasyon kaybı yaşamanın fiziksel sınıf ortamına göre çok daha kolay olduğunu belirtmişlerdir. Fiziksel sınıfta yaşanan odak kaybının daha rahat tespit edilip giderilebildiğini, çevrimiçi derslerde ise bunu tespit etmenin daha zor olduğunu söylemişlerdir. Konsantrasyon kaybıyla paralel olarak sosyal bulunuşluęun da bu nedenden etkilendiğini vurgulamışlardır.

İlk araştırma sorusunun üçüncü alt sorusu olan bulunuşlukların alt kategorileri arasında da istatikselsel olarak anlamlı bir korelasyon olup olmadığı incelenmiş ve nicel veriler toplanmıştır. Öğretimsel, sosyal ve bilişsel bulunuşluęun alt kategorileri ayrı ayrı kendi aralarında incelenmiştir. Yapılan Pearson korelasyon test sonuçlarına göre, ilk olarak öğretimsel bulunuşluęun üç alt kategorisi olan tasarım ve organizasyon, kolaylaştırma ve doğrudan talimat arasındaki korelasyona bakılmıştır. Sonuçlara göre, öğretim görevlilerinin tasarımı ve organizasyonu kategorisindeki puanları arttıkça, kolaylaştırma kategorisindeki puanlarının da arttığı gözlemlenmiştir. Bu veri de bu iki alt kategori arasında yüksek pozitif ve istatikselsel olarak önemli bir korelasyon olduğunu göstermektedir. Buna ek olarak, doğrudan talimat kategorisi ile tasarım & organizasyon ve kolaylaştırma kategorileri arasında orta düzeyde pozitif ve istatikselsel olarak önemli bir korelasyon bulunmuştur. Yani öğretim görevlilerinin tasarımı & organizasyon ve kolaylaştırma alt başlıklarındaki puanları arttıkça, doğrudan talimat kategorisindeki puanlarda da artış olduğu belirlenmiştir.

İkinci ana bulunuşluklardan sosyal bulunuşluęun da benzer şekilde alt kategorileri arasındaki korelasyon incelenmiştir. Sosyal bulunuşluk kendi içinde, duygusal ifade, açık iletişim ve grup uyumu olmak üzere üç alt başlığa sahiptir. Uygulanan testlerin sonuçlarına göre, orta düzeyde pozitif ve istatikselsel olarak önemli bir ilişki duygusal ifade ve açık iletişim kategorileri arasında gözlemlenmiştir. Bunlardan birindeki puanlar arttıkça, dięerinin puanlarının da yükseldiği gözlemlenmiştir. Ayrıca, orta düzeyde pozitif ve istatikselsel olarak önemli bir ilişki grup uyumu ile duygusal ifade ve açık iletişim kategorileri arasında bulunmuştur. Yani öğretim görevlilerinin grup uyumuyla alakalı verdikleri puanlar arttıkça, duygusal ifade ve açık iletişim kategorilerindeki puanlarda da artış görülmüştür.

Üçüncü ana kategori olan bilişsel bulunuşluk ise dört alt kategoriye sahiptir. Bunlar tetikleyici olay, keşfetme, entegrasyon ve çözümdür. Bu dört alt bulunuşluk arasında anlamlı bir korelasyon olup olmadığına bakılmış ve uygulanan test sonuçlarına göre, orta düzeyde pozitif ve istatiksek olarak önemli bir ilişki tetikleyici olay ve keşfetme kategorileri arasında gözlemlenmiştir. Öğretim görevlilerinin tetikleyici olay alt kategorisindeki puanları arttıkça, keşfetme kategorisindeki puanlarda da artış görülmüştür. Bu bulguya ek olarak, entegrasyon kategorisi ile tetikleyici olay ve keşfetme alt kategorileri arasında da orta düzeyde pozitif ve istatikselsel olarak önemli bir ilişki bulunmuştur. Bu da göstermektedir ki öğretim görevlilerinden entegrasyon alt kategorisiyle ilgili elde edilen puanlar artış gösterdikçe, tetikleyici olay ve keşfetme alt kategorilerindeki puanlar da artmaktadır. Son olarak, orta düzeyde pozitif ve istatikselsel olarak anlamlı bir ilişki dördüncü aşama olan çözüm alt kategorisi ile tetikleyici olay, keşfetme ve entegrasyon alt kategorileri arasında da bulunmuştur. Bu da göstermektedir ki çözüm alt kategorisinin puanları artış gösterdikçe, diğer üç alt kategori olan tetikleyici olay, keşfetme ve entegrasyon alt kategorilerinin puanlarında da artış olmaktadır.

İlk araştırma sorusunun dördüncü alt sorusu ise üç bulunuşluğun çevrimiçi ankette sorulan demografik bilgilerle alınan verilere göre farklılık gösterip göstermediğiydi. İlk demografik bilgi sorusu öğretim görevlilerinin kurum içi rolleriyle alakalı olup; onlara kurumda öğretim görevlisi mi oldukları yoksa öğretim görevi olan yönetsel bir görevde mi buldukları sorulmuştur. Bu iki farklı role bağlı olarak bulunuşluklar arasında istatikselsel olarak anlamlı bir fark olup olmadığı incelenmiştir. Sonuçlara göre, öğretim görevlilerinin kurum içindeki görevlerinin bulunuşluklarla alakalı anlamlı bir fark yaratmadığı gözlemlenmiştir. Yani görevlerinin ne olduğuna bakmaksızın, çevrimiçi derslerdeki bulunuşluk puanları benzerdir.

Bir diğer demografik bilgi sorusu ise öğretim görevlilerinin yerli mi yabancı hoca mı olduklarıyla alakalıydı ve bu soruyla ilgili olarak çevrimiçi ankette iki şık sunulmuştu. Toplanan veriler göstermiştir ki öğretim görevlilerinin yerli veya yabancı hoca olmaları öğretimsel, sosyal ve bilişsel bulunuşluk puanları üzerinde istatikselsel olarak anlamlı bir farklılık yaratmamaktadır.

Çevrimiçi anketin başında toplanan bir diğer demografik bilgi sorusu ise öğretim görevlilerinin alanlarındaki mesleki deneyim süreleriydi. Ankette onlara seçebilecekleri beş şık verildi. Yapılan test sonuçlarına göre öğretim görevlilerinin öğretimsel, sosyal ve bilişsel bulunuşluk ilgili verdikleri cevapların puanlarının üzerinde deneyim süreleriyle alakalı olarak istatistiksel olarak anlamlı bir fark gözlemlenmemiştir. Öğretim görevlilerinden en son alınan demografik bilgi sorusu ise haftalık ders saatleriyle alakalıydı ve soru iki şıkta sahipti. Yapılan testler sonucunda öğretim görevlilerinin haftalık ders saatlerinin onların öğretimsel, sosyal ve bilişsel bulunuşluk puanlarında istatistiksel olarak anlamlı bir fark yaratmamıştır. Yani haftalık ders saatlerine bakmaksızın puanlar birbirine benzerlik göstermektedir.

İkinci araştırma sorusu ise, nicel veri toplamayı gerektiren öğretim görevlilerinin öğretimsel, sosyal ve bilişsel bulunuşluklarıyla ilgili fikir, deneyim ve algılarını öğrenmeyi hedefledi. Odak grup görüşmelerinde, üç bulunuşlukla alakalı ayrı ayrı soruları soruldu ve temalar oluşturuldu. Oluşturulan temalar genel olarak, öğretim görevlilerinin sınıflarında bu üç bulunuşluğun olduğunu gösteren durumlarla ilgili fikirleri ve öğretmenlerin bu bulunuşluklarla alakalı olumlu, nötr veya olumsuz deneyim ve algıları üzerinedir. İlk olarak sosyal bulunuşlukla alakalı sorulardan alınan veriler incelendi ve öğretim görevlilerine göre çevrimiçi sınıflarında sosyal bulunuşluğun var olduğunu hissettiren göstergeler: (1) öğrencilerden gelen sözlü yanıtlar, (2) akademik olmayan konular veya kişisel konularla ilgili konuşmak ve (3) mimik ve yüz ifadeleriydi. Öğretim görevlilerinin, sosyal bulunuşlukla ilgili olumlu deneyimleri ise: (1) çevrimiçi ortamların düzgün kullanımı ve (2) gerçek bir ilgi göstererek öğrencilere değer vermek temaları altında incelendi. Son kategori ise öğretim görevlilerinin negatif deneyimleriyle ilgiliydi. Bununla ilgili temalar ise: (1) utangaç veya ilgisiz hissetmek ve (2) fiziksel bağın eksikliğiydi.

İkinci bulunuşluk ise öğretim görevlilerinin bilişsel bulunuşluk hakkındaki fikir ve deneyimleri üzerinedir. Öğretim görevlilerine sorulan sorulardan alınan verilerin analizlerine göre, çevrimiçi derslerde bilişsel bulunuşluğun var olduğunu anlamalarını sağlayan göstergeler: (1) üretime dayalı alıştırmalar, (2) öğrencilerin dersle alakalı sorular sorması, (3) çevrimiçi platformların kullanımı, (4) yüz ifadeleri ve tepkileriydi. Öğretim görevlilerinin bilişsel bulunuşlukla ilgili olumlu hissettikleri nokta (1) Zoom üzerinden yapılan senkron veya asenkron ders türleriydi. Nötr hissettikleri tema (1)

bilişsel bulunuşluğun mekan fark etmeksizin hem çevrimiçi hem fiziksel sınıfta var olabileceğiydi. Son olarak öğretim görevlilerinin negatif hissettiği nokta (1) öğrencilerin çevrimiçi derslerde yeni bilgiyi uygulamada yaşadığı zorluktu.

Son olarak, odak grup görüşmelerinde, öğretim görevlilerine öğretimsel bulunuşluk hakkındaki fikir ve deneyimleri soruldu. Toplanan nitel verilerin incelenmesi sonucunda, olumlu deneyimler kategorisinde, öğretimsel bulunuşluğun (1) yüz yüze derslere göre daha kolay oluşturulabilmesi ve öğretimsel bulunuşlukla alakalı olarak (2) çevrimiçi derslerde dikkat dağıtan daha az unsur olması temaları oluşturuldu. İkinci kategori olarak öğretim görevlilerinin negatif deneyimleriyle alakalı salgın sürecinin başlarında (1) çevrimiçi derslere alışmada yaşanan zorluk olarak belirtildi.

Mevcut çalışmadan elde edilen sonuçlar yapılan literatür taramasının ışığında incelendiğinde, bazı çıkarımlar yapılmıştır. Öncelikle, öğretimsel, sosyal ve bilişsel bulunuşluk arasında aktif ve güçlü bir ilişki bulunmaktadır. İngilizce dili öğretimi alanında sınıf içi veya sınıf dışı araştırma ve uygulama alanındaki herkes için bu korelasyonun varlığı dil öğretimini iyileştirme açısından önemli bir bulgudur. Sadece öğretmenler değil, yapılan literatür taramasında bu konuda öğrencilerle yapılan çalışmalar da mevcut çalışmanın sonuçlarıyla benzerlik göstermektedir. Ayrıca bu bulunuşlukların hangileri arasında istatistiksel olarak anlamlı ilişki olduğu bilinmesi de önem taşımaktadır.

Hem literatür taramasına bakıldığında hem de çalışmanın nicel ve nitel verileri incelendiğinde, öğretimsel bulunuşluğun hem öğrenciler hem de öğretmenler tarafından daha kolay gözlemlenebilir olduğu görülmektedir. Sosyal ve bilişsel bulunuşluk yapılan etkinlikler ve diğer faktörlere göre gözlemlenebilirliği değişkenlik göstermektedir. Bu noktada, bilişsel bulunuşluğu çevrimiçi derslerde güçlendirmek adına, bu bulunuşluğun ileri seviye düşünme aşamalarından olan entegrasyon ve çözüm aşamalarına daha fazla önem verilmesi gerektiği görülmüştür. Literatür taraması da göstermiştir ki genellikle öğrencilerin bilişsel bulunuşluğun üçüncü ve dördüncü aşamalarına daha az oranla geçtiği genellikle birinci veya ikinci aşamada kaldığı görülmüştür. Bu noktada İngilizce öğretim görevlilerine de ders tasarımı ve etkinlikleri düzenleme konularında görevler düşmektedir.

Mevcut çalışmanın sonuçlarına bakıldığında, öğretmenlerin altyapı, teknoloji ve kurumdan aldıkları destek noktasında sıkıntı yaşamadıkları tespit edilmiş ancak dünya üzerinde yapılan başka çalışmalar incelendiğinde salgın sonrasında çevrimiçi eğitime geçişte yaşanan zorluklar incelenmiştir. İleriki dönemde de salgının devam etmesi veya çevrimiçi eğitime ihtiyaç duyulması ihtimali düşünüldüğünde, altyapı, teknoloji ve öğretmenlere çevrimiçi öğretim konusunda destek verilmesi gerektiği söylenebilir. Ayrıca, mesleki gelişim programları, lisans programları veya sertifika programlarının da çevrimiçi öğretim üzerine planlama ve düzenleme yapması gerekebilir.

Formatif ve reflektif ölçüm düşünüldüğünde bilişsel bulunuşluğun var olduğunu çevrimiçi derslerde tespit etmenin zor olduğu bulgusu düşünüldüğünde, ölçme değerlendirme birimleri ve öğretim görevlilerine yapılacak dönem içi dönem sonu sınavların içeriği ve iyileştirilmesi noktasında sorumluluk düşmektedir. Literatür taramasına da bakıldığında Pratik Araştırma Modeli esas alınarak hazırlanan tartışma sorularının, bireysel projelerin bilişsel bulunuşluk da öğrencileri ileri taşımada etkili olduğu görülmüştür. Bu bağlamda, öğretmen ve diğer görevliler bazı değişiklikler yapmayı düşünebilirler.

Tüm bulunuşluklarda etkisi olan çevrimiçi ortam ve uygulamalar da ileriki dönemlerde fiziksel eğitime entegre edilmesi de düşünülebilecek bir noktadır. Bu noktada, eğitimin tamamen çevrimiçi veya hibrid olması, öğrenci düzeyi, profili, kursun amacı gibi noktalar esas alınmalı ve öğretimsel teknoloji alanında görevli kişilerce ve kurumlarca bu uygulamaların entegre edilmesi üzerine çalışmalar yapılmalıdır.

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