VIEWING EMERGENCY REMOTE TEACHING WITHIN THE "SEVEN PRINCIPLES FOR GOOD PRACTICE" FRAMEWORK: VOICES FROM PREPARATORY SCHOOL EFL INSTRUCTORS

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ABSTRACT

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PRINCIPLES FOR GOOD PRACTICE" FRAMEWORK: VOICES FROM
PREPARATORY SCHOOL EFL INSTRUCTORS

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Due to the sudden change from traditional education to online education, the need for investigating the online teaching practices of EFL instructors became an imperative. Studies revealed that most EFL instructors lacked sufficient training, technological and pedagogical knowledge and faced some difficulties. This mixed-methods study aimed to explore online teaching experiences and perceptions of the EFL instructors working at preparatory schools of three state universities within the "Seven Principles for Good Practice" framework offered by Chickering and Gamson. The study also sought the instructors' views on the factors that promoted and impeded their implementation of these principles. Data collection instruments were an online questionnaire and an interview. 124 in-service instructors answered the questionnaire. To gather qualitative data, 9 in-service instructors were interviewed. Quantitative data revealed that the instructors implemented the Seven Principles from a satisfactory to an excellent level. Overall, the least practiced principles were *Active Learning* and *Cooperation among Students*. The most practiced principle was *Student-Faculty Contact*. The interviews revealed a number of factors that hindered and facilitated the implementation of these principles. The interviews also provided

suggestions for implementing the principles. The study yielded a number of implications to enhance the quality of online teaching such as the need for establishing rules, redesigning preparatory programs, integrating technological and pedagogical knowledge in pre-service and in-service training, self-improvement, utilizing the Seven Principles as a rubric to evaluate and discuss teaching practices and utilizing it to design programs and training.

ÖZ

ACİL UZAKTAN ÖĞRETİMİN "İYİ EĞİTİM İÇİN YEDİ İLKE"
ÇERÇEVESİNDE İNCELENMESİ: İNGİLİZCE HAZIRLIK OKULU ÖĞRETİM
ELEMANLARININ GÖRÜŞLERİ

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Geleneksel eğitimden çevrimiçi eğitime geçişi gerektiren ani değişim nedeniyle, İngilizce öğretim elemanlarının çevrimiçi dil öğretimi uygulamalarını araştırma ihtiyacı ortaya çıkmıştır. Çalışmalar, İngilizce öğretim elemanlarının ve öğretmenlerin çoğunun yeterli eğitim, teknolojik ve pedagojik bilgiye sahip olmadığını ve bazı zorluklarla karşılaştığını ortaya koymuştur. Bu karma yöntem çalışması, üç devlet üniversitesinin hazırlık okullarında çalışan İngilizce öğretim elemanlarının çevrimiçi öğretim deneyimlerini ve görüşlerini, Chickering ve Gamson tarafından önerilen "İyi Eğitim için Yedi İlke" çerçevesinde incelemeyi ve öğretim elemanlarının bu ilkelerin uygulanmasını sağlayan ve engelleyen faktörler hakkındaki görüşlerini belirlemeyi amaçlamaktadır. Veri toplama araçları çevrimiçi anket ve çevrimiçi görüşmedir. Hazırlık Okullarında çalışmakta olan 124 öğretim elemanı anketi yanıtlamıştır. Nitel verilerin toplanması için 9 öğretim elemanıyla görüşme gerçekleştirilmiştir. Nicel veriler, öğretim elemanlarının Yedi İlke'yi tatmin edici düzeyden mükemmel düzeye kadar uyguladıklarını ortaya koymuştur. Genel olarak, en az yerine getirilen ilkeler, "*Aktif Öğrenme*" ve "*Öğrenciler arasında İşbirliği*"dir. En çok yerine getirilen ilke, *Öğrenci-Öğretmen Etkileşimi* olmuştur.

Görüşmeler, bu ilkelerin uygulanmasını engelleyen ve kolaylaştıran bir dizi faktörü ortaya çıkarmıştır. Görüşmelerle aynı zamanda bu ilkelerin nasıl uygulanabileceğine dair öneriler de alınmıştır. Çalışmada, İngiliz dili öğretiminin kalitesini artırmak için kuralların oluşturulması ihtiyacı, hazırlık programlarının yeniden tasarlanması, hizmet öncesi ve hizmet içi eğitimlerde teknolojik ve pedagojik bilgilerin entegre edilmesi ve eğitimlerin iyileştirilmesi, kendini geliştirme, Yedi İlke'nin öğretim uygulamalarını değerlendirmek ve tartışmak için bir ölçek olarak kullanılması ve bu ilkelerden program ve eğitimlerin tasarlanmasında da yararlanılması gibi öneriler sunulmuştur.

Anahtar kelimeler: Çevrimiçi İngilizce öğretimi, Uzaktan İngilizce öğretimi, İngilizce hazırlık okulu öğretim elemanları, İyi Eğitim için Yedi İlke

To the teachers and people who do their best to be helpful
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LIST OF ABBREVIATIONS

BL   Blended Learning

CEFR   Common European Framework

CMC   Computer Mediated Communication

DL   Distance Learning

EFL   English as a Foreign Language

ELT   English Language Teaching

F2F   Face to Face

LMS   Learning Management System

NBLT   Network Based Language Teaching

SCMC   Synchronous Computer Mediated Communication

SFL   School of Foreign Languages

SPGP   Seven Principles for Good Practice

TD   Transactional Distance

TPACK   Technological Pedagogical Content Knowledge

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CHAPTER 1

INTRODUCTION

</div>

1.0 Presentation

This chapter provides information regarding the background of the study, statement of the problem, purpose of the study, research questions and the significance of the study. Lastly, it provides the explanation of the terms referred to in the study.

1.1 Background to the Study

Online teaching has been on the agenda of language teaching for several decades. Many colleges and universities strive to meet the needs of students by offering courses at a distance and "the need to explore and examine the pedagogies for the online environment has never been more imperative than it is today" (Zhang, 2006, p. 6). Thus, many scholars have researched the quality of online education and looked for answers to the question of how an effective online education should be.

In the world and our country, until the first months of 2020, blended and traditional face-to-face teaching had been implemented for language education. Due to the outbreak of the COVID-19 pandemic, schools had to switch to online teaching. This incident caused many teachers to transform their traditional and blended teaching and start using only online tools for teaching. Teachers had to integrate technology in their classes at such short notice. They struggled since most of them didn't have any online teaching training and experience before. Thus, in-service and pre-service teacher training came to the fore. Accordingly, the effective implementation of online teaching became the focus of many studies. To achieve this vital aim of having effective online classes and for the better implementation of online teaching, existing constructivist theories, frameworks were referred and some of them were

adapted, and some new ones were offered. They agree on several qualities. It is maintained that for an online EFL class to be successful, it needs to be learner-centered, activate higher-order skills, promote collaboration, cater diverse talents and affective needs, promote autonomy, and involve learner-centered feedback techniques and assessment tools. These criteria that need to be adopted for effective online classes are the same for face-to-face classes.

Since the 1970s, there has been extensive research conducted to explore quality student learning in higher education (Ginns & Ellis, 2007). Many researchers came up with different criteria and principles (Merisotis & Phipps, 2000; Moore, 2005). For the design and delivery of traditional and online courses, constructivist models of teaching were proposed. One of the prominent constructivist models of teaching and frameworks that have been offered and adapted to evaluate the effectiveness of online teaching is Seven Principles for Good Practice (Chickering & Gamson, 1987). These principles, originally developed for traditional classrooms to promote effective learning, are also suggested to be adapted to online learning environments as "equally effective guides in the implementation of online instruction" (Zhang & Zhu, 2020, p. 65). They are considered good criteria to be adapted to blended and online learning. They consist of seven principles: 1. Encourages Contact between Student-Faculty, 2. Develops Cooperation among Students, 3. Encourages Active Learning, 4. Gives Prompt Feedback, 5. Emphasizes Time on Task, 6. Communicates High Expectations, 7. Respects Diverse Talents and Ways of Learning (Crews et al., 2015). Shortly, when Chickering and Gamson (1987) recommended these principles in undergraduate education, there was no online or blended teaching in the sense that it is used today. However, with the start of online teaching, Chickering and Ehrmann (1996) wrote "Implementing the Seven Principles: Technology as Lever" to remind these principles. Consequently, not only can these principles be used to define and assess effective teaching in traditional classrooms, but also, they are relevant for the evaluation of the online environment as Chickering and Ehrmann (1996) stated "if the power of the new technologies is to be fully realized, technologies should be employed in ways consistent with the Seven Principles" (p. 3).

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1.2 Statement of the Problem

Most of the EFL teachers have already been familiar with online tools. Some of them have been more competent in online teaching due to their pre-service or in-service training or as a part of their personal development goals. Although most studies focus on what tools they use, and how they design and integrate their activities, the studies focusing on constructivist theories for better implementation are scarce. Sun (2011) maintained, "there seems to be little concerted effort in identifying and studying the new approaches and skills which online language teachers desperately need; and consequently, teacher training or professional development seldom goes beyond the technical and software-specific skills" (p. 429). Due to the sudden change in the implementation of language education from traditional to online education, teachers' lack of knowledge and experience in online teaching came out. Apart from the lack of technological knowledge, most teachers do not have previous training or knowledge about any constructivist theories and do not base their tasks on criteria, taxonomies, or principles while designing them. Thus, the study highlights the importance and need for critical thought about how best to utilize an online environment (Heggart & Yoo, 2018) and underlines online teaching should be based on a sound pedagogical framework. The frameworks are essential to inform teachers and instructors about the good practices they can utilize in their classes or to remind them of them. For this reason, it can be beneficial to document a set of research-based best practices for online instruction to provide guidance for online course instructors and course designers (Rice, 2006).

Teachers need to adopt new skills and increase their digital literacy to appropriately implement online education in their classes. They need training to achieve this aim. The training sessions generally involve the usage of online tools, but most of them do not involve constructivist theories, frameworks and guidelines for successful implementation. In pre-service and in-service training, teacher educators should incorporate the pedagogical frameworks that can be beneficial for effective online teaching. One of the constructivist theories, Seven Principles for Good Practice, which is used for both traditional and online teaching, is offered as one of the

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remedies. This study will draw attention to the online practices of EFL instructors and evaluate them based on this framework. The researcher developed an interest in this topic due to believing that any class practices, traditional or online, should be shaped around a framework and believes that the courses that follow guidelines and pedagogically approved criteria answer students' needs more. It is known that there are increasing expectations from the preparatory schools of the universities for quality language teaching. Therefore, basing the training and education on constructivist frameworks can have a positive impact on teaching and learning.

1.3 The Purpose of the Study and Research Questions

The aim of the study is to examine preparatory school EFL instructors' practices in the online environment and to explore to what extent their practices comply with the Seven Principles for Good Practice (Chickering & Gamson, 1987) based on their perceptions. After presenting which principles' implementation is weaker and stronger, the study shares the EFL instructors' online environment practices that are consistent with the Seven Principles. In this way, the researcher hopes to be able to identify and share good examples of online language practices across the three institutions. Also, the study aims to inform about the instructors' views on the constraints that hinder their implementation of the Seven Principles and the facilitators that promote their implementation of these principles. Lastly, the study aims to offer some suggestions that may be of some help for EFL instructors to overcome the constraints they face while teaching online.

Based on the aims stated above, this study seeks to answer the following questions:

1. Based on the perceptions of preparatory school EFL instructors, to what extent are the instructors' online practices consistent with the Seven Principles?

2. Based on the perceptions of preparatory school EFL instructors, what are the factors that promote the instructors' implementation of the Seven Principles in online classes?

3. Based on the perceptions of preparatory school EFL instructors, what are the factors that hinder the instructors' implementation of the Seven Principles in online classes?

4. What are the preparatory school EFL instructors' suggestions to promote the implementation of the Seven Principles in online classes?

1.4 Significance of the Study

Notwithstanding a rather large body of literature addressing the general area of online teaching, there seem to be limited resources focusing specifically on the preparation of language teachers for teaching in online environments (Compton, 2009a). More importantly, there have been several studies evaluating online courses based on the Seven Principles for Good Practice framework. However, the studies exploring the practices of English language teachers and instructors and their compliance with the principles are almost non-existent. Seeing that in the literature, the studies are scarce on the qualified implementation of online language teaching in Turkey, the present study aims to contribute to the field by evaluating the practices of the EFL instructors based on a theoretically and practically approved principle, "Seven Principles for Good Practice". In other words, this study was based on "the premise of constructivism as a foundation for effectively-designed online language courses and the seven principles as a rubric to measure quality" (Tirrell & Quick, 2012, p. 582).

Apart from raising awareness on the significance of constructivist theories for online teaching, the study may bridge the gap between online teaching theory and practice and enlighten in-service, pre-service EFL instructors, teacher educators and administrators about the principles that language teachers can adopt when designing their online classes, and the study may give ideas on how the online platforms can be designed in a more effective and student-friendly way. What is more, it may identify some good practices applied in online EFL classes, inform the language teachers and instructors about possible task and activity ideas that may be incorporated into their

EFL classes and inform them about the constraints teachers and instructors may face in the implementation of the practices. The findings can help the teachers, instructors, and institutions whose online practices fell short and can act as recommendations for improvement. In other words, these principles, process indicators are "action-oriented in that they can be used immediately to inform policy decisions that could lead to enhanced student learning" (Kuh et. al., 1997, p. 436). To sum up, the study will present the findings as recommendations and a guide. This study may be of some help to education faculties to improve teaching programs. These set of best practices can inform pre-service and in-service training and help teachers to be better prepared for their online teaching experiences (Ferdig et al., 2009). It may also lay the groundwork for the future online English language teaching training that the Ministry of Education, the Council of Higher Education, or the universities will design. It may also help the development of preparatory schools' English programs. What is more, it may draw attention to the importance of frameworks and limitations. There are a lot of possibilities for an instructor while designing and planning a lesson. However, it is not possible to offer all of them. Limits and frameworks work for the human brain. Hence, the frameworks can help teachers discuss important practices and help them be prepared and clear about the needs and actions. Lastly, it may help an EFL teacher or instructor working in similar contexts to design or plan more effective and successful online classes.

1.5 Definition of the Terms

The terms that need to be defined are as follows:

Distance Education: It refers to education when an instructor and students are separated by place and time (Zhang, 2006). It has started its journey as correspondence learning and now has a variety of forms such as web-based, online, blended, ubiquitous, mobile and e-learning, and all these terms are used interchangeably (Karataş et al., 2017). It is an umbrella term. Distance education can have an online or offline instructional delivery; however, online education, which is a sub-branch of distance education has to be conducted via online platforms. Thus, in

this study the term online education is preffered over distance education to describe the nature of the instruction that took place where the study was conducted.

Online Education: It refers to the education where "most of the instruction and practice time is completed independently and/or online" (Goertler, 2019, p. 53). All the content is provided through the Internet. Online courses are the latest version of distance courses (Goertler, 2019). The difference between online and distance education is that in online education, the content is always provided through the Internet. Online education refers to the education where synchronous lessons by using instant messenger programs or video conferencing tools with or without voice and asynchronous lessons are combined. Throughout the study, it will be used as an umbrella term to encompass Emergency Remote Teaching and used as a general term for practical reasons.

Emergency Remote Teaching (ERT): It is defined as a temporary shift of instructional delivery to a remote mode of teaching as a remedy for lockdown circumstances (Hodges et al., 2020). In this study, it refers to a mix of synchronous lessons by using instant messenger programs or video conferencing tools with or without voice and asynchronous lessons. The main difference between online teaching and ERT is that ERT was unplanned and crisis-prompted whereas online courses are carefully planned and well-designed (Gacs et al., 2020). In online teaching, all the objectives, outcomes, and evaluations are planned beforehand for online instruction in mind, whereas in ERT, most of the content and instruction may be designed for face-to-face instruction and then, adapted for or transferred to the online environments with little or no planning for the online instruction in mind beforehand due to the time constraints of the emergency teaching.

Blended Instruction: It is also called hybrid instruction. Face-to-face (classroom meeting) and online instruction and application time are combined. Online components replace 20 to 80 percent of class time. The online or technology-enhanced components may be synchronous or asynchronous (Goertler, 2019).

Synchronous Learning: It takes place in real-time with a group of learners via virtual classrooms, live webinars, and instant messaging through the chat box. Live sessions enable students to have a collaborative, interactive and friendly atmosphere of learning (Şener et al., 2020). To take part in the sessions, students and teachers connect at the same time, from different places. "Examples of synchronous distance learning include two-way audio and video conferencing and Internet-based chat rooms" (Alosh, 2001, p. 347).

Asynchronous Learning: Learning generally does not take place in real-time. "Learner(s) need not be present simultaneously with any other persons in the learning environment" (Russell & Murphy-Judy, 2021, p. 43). Students complete the courses and the assignments in their own time. Students watch pre-recorded videos, webinars, or online courses, and they complete the tasks created in the discussion boards (Hrastinski, 2008). "Asynchronous communication comprises electronic mail, computer-assisted programs, one-way pre-recorded video, two-way audio, and telephone-assisted learning" (Alosh, 2001, p. 347).

Telecollaboration: It is also referred to as virtual exchange or e-tandem. They are intercultural exchanges between learners from different countries who exchange language learning activities and learn each other's language and culture (González-Lloret, 2020).

Constructivism: It is a theory based on the idea that learners "construct their own knowledge through their personal experience" (Al-Huneidi & J. Schreurs, 2012, p. 4). In the classes where constructivism is adopted, teachers are no longer transmitters of knowledge, and students are not passive receivers of the knowledge. "The learner collaborates with both the instructor and other learners creating a dynamic interaction" (Johnson et al., 2011, p. 6). Learners are responsible for their learning. They are provided authentic and relevant tasks. Some of the indicators of constructivist practices involve group works, problem-solving tasks, reflections, and projects (Partlow & Gibbs, 2003).

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

This chapter starts with the information on online language teaching. It is followed by the affordances and constraints of online language teaching. Next, it presents what the Seven Principles for Good Practice consists of and what they refer to. Lastly, it provides recent studies conducted to evaluate online teaching based on the Seven Principles for Good Practice.

2.1 Online Language Teaching

After the introduction of Information and Communication Technologies in education, there arose a need for reviewing traditional teaching and learning methods. Learning through the Internet and online tools started to be high on the agenda. Foreign language learning and teaching were "increasingly affected by the educational potential that is offered by information and communication technologies" (Meyer, 2006, p. 130). It is known that apart from face-to-face teaching, new modes of teaching came out. There is an imprecision and overlap when online learning is mentioned since the terminology that it refers to is varied. "E-learning', 'blended learning', 'hybrid' or 'mixed' learning, 'web-enhanced learning', and 'distance learning' are all terms used, often interchangeably, to refer to the phenomenon of learning online" (Hockly, 2015, p. 1). In other words, the differences between online, blended, remote, distance teaching are not clear-cut, and there are some overlaps. Online teaching is an "approach to teaching and learning that utilizes Internet technologies to communicate and collaborate in an educational context" (Palloff & Pratt, 2013, p. 26). It is one model of distance education. Utilizing a camera microphone and high-speed Internet connection is what the

learners need (Simonson et al., 2000). At first, it was used as a supplement to traditional education where teachers and the learners benefitted from online resources in order to build up traditional education. As the years pass, the functions of face-to-face education have been replaced by online learning and new programs that are distance learning programs started to give service (Erarslan & Arslan, 2020).

Among the new modes of learning, the most common learning that utilizes technology is blended learning. "Blended learning (BL) is a hybrid of traditional F2F and online learning so that instruction occurs both in the classroom and online, where the online component becomes a natural extension of traditional classroom learning" (Zhang & Zhu, 2020, p. 65). To summarize and make different formats of courses more specific, these learning modes can be defined. Allen and Seaman (2013) specifically defined online courses as "those in which at least 80 percent of the course content is delivered online" (p. 7). The course types were further delineated as: "Traditional: (0% of content delivered online), Web-facilitated: (1-29% of content delivered online), Blended: (30-79% of course content delivered online), and Online: (80% or more of content delivered online with typically no F2F class meetings)" (p. 7).

Online language education has been available since the early 1990s, "coinciding with increased access to hardware and to the Internet "(Hockly, 2015, p. 2). In the U.K, the Open University, which offered its first online language course in French in 1995, was among the early providers of online language learning (Hockly, 2015). It is known that online education environments expanded rapidly since its advent in the 1990s and in the 2000s. When the phenomenon of individualization increased day by day and the opportunities of learning independent of the environment became much easier, a transformation to technology integrated education became compulsory (Karasu & Sarı, 2019). Research indicates that "over the last 20 to 30 years, language learning has become one of the most popular and dynamic areas of education for the application of learning technologies" (Thomas et al., 2013, p. 26) and the examination of digital enhanced instruction both in theory and practice became the focus of many studies (Salih & Omar, 2021). Just like in other countries, where

language teaching is offered fully online, utilizing online education has steadily been on the increase in higher education institutions in Turkey. English courses are being offered through distance education to the learners and online resources are being used to support classroom teaching in English preparatory schools (Erarslan & Arslan, 2020; Kırkan & Kalelioglu, 2017).

With the integration of technology in English classes, many researchers in the EFL world started to focus on the question of which modes of teaching, face-to-face, blended or online, were more effective. There have been many studies comparing traditional, online and blended learning. They have mixed results, but mainly blended learning moves ahead of the other two learnings regarding the effectiveness of the learning and students' perceptions and preferences (BakarNordin & Alias, 2013; Posey & Pintz, 2017; Shorey et al., 2018; Sriarunrasmee et al., 2015; Wai & Seng, 2014). However, the futility of this debate called by Blake (2009) as the wrong research question and there is a shift "towards research into the specific affordances of online and blended learning in specific contexts, in other words, how to make online learning courses more effective" (Hockly, 2015, p. 2), so what matters the most is teaching English in an effective way and to look for the ways to achieve this aim for whatever modes of teaching we incorporate. It should be underlined that "no delivery format is inherently superior to another" (Gacs et al., 2020, p. 381). Each mode should be treated in its own right. Comparative studies do not add to SLA research (Chapelle, 2010). The focus should not be on the delivery format or on the tools, but on learning processes (Alosh, 2001; Taylor, 2002). Instructors need to provide different types of instructional techniques, select materials based on different criteria. The interaction between and among the contributors should be reconsidered. The syllabi, assessment and testing need to be different (England, 2012).

In the spring of 2020, the challenges and the need to reconsider learning processes became much more prominent when it came to online language education since it was no longer a matter of preference, its adoption was forced and crisis-prompted, "only solution to provide education during lockdown times" (Salih & Omar, 2021, p. 63). Teachers and institutions at very short notice had to move all instruction to an

online environment (Gao & Zhang, 2020). In other words, they "did not have sufficient time and opportunity to orient themselves, but rather had to plunge into a series of platforms and online education policies that universities have instated individually" (Şener et al., 2020, p. 341). This new mode of education is also labelled as emergency remote teaching and defined as a temporary shift of instructional delivery to a remote mode of teaching as a remedy for crisis circumstances (Hodges et al., 2020). It refers to a mix of more traditional methods such as synchronous lessons by using instant messenger programs or video conferencing tools with or without voice and asynchronous lessons.

The institutions which had previously had online education experience or adopted blended instruction responded more strategically compared to the institutions, especially primary and secondary education, which had been teaching traditionally until that time. Therefore, everyone agrees that when evaluating the quality of online education, unpreparedness, not having previous experience, limited training, sources, increasing workload, and the trauma of the pandemic should be taken into account. This novelty was the reason why "the expectations must be lowered especially in regards to testing security, technological sophistication, accessibility, copyright, and learning outcomes" (Gacs et al., 2020, pp. 380-381). However, this crisis gave way to concerns regarding the effective use of online teaching. Since it was a new reality, institutions and teachers started to look for better ways to implement it into their classes and institutions. It should be noted that although this sudden outbreak of COVID-19 was challenging for teachers, instructors, administrators, and educators, it can also be considered as an opportunity for all parties involved in education to upgrade their knowledge, skills of information technology literacy and update their knowledge and cognitions on EFL teaching (Gao & Zhang, 2020). Beetham and Sharpe (2007) added "an interesting and unforeseen consequence of the greater reliance on technologies in education has been this opportunity for teachers to reconsider how courses and learning activities are structured: new technologies make visible aspects of their pedagogic practice that were previously taken for granted" (p. 7). This transition can be seen as an opportunity to reconsider the ongoing practices

and can help teachers come up with new perspectives and develop a new understanding.

All in all, after a year, it is essential to research and discuss quality online language education and it is time for instructors and institutions to ponder more on the quality of the online learning experience they offer. Before evaluating the online teaching practices within the selected framework, it may be necessary to mention the affordances and constraints of online language teaching in a more general sense as it was addressed in the literature. When the recent and previous studies on online language teaching were analysed, three main affordances and four main constraints stand out. After presenting pros and cons of online teaching, the Seven Principles that construct the framework of this study will be introduced. Before starting to examine the affordances and challenges in online teaching/learning environments, it should be underlined that "online learning in itself does not have advantages and disadvantages, it is the implementation that implies advantages and disadvantages" (Goetler, 2019, p. 68). The summary of the main affordances and constraints of online language teaching can be seen below in Figure 2.1.
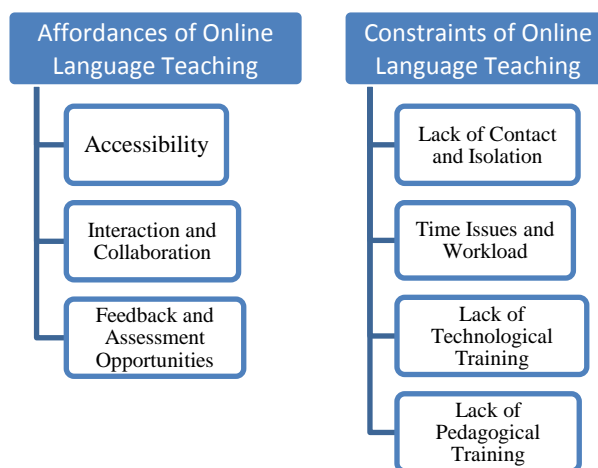
Figure 2. 1 Affordances and constraints of online language teaching

2.2 Affordances of Online Language Teaching

In this part, what the major affordances of online language teaching are and what they refer to will be provided. These positive sides of online teaching have a connection with the tenets of the Seven Principles for Good Practice (Chickering & Gamson, 1987).

2.2.1 Accessibility

Online teaching is advantageous since there are diverse tools available that help teachers promote access and interaction. These sources that promote interaction and access involve synchronous and asynchronous tools. Synchronous tools involve video conferencing, teleconferencing, chat, instant messaging, and phone calls. Asynchronous tools involve LMSs, e-mails, Google docs, bulletin boards and videos. The first and the foremost benefit of distance education implemented thanks to these available tools is easy access to education. It is obvious that most students who do not have an opportunity to take face-to-face education due to several reasons, such as financial conditions, workload and other responsibilities, physical disabilities, and pandemic have a chance to continue their studies (Alosh, 2001; Altunay, 2019; Baran, 2011; Hamilton, 2016; Kırkan & Kalelioğlu, 2017, Salih & Omar, 2021, Schreiber & Jansz, 2019, Yılmaz et al., 2020). In other words, online education answers the limitations of face-to-face education which requires specific time and place to be implemented (Karasu & Sarı, 2019; Kırık, 2014). Eraslan and Arslan's study (2020) indicated that students consider online teaching as an opportunity since they do not need to travel to schools for classes. This way, they save time and money (Eraslan & Arslan, 2020). Nunan (2012) agreed by sharing the benefits of this educational model which include lower cost, greater flexibility, and increased access for students who are not able to stop working in order to study. An older study by Chickering and Ehrmann (1996) added that "as the number of commuting part-time students and adult learners increases, technologies provide opportunities for interaction not possible when students come to class and leave soon afterward to meet work or family responsibilities" (para. 5). In 2020, an unexpected reason was

added among the many reasons for students' preferring online education. Although it was not a preference, online education could somehow cater to the needs of the students who could not have an opportunity to take face-to-face education due to the global pandemic (Yılmaz et al., 2020).

Online education is also advantageous since it helps students and teachers to reach diverse materials and content in various formats at any time and any place. This is possible thanks to the LMSs used in the institutions. The study findings of Mestan (2019) that revealed the perceptions of students and teachers about the utilization of LMSs suggested that students were more prepared to classes with the most of the content provided beforehand as one of the participants reported: "the level of preparedness is much better than in the past" (p. 80). They had a chance to replay the recordings, read transcripts, and use translators. Nunan (2012) agreed that the provision of content is one of the advantages of online learning since all the materials instructors share can be administered, analyzed and stored quickly and efficiently. Due to the practicality of sharing input via LMSs, instructors can share diverse and authentic materials and students can be provided with a rich source of authentic listening and reading input in the form of audio and visual content and s/he supported his/her claim with these words: "assignments can be administered and graded, student contributions to discussion fora and synchronous fora can be harvested and archived and student evaluation of teaching can be administered and collated" (p. ix).

The findings of the study of Sun (2011) that aimed to examine the challenges of online language teaching, and to address issues which arise revealed that one of the advantages of online learning is that teachers can assign students weekly tasks easily, the assignments are reached easily and they are organized, and students have an opportunity to refer back to teachers' comments and their own works since they are all the time kept in the system. "The medium stimulates students to spend more time engaged with the second language (L2) materials, which ultimately promotes greater learning" (Blake, 2011, p. 21). The findings of Meskill et al. 's study (2020) that aimed to examine the professional vision of online language educators revealed another benefit of online education from teachers' perspective regarding easy access

to documents. One of the instructors claimed that since all learning is documented, and it is easy to access them, assessment is easier. Easy and quick distribution of class content via LMSs is suggested as a benefit of online learning by Bailey and Lee (2020), Price (2021) and Nayman and Bavlı (2022). Moreover, some studies drew attention to the benefit of diverse, easy provision and access of the sources for language learning (Petersen, 2014; González-Lloret, 2020; Hillman et al., 2021). Petersen (2014) in his/her study also agreed that one of the online learning's benefits is the multimedia input resources that involve many web 2.0 technologies such as weblogs, video and audio blogs, wikis, and Google docs. When students study from audio-visual or computer media rather than traditional education, they can obtain considerable learning gains. S/he added that a combination of media, and technologies, may have a positive effect on learners' language development. Salih and Omar (2021) also reported the students' satisfaction with the online teaching materials' availability and accessibility.

González-Lloret (2020) in his/her study also advocated that "the provision of input is essential for language learning and that is something that online learning can address most comfortably. We have access to a large variety of multimedia input resources as well as access to an unprecedented amount of reading materials" (p. 261). Access to diversity of materials in online platforms was also highlighted by Goertler (2019). S/he suggested that since it is possible to integrate diverse, authentic, up-to-date, additional instructional materials such as grammar, vocabulary resources, corpora into assignments in order to replace and supplement textbooks, learning is improved on condition that these materials are prepared effectively. Moreover, the integration of these sources can be time-saving for teachers, which is an important asset. Beetham and Sharpe (2007) pinpointed that flexibility of access to sources is another advantage of e-learning with these words: "the main benefits of digital resources are their greater flexibility of access, reproduction, and manipulation. Simply being able to study at a time, place and pace suit them can profoundly change learners' relationships with conceptual material" (p. 34). As a result of reaching diverse materials easily, teachers have a chance to address students with diverse intelligences who need different explanations, examples, additional review and need to spend

more time to process the topic and online students can study the topic more deeply (Hillman et al., 2021). Eventually, the online environment may naturally give way to the retention of information.

Lastly, student-teacher contact, a crucial element of good learning and teaching, is considered another advantage of online teaching. Chickering and Gamson (1987), in their study, underlined that "frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement" (p. 3). Online teaching is considered advantageous when compared to traditional face-to-face teaching where students drop off the offices of the teachers and talk to teachers for a short time and these visits are not so often. Russell and Murphy-Judy (2021) agreed that "in a traditional classroom, students can easily ask their peers for help and few students linger after class or visit their instructor during office hours" (p. 225). As both researchers and experienced online language instructors, they maintained that online courses provide more contact with students and teachers with these words: "at the end of a course, it is not unusual for students to express that they got to know their online language teacher better than their teachers in their face-to-face courses. This is likely because there are often more frequent, and/or longer, one-on-one interactions in online language classes than in traditional, brick-and-mortar classes" (p. 225). As a result, the teacher and student develop rapport through these repeated one-on-one conversations. This way, Russell and Murphy-Judy (2021) drew attention to the importance of a sense of belonging, school spirit and teachers' accessibility to many learners as Chickering and Gamson (1987) advocated in their study.

Meskill et al. 's study (2020) that aimed to examine practicing online language educators' views about their online teaching also revealed that majority of the instructors consider online teaching as advantageous since it increases the quality and the quantity of student-teacher contact. They reported one of the findings of the interviews to support their claim: "eight of the nine interviewees stressed the centrality of connecting with students, something temporally constrained in face-to-face contexts. That both teacher and students could communicate at length at any time in the target language" that is the chief advantage of online instruction (p. 166).

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It is worth mentioning the advantage of online tools that cater the need of contact. Online education due to the diverse vehicles of communication, especially chat talks can be said to be more practical for teachers on one condition that the teacher is willing to communicate, is approachable and accessible. Russell and Murphy-Judy (2021) reported that there are "myriad ways to personalize one's online presence" (p. 48) such as asynchronous discussion boards, chat rooms, or VoiceThreads. Thanks to these tools, teachers can provide contact and students may ask for and receive help from their instructors and it is feasible to compensate for the teacher's lack of immediacy and humanity. Several studies also underlined that chat messages, virtual office hours and online tools were of great help to the instructors and students to have easy access. The benefit of virtual one-on-one meetings and chat for increasing student-teacher contact is voiced by Shim and Lee (2020). They found that one-on-one chat rooms were superior to face-to-face classrooms in that students interacted more freely with instructors.

The study findings of Amin and Sundari's study (2020) found Whatsapp as a way of communication so practical. Similarly, English teachers participating in Juárez-Díaz and Perales' study (2021) stated that they preferred using Whatsapp as the most practical way to contact the students. Since Whatsapp is easy to manage, teachers, most of the time, utilized it to share announcements, documents and video files during ERT (Hanifah et al., 2022). In an older study, Newlin and Wang (2002), forum postings are reported as effective means of communication between teachers and the students. They suggested that the entire class be provided with clarification and details about the crucial information about the class without waiting for the next class session, which is appreciated by the students. This shows that office hours and in-class announcements are replaced by virtual office hours and bulletin board, discussion board announcements in online classes and considered effective ways of communication. To sum up, online teaching is advantageous since students can get education without being bound to time and space, since they are provided with diverse sources to process at any time and since students can contact their teachers by using various sources that are immediate and practical.

2.2.2 Interaction and Collaboration

Interaction and collaboration as an essential element of good teaching and learning is reported in the study of Chickering and Gamson (1987) with these words: "Working with others often increases involvement in learning" and "sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding" (p. 3). In online classes, asynchronous and synchronous sources provide various interaction and collaboration opportunities. Students have an opportunity to have one-on-one interaction with their teachers, interaction among other students, with other experts, people from different countries, and with the texts. The increase in the interaction between the teacher and the students and among the students was underlined by some researchers. They claim that chat exchanges and discussion forums, blogs, wikis, are among the tools that enhance different modes of interaction. Meskill et al. (2020) underlined online classes' availability for interaction. "Asynchronously and synchronously, via text, voice and video, teaching online means more tools, more time, and, therefore, more chances for meaningful, authentic interaction between and among teachers and students as a means of practice and thereby mastering the language" (p. 169).

The benefit of asynchronous discussion forums is voiced in Schreiber&Jansz's study (2019) that shared the findings of a pedagogical project in which in-service teachers studying in a distance-learning MA TESL program participated in an asynchronous discussion forum with native speaker peers. The study showed that "discussion forums can promote both learner–learner and instructor–learner dialogue, which is correlated with reduced TD-Transactional distance" (p. 8). Researchers also claimed that tasks created with asynchronous tools help students to share their ideas more freely. Goertler (2019) maintained that these tools also allow for "more honest expression of opinions and a student-negotiated democratic classroom-society" (p. 64). Todd et al. (2019) shared an additional meaning of these tools for the online learners: "Posts mean more than a participation grade for online students, as their words shape their individual identities" and "as disembodied voices, their written words create their identities in the online class" (p. 25). Discussion boards and

asynchronous chat rooms are considered helpful regarding the enhancement of the participation. Pavey and Garland (2004) agreed that virtual learning environments "allow more students to participate than would be possible in a conventional seminar, and give less confident students a chance to contribute in an unthreatening environment" (p. 306). In this regard, Blake (2009) also shared his observation suggesting that in a traditional classroom, it is possible that certain students "dominate the flow of the discourse" (p. 825). However, discussion boards and chats help students who refrain from participating to take part in the discussions. Ehrmann (1999) shared the reports of faculty members suggesting that the students, who are silent in traditional classrooms, become outspoken in online classes.

Asynchronous nature of online education is considered another reason for the increase in interaction. Studies claim that since students have more time to think about the issues, read more, synthesize, and process, students can share their ideas in a more confident, well-developed, motivated and liberated way. Pavey and Garland (2004) maintained that "students have ample time to read other students' comments, do research and formulate a detailed response" (p. 308). Todd et al. (2019) agreed that "eliminating time and space constraints liberates thought and empowers students to explore ideas at a deeper and broader level […] and promotes thoughtful and well-edited responses" (p. 25). Students have an opportunity to "brainstorm, and verbalize their input at their pace" (Salih & Omar, 2021, p. 66). Blake (2009) added that "students have more time for linguistic processing to prepare their own contributions […] students' affective filters are lower in SCMC (Synchronous Computer Mediated Communication) because no one is looking over their shoulders as is the case in face-to-face exchanges" (p. 826). As a result, in online classes more different voices can be heard and more elaborated discussions can be made.

Another benefit of Computer Mediated Communication (CMC) and the web.2.0 tools regarding interaction is that they allow students to "experience a wider range of views and widen the pool of possible communication partners enormously" (Comas-Quinn, 2011, p. 4). For instance, Blake (2008) underlined that wikis enhance interaction among students and noted, "a wiki provides the ideal tool with which to

carry out collaborative writing and project-based work" (p. 75). The findings of Wang's study (2014) that aimed to explore the extent to which wikis can facilitate collaboration and promote foreign language acquisition indicated that wikis increase the students' motivation to learn English, enhance their writing confidence and "collaboration on a wiki in an EFL setting can contribute to both language development and social interaction" (p. 384).

Apart from wikis, the affordance of blogs to facilitate interaction was voiced by several scholars (Boykova, 2013; Comas-Quinn, 2011). The usefulness of blogs to facilitate collaboration was attested by Bhattacharya and Chauhan (2010) in their study conducted to investigate one blogging programme in India. The findings revealed that blogging developed group interaction. Social interactions can enhance one's learning and students can perform at a higher level when compared to their individual competence (Swain, 2000). Cowie and Sakui (2013) in their study that aimed to give an overview of current e-learning practices in the teaching of foreign languages at university level maintained that blogs among the other web 2.0 tools "allow teachers and students to communicate in a variety of interactive, collaborative and autonomous ways" (p. 461). Sun and Chang's study (2012) showed that apart from being a medium for language skill development, especially writing skills, blogs are a social medium for knowledge, provide students to have collaborative dialogues, activate their capacity for reflection, and these dialogues facilitate their process, scaffold and enhance learning. Moreover, constructivist tasks such as WebQuests should be mentioned as tools that are student-oriented, collaborative and result in shared learning experiences (Hoopingarner, 2009).

When interaction and collaboration in online language teaching is concerned, video conferencing that became a norm at many universities and schools comes into the minds of many online language teachers. One of the tools that most of the teachers utilized was Zoom other than Webex. Its breakout room function was one of most used collaborative platforms. Although it may have some challenges, it can be considered one of the most preferred tools to create interaction in online classes. The benefits of it were reported in Lee's study (2021) that aimed to examine the views of

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EFL students' on the usage of breakout rooms. Teachers and students can share videos, pictures, and polls immediately. Teachers can provide group and pair works for students to facilitate collaboration. The findings of this study indicated that most students were satisfied with using breakout rooms for EFL classes. Similarly, the findings of Nayman and Bavlı (2022)'s study revealed that breakout rooms and videos were very helpful. Kohnke and Moorhouse (2020) reported that chat boxes also are beneficial to sustain the interaction. The students who are nervous about their spoken English or who are confused, can write to chat box. The different modes of communication help students to develop their communication skills. Lots of interactive tools can be integrated such as Google forms and docs that also help students to work as groups and pairs.

In an online course, students also have an opportunity to interact with other L2 students, people from other countries and native speakers. Beetham and Sharpe (2007) agreed that the main advantage of the online environment is "the ability to participate with a much wider range of other people and at a time and place to suit the learner" (p. 37). Guillén et al. (2020) added that pandemic can be seen as an opportunity regarding the interaction between the native speakers and language learners by sharing the views of the linguists who see the crisis " as an opportunity to more intentionally connect with other language users through digital means" (p. 2). Hockly (2015) agreed on the benefit of the telecollaboration projects that refer to intercultural exchanges between learners from different countries who exchange language learning activities. It was suggested that these intercultural exchanges can "provide learners with the kind of knowledge not usually found in course books or standardized learning materials; they can provoke critical cultural awareness through interactions with 'real' informants from the target culture; and they can help make learners aware of cultural differences in communicative practices and pragmatics" (p. 84). According to Hauck and Stickler (2006), "Of all the forms of NBLT (Network-based Language Teaching), it is telecollaboration that offers the greatest opportunity for cross-cultural and cross-linguistic collaborations of language learners" (p. 471). These affordances of distance learning context where "where the online medium can bring together learners and teachers who are geographically dispersed and provide

them with a space for interaction and communication, previously rarely achieved" should not be undervalued (Comas-Quinn, 2011, p. 22).

As to the other benefit of online environments, it is worth mentioning online games since researchers in the CALL field lately turned to the gaming environment to stimulate language learning as a way of enhancing interaction. The role of games in L2 teaching is investigated by some linguists. In the age of social distancing, they are considered as an option to facilitate language learning (Dubreil, 2020). Learners who take part in these games such as Second life, or three dimensional MMORPGs such as World of Warcraft use an avatar, exchange texts, and audio, and chat with the other players. Learners and players are exposed to many inputs, and carrying out tasks triggers their critical thinking skills as well. Studies revealed that integration of Second Life into distance language teaching has several benefits such as enhancement in linguistic competence, speaking skills and learner engagement (White, 2014). The findings of Sundqvist and Sylvén (2012)'s study revealed that when compared to non-gamers, Swedish learners who regularly took part in MMORPGs in English improved their linguistic competence, especially regarding the acquisition of vocabulary. Teachers may also form online book clubs, where students choose a literary genre and a text, read and discuss them (Zornow, 2014). Instructors can also utilize fan fictions. What students are asked to do is to transform "existing stories and characters into something new, yet recognizably familiar" (Sauro & Sundmark, 2016, p. 415). There are diverse sources to enhance interaction. Teachers may also utilize Voicethread, Flipgrid, Padlet, and Talkabroad into synchronous class time for this aim.To sum up, all these tools are not only beneficial for creating diverse ways of interaction, but also they help the development of writing, speaking, academic and communication skills (Hoopingarner, 2009; Mulligan & Geary, 1999; Salih & Omar, 2021; Sotillo, 2000).

2.2.3 Feedback and Assessment Opportunities

Providing feedback to students is regarded as highly crucial to improve learning. This is one of the good practices that instructors should implement in their classes as

asserted by Chickering and Gamson (1987) with these words: "in classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves" (p. 4). Online classes are advantageous for both students and instructors regarding feedback and assessment. The diversity of assessment tools not only help instructors address diverse students with diverse intelligences, but also help students exhibit their knowledge and skills in a lot of ways. This affordance of an online environment is in compliance with one of the other principles of Chickering and Gamson (1987). They maintained that for a learning environment to be effective, it should address diverse ways of learning and talents. "Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them" (p. 5).

In an online environment, instructors can create, modify a lot of quizzes and students have a chance to get immediate feedback. Blake (2011) in his study that traced the current trends in online language learning agreed on the availability of automated quizzes that test lower thinking skills in online environment and noted that "language instructors now have at their disposal a plethora of tools to help them create or customize these types of exercises for online postings" (p. 22). He suggested that they have a place especially "when one contemplates time on task". Nunan (2012) maintained that "with automated quizzes of various types, from closed formats (multiple choice, true/false etc.) to more open task-based formats, as soon as the student hits the "send" button, they will receive feedback on their performance with comments on what they got right and explanations for why certain responses were incorrect" (pp. x-xi). Similar to Blake's study's findings (2011), in Zou et al.'s study (2021), the students evaluating online teaching effectiveness reported that they have more timely feedback to online quizzes. This trait of online teaching is in line with the time on task principle suggested by Chickering and Gamson (1987) as a good practice. "Allocating realistic amounts of time means effective learning for students and effective teaching for faculty" (Chickering & Gamson, 1987, p. 4). According to

Mestan (2019), when the quizzes or activities are assigned, synchronous class time is not distracted. This means there is more time left to clarify the parts of the topic which were not comprehended, and more time left for discussion and interaction during synchronous sessions. Hillman et al. (2021) agreed automated feedback saves time, instructors may have "more time to respond personally to novel questions" (p. 86). Gacs et al. (2020) proposed that instructors utilize assessment tools that provide automated feedback to save time in online classes. They stated that "whenever possible, such feedback should be automated, so that instructors can focus their feedback on those elements which automated feedback is not yet sufficiently developed or not possible due to individual variables" (p. 388). Mestan (2019) added that students' preparedness for classes will increase with the weekly prepared online quizzes. Splitting the teaching content into small lectures is also possible by "using a micro learning approach, possibly with short, auto-scored quizzes after each mini-lecture" (Payne, 2020, p. 246) to keep students engaged in an online environment. The studies that were conducted to examine the views of students about automated formative assessment resulted in favour of this type of assessment. In Yılmaz et al.'s study (2020), all pre-service teachers found the online formative assessment beneficial. Similarly, in Salih and Omar's study (2021) that was conducted to explore EFL students' experience with online teaching, the students found their instructor's online feedback constructive and beneficial.

Apart from its benefit of providing the class content and collecting students' work easily and quickly, LMSs should be mentioned as a facilitator of providing feedback. Sun (2011) pinpointed that teachers can create various kinds of online exercises and types of questions such as ordering, true-false, multiple choice via LMSs. Teachers can attach external links and images to the questions. The quizzes and tests can be embedded in them and shared easily and quickly. Students can see their right and wrong answers immediately (Hirschel & Humphreys, 2021). Apart from the automated quizzes, LMSs are used to give feedback to essays, reflection papers and projects which are some of the most widely used assessment tools in language classes especially in preparatory programs. Students in the online environment are asked to write more and this means that teachers need to give more written feedback

(Grönlund et al., 2021). Lewis and Abdulhamid (2006) advocated that time spent for giving feedback may be reduced thanks to the development of banks that were collected over time. Wasson and Hansen (2014) agreed that teachers can create a "bank" of comments which can be copied and pasted into the feedback text and this way, they can deal with the increased demands for feedback. Another strategy to save time is providing rubrics to students to assess essays, reflection papers or projects. It is maintained that the rubrics shared beforehand inform the students about the expectations of the teacher. They not only increase the quality of their products, but also act as timesavers. Lewis and Abdul-Hamid (2006) advocated rubrics are important for students to see the points the teacher allocates to different sections. This way, students focus their efforts and try to meet the standards teachers determined (Lewis & Abdul-Hamid, 2006). Studies revealed that rubrics help students to clarify assignments and emphasize the concepts that are most important. Thanks to the use of rubrics, their scores improve (Hamilton, 2016). Gacs et al. (2020) also underlined that "using holistic or analytic rubrics with clear feedback for each criterion can reduce time spent on evaluation" (p. 388). Informing students about the expectations of teachers has a positive effect on students since they know the criteria, they present more qualified products. This is in line with the sixth principle of Chickering and Gamson (1987) that is achieving high expectations. They suggested that "expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts" (pp. 4-5). Students need guidance and examples to better their performances.

LMSs can also be utilized to improve speaking skills. Thanks to the online voice tools that may be found inside LMSs, it is practical for students to record their oral work. Students record and post their work, and teachers can give feedback in text mail or voicemail. Sun (2011) maintained that since the teachers' comments and students' work are kept inside the system, students may refer them back later. This is considered effective to improve oral skills on condition that they receive individualized feedback, which is very important for students to be informed about their weaknesses and strengths. Some researchers drew attention to an alternative

way of assessing listening skills in online classes. Hillman et al. (2021) suggested that "video segments can be made more engaging with the use of in-video quizzing, in which a video pauses and students are asked questions which have to be answered correctly before continuing" (p. 88). Marshall and Kotska (2020) added instructors can embed questions to videos that they assigned to their students by using applications such as PlayPosit, or Edpuzzle. This way, they conduct formative assessments asynchronously. All these assessment types are not only beneficial, but also time-saving. It is also essential to talk about some alternative assessment ways that can be considered as products of online teaching. As an alternative counterpart of traditional in-class presentations, online video assignments to assess students' knowledge and skills are worth mentioning. Students are given tasks that "require the use of English within authentic or real-life settings" (Al-Mahrooqi & Denman, 2018, p. 4). These tasks allow them to demonstrate speaking skills, presentation, organizational skills, and a number of higher order thinking skills. Al-Mahrooqi and Denman (2018) supported these tasks by suggesting that they "give students a chance to demonstrate speaking and presentation skills without the pressure of performing in front of a large class" (p. 4). Another gain of these tasks is that students learn to use online tools to record their presentations, in other words, they utilized technology which is one of the requirements of the 21st century. In Mali and Santosa's study (2021), assigning students video presentations found to be beneficial for several reasons. Firstly, it is time-saving. Students do not need to deliver presentations in the class time. Also, students can check their mistakes and redo their performance, students make self-evaluation. As a result, students improve their presentation, technical and conceptual skills. The researchers also maintained that all these "integrated performance assessments may take better advantage of the affordances of the medium than traditional achievement tests" (Gacs et al., 2020, p. 386) and students should be assessed by their "portfolios, product, performances rather than test at the end of the term" (Nayman & Bavlı, 2022, p. 186).

Online environment can help instructors give qualified feedback that can address diverse needs of students. Meskill et al. (2020) agreed by stating that teachers also have a lot of available ways to provide feedback "asynchronously, synchronously,

with text and/or voice" (p. 169). First, teachers may give feedback to assignments and papers by using a word processor or LMSs (Hamilton, 2016). In his/her study, Hamilton (2016) drew attention to the positive effect of word processing program on students' learning with these words: "feedback delivered via a word processing program appeared to contain extensive details for how the student could improve" (p. 89). Studies revealed that the use of Word Track Changes as a way of giving feedback to written assignments has a positive impact on students' writing abilities (AbuSeileek & Abualsha'r, 2014; Caws, 2006; Ho & Savignon, 2007). The findings of AbuSeileek and Abualsha'r' s study (2014) revealed that "students who received Track Changes corrective-feedback type obtained the highest mean scores compared with the other groups, indicating that it is the most useful computer-mediated corrective-feedback type for developing learners' writing performance on the post-test" (p. 88).

 In online classes, after giving feedback in word document or via LMS, instructors may arrange synchronous meetings to clarify the parts that are ambiguous for the students to increase the positive impact of feedback. Scholars underlined the benefits of utilizing both of the ways (Lewis & Abdul-Hamid, 2006; Puranen & Vurdien, 2020). For them, one of the other advantages of online platforms is that teachers can send feedback at their own convenience and students receive and read them at their convenience. Teachers can give more well-thought feedback and students can reread the received feedback (Lewis & Abdul-Hamid, 2006; Puranen & Vurdien, 2020). In addition, as it is the case in some research, the written feedback may be accompanied with online chat tools since feedback can be more personalized. Feedback through chat tools, Skype, Hangouts, Zoom, and so on. allow students to "discuss and clarify issues instantaneously" (Puranen & Vurdien, 2020, p. 289). As known, one-on-one feedback is one of the most important conditions. Teachers can utilize video conferencing tools for scheduling meetings. Juarez-Diaz and Perales's study findings (2021) revealed that most of the teachers used Zoom and Skype to provide feedback and explanations synchronously. To provide feedback to their students, teachers may schedule one-hour weekly synchronous sessions. In his/her study, Sun (2012) pinpointed that these casual meetings with the instructor turned out to be effective for

the learners. Moreover, teachers can create tutor group forms in which the teacher and his/her students come together and carry out online revision tasks. This way, students practice what they learned and receive "formative feedback from the teacher on their language production in a non-assessed context" (Comas-Quinn, 2011, p. 12).

Furthermore, voiced feedback may be of help to reduce the time and help teachers to give in-depth feedback. In an older study, Syncox (2003) observed that students' comprehension of numerous revisions of a text is improved by audio feedback, which also improves students' perception of instructor feedback and provides clarification of the intended meaning of the writing to students. ESL/EFL students understood the mistakes they made in their work more when they listened to the audio feedback (Hsu et al., 2008). Hsu et al.'s study (2008) on the effectiveness of audio feedback for ESL/EFL students also revealed audio feedback helped ESL/EFL students improve their speaking and listening skills. The findings of a recent study conducted by Huang et al. (2020) to explore students' views on formative writing feedback in ERT indicated that both e-written and video feedback was beneficial for all the EFL students in their essay writing improvement. Peer assessment is also one of the online formative assessments instructors can utilize in an online environment (Yılmaz et al., 2020). Wikis and blogs are suggested as ways to facilitate peer assessment (Huang, 2016; Wang, 2014). To sum up, online classes can include "a combination of immediate, automatic responses provided by software as well as deeper, though delayed, evaluation and feedback by faculty and other students, such as from discussions and grading of assignments" (Hillman et al., 2020, p. 87). This way, instructors can address diverse talents and cognitive domains, lessen the monotony, and manage time and can help students demonstrate their skills and knowledge (Mestan, 2019).

2.3 Constraints of Online Language Teaching

In this part, the major constraints of online language teaching and what they refer to will be provided.

2.3.1 Lack of Contact and Isolation

Online education is first and foremost disadvantageous due to remoteness and isolation (Alosh, 2001; Hong, 2003; Nayman & Bavlı, 2022; Schreiber & Jansz, 2019). Nunan (2012) agreed by stating "distance study can still be an isolating and lonely way to learn" (p. ix). Scheiber and Janz (2019) added that distance education has pedagogical drawbacks, such as the risk of loneliness and isolation, which can lead to high attrition rates since students no longer contact their classmates and teachers in a way that they are used to. The study findings of Papadima-Sophocleous, and Loizides (2016) indicated the isolation is felt by students more when the classes are held asynchronously. Therefore, synchronous learning was found more advantageous than asynchronous classes since students do not have to work in isolation and they can interact with teachers and their friends during real time online classes and since this "developed a sense of comfort and reassurance" (p. 367).

The asynchronous nature of online classes is criticized especially due to lack of interaction and lack of community feeling both by the students and teachers. Hamilton's study (2016) reported the views of the instructors who considered "the asynchronous nature of online courses as being the most significant barrier to fostering a sense of community in their online courses" (p. 85). Lack of interaction in the asynchronous and synchronous online classes was voiced by the students in Compton's study (2009b). Most participants relying on their past experiences stated that "online courses did not provide many opportunities for interaction [...] online experiences were limited to individual tasks in which they retrieved materials and completed assignments and assessments individually. They were often not required to actively participate in asynchronous (threaded) or synchronous discussions or collaborate with other students" (p. 79). This finding indicated that apart from the lack of interaction caused by not having education in the real time and place, it is caused by the program and design of the online classes which do not give place to interactive activities. This claim is supported by several scholars. The findings of the study of Eraslan and Arslan (2020) indicated that "lack of interaction was among the reported deficiencies existing in online learning" (p. 55). Yin (2008) agreed that most

online courses were not designed based on the interaction. They were criticized for being presented in a dry, "page turner" format and point-and-click quizzes" which causes demotivation. Palloff and Pratt (2013) further argued that when instructors are assigned an online course, and they need to design it, unfortunately, "the resulting course is likely to have minimal interaction and pay little attention to the development of a learning community, which promotes collaborative learning and helps to achieve learning outcomes" (p. 27). Juarez-Diaz and Perales (2021) maintained that lack of interaction in online classes during the pandemic resulted from the lack of experience of EFL teachers with online education. The instructors tended to focus on content more rather than promoting student-teacher, student–student interaction.

Apart from the program and design of the classes lacking interactive activities, scholars draw attention to the technical sides of online classes that lead to feelings of loneliness, discomfort and alienation. It is a fact that the screen creates a distancing effect and an online classroom has a distinct and unnatural nature. The study findings of Hidalgo-Camacho et al. (2021) indicated that online settings had some negative effects on interaction, motivation and health. They suggested that the practices to decrease burnout and discomfort among students and teachers should be promoted. Also, Gonzalez-Ramirez et al. (2021) stated that implications in an online setting affected other areas than academia; social interaction, motivation, and healthy behaviors are some of them, therefore it is recommended to promote practices to decrease burnout and discomfort among teachers and students. Sun (2011) maintained that students show reluctance towards attending class meetings in the virtual classroom and added that they prefer being quiet and have "minimal and survival" communication and interaction" (p. 438). The challenges of online education such as pandemic-induced anxiety, stress, and communication issues are among the findings of Dizon and Thanyawatpokin's study (2021) conducted to evaluate the attitudes of learners towards remote foreign language learning.

The negative attitude towards online classes is triggered more due to technical problems as suggested by several scholars. During the virtual sessions, it is known

that learners may have some technical problems, such as deficiencies of computers and internet, which may lead to learning problems and demotivation (Salih & Omar, 2021; Sun, 2011; Yüce, 2019; Zou et al., 2021). Şener et al. (2020) agreed, "the issues regarding the infrastructure (internet connection, audio-visual quality problems) are the most common and most determining factors which undermine the efficacy and efficiency of online education" (p. 343). Sun (2011) added that other problems that are encountered such as "the loss of lip synchronization and verbal clues, time lags, poor sound and images, turn-taking, etc." (p. 431) and also, absent or at times distorted facial expressions and gestures can cause the feeling of discomfort and demotivation (Gacs et al., 2020). As a result of these negative factors, students prefer not to be active in the classes by muting themselves or turning off their cameras and or they come up with some excuses for their non-participation. The demotivation, non-participation or less participation was experienced by language teachers in online classes during pandemic (Nayman & Bavlı, 2022). Students may hesitate asking clarifying questions, and add comments during synchronous sessions due to connection problems, problems regarding sound, and due to the novelty of this environment.

Another factor that hampers interaction and contact in online classes is the high number of students in these classes. As a remedy to some of the problems stemming from studying in large classes, which affect the quantity of teacher-students and students-students interaction, Shaw (2013) suggested language programs be designed for small groups of learners to enhance performance in learning. Although it may not be possible for our teaching context, Sun (2012) suggested "a group with two to four people seems to be the most comfortable size for student interaction in the virtual classroom" (p. 437) also confirmed by Brown and Adler (2008). If in online classes, students feel that they are not part of a well- connected group, they can be possessed by the feelings of loneliness and lack of confidence and this can yield to "low achievement or even dropping out" (González-Lloret, 2020, p. 264). In this regard, "community atmosphere and personal connections have to be carefully crafted in online environment" (Gacs et al., 2020, p. 382) since students' fears lessen if they are in such a well-developed community and if they know that they will get help when

they have trouble in understanding something (Salih & Omar, 2021). Shortly, all these criticisms and evaluations indicate that it is necessary "to question the quality of distance education to provide better learning experiences and student engagement is one of the issues that needs to be questioned" (Yılmaz & Banyard, 2020, p. 101).

2.3.2 Time Issues and Workload

Another challenge of online learning and teaching is the increase in the workload, especially due to the pandemic. The novelty of the situation can be considered the reason for spending more time in front of the computers. Most of the instructors, teachers and the students had to learn new tools, and technologies to transform their face-to-face teaching to the online environment at very short notice. This situation naturally gave way to the increase in the workload. Apart from this reality, scholars investigated the perceptions of teachers regarding workload in online classes. An increase in the teachers' workload is among the findings of some studies (Juárez-Díaz & Perales, 2022; Meskill et al., 2020; Şener et al., 2020; Windes & Lesht, 2014). Russell and Murphy-Judy (2021) agreed that "online teaching is known to be time-intensive in the language field" (p. 22) when number of students, number of classes, hours of student-teacher engagement, office hours, homework/correcting/grading time, amount of responsibility for course revisions and updates, and the like are taken into consideration. Şener et al.'s study (2020) revealed that participants experienced an increase in the workload. They reported that preparing materials, giving feedback, grading assignments 7/24 led to an increase in the workload and online teaching was tiring. Due to the transfer of the requirements of face-to-face teaching to online platforms, teachers needed to answer e-mails from their students, which are sent at different times, which created a burden for them.

Shortly, they shared other reasons for the increase in the workload due to emergency remote teaching that involved "the increase in contact hours with students, technical issues, lack of support from IT departments, complexity encountered in the management, implementation, and moderation of online instruction platforms" (p. 343). Similarly, most teachers in Juarez-Diaz and Perales' study (2021) reported that

during online teaching they were overwhelmed due to increased work time and workload.

Nunan (2012) also pointed out that the time consumed in the online environment is more than face-to-face instruction for teachers. Teachers may have difficulty in responding to students' inquiries since many students at the same time may need to ask many questions regarding the requirements of the course. Tynan et al.'s study (2015) investigated instructors' workload data that were associated with "e-teaching". The findings indicated that e-learning increased instructors' workload. Teaching online led to an increase in teaching tasks and hours since they involved "the time reading and responding to emails, hosting chat sessions and moderating bulletin boards" (p. 10). Similarly, Rosli (2021) found out that the teaching workload of the instructors increased because students who were less focused and less engaged during online classes or the ones who experienced problems with their internet connection asked their teachers questions outside teaching hours via Whatsapp messages. The findings of older studies that examined online teaching are worth sharing. Warn et al. (1998) maintained that the amount of student and faculty input can be overwhelming. To illustrate, they reported that one class of 36 students generated 60 to 80 e-mail messages per day during the first few weekly discussions. Gillette (1999) referred to the added burden instructors might face in distance teaching courses. S/he remarked that an online instructor may well be called upon to be a technical support provider, a Web page designer and a content expert. Among the other factors that increase their workload that causes stress is keeping up with rapid developments in hardware and software.

As to the perceptions of the students who experienced online teaching, the findings are similar. Previous studies investigating the workload in online education revealed that during online education, students are provided with lots of resources, assignments, and they need to spend more time to complete them. Nunan (2012) shared the online experiences of his graduate students regarding the amount of time they spend each week on their studies. Some of his students reported that they spent 50 hours a week to meet the requirements of their online course. He further added

that the amount of time his face-to-face students spent on the study was much less. Higher time commitment reported by students was underlined in several studies as well (Bañados, 2006; Goertler, 2019; Hamilton, 2016; Madyarov, 2009). Goertler (2019) drew attention to the reason for course overloading. The reason behind this danger of overloading the course with extra assignments is that "independently completed components are no longer as visible to the teacher as those components completed face to face" (p. 66).

What is more, the increase in workload and difficulty of managing time are some of the most challenging parts of online education. Erarslan and Arslan (2020) drew attention to the personal factors that made it difficult to manage time for students in their recent study. They suggested that time management is highly important for students in an online environment since students also face concentration problems and may be distracted due to external factors such as family problems and so on. They have responsibilities at home and external factors to deal with. It was also underlined that when teachers work at home, they may have difficulty in concentrating and may have other responsibilities that take time. The fact that online teaching increases teachers' workload considerably is because of teachers' working online and offline. According to González-Lloret (2020), "it is important to have realistic expectations about the working load that online courses produce for teachers, the possibility that remote participants have for synchronous connection, the amount of feedback that students will receive as well as the type and amount of evaluation that can be done through technology" (p. 267).

The last constraint, which is related to time constraints and workload, is large classes. Effective online teaching may not be possible due to large classes since having online classes with large classes results in limited interaction among students and the teachers (Yüce, 2019). Also, due to the considerable number of participants, teachers are overwhelmed with papers and exams to check, and assignments to read, so large classes negatively affect the instructors to form an effective learning environment. One of the barriers to the implementation of feedback practices is class sizes (Chowdhury & Zannat, 2021; Nayman & Bavlı, 2022). Instructors claimed that

the class size has an impact on the quality and frequency of the feedback provided (Hamilton, 2016). In conclusion, the immediate and unexpected transfer of face-to-face teaching to the online environment, household and online courses' responsibilities caused some teachers and students to be overwhelmed. They might have had to work in 7 and 24 and have experienced time management issues.

2.3.3 Lack of Information Technology Literacy

Scholars agree that instructors and teachers have to utilize technology to serve educational purposes. (Mali & Santaso, 2021; Zou et al., 2021). Utilizing technology means knowing how to use e-mail, word processing programs and Internet use (Kazemi & Narafshan, 2014). Other skills include creating presentations, spreadsheets and databases, handling files, using an interactive whiteboard, a digital camera, audio recording devices (National College for Teaching & Leadership, 2015). Further skills involve familiarity with interactive Web 2.0 technology, wiki, blogs and forums (Stickler & Shi, 2016) together with security and maintenance skills (Peeraer & Van Petegem, 2011). In addition, teachers need to be able to provide ready help with technical issues (Blake, 2008; Yücel, 2011). Moreover, Compton (2009b) drew attention to the effective usage of LMSs when technological knowledge is considered. In his/her study, the importance of understanding the mechanics of the course management systems was highlighted. Understanding the teaching end of the course framework systems (e.g WebCT, Blackboard, Moodle) is considered the first step. If teachers know how they function, then they may come up with "creative uses of the tools and best practices for teaching virtually (p. 130).

There is a positive correlation between instructors' online training and experience and the effectiveness of online teaching. The results of Zou et al.'s study (2021) revealed that "the effectiveness of online teaching could be reduced among teachers who lack experience and training in online teaching" (p. 16). Siragusa et al. (2007) added that teachers' knowledge and abilities of online technologies are among the factors that influence their students' learning. Stickler et al. (2020) also suggested that if language teachers gain the abilities to properly integrate digital technologies

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into their classroom practice, student learning using ICT is more likely to be successful. Similarly, the students who have more technological experience have more positive attitudes towards online classes than those who do not have such experience (Stickler & Shi, 2016) and become more successful.

One of the hindrances to quality online language teaching and learning is that teachers and students may lack digital literacy (Gao & Zhang, 2020; Stickler et al., 2020). The reason why EFL teachers lack digital literacy is that they haven't received any training before or they haven't needed to invest time to learn more as long as they are keen on technology in education. Altunay (2019) added three more reasons, such as computer anxiety, teachers' negative beliefs about online education, and lack of continuous technical and administrative support for the teachers. Lastly, they had not had to have this competence until the lockdown of schools forced them to move online (Winter et al., 2021). It should be noted that most of the teachers were unprepared due to this emergent shift to online teaching. Therefore, they had limited time to explore technology to support students' learning (Iglesias-Pradas et al., 2021). Several studies also underlined that whether teachers are convinced of the benefit of technology determines their decisions regarding using technology (Lam, 2000; Steel, 2009; Zou et. 2021). Steel (2009) maintained that the main limitation to using web technologies effectively is teachers' reluctance to use technology. S/he reported that "the main limitations of web technologies are teacher knowledge and teachers' reluctance to use the communication facilities to facilitate student learning" (p. 405). Another reason, continuous change in technology and the tools was asserted by Blake (2008) "The fact that technology is constantly changing constitutes a frightening barrier for many language professionals who fear that they cannot possibly keep pace with new advances" (p. 9). "Staying current might be time-consuming for teachers" (Ersanlı, 2016, p. 20). Yüce (2019) also underlined that "online language learning and teaching materials may become burdens for the professionals, who are not informed appropriately on technical issues" (p. 76).

Another reason is insufficient training highlighted by Stickler et al. (2020). According to them, teachers have negative attitudes towards technology integration

as a result of lacking adequate training. They shared the report findings of OECD to support this claim: "There is limited preparation and support available for teachers that could enable them to implement innovative practices in their instruction" (OECD, 2019, p. 29). Derakhshan et al. (2015) added not all teachers have sufficient technological training to guide their students. Lacking technological knowledge as a challenge of distance education is voiced by several studies. The findings of Gao and Zhang's study (2020) showed that teachers' information technology literacy was limited. The teachers consider that they could not conduct online teaching effectively after receiving training for a short time. Can and Silman-Karanfil (2021) drew attention to the feelings of EFL teachers in the ERT period. Since teachers were unprepared to teach online, they lacked confidence. This caused them to have negative feelings especially at the beginning of the ERT. Similarly, lacking enough preparation to carry out online teaching due to pandemic was reported among the challenges EFL teachers faced (Atmojo & Nugroho, 2020).

As it is supported by the researchers, although there are reasons for instructors' not being competent at technology, eliminating these factors is necessary for students to benefit from online teaching. Alosh (2001) maintained that "for distance language learning, both students and teachers must be familiar with the technological tools used in their courses and recognize their potentials and limitations" (p. 349). In Adnan's study (2018), teachers highlighted the need for pre-training for instructors. Institutions should organize "little follow-up workshops, seminars, refresher training, and short classes specifically "for introducing a new application or a new technology for instructors" (p. 105). Şener et al. (2020) added "certain programs for basic computer and academic skills should be designed and integrated into the curriculum" (p. 354) for students to be familiar with technology. Teaching how to select tools is also essential, as asserted by Krajcso and Frimmel (2017). They should be selected in a way that they are oriented towards the methodology: goal, task, content, specification of the learner and the context" (p. 17). Hoopingarner (2009) also put forward that "there is a need for on-going technical literacy training, both for teachers and for students" (p. 232). In brief, most teachers are not confident and knowledgeable enough to use technology for effective learning and pre-service and

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in-service training can be reconsidered. It should not be forgotten that technology teaching should not be superficial and overemphasized since "technological skills are not the defining factor for an effective digital pedagogy" (Howell, 2012, p. 6).

2.3.4 Lack of Pedagogical Knowledge

Pedagogical knowledge refers to the "knowledge and ability to conduct and facilitate teaching and learning activities" (Compton, 2009a, p. 81). Pedagogy "involves ways of knowing as well as ways of doing" (Beetham & Sharpe, 2007, p. 3). Russell and Murphy-Judy (2021) referred to online language pedagogy as "knowledge of the pedagogy and the appropriate technologies to teach language online" (p. 2). Some researchers also came up with new terms maintaining that teachers need "digital pedagogy" that is; they need to "understand how to use technology effectively, understand the learning theories behind the practice and know how to select the right technology for the learning outcomes they seek" (Howell, 2012, p. 5).

For researchers, quality online education is mostly related to the pedagogical knowledge of the teachers. Meskill et al. (2020) asserted that "attempts to determine what constitutes quality online instruction suggest that it is an online teacher's pedagogical role that plays the most crucial part in determining the quality of online courses" (p. 160). Beetham and Sharpe (2007) agreed that online teachers ensure that they put "pedagogy before technology and far from trying to create pedagogy a new – they should be in the business of locating the new technologies within proven practices and models of teaching" (p. 3). Other scholars added that teachers should implement technology-based tools to pedagogical bases (Yüce, 2019) and ensure that they "integrate technology for pedagogical reasons" (Whittaker, 2014). More specifically, effective online teachers ensure that "there are absolutely no inconsistencies between the curriculum they teach, the teaching methods they use, the learning environment they choose, and the assessment procedures they adopt" (Mayes & de Freitas, 2007, p. 14). They have a theoretical background to decide "when a particular tool might assist students' linguistic development" (Blake, 2008, p. 15), they "make sensible and creative choices in their use of technology in the

classrooms" (Baran et al., 2011, p. 370), consider different teaching styles such as cognitive, social, and so on (Hauck & Stickler, 2006), achieve community building, design collaborative tasks, which trigger higher-order thinking skills, and create tasks that relate to learning objectives, have "a comprehensive theoretical understanding of not only second language learning theories, but also education theories" (Peterson, 2016, p. 48). Last but not least, for effective online teaching, among the roles of online teachers, the pedagogical role is the highest ranked role followed by professional, evaluator, social facilitator, technologist, advisor, administrator, and researcher roles (Bawane & Spector, 2009).

Although pedagogy is crucial to have effective online teaching, researchers highlight that the problem behind ineffective practices is teachers' and trainers' handling the elements of effective teaching separately. They criticize the overemphasis of technology training as a separate construct in pre-service and in-service training and criticize the underestimation of pedagogy knowledge. Content knowledge is regarded as the sine qua non. When online teaching is considered, technological training comes into the mind of most of the members of education. Unfortunately, much of the current instructional technology preparation in language teacher education focuses on hardware and software issues instead of pedagogy and these skills help teachers to use technology, but do not prepare them to use technology for language teaching (Compton, 2009a). Salih and Omar (2021) agreed, "earlier research on L2 distance learning was limited to investigating the various uses of diverse websites and applications in learning a language with little focus on teaching practices and L2 learning standards from a pedagogical angle, which makes it difficult to generalize on the effectiveness of distance learning for language teaching and learning" (p. 63).

In the light of these findings, it can be concluded that evaluating pedagogy, technology and content knowledge separately is a mistake that is made by teacher educators and the teachers themselves. At this point, for effective online teaching, it is essential to give voice to the Technological Pedagogical Content Knowledge (TPACK) framework created by Mishra and Koehler (2006) built on Shulman's seminal work (1986) to highlight the need for evaluating these three domains as

constructs that have mutual interactions. Bostancıoğlu and Handley (2018) defined it as "a theory designed to account for teachers' ability to integrate technology into the curriculum" (p. 574). There are several validation studies that aimed to develop and validate an instrument based on the TPACK framework for pre-service or in-service EFL teachers (Baser et al., 2015; Bostancıoğlu & Handley, 2018; Sahin, 2011). Apart from these studies, there are several studies that used TPACK framework to evaluate technological, pedagogical and content knowledge of pre-service or in-service English teachers (Abera, 2014, Ansyari, 2012; Can & Silman-Karanfil, 2021; Ersanlı, 2016; Solak & Çakır, 2014; Tai, 2013; Öz, 2014). These were generally intervention studies. EFL teachers received training or workshops on TPACK. The findings revealed that before the training or workshops, their TPACK scores were lower. Their TPACK scores improved at the end of the training indicating that training was effective in improving their competences in general. The findings of Can and Silman-Karanfil's study (2021) showed that most in-service EFL instructors had lack of confidence and a low level of TPACK in teaching remotely. It required some time to develop TPACK. TPACK of classroom English language teachers was also found to be low in Abera's study (2014).

It is interesting to observe that the studies which evaluated the TPACK level of pre-service teachers or evaluated it after the training have different results. The results revealed a highly developed knowledge of TPACK (Ansyari, 2012; Koçoğlu, 2009; Kurt et al., 2013, Öz, 2015; Tai, 2013). This mismatch between the TPACK level of pre-service teachers/trained teachers and in-service teachers was revealed in the study of Öz (2015). The findings revealed that preservice teachers expressed high levels of TPACK development, whereas cooperating teachers in the practice schools predominantly "use technology for low-level tasks such as internet search, and as presentation software" (p. 128). There may be several reasons behind this result. Teachers as being digital immigrants, may have not had proper training during pre-service years, they may not be enthusiastic teachers that reflect on their practices, they lack meaningful, context-oriented, continuous in-service training or they have to follow top-down programs strictly. Moreover, limited class hours and limited literature focusing on the preparation of language teachers for teaching in an online

environment (Compton, 2009a) may prevent them from providing TPACK-integrated courses.

All these studies mentioned maintain that training sessions, workshops, and seminars mostly involve online tools, websites, and platforms and how to use them. They focus on the integration of technological tools without emphasizing pre- and post-activities (Salaberry, 2001). They are "ill-suited to produce the ''deep understanding'' that can assist teachers in becoming intelligent users of technology for pedagogy" (Mishra & Koehler, 2006, pp. 1031-1032). Moreover, based on all these findings revealing the lack of TPACK knowledge of especially an important group of teachers that are in-service teachers and lack of internalisation of TPACK by pre-service teachers or absence of pedagogical knowledge in pre-service English language teacher education that is essential to teach online language courses Eraslan and Arslan (2020), this study suggests a new and more practical way, framework to evaluate quality online teaching that is SPGP. TPACK and other frameworks are products of extensive research in the field of online language teaching over many years. They help teachers and trainers shape their viewpoints and practices. However, they lack details, and online teachers need practical guidelines for their everyday teaching practice (Sun, 2011). Shortly, lack of pedagogical and technological knowledge may stem from not utilizing frameworks focusing on the good practices, not using the ones that may be more practical and tangible for teachers, not having sustainable, continuous, systematic training and meetings that are shaped around collaborative exchanges, reflections, constructive feedbacks, and absence of explicit teaching (Ollerhead, 2016).

On the whole, this section provided affordances and constraints of online language teaching in a general sense since it will help to evaluate the constraints, and affordances of the present study participants during ERT more reliably. In the following part, the information on the framework, Seven Principles for Good Practice, on which the present study is based, is presented in a detailed way. The researcher utilized this framework considering a well-researched, time-tested framework may help the examination of online teaching practices in a more valid,

reliable and more comprehensive way. Hence, the next part is followed by the information that consists of how, why, and when the SPGP emerged, its importance, the principles, the practices, and the studies that utilized it.

2.4 Seven Principles for Good Practice for F2F and Online Environment

Since the 1970s, extensive research has been conducted to explore quality student learning in higher education (Ginns & Ellis, 2007). Many researchers came up with different criteria and principles (Merisotis & Phipps, 2000; Moore, 2005). For the design and delivery of traditional courses, constructivist models of teaching were proposed. One of the successful frameworks, developed by Arthur W. Chickering and Zelda F. Gamson (1987) after 50 years of research in undergraduate education is Seven Principles For Good Practice. They "were developed based on faculty concerns with declining student performance, student apathy, and even poor teaching" (McCabe & Meuter, 2011, p. 150). They "emerged from a panel of higher education scholars asked to derive from their knowledge and experience a set of principles that could be applied to improve learning" (Bangert, 2004, p. 220) and "garnered the collective wisdom drawn from faculty, administrators, state higher education agencies and government policy makers (Chickering & Gamson, 1999, p. 76). Gamson (1991) also emphasized the practicality and applicability of these principles with these words: "whatever we produce be accessible, understandable, practical, and widely applicable" (p. 7). "The final version of the Seven Principles was presented in the March 1987 of the AAHE Bulletin" (Bishoff, 2010, p. 8). They were disseminated to colleges and universities in Canada and the U.S.A. (Cruce et al., 2006).

Upon the enthusiastic response from the higher education community, Chickering, Gamson, and Barsi (1989) developed a self-assessment instrument for faculty members and institutions. The inventory was developed by "selecting a small number from among the hundreds of examples of the Seven Principles from participants in workshops, from other instruments, from publications, and from our own experiences" (Gamson, 1991, p. 9) and the final versions of the Faculty and

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Institutional Inventories were presented in 1989 by the Johnson Foundation in booklet form (Gamson, 1991). More than 500,000 copies of the inventory were requested by colleges, universities and institutes, and "since then hundreds of thousands of copies were distributed to colleges, universities and institutes in the United States and in different parts of the world" (Uğraş & Asiltürk, 2018, p. 170). The idea behind these principles was to provide easy-to read principles to guide teachers and administrators who want to improve learning (Bishoff, 2010).They consist of seven principles: 1) encouraging student-faculty contact, 2) encouraging cooperation among students, 3) encouraging active learning, 4) giving prompt feedback, 5) emphasizing time on task, 6) communicating high expectations, 7) respecting diverse talents and ways of learning. Chickering and Gamson (1991) maintained that:

> These principles seem like good common sense, and they are-because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other. While each practice can stand on its own, when all are present, their effects multiply (p. 64).

Bishoff (2010) asserted that "Seven Principles for Good Practice in Undergraduate Education is a well-researched, time-tested method of determining the effectiveness of undergraduate education" (p. 43). They correspond with constructivist learning environments which suggest that students should be more active, create knowledge individually and socially based on their experiences and interpretations (Al-Huneidi & Schreures, 2012). Some of the elements of the constructivist pedagogy can be given to show that they carry a lot of similarities: "promoting learner participation and engagement, facilitating multi-dimensional interactions, fostering the building of learning community, viewing learning as a process […] fostering real-life problem-solving, critical thinking skills" (Sun, 2012, p. 444) and so on. Apart from carrying many traits of the constructivist approach, the reason why they are used by many is that "They are pithy and make sound pedagogical sense. Pithiness is important for faculty, who do not want much educational theory" (Chickering & Gamson, 1999, p. 79). In other words, the difference from TPACK is that the principles and the items

created to refer to each principle may help the language teachers to perceive the pedagogical, technological elements of a coherent online learning environment in a more tangible way.

When Chickering and Gamson (1987) recommended these principles in undergraduate education, there was no online or blended teaching in the sense that it is used today. However, with the online teaching started, Chickering and Ehrmann (1996) wrote "Implementing the Seven Principles: Technology as Lever" to remind these principles and modified the original version to include more technology examples. In other words, "appreciating the demand for online learning, they expanded this constructivist model for online environments" (Tanis, 2020, p. 2). The authors stated that "if the power of the new technologies is to be fully realized, technologies should be employed in ways consistent with the Seven Principles" (Chickering & Ehrmann, 1996, p. 1).

The value of these principles for an effective traditional and online learning environment finds a voice in many studies (Yılmaz & Banyard, 2020). Seven principles can be used both for planning and assessing online education (Taylor, 2002). "The principles of good practice, and the behaviours they represent, are assumed to be equally appropriate, or can be adapted to produce comparable outcomes, for all students across all types of institutional settings" (Kuh et al. 1997, p. 436). Chickering and Gamson (1987) underlined that they can be used based on the needs of the specific context. "The ways different institutions implement good practice depends very much on their students and their circumstances" (p. 3). Babb et al. (2014) maintained that "these principles have been repeatedly tested in online and traditional courses, and shown to be effective at meeting learning outcomes" (p. 192). Schwiebert (2012) claimed that due to the flexibility of the implementation, these principles can be applied to online classes although they were designed for the traditional classrooms in the first place. They are also relevant for the evaluation of the online environment as well (McCabe & Meuter, 2011; Hamilton, 2016; Hoskins, 2010). Zhang and Zhu (2020) added that although they were initially developed for traditional classrooms to promote effective learning, they are as "equally effective

guides in the implementation of online instruction" (p. 65). They are considered as good criteria to be adapted to blended and online learning (Crews et al., 2015). Since the practices each principle suggests can be used in both traditional and online environments and since they overlap, details of each principle are given below based on both of the environments.

2.4.1 Encourage Student-Faculty Contact

A student-teacher relationship is one of the most critical factors for the success of learning environments. Chickering and Gamson (1991) reported the importance of it with these words, "Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement" (p. 65). The fact that students are fond of teachers' time, attention and of teachers' caring about them is undeniable (Swift, 2018). The contribution of social quality of student-teacher relationship on students' both academic and social-emotional development (Aydoğdu et al., 2012; Hathaway, 2014) is also unquestionable. Studies reported that undergraduate students "perceived their classroom experiences to be beneficial if there were high levels of faculty concern and interaction" (Bishoff, 2010, p. 1). Accordingly, there is a positive correlation between increased faculty contact and student performance (Bishoff, 2010). Instructor's immediacy is correlated with the student learning outcomes (Arbaugh & Benbunan- Fich, 2005).

In Bangert's study (2004), the findings gathered via surveys answered by online students revealed that this principle is a critical factor for student motivation. In another study, students reported feeling less isolated when they have more interaction with the instructor (Bigatel et al., 2012). Encouraging a high degree of student-faculty contact is vital to eliminate the distancing effect of online learning and to motivate the students and the teachers (Newlin & Wang, 2002, Schwiebert (2012). Mahle (2011) also pinpointed that online course interactions impact student success, and high levels of interaction had a positive effect on knowledge retention. Teachers who are able to encourage student-faculty contact have some common characteristics, such as having good communication skills, being accessible to

students, and having an interest in student learning (Chickering & Ehrmann, 1996), being sincere and supportive (Solomon et al., 1997). These characteristics become more prominent in the online environment. In an online class, teacher's being approachable and supporting, not only a source of data, is very important for students (Bangert, 2004; Newlin & Wang, 2002; Ross & DiSalvo, 2020; Schwiebert, 2012). Whether the course is online or face-to-face, being treated respectfully is also significant for students (Swift, 2018). White (2014) drew attention to affective dimensions of engagement and suggested that distance language teaching "requires more attention to interpersonal aspects and relationships and a degree of sensitivity and empathy towards the learner's individual context" (p. 541).

To encourage contact in online classes, at the beginning of the classes, asking students to post an introduction of themselves and mentioning their interests and future goals are among the good practices (Hathaway, 2014) as well as sending out a weekly overview to students (Swift, 2018). Hillman et al. (2021) also suggested conducting "multimedia sessions during office hours during which students can voice their questions or concerns" (p. 37). Moreover, it is essential to remind students by posting announcements about important news, and dates, schedule changes (Schwiebert, 2012). Ross and Disalvo (2020) also added that instructors' regular messaging, posing announcements through the LMSs, or informing them through other ways is crucial to maintain student engagement. Siering (2020) further suggested holding virtual office hours and review sessions, and advises instructors to boost their presence with email updates and comments on discussion boards. Karoğlu et al. (2014) suggested that inviting guests during synchronous sessions can support student-faculty contact. Shortly, it is essential for instructors to develop a sense of belonging for students in online classes to improve learning and well-being of the students.

2.4.2 Encourage Cooperation among Students

The second key principle that has an effect on student achievement is cooperation among students. According to Vygotsky (1978), learning occurs as a result of one's

relationships with other people and cooperation with peers. The social constructivist approach, which highlights interpersonal interaction, emphasizes the importance of cooperation in learning (Özdemir & Yalın, 2007). For meaningful learning to take place, individuals must be involved in social activities. As it is known, working with others often increases involvement in learning, and "learning is best when it is a social activity" (Hoskins, 2010, p. 54). Learning a subject by working as a group rather than learning it individually will increase the retention of knowledge (Chickering & Gamson, 1987). The outcomes of the studies conducted on the impact of cooperation can be "classified into three major categories: effort to achieve, quality of relationships, and psychological health" (Johnson et al., 2014, p. 96). In a study conducted by Van Derr and Carol (1994) students' views about study groups were received. The findings suggested that group work improved their study skills, familiarity with the course content, improved out-of-class involvement and they also felt more confident. The positive impact of peer interaction on learning was also confirmed in Newlin and Wang's study (2002). Students who regularly communicated with other students via e-mail, chat rooms, face-to-face contact "had higher final grades in the class than distance learners who remained isolated" (Newlin & Wang, 2002, p. 326). Students who had higher levels of contact with other students had higher grades than those who had little contact with other online students. Research has shown motivational and learning outcomes of collaborative learning in higher education (Alavi & Dufner, 2005).

Cooperation among students is an essential component of a class since it helps students to hear different viewpoints, challenge their existing ideas and understandings, and broaden their viewpoint. It also provides a formative assessment (Swift, 2018). Hong agreed (2003) "several benefits of collaborative learning stated by researchers are that students can exchange their point of views to problems, help each other to clarify misconceptions, give rise to new ideas, promote critical thinking, and develop interpersonal-negotiation skills" (p. 26). Collaboration between students enables them to gain different ideas and broaden their perspectives (Yıldız et al., 2017). It not only improves students' psychological well-being, but also sharing ideas and responding to others improves thinking and deepens

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understanding (Chickering & Gamson, 1991). González-Lloret (2020) added, "collaborative learning encourages understanding, fosters relationships, builds self-esteem, reduces anxiety, and stimulates critical thinking" (p. 261). The implementation of this principle also underlines the shift of the role of the teacher. Learning shifts from teacher-centered to student-centered learning (Swift, 2018). In the online environment, teachers' awareness of creating collaborative tasks and developing a sense of community determines students' success. To encourage cooperation in online courses, it is essential to utilize study groups, group works, discussion boards, weekly discussions, synchronous sessions, presentations, group projects, and writing assignments (Chickering & Ehrmann, 1996; Graham et al. 2001; Schwiebert, 2012; Suen, 2005). Schwiebert (2012) emphasized when teachers assign a group work, they should ensure that "the results of the group work should always be a deliverable product that can be assessed" (p. 3). If participation in discussion boards is assessed, students may be more involved. Collaboration can be maintained by assigning group presentations (Hathaway, 2014), chats on the discussion boards (McCabe & Meuter, 2011), using break-out rooms, assigning some tasks, assigning team projects (Hoskins, 2010; Marshall & Kotska, 2020; Siering, 2020). Shortly, to implement this principle, it is essential to incorporate tasks that encourage collaboration and interaction into the curriculum.

2.4.3 Encourage Active Learning

According to Prosser and Trigwel (1999), active learning is the most effective way that helps students learn. The same view was asserted by Chickering and Gamson (1991): "students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives" (p. 66). According to Gibbs (1988), active learning is learning by doing. It can be considered one of the qualities of constructivist approaches in language learning. Likewise, constructivists see learners as being active rather than passive. "Knowledge is not received from the outside or from someone else; rather, it is the individual learner's interpretation and processing of what is received through

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the senses that creates knowledge" (Ally, 2004, p. 30). Chickering and Gamson (1991) asserted that" designing lab procedures in small groups rather than repeat pre-structured exercises" will be much more effective (p. 66). Henninger and Hulbert (2007) added, "students learn more when asked to talk about, write about, relate to, and apply concepts, issues, and research to their own lives or careers" (p. 9). Hoskins (2010) added, active learning focuses on the higher-order learning skills in Bloom's taxonomy and the activities should encourage critical thinking skills, have real-world relevance and enable students to investigate an issue from multiple perspectives (Hoskins, 2010). Studies reported that "students in an active learning classroom showed significant improvement in performance relative to students in a lecture-based course" (O'Sullivan & Copper, 2003, p. 448). The classes which encourage active learning have common characteristics. In these classes, "students are involved in higher-order thinking (analysis, synthesis, evaluation), they are engaged in activities such as reading, discussing and writing" (Bishoff, 2010, pp. 21-22).

Among the teaching practices that encourage active learning are discussions, debates, reflective writings, and teamwork. In addition, in these classes, role-playing, simulations, and games are utilized (Bishoff, 2010), students create questions, and work on a sample problem with their classmates (Siering, 2020). Interactive tools available on the web, including simulations and other apps, blogs, wikis, and social networks can be integrated (Bangert, 2004; Hathorn & Hathorn, 2010, Schwiebert, 2012) to encourage this principle. Niederhauser et al. (1999) also noted due to online teaching, their students improved some skills. They improved in their ability to be self-directed and to do independent research. Shortly, integrating tasks that enhance critical thinking skills, enable students to discover, reflect, create, and apply knowledge (Aydoğdu et al., 2012) into the curriculum may be of help to encourage active learning. It is undeniable that its implementation has valid positive learning outcomes.

2.4.4 Encourage Prompt Feedback

Feedback, as one of the motivational strategies, contributes greatly to the success of the students. As it is known, it can be written, oral, audio or in combined forms. For feedback to be effective, conditions are shared in Nicol and Macfarlane-Dick's study (2006). First, the students must know "what good performance is, how current performance relates to good performance and how to act to close the gap between current and good performance" (p. 6). Chickering and Ehrmann (1996) underlined the importance of feedback "in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points during college, and at its end, students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves" (p. 4). Chickering and Gamson (1987) discussed the need to provide students with "frequent opportunities to perform and receive suggestions for improvement" (p. 4). Lee et al. (2016) agreed teachers should "provide regular feedback on ungraded assignments so that the opportunity to learn is given prominence […] students learn better if feedback is given on a regular basis, for a number of 'nugget' assignments (ungraded) that culminate in a big and final assignment that is graded" (pp. 6-7). Formative assessments are supported by many studies when compared to the end-of semester exams for assessment. They are much more effective since students continue forming learning (Swift, 2018). Lin (2008) added, "feedback should be formative rather than summative so that students can have the opportunities to make improvement" (p. 9). Studies also reveal that frequent feedback increases a student's self-confidence and self-assessment skills (Bangert, 2004, Schwiebert, 2012). Thanks to feedback, students compare their performance with the expected one, and become aware of their strengths and weaknesses. In other words, feedback supports academic self-regulation and enables students to evaluate their understanding (Karoğlu, 2014; Nicol & Macfarlane-Dick, 2006).

Many studies in the literature assert that prompt, corrective and supportive feedback is central to learning (Batts et al., 2006; Bishoff, 2010; Ferdig et al., 2009; Young, 2006) and "facilitates students' metacognitive awareness" (Lustbader, 1999, p. 454).

Prompt feedback facilitates the interaction between the teachers and the students. Studies reveal that timely feedback from the instructor is valued by the students (Northrup, 2002). Hoskins (2010) added teachers should inform students about when they will respond to their messages, when assignments will be graded and returned, the participation requirements of synchronous meetings, and discussion forums. Young's study findings (2006) revealed that students consider giving prompt feedback as an important behaviour for effective teachers.

Schwiebert (2012) maintained online classes may make providing prompt and frequent feedback easier for instructors. McCabe and Meuter (2011) added that "CMS (course management software) tools can make providing grade and assessment results more efficient and, in many cases, instantaneous" (p. 151). Hathaway (2014) suggested "instructors can use formative multiple choice quizzes regarding the reading material, which give an immediate explanation when a question is answered incorrectly" (p. 9). Lai and Savage (2013) added that it is also time-saving to do quizzes and posting grades online when compared to conducting them in paper format. Siering (2020) recommended for prompt feedback, short, low-stakes quizzes in LMSs that help students immediately know how they did and understand why their answer was incorrect. As to feedback to other tasks that requires teachers' comments, studies underlined the importance of virtual meetings. Siering (2020) suggested allocating time for regular office hours to discuss students' progress and give feedback. Newlin and Wang (2002) agreed that it is essential for instructors to arrange office hours to provide feedback to their students synchronously. Promptness of these meetings was highlighted by Huba and Freed, (2000), teachers should "schedule feedback discussions in a timely manner, during as well as after assessment" (p. 193).

Karoğlu et al. (2014) also added that instructors should encourage students to give peer feedback. This will help students to gain autonomy, and this will enhance interaction in the class as well. Feedback also enhances teaching since it "provides information to teachers that can be used to help shape the teaching" (Nicol & Macfarlane-Dick, 2006, p. 7). It is also beneficial to provide students with rubrics

and exemplars as a valid standard. The rubrics can be discussed and/or formed with the students. Thus, what is expected from the students becomes clear. According to Uğraş (2014), if students are included in decision-making processes, have a say in future teaching practices, if they comment on how these practices should be modified for the better, then, feedback becomes so effective in improving learning. Shortly, it is essential for instructors to comment on the weak and strong points of the students' work for their improvement and they should utilize various ways.

2.4.5 Encourage Time on Task

Chickering and Gamson (1991) put forward time on task as another crucial factor that enhances learning. According to them, "time plus energy equals learning, there is no substitute for time on task" and "learning to use one's time well is critical for students and professionals alike" (p. 67). Lai and Savage (2013) added "time spent on course-related tasks should be used efficiently" (p. 4). Students who can make efficient use of time and have an awareness of how to do their work in the most effective way are regarded as having effective learning. Teachers who can raise awareness on time management are regarded as effective teachers (Uğraş, 2014). Teachers who realize time on task principle in their classes set clear goals and expectations, allocate time for contemplation and review (Metzker, 2003). They allocate realistic and adequate amounts of time for the tasks (Chickering & Ehrmann, 1996), expect students to complete their assignments on time, and underline the importance of regular work, sound self-pacing, and scheduling (Chickering et al., 1989). Siering (2020) asserted that it is beneficial to utilize intermediate assignments for projects or tasks to keep students on track to encourage time on task. This way, students have an opportunity to get feedback along the way. Teachers' having set rules also encourages the principle of time on task (Swift, 2018).

Encouraging time on task is also achieved by reminding students of the schedule of the tasks, assignments, papers, deadlines via syllabus or announcements (Bangert, 2004; Bishoff, 2010; Hathaway, 2014; Hoskins, 2010; Suen, 2005; Karoğlu et al., 2014; McCabe & Meuter 2011; Newlin & Wang, 2002; Schwiebert, 2012) or by

using online course calendar. This way, students stay on task and can manage their time effectively. Online platforms are considered as an advantage since the students can reach the course content at any time. Students can have lecture notes in advance and prepare better for synchronous lesson discussion and tasks and can do a search on the topics and concentrate better on the material (Lai & Savage, 2013). Shortly, it is essential for instructors and program designers to allocate a realistic and adequate amount of time for the tasks, give regular, graded assignments such as quizzes, writing assignments, presentations, and to ask for proposals for projects. Reminders are also so helpful.

2.4.6 Communicate High Expectations

"Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts" (Chickering & Gamson, 1987, pp. 67-68). Institutions that set higher expectations do a much more effective job of helping students to meet these expectations (Bishoff, 2010). Lai and Savage (2013) added that "when instructors expected students to take learning seriously, it became a spillover effect whereby students themselves begin to develop responsibility and make an effort to remain committed in the course" (p. 12). According to Barrowman (1996), when educators make public their "expectations for student learning" and "use those expectations to navigate their teaching, their students are better prepared for life in and beyond the classroom" (p. 104). Faculty should clearly identify "the specific learning outcomes that they wanted students to master in individual courses" (Jones, 2002, p. 86). For students to improve their current status, teachers should assign tasks which are challenging, but at the same time manageable. In Young's study (2006), it was revealed that teachers were considered more effective by their online students when they motivated students to perform at their best and for students, the best courses are the one in which teachers demand high quality work from their students. Teachers can achieve this principle if they provide students with clear expectations and challenging and meaningful tasks.

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At the beginning of the term, it is essential for teachers to communicate their expectations, provide a syllabus that includes the course objectives, goals, and the schedule of the activities, and provide "academic honesty policy and other standards of behaviour in the syllabus or initial course content" (Schwiebert, 2012, p. 7) and "ground rules for attendance, participation in synchronous meetings and participation in discussion forums, policies about late assignments, and rubrics for grading assignments" (Hoskins, 2010, p. 55). In addition, at the start of each class, it is beneficial to include the lesson objectives, so students are able to learn what they should gain by the end of the lesson (Schwiebert, 2012). Moreover, "the use of good examples is an effective practice for setting clear expectations for quality student performance. Examples that provide models of instructor expectations provide students with more precise guidelines about the type of work necessary for proficient assignment completion" (Aydoğdu et al., 2012, p. 18). McCabe and Meuter (2011) agreed instructors can share examples of exemplary work done by students in previous classes. This way, students become aware of what is expected from them. Siering (2020) maintained for encouraging high expectations, sample assignments from former students can be shared and discussed. These samples will provide a concrete example of where you want the students to be at the end of the semester.

Moreover, instructors should provide rubrics for the tasks, assignments and projects (Hathaway, 2014). Sharing rubrics is essential to make teachers' expectations clear (Marshall & Kotska, 2020). Rubrics help students to see the performance that is expected. Rubrics for speaking, writing tasks and projects are essential to set the expectations since students are informed about the components and levels of various assignments or projects and the detailed descriptions of what is needed. All of these documents are shared with the students and they can be found in the online system. Students check them whenever they need to. Chickering and Ehrmann (1996) underlined the importance of sharing rubrics and exemplary works with these words: "General criteria can be illustrated with samples of excellent, average, mediocre, and faulty performance. These samples can be shared and modified easily. They provide a basis for peer evaluation, so learning teams can help everyone succeed" (High Expectations section, para. 3). To achieve higher academic success, Karoğlu et al.

(2014) underlined that the tasks assigned should be graded so that students may complete them and show participation. In Lai and Savage's study (2013), students reported that they were more likely to feel motivated to participate if grades were allocated for participation. It is also undeniable that to achieve high expectations, teachers are supposed to use "essay exams and high-order exam questions, and a number of reading and writing assignments" (Cruce et al., 2006, p. 380). They need to revise the course content and activities based on students' needs and feedback as well (Chickering et al., 1989). In brief, it is essential for instructors to assign tasks and develop goals that are challenging, but at the same time, achievable and provide rubrics, templates, good examples, and guidelines for students to put forth a higher level of effort.

2.4.7 Respect Diverse Talents and Ways of Learning

As it is known, students learn by different learning styles and methods. Some learn by visualizing the material, some by reading course content, lecture notes, some by listening, and/or kinaesthetically by doing practice questions and they "need opportunities to show their talents and learn in ways that work for them" (Chickering & Ehrmann, 1996, Diverse Talents and Ways of Learning Section, para. 1). "Exposure to different learning styles, points of view and perspectives increases student versatility and ability to adapt to real world situations" (Grant & Thorton, 2007, p. 352). Chickering and Gamson (1987) maintained that instructors should present various learning activities that involve hands-on activities and lectures. However, it is also known that it is not easy to create a learning environment in which different teaching methods are brought together and which meet the expectations of every student (Chickering & Gamson, 1987).

When diverse ways of learning are mentioned, Gardner's multiple intelligences approach (1983) comes to mind, which suggests that there are nine types of intelligences. A student may be strong in one or two intelligences and weaker in the others or has small differences in strengths between intelligences. Students are different in absorbing and storing information. Students who are "rich in hands-on

experience may not do well with the theory" (Chickering & Gamson, 1991, p. 68). However, it should be underlined that this approach does not mean that teachers should design their courses in nine different ways so that all students access the materials. "Rather, it involves creating rich experiences in which students with different intelligence profiles can interact with the materials and ideas using their particular combinations of strengths and weaknesses" (Moran et al., 2006, p. 27). This principle should be adopted not only by the teacher, but also by the institution. Lustbader (1999) underlined the importance of its implementation with these words: "the effective institution creates a safe learning environment for all types of learners and welcomes the contributions of each member of the learning community" (p. 449). It is essential that teachers respect the differences in the learning styles of their students. Teachers who are aware of this fact create learning environments that address and respect diverse ways of learning. Thus, students can be "taught according to their preferred style and they demonstrate significantly more recall than when they are taught through a less preferred style" (Bishoff, 2010, p. 5). Teachers who respect diverse ways of learning create an array of learning activities that allow multiple opportunities for demonstrating knowledge and skill proficiencies and address a diverse range of learning preferences and skills (Aydoğdu et al., 2012). They encourage students to speak up when they don't understand, provide extra exercises and materials for students who lack essential background knowledge or skills or guide them, and integrate new knowledge about under-represented populations into courses (Chickering et al., 1989). Chickering and Gamson (1991) noted that "faculty who show regard for their students' unique interests and talents are likely to facilitate student growth and development in every sphere-academic, social, personal, and vocational" (p. 21).

The online environment is appropriate to encourage this principle since diverse materials can be provided to students. The course content includes texts, images, diagrams, video, audio, interactive apps and so on. Also, the students have a chance to review these materials whenever they want and process the content at their own pace (Hoskins, 2010). Chickering and Ehrmann (1996) supported this view by stating, "fast, bright students can move quickly through materials they master easily

and go on to more difficult tasks; slower students can take more time and get more feedback and direct help from teachers and fellow students" (Diverse Talents and Ways of Learning Para. 2). Ehrmann (1999) also added new technologies such as video conferencing make it possible to draw together more diverse students and teachers with different backgrounds, settings, and values. Hathaway (2014) suggested that instructors can schedule synchronous sessions with students in the form of study groups or tutoring sessions. An online environment enables students to work with students together in study groups with other students who have similar motives and talents without restrictions of time and space (Chickering & Ehrmann, 1996). Swift (2018) drew attention to the advantage of online education for people with disabilities. Students who are deaf, blind, physically impaired and have dyslexia, hyperactivity disorder, can benefit from a well-designed online course. They will be relieved of the possible stress and added complications inherent in a classroom. Thus, the concept of universal design is achieved. Siering (2020) also suggested teachers may "promote an inclusive class by making sure the course content and examples represent a wide variety of cultures students bring to class" (p. 5). In addition, giving students an opportunity to select their topics for papers (Tanis, 2020) and choosing the way of presenting their work provided that they meet the learning objectives facilitate the implementation of this principle. To illustrate, instead of submitting a paper, students may create videos, projects and so on. To sum up, instructors should keep in mind that every learner learns differently. It is essential to design the courses by taking the diversities into account.

2.5 Recent Studies on the Seven Principles and Online Education

The literature review indicates that there are a lot of international studies that utilized the Seven Principles for Good Practice (Chickering & Gamson, 1987) to examine the quality of traditional and blended teaching. With the increase in online education, there has been an increase in studies that used this framework to examine the effectiveness of online instruction (Batts et al., 2006) from teachers', students' perspectives or both. Some studies utilized the framework to compare different modes of teaching. In this part, some of the recent studies, articles, and dissertations

that used this framework and examined the quality of online courses in the world, in Turkey and in the EFL context will take place. The studies will be presented chronologically.

Alvarez (2005) used the Seven Principles for Good Practice as a theoretical framework in her dissertation. She aimed to explore how well student perception of teacher's application of the Seven Principles predicted student perceived learning and satisfaction with graduate online courses. 173 graduate students enrolled in education and humanities online courses at a university in the U.S.A were asked to answer an online survey. The findings demonstrated that students perceive that their instructors utilized all of the principles in their online courses. The highest mean scores corresponded to the principles of "cooperation among students", "active learning," and "prompt feedback". Among the other principles, "active learning" was found to be the best predictor for perceived learning and student satisfaction. Another finding is that the implementation of the "Seven Principles" enhances the learning experience for online graduate students and promotes student satisfaction. Seven Principles were found to be an appropriate framework to guide the design of effective online courses to promote student learning.

Bangert (2005) conducted a study to evaluate an online assessment course for nurse educators at a university in the U.S.A. Specifically, he aimed to examine how the SPGP were used to design and deliver this online assessment course. For this aim, he asked six practicing registered nurses enrolled in the nursing education program to answer an online survey developed by the author based on the Seven Principles. The survey included open-ended questions. Students agreed that the instructor effectively incorporated the Seven Principles framework. They gave examples of their instructor's good practices for each principle. In conclusion, students commented that the instructor used the Seven Principles and created a quality learning experience that advanced the classroom assessment skills for the students. This case study proved that Seven Principles could be used as a guide for the design and delivery of online higher education courses and programs.

Puzziferro-Schnitzer (2005) in their study, did not examine teachers' and students' perspectives on quality online teaching. This study aimed to offer best practices to support online adjunct faculty at a university in the U.S.A. To illustrate, as a good practice for principle one, encouraging student-faculty contact, Virtual Adjunct Mentoring program was proposed. As to active learning, instructors are offered professional development programs such as the Online Certified Professor program. These opportunities help them improve their teaching skills. Overall, the study proposed that the Seven Principles can be considered an excellent rubric to help the faculties assess their practices, policies, and effectiveness.

In line with this study, the researchers (Puzziferro & Shelton, 2009) revisited the Seven Principles and shared some of the best practices for supporting online "adjunct" faculty from the perspective of administrators. They maintained that these principles can be utilized for faculty support. To illustrate, for the first principle, they propose building the culture of peer review and peer mentoring. For the active learning principle, they propose professional development workshops, orientation programs, and certificate programs. They also drew attention to the fact that many of these programs lack pedagogical training. They also pinpointed negative factors such as workload issues as a consequence of online teaching. They proposed reconsidering the overall design of online courses and class sizes. The study ended with the conviction that the Seven Principles should be implemented to enhance online faculty effectiveness and satisfaction.

Mukawa (2006) evaluated online teaching from a pedagogical perspective in his/her doctoral study. With the guidance of the Seven Principles, s/he aimed to find out how effective online teaching is. The study also aimed to find out the difference between face-to-face teaching and online teaching in terms of student success. The results of the research indicated that there is no significant difference between the effects of online teaching and face-to-face teaching on the academic achievement of students.

Zhang (2006) in his dissertation aimed to explore to what extent the online faculty's practices in their online courses are in compliance with the Seven Principles and to

identify the factors that influenced their implementation of the principles. The instructors taught undergraduate online courses to the students studying at different departments that involved Economics, Psychology, English, Mathematics, Chemistry, and Nursing at a major university in the U.S.A. They were asked to respond to a survey adapted from Chickering, Gamson, and Barsi's original inventory (1987) and evaluate their courses. The findings revealed that the least endorsed principle was encouraging cooperation between the students and student-faculty contact. The most endorsed principle was communicating high expectations. The instructors' answers to open-ended questions explained why they could not promote these principles in their courses. Some practices were mentioned as the determinant of students' success. The study also revealed that the humanities group implemented active learning principle more than the science and technology group. Overall recommendation is to utilize the good practices while designing online classes.

Batts et al. (2006) conducted a study to examine the perceptions of both students and instructors and examine whether there was a significant difference in student and instructor perception of each principle of the Seven Principles. 31 instructors and 548 students in selected online undergraduate courses at two universities in the U.S.A participated in the study. The participants were asked to answer an online survey. The findings revealed that for course four, there was a difference between student and instructor perception of Active Learning principle. For course one, there was a difference between student and instructor perception of High Expectations principle. For Course three, there was a difference between student and instructor perception of diverse talents and ways of learning principle. There was not a significant difference in student and instructor perception of the other principles for five courses. When the mean scores of both the students and instructors were examined, the lowest score of the Seven Principles was "Time on Task" principle. The findings also indicated Chickering and Gamson's (1987) principles are evident in online courses. Higher education administrators should consider using the principles for training, assessment, and course design.

Similar to Batts et al.'s study, Grant and Thorton (2007) conducted a study to examine the perceptions of both instructors and students. The participants were students and instructors at an undergraduate online adult program in the U.S.A. 12 instructors were asked to respond to an online survey, and participate in personal interviews and two focus-group sessions to identify and describe the teaching practices they implemented in their online class that comply with the Seven Principles. 150 students studying at different departments such as biology, theology, philosophy, psychology, history, mathematics, and political science were asked to answer open-ended questions on the end-of-course evaluation. Based on the collected data, three themes in relation to the good practices emerged: course design, instructional effectiveness and connectivity. Best practices that promoted most desirable educational goals and outcomes for adult learners were shared.

Bangert conducted another study based on the Seven Principles after his study in 2005. This study (2008) aimed to develop and validate the survey named Student Evaluation of Online Teaching Effectiveness that he used for the evaluation of the online courses. He maintained that a survey that would provide online instructors with valid feedback about the effectiveness of their teaching practices was needed. The survey items were written based on the SPGP to assess constructivist-based online teaching practices. He conducted two validation studies whose participants were undergraduate and graduate students enrolled in online courses at a university in the U.S.A. The results from the exploratory factor analysis revealed that out of 35 items, 23 items were found to best represent the underlying traits of online teaching effectiveness. The results from this study suggested that the survey that they developed is an appropriate tool for assessing the quality of instructional effectiveness of higher education faculty who teach online courses.

Tirrell (2009) sought to explore whether the use of instructional strategies as measured by the Seven Principles had an effect on student attrition rates in online courses. The participants were full and part-time faculty (n=50) who taught online course(s) in the last three semesters at three community colleges in the U.S.A. They were asked to answer an online survey. Scores from the survey were compared to the

attrition rates in their online courses. When the scores of full-time faculty and part-time faculty are compared, full-time faculty's scores were a bit higher. This result indicated that their instructional practices in their online classes reflect the good practices more. The findings revealed that there is no relation between the attrition rates and the teachers' using innovative instructional strategies. However, the findings show that faculty using strategies to encourage active learning found some success in reducing attrition rates. Encouraging active learning turned out to be one of the principles with lower means scores together with encouraging cooperation among students.

Similar to Alvarez's study (2005), Schneider's study (2010) aimed to explore the college students' perceptions and experience of online learning at a college in Canada and identify the factors that encourage and inhibit students to embrace online learning. This mixed-methods study consisted of two data collection tools. The participants (279 students) were first asked to answer an online survey based on the Seven Principles. It was followed by a semi-structured interview (16 students). Students studying in various departments such as Business, Hospitality and Tourism, Languages, etc. participated. Most of the students agreed that interaction between student and faculty is crucial. They maintained that the use of educational technologies improved learning. The results suggested that students were satisfied with their online courses when they evaluated them within the Seven Principles. The only criticism they made was related to encouraging diverse talents and ways of learning principle. They maintained that they did not have sufficient choices in assignments to show learning of critical course teaching points. Although the students were content with their online courses, most of them claimed that they preferred face-to-face learning since it allows the student ready and immediate physical contact and access to faculty and fellow students. Among the factors that inhibited the learning process was the faculty's lack of technical skill and knowledge.

Hathaway (2014) conducted a study in the U.S.A to recommend ways in which each principle of the Seven Principles can be implemented effectively in online classes in general by initially considering the characteristics of the learners and the type of

curriculum. She did not aim to evaluate the quality of an online course, program, or programs. The researcher proposed some implementation ideas on how the seven principles can be applied to online courses. To illustrate, prompt feedback principle can be applied by using formative multiple choice quizzes regarding the reading material. A way of implementing the principle of high expectations is providing rubrics and exemplary works. The study concluded that for an online class to be effective, it should utilize a constructivist theory, such as the Seven Principles.

In Johnson's study (2014), an online health care research class at a university in the U.S.A was examined based on the Seven Principles framework. The researcher shared what practices conducted in the course were in line with the good practices. To illustrate, to encourage active learning, students were asked to choose a health problem and a funding agency to provide support for the elimination of this problem. The assignment involved finding relevant articles, supportive statistics, developing a hypothesis, program goals, a budget, and an evaluation plan. The study ends with the conviction that research-based validated frameworks and benchmarks should be considered during the planning, designing, delivering and assessing of online education. The Seven Principles is considered a cohesive framework for quality online education.

Tresa (2015) conducted this study to examine how each of the Seven Principles applies to online learning. The researcher recommended and listed five effective practices and strategies that can be applied under each principle by the nursing faculty in the U.S.A. For student-faculty contact, the researcher recommends sending out a formative mid-semester evaluation and addressing areas of concern via an announcement. For cooperation among students, s/he recommends using group projects in online settings with clear directions that end with a summative group project presentation and posting and facilitating the group projects by establishing weekly check points for review by faculty. Shortly, these principles improve both nursing faculty and student success in an online setting.

In Crews et al.'s study (2015), 179 students in an undergraduate online Computer Applications in Business course at a university in the U.S.A were asked to assess whether the components of their online course were applied based on the SPGP or not by answering an online survey adapted from Chickering et. al's inventory (1989). The findings of the survey indicated that the course successfully implemented principles 1, 3, 4, 6, and 7. However, "principles 2 and 5 had the least components ranked at a high level. This finding showed that it is essential to consider additional ways to develop cooperation among students and emphasizing time on task. As a concluding remark, researchers maintained that if the Seven Principles are applied in an online education, a successful learning experience will be created.

Hamilton (2016) conducted a case study that examined the factors that have an impact on successful course completion in distance learning courses at a community college in the U.S.A. 10 distance learning faculty and 7 students who had taken at least one online course participated in semi-structured interviews. Also, observations of online courses taught by online faculty were conducted. The Seven Principles served as the conceptual foundation. The findings were used to develop a three-week professional development opportunity for faculty. The study indicated that professional development for instructors who are teaching online courses lead to improving successful course completion by the students.

Jabar and Albion (2016) conducted the study to develop, validate, an instrument (DLISt7) using a pretest-posttest quasi-experiment. The instrument can be used to assess the quality of learning experienced by students in blended and online courses. The researchers attempted to create a new survey by merging the original inventory (1989) and Merill's Different Levels of Instructional Strategy. To answer the survey, students from selected courses at a university in Australia were called for. They were studying at several departments, such as Arts, Business, Sciences, Education, Engineering & Surveying. 319 students responded to the survey. The findings revealed that (DLISt7) as a tool is valid and reliable and it can be used as a rubric to evaluate the effectiveness of the online instruction and assist the design of it.

Swift (2018) in his study aimed to share his experiences developing and teaching the asynchronous legal education courses at a university in the U.S.A. He developed these online courses based on SPGP and exemplified the activities, tasks, assignments used in these courses that comply with these principles. The study mainly focused on three principles, active learning, cooperation among students, and prompt feedback that are significant in legal education. The study concluded that law faculty developing online courses can utilize the Seven Principles to ensure the quality of legal education.

Tanis (2020) conducted a study to examine the important factors contributing to online teaching and learning at a university in the U.S.A. Both the faculty (14) and students (111) from the same graduate program were asked to answer a survey and open-ended questions that were based on the Seven Principles. It aimed to investigate the importance of the principles to faculty in their online teaching and to alumni in their online learning. The findings indicated that holding students to high standards of performance, academic honesty, and professional integrity was the most significant factor for both teachers' online teaching and alumni in their online education. Another finding of the study is that the alumni participants preferred having engagement more with their instructors rather than other students or the course content. Lastly, the study indicated that the integration of the Seven Principles into online courses is essential and has a huge contribution to online learning.

2.6 Recent Studies on the Seven Principles and Online Education in EFL/ESL Contexts in the World

There are several studies that aimed to evaluate the quality of traditional and blended EFL/ESL teaching (Ben Ajiba & Zerhouni, 2019, Dang & Robertson, 2010; Larsen, 2012; Maghfur, 2019; Said, 2017; Yahyazade et al., 2014; Zhang & Zhu, 2020). However, there are few studies in the world that examined online English teaching within the Seven Principles framework.

Boehm and Jedrzejek (2006) aimed to conduct a study to evaluate a virtual collaboration project and provide a framework to guide faculty who intend to develop international virtual collaborations in their own contexts. They did not use the original principles as the framework. They developed and shared a parallel set of new seven principles for virtual international collaboration. Virtual collaborations were conducted with several different groups of American and Polish university students. American students consisted of two groups. One group attended this project within their freshman composition course and another group within their professional writing class and Polish students attended the project within their compulsory English course. Data collection tools involved class presentations, questionnaires answered by the students and teacher reflections based on the answers of students. The study shared the pros and cons of virtual collaborations and the causes of difficulties in this intercultural collaborative project. The study involved the feedback of the student and this feedback can be considered as recommendations for better practices. The researchers proposed as a final remark that when the Seven Principles for virtual international collaboration are utilized, virtual international cooperation is more likely to be successful.

Zhang and Zhu (2020) conducted a study at a university in China to find out whether Blended Learning is a good practice in ESL courses when compared with traditional learning and online learning from students' perspective. The data tool, the questionnaire used to compare these three formats of teaching, was based on the Seven Principles. It was answered by 653 students who studied in English preparatory school. The second tool to gather data is these students' final term scores retrieved from the database of the Foreign Language Department. The results indicated that the mean score of the final term scores of students in the traditional learning was significantly lower than the scores in the blended learning. Blended learning has a higher effectiveness than traditional learning for six principles (Activity, Expectation, Cooperation, Interaction, Diversity, and Time). Blended learning lacks the advantage of the Feedback principle. The results also showed that Blended learning has a higher effectiveness than online learning in most of the scales. Online learning was reported to have a higher effectiveness than blended

learning for the Diversity and Time principles. The results indicated blended learning has a higher effectiveness than traditional and online learning. Lastly, the study highlighted that the Seven Principles can be used as a tool to evaluate the effectiveness of different learning modes.

2.7 Recent Studies on the Seven Principles and Online Education in Turkey

In Turkey, there are a limited number of studies that examined the quality of courses and teaching based on SPGP. But these studies have been conducted to evaluate the effectiveness of face-to-face classes. Most of them followed a quantitative research design (Altun, 2017; Alyar & Doymuş, 2020; Arslan, 2019; Aydoğdu et al. , 2012; Çavdar & Doymuş, 2016; Okumuş, 2017;Okumuş & Doymuş, 2018; Okumuş et al, 2013; Uğraş, 2014; Uğraş & Asiltürk, 2018; Uğraş & Çil, 2014; Yılar et al., 2015; Yıldız et al., 2017). Apart from the traditional teaching, there are three studies which examined the effectiveness of blended teaching (Demirel, 2010; Göktaş, 2009; Karoğlu et al., 2014).

To the best knowledge of the researcher, the only study that utilized the Seven Principles to evaluate online education is Çakıroğlu's study (2014). In this study, the researcher examined the students' perspective of a single course, introductory programming language course of Computer and Instructional Technologies Program of a Faculty of Education in Turkey. The researcher, who is also the instructor of the course, asked 77 students to answer the survey developed in line with the SPGP to evaluate the quality of online education after 14 weeks of teaching. The observations of the instructor were also taken into account when examining the course' quality. The results indicated that the least effective element of the course was Principle 2, Encouraging Cooperation among Students. The second least endorsed principle was Active Learning. Positive correlations were found between the use of the Seven Principles and interaction, learning, and teaching. The results show that SPGP can also be used as a guide for the design and delivery of online courses.

2.8 Recent Studies on the Seven Principles in EFL/ESL Contexts in Turkey

In Turkey, there aren't any studies that examine the online English language teaching within the Seven Principles framework in Turkey. However, to the best knowledge of the researcher, there are three studies which examined the effectiveness of face-to-face English language teaching within the Seven Principles framework.

Çimen's study (2017b) is the first study conducted in this regard. She conducted a qualitative study at a university in Erzurum, Turkey. 15 EFL instructors working for the same university were asked to respond to open-ended questions that sought information about their understanding and beliefs about the vital components of English language education. The data revealed the essentials of good teaching, such as various teaching materials, careful selection of textbooks, carefully designed curriculum, effective feedback, clear and realistic goals, adequate time for language practice and interaction, autonomous students, dynamic, caring teachers who improve themselves, and smaller class size. Lastly, the findings indicated that the participants' perceptions comply with five of the Seven Principles, which involve diverse talents and ways of learning, prompt feedback, student-faculty contact, cooperation among students, and active learning.

In 2017, the same researcher, Çimen conducted a mixed-methods study aimed to explore EFL pre-service and in-service teachers' perceptions and implementations of the Seven Principles. Pre-service teachers studying at ELT department at a university in Erzurum and in-service teachers' working in primary, middle and high schools in Erzurum participated in the study. Data collection tools involved a survey, a job satisfaction inventory and an interview. The findings of the study revealed that the participants were, in general, in favour of the Seven Principles. However, most of them did not know how to incorporate the principles in their courses. The study also revealed the factors that hindered the implementation of these principles, such as large class size, education system, overwhelming examinations, heavy curriculum, time limitations, the gap between the present curriculum and expectations of the education system, insufficient textbooks, lack of support from school management,

and low-quality teacher education programs. The findings pictured a gap between the ideal teaching practices and the ongoing teaching practices in the classrooms. The study yielded several implications that involved in-service training for teachers, enhancement in curriculum, examination system, teacher training programmes and physical conditions of schools.

Turhan (2020) conducted a quantitative study to examine the use of SPGP in English lessons and to investigate whether teachers' practices of the Seven Principles differ according to gender, seniority, degree programs. 167 primary and middle school English teachers in Niğde were asked to answer the survey. The findings revealed that there was no significant difference between teachers' implementation of the Seven Principles and their gender, professional seniority and undergraduate programs they graduated from. Teachers who graduated from the English teaching program had higher mean scores than teachers who graduated from other departments regarding the implementation of the principles in their classes. The reason for this can be attributed to the higher pedagogical and content knowledge of the teachers graduating from the faculty of education and the fact that the majority of the items that constitute these principles require pedagogical knowledge.

CHAPTER 3

METHODOLOGY

3.0 Presentation

This chapter starts with the presentation of the theoretical framework and research design. After that, the research context is described in detail to clarify whether the study findings can be transferable to other contexts. Also, it provides information about the questionnaire and interview participants. It is followed by data collection tools and collection procedures. It continues with the information on data analysis. Lastly, trustworthiness and ethical considerations are mentioned.

3.1 Theoretical Framework and Research Design

Theories and frameworks inform us about how we can apply ideas to the real world. They help us in developing better learning environments (Mishra & Koehler, 2006). There are similarities between the development of educational learning theories and the development of theories about second language acquisition. There are three dominant ones. These are behaviourist, cognitivist, and constructivist. These theories are agreed to have an effect on the practices of online instruction regarding content, selected approaches, designed tasks and so on (Petersen, 2014).

The study aims to underline that just like any teaching and learning environments, for an online environment to be a qualified one that is learner-centered, activates higher-order skills, promotes collaboration, caters diverse student and affective needs, promotes autonomy, involves learner-centered feedback techniques and assessment tools, it should be designed based on a sound pedagogical framework that has evolved from a constructivist theory. In this study, among the constructivist models of teaching that have been proposed until today, the one that is applicable to

both traditional and online environments, Seven Principles for Good Practice (Chickering & Gamson, 1987) was chosen as a framework. Levy and Stockwell (2006, p. 5) stated that "using theory as a point of departure is generally to be recommended" to guide CALL, and according to Mayes and de Freitas (2007) with reference to e-learning, "for good pedagogical design, there is simply no escaping the need to adopt a theory of learning" (p. 14). By utilizing this framework to evaluate the effectiveness of online teaching, the study aims to underline the importance of designing and evaluating online lessons based on a pedagogical framework. As stated before, the selected framework is based on a constructivist approach. It is essential to mention what the constructivist approach refers to. Hoopingarner (2009) shared the definition of it. "Constructivism is a learning theory that sees learning as an active process by which the learners create their own understanding of the subject matter (p. 229). Central to the constructivist theory is that (Johnson et al., 2011):

> The learner moves from a passive role receiving an instructor delivered didactic lecture, to an active role where they participate in learning. The learner collaborates with both the instructor and other learners creating a dynamic interaction. The learner is left to make their own discoveries, inferences and conclusions, thus creating ownership of the learning process. Thus, social processes of discussing ideas, cooperating in solving problems, and teaching one another, optimize learning (p. 6).

Shortly, in constructivist approaches, learners are regarded as active participants. Accordingly, online language learning environments should be designed in a way that learners construct knowledge. Felix (2005) emphasized that the major tenet of online pedagogy is the shift from instruction to construction of knowledge. Petersen (2014) suggested that teachers should be aware of education and second language education theories and use them to enhance student learning. If they utilize constructivist theories, they can create tasks and assessments in compliance with real-life and personal applications relevant to their contexts. For all these reasons, it is not surprising that "constructivist theory has been increasingly influential in education in recent years, especially in higher education" (Sun, 2012, p. 436).

This study aims to examine preparatory school EFL instructors' practices in the online environment and to explore to what extent these practices comply with the Seven Principles. Mixed-methods research design was employed to achieve this aim. The reason why this design is selected is to find out first, the general trends and later on, to delve into the details of this examination, "explore substantive areas about which little is known" (Strauss & Corbin, 1998, p. 11). In this regard, first, quantitative data via a questionnaire was obtained to provide a general picture of online teaching practices, and general trends. Qualitative data via semi-structured interviews were obtained and analyzed to "elaborate on, or explain the first database" (Creswell, 2012, p. 535). In this way, the factors that promote and hinder the implementation of the Seven Principles and suggestions for better implementation could find a voice. Strauss and Corbin (1998) underlined the significance of collecting qualitative data with these words: "only with this use of qualitative materials, basic to statistical procedures and analyses, could questionnaires tap reality" (p. 28). Consequently, mixed-methods research design was selected since the combination of both forms of data provide "a better understanding of a research problem than either quantitative or qualitative data by itself" (Creswell, 2012, p. 22). To further explain the strength of this method, Creswell (2012) stated:

> Quantitative data, such as scores on instruments, yield specific numbers that can be statistically analyzed, can produce results to assess the frequency and magnitude of trends, and can provide useful information if you need to describe trends about a large number of people. However, qualitative data, such as open-ended interviews that provide actual words of people in the study, offer many different perspectives on the study topic and provide a complex picture of the situation (p. 535).

As to the types of mixed-methods design, in the study, explanatory sequential design was employed. It is also called a two-phase model. In this model, quantitative data is collected first in the sequence; it is followed by the secondary qualitative collection. In this present study, first, quantitative data were collected via online questionnaire to provide a general picture of online teaching practices and to inform about which principles and practices were implemented more or less successfully. It was followed by online interviews to collect the qualitative data and delve into the details of the phenomenon. Creswell (2012) maintained, "this design also captures the best of both

quantitative and qualitative data—to obtain quantitative results from a population in the first phase, and then refine or elaborate these findings through an in-depth qualitative exploration in the second phase" (p. 543).

3.2 Research Context

As the data source of this mixed-methods study, three state universities in Ankara were selected to investigate the quality of online teaching practices of preparatory school EFL instructors who had to adopt online education after the outbreak of the pandemic. The aim of the preparatory programs in these three universities is to prepare students for their academic studies. More specifically, they aim to promote four skills of English (reading, writing, speaking, listening) and sub skills (vocabulary and grammar) as well as critical thinking skills so that students can cope with their departmental courses.

Students are considered eligible for beginning their undergraduate programs and do not need to study at preparatory programs if they document their proficiency in English by providing a certificate of achievement from the national or international language exams accredited by the university. If they do not have these certificates, they have to sit the English proficiency exam administered by the SFL at the beginning of the first year. If they are not successful in the proficiency exam, students are placed in certain classes based on their levels of English. At each level, they need to have different numbers of class hours per week based on their levels throughout the academic year. All classes at the same level have the same curriculum in the preparatory programs. They are taught the same content through the same course book on the days determined beforehand, assigned the same portfolio tasks, given the same assessment tools, and evaluated based on the same criteria. At each level, students are given several exams, such as quizzes, progress tests, mid-terms, end-of-module tests, speaking exams, and writing assessments. To proceed to a higher level, they need to be successful at their current level. In most of the universities, students need to get the minimum average score from these exams to have a chance to enter the proficiency exam. In all of the three universities, students

who sit for the proficiency exam need to get the minimum score specified by the SFL for exemption from the preparatory program. In other words, if they obtain the required passing score, they are considered successful and start studying in their departments.

The EFL instructors working at these universities enter different levels of classes and teach different class hours based on their assigned classes and levels. In each university, the number of class hours for each level is varied. Due to the sudden change to online education, the instructors working in the preparatory programs had to teach online. As a remedy for this unexpected pandemic, the institutions provided online teaching training to their instructors. Most of the instructors received training to be more competent in online teaching. During the data collection period (2020-2021 academic year), all of the EFL instructors conducted only online classes. Online teaching was the only medium of teaching adopted during the data collection period due to the pandemic. The instructors conducted their lessons asynchronously and/or synchronously.

3.3 Participants

The study participants consisted of EFL instructors working at preparatory programs at three state universities in the 2020-2021 academic year. Since the study was conducted using both qualitative and quantitative means, it involved questionnaire participants and interview participants.

3.3.1 Questionnaire Participants

The questionnaire participants were EFL instructors working at preparatory schools of three state universities in Ankara, who had online classes in the 2020-2021 academic year. The total number of instructors working at the three state universities was approximately 395 at the time of the data collection period. The online questionnaires were sent to the instructors in these three institutions. Out of these 395 instructors, 140 (35.4%) instructors answered the questionnaire and out of these 140

instructors, 124 (31.4%) instructors' data were appropriate to be used in the study. These instructors taught around 16-25 hours every week to students whose level varied from Beginner to Advanced. They mainly taught main course classes. They used several varied course books, materials, Learning Management Systems and online tools for their language classes.

The participants of the study were selected according to convenience sampling, "where an important criterion of sample selection is the convenience for the researcher" (Dörnyei & Taguchi, 2009, p. 61). In this type of sampling, certain main criteria involve "geographical proximity, availability at a certain time, or easy accessibility" (Dörnyei & Taguchi, 2009, p. 61). Creswell added that although the participants may not be representative of the population, "the sample can provide useful information for answering questions and hypotheses" (Creswell, 2012, p. 146). In this regard, the researcher selected the three state universities in Ankara due to easy accessibility. Upon the permission of the directors of the SFLs, all of the preparatory school EFL instructors working at these universities in Ankara in the 2020-2021 academic year were informed about the study via email. They were provided the details of the study and the consent form, which informed the instructors that their participation was on a voluntary basis. The instructors were asked to answer the questionnaire, and the instructors who were interested in the study answered the questionnaire. It should be noted that during the data collection period, the three universities where the instructors had been working had adopted only online teaching. It was the only medium of teaching adopted during the data collection period due to the pandemic. Table 3.1 demonstrates the demographic data of the questionnaire participants.

Table 3. 1 Demographic data of the questionnaire participants

Instructors' Characteristics	Number	Percentage
Gender		
Female	100	80.6
Male	24	19.4
Age		
30-35	20	16.1
36-40	34	27.4
41-45	24	19.4
46-50	25	20.2
51-55	15	12.1
56-60	6	4.8
Experience as an Instructor		
6-10	10	8.1
11-15	32	25.8
16-20	31	25
Over 20 years	51	41.1
Qualifications		
Bachelor's degree	34	27.4
Master's degree	68	54.8
Doctorate degree	22	17.7
Major		
ELT	55	44.4
ELL	36	29
L	11	8.9
TI	4	3.2
ACL	10	8.1
Other	8	6.5

As illustrated in Table 3.1, the respondents of the online questionnaire consisted of 100 female participants (80.6%) and 24 male (19.4%) participants. The number of female participants outnumbered male participants. In regard to age, the participants' ages ranged between 30 and 60. The ages of the participants are varied. Majority of the participants (27.4%) were aged between 36 and 40, 20.2% of the participants were aged between 46 and 50. (19.4%) of them were aged between 41 and 45. (16.1%) were aged between 30 and 35. (12.1%) were aged between 51 and 55. Six of the participants were aged between 56 and 60. As it can be seen from the table, instructors who are younger than 30 years old did not participate in the study. Most of the participants were middle-aged instructors. As to the years of experience, the majority of the participants (41.1%) had over 20 years of experience. 25.8 % of them had between 11 and 15 years. 25% of the participants had between 16 and 20 years of experience. 8.1% of the participants had between 6 and 10 years of experience. Regarding the qualifications, 68 instructors (54.8%) had an M.A. degree, the number

of instructors with an B.A. degree was 34 (27.4%). The number of instructors with a doctorate degree was 22 (17.7%). The majority of the instructors had their B.A. degree in English Language Teaching (44.4%). The following majors they had are as follows: English Language and Literature (29%), Linguistics (8.9%), American Culture and Literature (8.1%), and Translation and Interpreting (3.2%) and the remaining 8 instructors graduated from different majors.

3.3.2 Interview Participants

The interviews were conducted with nine EFL instructors who answered the online questionnaire and agreed to participate in the interview by approving the interview participation request stated in the questionnaire and by sharing their contact information. The interview participants are the instructors of three state universities who had varied years of teaching experience and who taught classes with different levels and hours. They all had online classes during the 2020-2021 academic year.

The participants were informed about the Seven Principles before answering the interview questions. The researcher provided this information both as a recording and as a text. They were also provided the answers they gave to the online questionnaires before the interviews. The interview conversation was audio recorded and the interviews lasted approximately an hour. Table 3.2 presents the demographic data of the interview participants.

Table 3. 2 Demographic data of the interview participants

Participant	Gender	Age	Years of Experience	Study Degree	Major
Instructor 1	Female	47	13	M.A.	ELL
Instructor 2	Male	38	12	Ph.D.	L
Instructor 3	Female	39	13	Ph.D.	ELL
Instructor 4	Male	41	16	B.A.	ELL
Instructor 5	Female	45	23	Ph.D.	L
Instructor 6	Female	49	18	M.A.	ELL
Instructor 7	Female	39	11	B.A.	TI
Instructor 8	Female	56	24	B.A.	ELL
Instructor 9	Female	38	15	B.A.	ACL

As it is seen in Table 3.2, the interview participants consisted of 7 female participants and 2 male participants. The number of female participants outnumbered male participants. The participants' ages ranged between 38 and 56. They had between 11 and 24 years of experience as EFL instructors. Regarding the qualifications, most of the participants held a B.A. degree (n=4). Three of the participants held a Ph.D. degree. Two of them held an M.A. degree. The majority of the instructors had their B.A. degree in English Language and Literature (ELL) department (n=5). Two of the participants had their B.A. degree in Linguistics (L) department. The other two instructors had a B.A. degree in Translation and Interpreting Studies (TI) and American Culture and Literature (ACL) respectively.

3.4 Data Collection Instruments

Two main instruments were utilized in order to answer the research questions. These were questionnaires and interviews. By using two sources of data, the researcher aimed to get as much information on the instructors' online teaching practices as possible. The other reason why both quantitative and qualitative tools were employed is that the researcher aimed to increase the validity and reliability of the study.

3.4.1 Questionnaires

The researcher utilized a questionnaire to reach a large number of instructors easily and quickly and to find out general trends about online teaching practices of EFL instructors. As Creswell (2012) suggested, "survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people (called the sample) to identify trends in attitudes, opinions, behaviours, or characteristics of a large group of people (called the population)" (p. 21). The participants were invited to take part in the online questionnaire prepared via Google forms, an online platform due to COVID-19 pandemic, which adversely affected many countries. Before answering the questions, the participants were asked to agree to participate in the study by giving consent (Appendix D).

The online questionnaire administered to instructors (Appendix A) consisted of two parts. In Section 1, they were asked to answer questions about their background, their age, gender, educational degree, years of experience, the online class they selected to answer the survey questions, total number of hours they taught per week for this selected class, the type of mode of delivery and online tools or apps they used for this online class. This part was composed of 12 questions. In Section 2, the instructors were asked to answer the questionnaire composed of 60 questions that aimed to investigate to what extent the instructors implemented the Seven Principles in their online teaching. The questionnaire is formed of seven domains. These are Encouraging Student-Faculty Contact, Developing Cooperation among Students, Encouraging Active Learning, Giving Prompt Feedback, Emphasizing Time on Task, Communicating High Expectations, and Respecting Diverse Talents and Ways of Learning. The instructors noted their level of agreement to each item using the five-point Likert Scale. The options ranged from "never" to "very often". The items of the questionnaire were developed after doing an extensive literature review on the research topic, which is "good practices in face-to-face and online teaching". For this purpose, relevant articles, research, theses, dissertations, and studies both in the world and in Turkey were examined. In addition, the relevant questionnaires, inventories and scales were analyzed.

To answer the research questions of the study, the researcher utilized and adapted two scales: Chickering, Gamson, and Barsi's (1989) and Tanis' scales (2020). The original inventory of Chickering, Gamson, and Barsi (1989) was developed to examine face-to-face teaching practices of undergraduate education. It consists of seven sets of ten questions, each set concerned with one of the seven principles. In total, it has 70 items. Tanis (2020) adapted the Seven Principles to the online teaching context to examine the online teaching practices of faculty teaching at different departments and online teaching experiences of graduate students. Tanis's scale consisted of 45 items. Chickering, Gamson, and Barsi's inventory (1989), was adapted to examine face-to-face and online teaching practices by many researchers. The questionnaire used in this study utilized the original inventory and its adaptation for online teaching to examine online English language teaching practices. To the

knowledge of the researcher, there was no questionnaire developed or adapted for online language teaching practices before. This study is the first study that evaluates online English language courses by using the SPGP inventory. Table 3.3 illustrates which items were taken or adapted from which scale.

Table 3. 3 The scales utilized to create the questionnaire items

Researcher	Scale	Item Numbers
Chickering, Gamson, and Barsi (1989)	Seven Principles for Good Practice Faculty Inventory	1, 2, 3, 5, 7, 8, 9, 10,11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 30, 31, 35, 36, 37, 38, 39, 40, 44, 45, 46, 47, 48, 49, 52, 53, 54, 55, 56, 57, 58, 60
Tanis (2020)	Seven Principles of Online Learning Survey	4, 6, 13, 14, 24, 25, 32, 33, 42, 43, 50, 59

3.4.2 Semi-Structured Interviews

After collecting quantitative data via questionnaire, semi-structured follow-up interviews were conducted with the instructors who agreed to participate in the interview by confirming the interview request stated in the online questionnaire. To reveal the exact nature of the statistical results, a subsequent qualitative component to the study is added. Dörnyei and Taguchi (2009) maintained "in a follow-up interview, we can ask the respondents to explain or illustrate the obtained patterns and characteristics, thereby adding flesh to the bones" (p. 109). The combination of quantitative data with qualitative data is labeled as "sequential explanatory design" (Fetters et al., 2003). Semi-structured interviews that accompany questionnaire results are considered as a remedy for the weakness of the quantitative data since a better understanding of what the numerical responses actually mean can be gained. The interview data can illustrate the questionnaire results and can "bring your research study to life" (Gillham, 2000, p. 83). In line with what these researchers proposed, in order to validate the quantitative data and elaborate on it, semi-structured interviews were conducted with the instructors who volunteered.

Interview questions of this study were adapted from Zhang's open-ended questions in his dissertation (2006). The researcher added two additional questions. Before the interviews, an expert opinion was received. The interview questions were revised and some of the wordings were changed for the aim of making the questions clearer and easier for the participants to understand. Apart from that, the opinion of an M.A. student in the ELT department was received and the interview was piloted with an EFL instructor. After the revisions were made, the instructors were contacted and the interview dates and times were arranged by taking their availability into account. The interviews were conducted via an online platform. They were video and audio recorded. They took approximately 60-70 mins. The participants were asked to sign the Instructor Interview Protocol as consent (Appendix B). During the interviews, the researcher aimed to find out more about EFL instructors' online teaching practices. The interview was composed of 10 questions. In the interview, first, the participants were asked some general questions about their classes and online teaching experiences. The introductory, general questions consisted of three questions. After the introductory part, they were asked to share their online practices that are in line with the SPGP. In addition, the researcher intended to find out the factors that hindered and promoted their implementation of the Seven Principles. Lastly, she asked the instructors to propose some suggestions for better implementation of each principle. Throughout the interview, instructors were also asked to elaborate on their responses in the questionnaire and they provided retrospective comments on the reason for their particular answer to some of the items. This also helped the instructors to make self-reflection regarding their online teaching practices.

Table 3. 4 Summary of data collection tools

Parts	Aim	# of items	Question Types
Questionnaire Section 1 -Personal Information	To gather information about demographics, educational background, work experiences, and the online teaching experiences	12	Open-ended and multiple choice questions
Questionnaire Section 2 -Pedagogical Practices	To investigate to what extent the instructors implemented the Seven Principles in their online teaching.	60	Likert scale items
Interview-Introductory Part	To gather brief information about the instructors, and the online class they taught and the challenges and benefits of online teaching in general.	3	Open-ended questions
Interview-Main part	To find out the practices they conducted in their online class that are in line with the Seven Principles, the factors that hindered and promoted the implementation of these principles and the suggestions to promote them in online classes.	7	Open-ended questions

3.5 Data Collection Procedure

The researcher first developed the questionnaire and interview questions. After that, she applied to the Middle East Technical University Human Subjects Ethics Committee to get approval for the study and data collection instruments. After receiving approval from the committee within three weeks, first the researcher conducted the pilot study. After revising the questionnaire, the researcher finalized the questionnaire for the actual study. After that, she contacted the directors of the SFLs of three state universities, where the study would be conducted and asked for permission. The SFLs of the three universities gave the permission. Next, online questionnaires and informed consents were sent to the preparatory school instructors. The questionnaires were shared with the announcement texts that gave clear information about the study and its content. The questionnaire was administered at the end of June, in the last week of the spring semester. Until that date, it had been one and a half years since online education started. 140 instructors returned the questionnaires in eight weeks. While analysing the data, the researcher found out that the information given by some instructors were not valid. For example, the instructors were asked to select one specific online class to answer the questionnaire questions, but it seems that they did not select one online class while answering the

questions. One of the instructors answered the questions two times and the duplicated answer was deleted. For these reasons, their answers were excluded from the study. 124 participants' answers were used for data analysis eventually.

The researcher contacted the instructors who agreed to participate in the interview by approving the interview participation request stated in the questionnaire and by sharing their contact information. Nine instructors among the questionnaire participants agreed to participate in the semi-structured interviews. Before the interviews, the participants were informed about the study's purpose, the estimated length of the interview, and the fact that it would be audio recorded, and they were asked to give consent by filling out the interview protocol. They were also asked about their availability to allocate time and date to have the interview. Semi-structured interviews were performed on the days and times convenient for the instructors. The researcher performed the interviews herself. They were audio-recorded and held in English. All of the interviews were transcribed and the data in written format were prepared for analysis after the data collection was completed. Figure 3.1 below illustrates the summary of the data collection procedure.

Step 1	• Ethical Committee approval was obtained.
Step 2	• Pilot study was conducted and the questionairre and interview questions were revised.
Step 3	• Permission from the school directors to disseminate the questionnaire was received.
Step 4	• Questionnaires were distributed to the EFL instructors.
Step 5	• The responses of the questionairre were entered into SPSS.
Step 6	• Interview participants were contacted and asked for their available time.
Step 7	• Individual interviews with the instructors were conducted on the day and time allocated.
Step 8	• Interviews were transcribed verbatim.
Step 9	• Data analysis started.

Figure 3. 1 Summary of the data collection procedure

3.6 Pilot Study

Before conducting the actual study, a pilot study was conducted to identify problems and ambiguity relating to the instructions, layout, content, wording, punctuation,

spelling and allocated time and to recognize any problems regarding the validity and reliability of the questionnaire. As suggested by Creswell (2012, p. 390):

> A pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument. The participants in the pilot test provide written comments directly on the survey, and the researcher modifies or changes the survey to reflect those concerns. Because the pilot group provides feedback on the questionnaire, you exclude them from the final sample for the study.

32 EFL Instructors working at the preparatory schools of two state universities were asked to take part in the pilot study and answer the questionnaire. The respondents of the pilot study had similar characteristics and profile with the respondents of the main study and they were working in similar conditions. The demographic data about the pilot study participants can be seen in Table 3.5.

Table 3. 5 Demographic data of the participants of the pilot study

Instructors' Characteristics	Number	Percentage
Gender		
Female	25	78.1
Male	7	21.9
Age		
28-32	5	15.6
33-37	10	31.3
38-42	5	15.6
43-47	3	9.4
48-52	3	9.4
Over 53	6	18.8
Qualifications		
Bachelor's degree	14	43.8
Master's degree	16	50
Doctorate's degree	2	6.3
Major		
ELT	18	56.3
ELL	10	31.3
TI	1	3.1
ACL	1	3.1
Other	2	6.3
Experience as an Instructor		
6-10	6	18.8
11-15	12	37.5
16-20	4	12.5
Over 20 years	10	31.3

As it can be seen from Table 3.5, the majority of the participants were female (n=25), the remaining 7 participants were male. Female instructors outnumbered male instructors. The instructors' ages ranged between 28 and 61. As for the qualifications, the number of the instructors who had an M.A. and B.A. degree is almost equal. 16 participants had an M.A. degree, 14 participants had a B.A. degree. Only two of the instructors had a Ph.D. degree. The majority of the instructors had their B.A. degree in English Language Teaching (n=18). Ten of the participants had a B.A. degree in the field of English Language and Literature. The other participants had a B.A. degree in American Culture and Literature (n=1), and Translation and Interpreting (n=1). Two remaining instructors graduated from different majors. Regarding the year of experience, the majority of the participants had 11-15 years of experience (n=12). 10 participants had over 20 years of experience. 6 participants had 6-10 years of experience, and 4 participants had 16-20 years of experience.

The pilot study participants were asked to answer the items in the questionnaire and at the same time, comment on the clarity of the scale and items. Based on the feedback received from the participants and the reliability analysis result, some of the items were deleted and the wording of a few items was revised. To illustrate, item 5, "I contact my students who are frequently absent or absent for a while" was deleted since this item lowered the alpha value. Some participants reported that item 36 was a bit ambiguous, so the item 36 "I clearly communicate to my students the minimum amount of time they should spend preparing for classes" was paraphrased as "I communicate to my students the amount of time they should set aside for studying and preparing for the class". Similarly, the item 38 "I make clear to my students the importance of attending classes and participation" was paraphrased as "I explain to my students the consequences of not attending and not participating in the classes".

Moreover, since they were found ambiguous, items 41, 42, 43 were paraphrased. Item 41 "I give importance to creating realistic and manageable course load for my students" was paraphrased as "I try to allocate realistic and manageable amounts of time for tasks or assignments. Item 42 "I inform my students about the schedule and due dates of the assignments and papers stated in the syllabus" was paraphrased as "I

inform my students about the schedule of course activities, due dates of assignments, or papers and exam dates stated in the syllabus" as well as item 43 "I remind students about the due dates and the due dates are reminded online via calendar as "I remind my students about upcoming due dates, exam dates verbally or in writing or by using online course calendar". Some minor changes on the format were also made upon the feedback of the participants. In addition, to check the reliability of the scale, the responses of 32 participants were entered into SPSS 24.0 (Statistical Package for Social Sciences). The internal consistency of the scale was confirmed by the sufficient value of Cronbach's coefficient alpha (α= .949).

3.7 Data Analysis

In this study, questionnaires and semi-structured interviews were data collection tools. The quantitative data and qualitative data analysis were presented in detail in separate sections.

3.7.1 Analysis of Quantitative Data

The quantitative data that were collected through the questionnaire were entered into SPSS 24.0 and analysed by using it. Firstly, to analyse the first section of the questionnaire that consisted of 12 questions, descriptive statistics were conducted. Means were used to describe the personal information of the sample. The results were organized into summary charts and interpreted. The second section of the questionnaire was formed of seven subparts and 60 questions. To analyse the second section, descriptive statistics were conducted. Means were calculated for this section as well. The statistical data for the seven subsections and each item in each subsection were presented. Mean scores were calculated by assigning each option in the scale a numerical value, for example, 'never'= 1, 'rarely'= 2, 'seldom'= 3, 'often'= 4, 'very often'= 5. To interpret the results, the mean value boundaries of each response were calculated by subtracting 1 (lowest value in the Likert scale) to the 5 (highest value in the Likert scale) and then, dividing the number 4 to 5, which was calculated to be 0.80 and the following mean value intervals were used to interpret the perceived level of the implementation of the Seven Principles:

1.00-1.79: not satisfactory

1.80-2.59: merely satisfactory

2.60-3.39: satisfactory

3.40-4.19: highly satisfactory

4.20-5.00: excellent (Çakıroğlu, 2014).

The results were organized into summary charts and analysed based on the intervals stated. The mean score tables and their interpretations were accompanied with sample extracts taken from the interviews. These extracts consisted of the interview participants' online language teaching practices in line with the Seven Principles. The summary charts and the representative quotes were presented in the "findings" section.

For the validity and reliability of the actual study questionnaire, reliability analysis was conducted again to find out the reliability of the total scale. It was also conducted to find out the reliability of each subsection. The internal consistency refers "to the homogeneity of the items making up the various multi-item scales within the questionnaire. If your instrument has it, you can feel fairly safe." (Dörnyei & Taguchi, 2009, p. 93). It was measured using Cronbach's coefficient alpha. The total scale's Cronbach's coefficient alpha was 0.955, which indicates that the scale is reliable. Table 3.6 provides the Cronbach's coefficient alpha for each principle.

Table 3. 6 Cronbach's coefficient alpha for each principle

Principles	Items	Alpha
Encourage Student-Faculty Contact	1,2,3,4,5,6	.683
Encourage Cooperation among Students	7,8,9,10,11,12,13,14,15	.886
Encourage Active Learning	16,17,18,19,20,21,22,23,24,25	.858
Give Prompt Feedback	26,27,28,29,30,31,32,33,34	.713
Emphasize Time on Task	35,36,37,38,39,40,41,42,43	.846
Communicate High Expectations	44,45,46,47,48,49,50,51,52	.883
Respect Diverse Talents and Ways of Learning	53,54,55,56,57,58,59,60	.841
Total		**.955**

As can be seen from Table 3.6, alpha values of the six principles are above .70, which suggests the scale is reliable. Only one principle "Encourage Student-Faculty Contact" is below .70. Before the actual study, a pilot study had been conducted. The Cronbach alpha value of "Encourage Student-Faculty Contact" in the pilot study was .759. In the actual study, it turned out to be .683 In literature, the use of the alpha value between .60-.80 in the studies is stated to be sufficient (Hair et al., 2010; Uğraş, 2014). As a result, none of the items were removed from the scale.

3.7.2 Analysis of Qualitative Data

The qualitative data obtained from interviews were analysed by utilizing the content analysis scheme of Creswell (2012) and the constant comparison method of Strauss and Corbin (1998). First, the qualitative data gathered through the interviews were transcribed verbatim, texts were read, memoed and preliminary codes were formed. Then, the constant comparison method (Strauss & Corbin, 1998) was utilized to develop categories. The researcher analysed the preliminary codes and compared the codes and the themes for similarities and differences. Within-case and cross-case analysis were made. Recurring, most common themes were selected and placed into a category (Strauss & Corbin, 1998). After identifying the most common themes, the frequency of each theme was calculated and the themes together with the frequency factor were illustrated in the tables. Figure 3.2 illustrates the data analysis process employed in the study.

Step 1	•Transcribing the interview data verbatim
Step 2	•Reading and memoing of the interview data
Step 3	•Forming preleminary codes
Step 4	•Carrying out a cross case analysis
Step 5	•Assigning codes into categories
Step 6	•Identifying themes
Step 7	•Writing the narrative
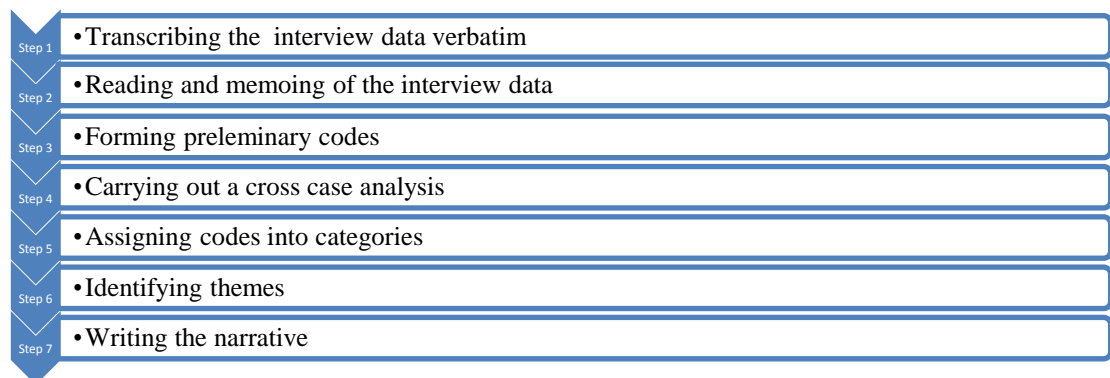
Figure 3. 2 Summary of the data analysis process

In (Appendix C), sample coding, which provides an example of how the qualitative data were analysed, is presented.

3.8 Trustworthiness and Ethical Considerations

In this study, the quantitative data and qualitative data were utilized to answer the research questions. The quantitative data were collected from 124 instructors and the qualitative data were collected from 9 instructors. Several sources were used to ensure the triangulation and enhance the validity and reliability. A pilot study was conducted to ensure the validity and reliability of the quantitative data collected via the online questionnaire. An item that lowered the reliability was removed. Based on the feedback of the participants and external check by an academician, the parts that caused ambiguity were revised and altered. Reliability analyses of the scales were conducted both for the pilot and the actual study. The scales proved to be highly reliable.

As to the qualitative part of the study, inter-coding, detailed descriptions, and member checking were utilized to ensure credibility. Firstly, an academician was asked to code 10% of the qualitative data and asked whether the themes were appropriate, and inferences were logical or not. The academician checked the themes and the report. This way, external auditing was conducted. The themes and report were validated (Creswell, 2012). Secondly, the interview participants' comments and practices that are context-rich and meaningful (Creswell, 2007; Denzin, 1989b) were shared in quotes as an indicator of plausibility, authenticity, and a way of validation. Lastly, the study utilized member checking as a way of confirming the findings. The interview participants were sent the summary findings of the study via e-mail. They were asked to check the accuracy of the verbatim quotes and check whether the summary of the findings represented their perspectives or not (Creswell, 2012). All nine interview participants validated the accuracy of the summary findings via e-mail.

As to ethical considerations, first, the approval of the Human Subjects Ethics Committee was obtained. Next, the consents from SFL directorates of three universities were obtained. All the participants were also given informed consent forms (Appendix D) prior to the questionnaires (Appendix A) and the interviews (Appendix B). With the consent form, they were informed about the aim of the study and the procedures. They were provided with an announcement text about the questionnaire. Also, they were provided information about the content of the interview verbally and in written form. Their answers to the questionnaires, the mean scores of their data were sent to the interview participants before the interviews. They were also informed that they could withdraw at any time or refuse to answer any question without any consequences of any kind. They were assured that all the information they provided would be kept confidential, evaluated only by the researcher and utilized for academic purposes only. Lastly, the participants were assigned numbers instead of pseudonyms to protect their privacy.

CHAPTER 4

FINDINGS

4.0 Presentation

This chapter presents the analysis of both quantitative and qualitative data gathered through questionnaires and interviews. Firstly, the results of quantitative data, which aims to provide information about preparatory school EFL instructors' level of implementation of the Seven Principles for Good Practice, will be presented. (See Table 4.1). After that, the level of the implementation of each principle, Student-Faculty Contact, Cooperation among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, Diverse Talents and Ways of Learning will be presented. Next, based on the qualitative data analysis, the factors that hinder and promote the implementation of the Seven Principles, and instructors' suggestions will be presented. Before presenting the qualitative findings for each research question, overall facilitators, overall barriers, and overall suggestions will be provided. The summary of the findings that are related to each principle will be illustrated in tables. The findings for each research question are presented separately. The research questions addressed in the study are as follows:

1. Based on the perceptions of preparatory school EFL instructors, to what extent are the instructors' online practices consistent with the Seven Principles?
2. Based on the perceptions of preparatory school EFL instructors, what are the factors that promote the instructors' implementation of the Seven Principles in online classes?
3. Based on the perceptions of preparatory school EFL instructors, what are the factors that hinder the instructors' implementation of the Seven Principles in online classes?

4. What are preparatory school EFL instructors' suggestions to promote the implementation of the Seven Principles in online classes?

4.1 Findings in Relation with the Research Question 1 "Based on the perceptions of preparatory school EFL instructors, to what extent are the instructors' online practices consistent with the Seven Principles?"

To address this question, the instructors were asked to answer an online questionnaire consisting of 60-item, a five-point Likert-type Seven Principles for Good Practice Faculty Inventory consisting of seven domains: Encourage Student-Faculty Contact, Develop Cooperation among Students, Encourage Active Learning, Give Prompt Feedback, Emphasize Time on Task, Communicate High Expectations, Respect Diverse Talents and Ways of Learning. First, the responses of the participants were entered into SPSS 24.0 and the mean scores of the participants' implementation of each principle were calculated and they were presented in tables and figures below (See Table 4.1). Then, the mean scores for each practice in each subdomain were presented in tables (See Tables 4.2-4.8). The tables were accompanied with the representative quotes from the instructors about their practices in line with each principle.

Table 4. 1 Descriptive statistics of the Seven Principles questionnaire

Principles	N	Mean	SD
Student Faculty-Contact	128	4.59	.400
Cooperation among Students	128	3.65	.839
Active Learning	128	3.38	.764
Prompt Feedback	128	4.34	.486
Time on Task	128	4.38	.562
High Expectations	128	4.17	.690
Diverse Talents and Ways of Learning	128	4.03	.712

As can be seen in Table 4.1, based on their perceptions, in general, instructors implemented the Seven Principles in their online classes at a satisfactory level. All the mean values are over ($\bar{X}$= 2.60). The mean value of Student-Faculty contact scored the highest ($\bar{X}$= 4.59), which indicates that instructors did not have difficulty in conducting practices to encourage student-faculty contact in their online classes.

The principle that was implemented at the second highest level is Time on Task principle ($\bar{X}$= 4. 38). The third one is Prompt Feedback ($\bar{X}$= 4.34), the fourth one is High Expectations ($\bar{X}$= 4.17). The fifth one is Diverse Talents and Ways of Learning ($\bar{X}$= 4.03). All of these five principles were implemented at a highly satisfactory level and an excellent level (> 3.40). In other words, instructors were successful at implementing these five principles. The two principles Cooperation among Students ($\bar{X}$= 3.65) and Active Learning ($\bar{X}$= 3.38) scored the two lowest principles among the Seven Principles. Active Learning Principle is the principle implemented at the lowest level ($\bar{X}$= 3.38). However, they were still above ($\bar{X}$= 2.59), which suggested that they were implemented at satisfactory level. The results indicate the two principles that instructors may work on for future online classes are Cooperation among Students and Active learning and instructors need to redesign their courses to encourage cooperation and active learning in online classes.

4.1.1 Instructors' Perceived Level of Implementation of the Student-Faculty Contact

The items between 1- 6 aimed to find out to what extent the instructors implemented the practices that are in line with the Student-Faculty Contact. The mean values of each item were indicated in Table 4.2 below:

Table 4. 2 Descriptive statistics of the items of Student-Faculty Contact

Statements	$\bar{X}$	SD
1. I give advice to my students about language learning and when they seem to be having problems.	4.60	.597
2. I share my past experiences and values with students.	4.26	.815
3. I know my students by name by the end of the first two weeks of the classes.	4.48	.791
4. I reply to my students within 24 hours when they email or text me.	4.85	.443
5. I provide help to my students when they experience technical difficulties during online sessions.	4.47	.715
6. I post announcements and information about quizzes, exams, assignments, important news, and dates.	4.88	.351

When the mean scores for each item are analyzed, based on their perceptions, it can be concluded that the instructors could implement all the practices in line with the Student-Faculty principle at an excellent level in their online classes ($\bar{X}$= 4.26-4.88).

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The lowest mean score belongs to the second practice ($\bar{X}$= 4.26). From this result, it can be inferred that most of the instructors should reconsider integrating this practice to their class experiences since relating past events and experiences to the current topic is very effective to increase retention of information, motivation, and student-faculty contact. The other practice that is implemented at the lowest level is the fifth principle ($\bar{X}$= 4.47). It can be due to the fact that online tools and education were new for most of the instructors, and they were trying to adapt to the system as their students do. They may also have concerns about time and pacing and might have thought that technical help was not among their responsibilities. Apart from these two practices, the remaining practices from the lowest to the highest can be stated respectively: Third practice ($\bar{X}$= 4.48), first one ($\bar{X}$= 4.60), and the fourth one ($\bar{X}$= 4.85). The practice which has the highest mean score is the sixth one ($\bar{X}$= 4.88). This result showed that instructors did not have difficulty in communicating with their students and sharing information about exams, assignments, and tasks with the help of online tools, Whatsapp groups, and LMSs. Some of the instructors mentioned the easiness of exchanging information thanks to these tools when they were asked how they encouraged student-faculty contact during online teaching:

> From day one, they were able to contact me at any time, so that was one of the best things I think. The purpose here was to overcome any technical or motivational problems all through the process, so we used Whatsapp, we used application reminder, gmail, also used the Moodle platform to communicate with each other. 24/7, we had this communication (Inst. 4).

> The exam dates and deadlines were arranged on our school's LMS. All the submission dates and deadlines were very clear on the LMS (Inst. 1).

Two of the instructors mentioned that communicating with students was easier thanks to forming Whatsapp groups for each of their classes:

> I gave them my phone number and I said "form a Whatsapp group". Because you know whatsapp is a very fast and accurate way of communicating (Inst. 6).

> On the Whatsapp group actually, I have sent some announcements there. Actually, I found that way the most practical one (Inst. 9).

Moreover, the instructors mentioned that the information about the important dates and exams could be reached through the websites of the preparatory schools, and they provided this information to their students at the beginning of each semester:

> All the official announcements were published on the website of the school. Also, we were sending email, putting all of our announcements into our LMS system, that we were doing our lessons through (Inst. 3).

> At the beginning of each span, we share that program with the students and everything is written there, the quiz, dates, exam dates, all the important information is there. But sometimes there are some changes. I just shared those changes with my students (Inst. 9).

Another practice instructors implemented often was replying to their students as soon as possible. They underlined the importance of responding to the students in this environment where students feel lonely and isolated. Even though the students sent messages late, the instructors answered their questions to motivate them:

> If it is a 1 a.m message, no, but if it is a 10 pm message, I do of course because I mean the student is studying and he has questions and a studying teenager is such a rare thing that you have to encourage them (Inst. 1).

> I could reach students whenever I wanted, and whenever I needed to and also, it is the same for them, too. And this also created a kind of, you know, warm relationship between me and the students because they know that they can reach me any time (Inst. 3).

Two other instructors expressed their ideas about the importance of the immediacy of the responding to students in this distancing environment:

> My policy is when I see their text, I immediately answered them (Inst. 6)

> I often replied to my students immediately, because communication is a key thing in life. This is my point of view, apart from my academic life, or apart from my professional relationships, I put extra attention to communicate with people without delays because delay ruins communication (Inst. 7).

The mean scores suggest that the lowest implemented practice is sharing past experiences and values with students. However, one of the instructors mentioned that

it is essential for instructors to provide a connection between the topics and daily life experiences for effective communication, learning and to create a warm relationship:

> I gave daily examples, real examples from my own life and I tried to encourage them. Sometimes I made jokes (Inst. 8).

As the excerpts suggested, instructors utilized online tools, LMSs, emails, and text messaging to contact their students and they tried to be approachable, understanding and available for their students as much as possible.

4.1.2 Instructors' Perceived Level of Implementation of the Cooperation among Students

The items between 7- 15 aimed to find out to what extent the instructors implemented the practices that are in line with the Cooperation among Students. The mean values of these items are indicated in Table 4.3:

Table 4. 3 Descriptive statistics of the items of Cooperation among Students

Statements	$\overline{X}$	SD
7. I encourage my students to study and prepare for classes or exams together.	3.72	1.16
8. I encourage my students to do their projects together.	3.42	1.20
9. I ask my students to evaluate each other's work and give feedback.	3.23	1.13
10 I ask my students to discuss key concepts with their classmates whose backgrounds and viewpoints are different from their own.	3.52	1.12
11. I form study groups, or project teams within my course.	3.27	1.29
12. I form pair and group works for in-class activities.	4.33	.899
13. I design tasks for students to exchange ideas and elaborate on the topics on the discussion board.	3.75	1.15
14. I form online groups (chat room, instant message) where students can talk together.	3.73	1.32
15. I design tasks which enable students to talk about their interests and backgrounds.	3.87	1.15

When the mean scores for each item are analyzed, based on their perceptions, it can be concluded that the instructors could implement all the practices in line with Cooperation among Students at a satisfactory level in their online classes. The lowest mean score belongs to the 9th practice. ($\overline{X}$= 3.23), which is related to assessment and feedback. It can be inferred that instructors could not utilize peer assessment much due to the distancing effect of online education. The other practice that is

implemented at the lowest level is the 11th principle ($\overline{X}$= 3.27) related to study groups and project teams. This result indicates that instructors prefer assigning individual work rather than group works in the online environment. Assigning projects was the third weakest practice ($\overline{X}$= 3.42) instructors implemented in their online classes. It can be inferred that preparatory school curriculum and program does not have scope for projects. The practice that most of the instructors could implement at the highest level is the 12th practice ($\overline{X}$= 4.33). This shows that instructors did not have difficulty in forming pair and group works for their in-class activities. Instructors also did not have difficulty in designing tasks that enable students to talk about their interests and backgrounds ($\overline{X}$= 3.87) and designing tasks for students to exchange ideas and elaborate on the topics on the discussion board (X= 3.75).

The instructors' responses indicate that most of them often utilized Zoom's function of breakout rooms to form pair and group works for their in-class activities. Most of the instructors stressed that they mainly used breakout rooms for speaking practices:

> Breakout rooms are the only way for them to do speaking practice and outside the speaking practices, I didn't use pair work or group work. Well. Occasionally for reading tasks, some reading tasks were suitable for that, you know, there were multiple texts and each student was assigned one (Inst. 1).

> I formed breakout rooms. I gave them a task. Let's say the task is about weather, climate, whatever. The course book's tasks, they consisted of three, four, five questions. When they came back, I asked them, number one, what did you say? And I just hunted them (Inst. 6).

> I sometimes did pair works approximately per week and each time, the group members changed completely, the system automatically arranged this. These breakout rooms were completely fun and it really helped, it really improved their speaking skills (Inst. 8).

Two of the instructors reported they utilized breakout rooms for feedback practices:

> During class hours, I sent them to breakout rooms so that they can give feedback to each other (Inst. 9).

I remember an example where I got students to get into their pairs and give each other feedback regarding their paragraphs before we discuss altogether in the classroom (Inst. 2).

The results also indicated that instructors prefer assigning individual work rather than group works in the online environment due to the design of the preparatory program, and not believing in the effectiveness of the group works:

I assigned lots of individual assignments, lots of grammar practice online from the publishing company, lots of writing assignments. In this department, there are lots of listening, reading and writing hand-outs. In face-to- face or online education, since the way our program is structured in this way, we don't encourage much cooperation outside the classroom and I don't believe in group projects as a teacher, of course, that might be a shortcoming on my part. But I believe in individual work, individual learning (Inst. 1).

Two of the instructors have the same viewpoints. They think group works do not work in our country's context much.

I don't believe in group work presentations because depending on the geography of our country, one student studies, three students just lie down. I never give them group presentations, but I give them solo presentation homework (Inst. 6).

Our students don't have a tendency to cooperate for producing work. This was weak in face-to-face education. When we switched to the online teaching environment, it completely went off. Because the online teaching environment is not warm or somewhat natural (Inst.7).

Few of the instructors stated that they utilized group presentations and group works outside the classroom:

It is possible to give assignments in groups in pairs on the LMS, such as very simple stuff like we have in course books, in the writing sections (Inst. 2).

We had some group works and we had some group presentations both in the first semester and the second semester (Inst. 3).

As the excerpts from instructor interviews suggested, instructors encouraged cooperative work by mainly utilizing breakout function. They mainly gave individual assignments. This tendency is due to the structure and objectives of the preparatory

programs and their personal beliefs. It can be inferred that projects are more appropriate for departmental classes, not preparatory classes.

4.1.3 Instructors' Perceived Level of Implementation of Active Learning

Instructors' perceived level of implementation of Active Learning was measured through items 16 to 25. The mean values of each item are presented in Table 4.4.

Table 4. 4 Descriptive statistics of the items of Active Learning

Statements		$\overline{\text{X}}$	SD
16.	I ask my students to prepare presentations and deliver them.	3.25	1.24
17.	I ask my students to relate outside events or activities to the topics covered in the classes.	3.85	1.04
18.	I encourage my students to challenge my ideas, the ideas of other students, or those presented in readings or other class materials.	3.91	.971
19.	I give my students authentic, real-life situations to analyze.	3.85	.969
20.	I use role-playing, drama, or games in my classes.	2.99	1.22
21.	I encourage my students to suggest new readings, projects, other class activities and have a say in the content of the class.	3.20	1.19
22.	I ask my students to carry out projects.	2.92	1.21
23.	I ask my students to reflect on the topics, write paragraphs, essays, or reflection papers.	3.77	1.22
24.	I ask my students to create blogs, wikis, digital stories, or podcasts.	1.92	1.20
25.	I provide slides, videos, audios, or visuals to present or elaborate on the content, topic, or unit.	4.09	1.22

When the mean scores for each item are analyzed, based on their perceptions, it can be concluded that the instructors could implement all the practices in line with Active Learning at a satisfactory level in their online classes except the 24th practice, which has the lowest mean score. ($\overline{\text{X}}$= 1.92). They could implement it at a "merely satisfactory" level. It can be inferred that instructors implement the practices that they are familiar with. It is also due to the unexpected transition to online teaching, they had not used wikis, or blogs, digital storytelling before, so they mostly transferred their face-to-face class practices to their online classes. The second lowest practice is the 22th practice ($\overline{\text{X}}$= 2.92). It can also be inferred that instructors do not assign projects and prefer assigning individual assignments due to the distancing effect of online education and the predetermined curriculum. The practice that they implemented at the highest level is the 25th practice related to the provision

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of content ($\bar{X}$= 4.09). The result is not surprising since instructors already utilized PowerPoint slides, audios and videos most of the time in face-to-face classes before online teaching. The second highest practice is the 18th practice ($\bar{X}$= 3.91). They encourage their students to challenge their ideas, or other students, or those presented in readings and class materials. This result indicated that similar to face-to-face classes, English instructors give importance to raising critical points of view among their students in their online classes. The third practices with the highest mean scores are the 19th practice ($\bar{X}$= 3.85) and they are followed by the 17th practice ($\bar{X}$= 3.85), the 23rd practice ($\bar{X}$= 3.77), 16th ($\bar{X}$= 3.25), 21st ($\bar{X}$= 3.20), 20th practice ($\bar{X}$= 2.99), respectively.

The interviews revealed that most of the instructors used presentations, role play tasks, debates and games to encourage active learning:

> The presentation topics were provided by the school, but the sub topics were chosen by the students themselves. For example, they were given a category like books.Let's say the most interesting science fiction book that you have ever read. Under that main topic, each student has to choose a specific book to present (Inst. 7).

> Students prepared individual presentations. The whole point was to make them speak, get over their nervousness about speaking. Also, we assigned them video tasks, they video themselves talking about, you know, a favourite place in their hometown, etc. They did presentations, but not group ones. We also had role playing tasks as part of the activities in the course book (Inst. 1).

> I gave them some argumentative topics. And so we had the counter arguments too. And so every week, for example, we had these debates and discussions (Inst. 3).

> I remember I was using Kahoot. I was practicing prepositions. I used to use it in my classes as well. But online, it also worked. They enjoyed it (Inst. 2).

One of the instructors put forward a criticism against games suggesting that they are a waste of time in the hectic preparatory programme:

> I didn't make them play games, because, for example, Kahoot games, one game costs you half an hour, so we have a very hectic program. Anything has a time constraint (Inst. 6).

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Three of the instructors noted that they try to add some tasks and activities in their classes that have real-world relevance, enable students to investigate an issue from multiple perspectives and encourage critical thinking skills:

> In my lessons, especially, every morning, in the beginning, I was just giving such tasks, for example, preparing news. I was just asking what happened in Turkey, and what happened in the world. So we were just starting our lessons about the news (Inst. 3).

> While giving examples or giving the warm up at the beginning of the classes or at the beginning of new topics, I mention real life things, or I relate the topic to real life stories or what is going on around the world? Or what might be going on in their life (Inst. 7).

> Every day, I tried to ask some critical thinking questions to them. They were speaking activities, not writing ones (Inst. 9).

The highest mean score belonged to the provision of content. The interview results indicated that the instructors preferred providing ppt presentations, slides, videos, audios, or visuals, word documents to present or elaborate on the content, topic, or unit:

> Especially for the grammatical points, and also for the writing and for most of the lessons, I prepared powerpoint presentations. Later on, I uploaded these powerpoint presentations into the system (Inst. 3).

> I prepared some extra lesson notes in the word format. And I've shared them with my students. During the lessons, we went over those notes. And then, after the lessons I emailed them to my students, some word documents, like the summaries of the important points in the lesson and to encourage them to speak, I shared some interesting videos at the beginning of the lessons. And I asked some questions, a few questions about the videos again to encourage them to speak as I said (Inst. 9).

> I had some pre-recorded videos, where I explained different features of academic writing and some tools that they can use online to help them during their writing process (Inst. 2).

Almost all of the instructors interviewed stated that as an essential part of preparatory schools, students were assigned a lot of writing tasks, paragraph and essay writing, but reflection papers were not as utilized as much as they were used in department courses:

They had lots of writing, but we focused on types of academic writing like, you know, opinion writing, compare contrast, problem solution, but not reflections (Inst. 1).

A few instructors also underlined that in preparatory classes, essay writing is so essential:

Among the role plays, games, projects, reflection papers, essay writing is the most dominant in our program, because of the mark that they need to collect (Inst. 5).

In our school, at each level, the students have to write a certain number of essays. We assign them homework at least three times every quarter (Inst. 7).

As the excerpts from instructor interviews suggested, instructors mainly utilized writing assignments, essay writing to encourage active learning. The reason behind this fact is that the preparatory programs aim to prepare students for their departments in which students are supposed to write academic papers related to their field. The presentations are individual ones due to program requirements and since instructors believe in the effectiveness of the individual works. Most instructors provided ppts, videos, and lecture notes to teach or revise grammatical structures or the essentials of writing a paragraph or essay.

4.1.4 Instructors' Perceived Level of Implementation of Prompt Feedback

Instructors' perceived level of implementation of Prompt Feedback was measured through items 26 to 34. The mean values of these items are displayed in Table 4.5.

Table 4. 5 Descriptive statistics of the items of Prompt Feedback

Statements	$\overline{X}$	SD
26. I give online quizzes and homework assignments.	4.43	.828
27. I give online exercises which enable students to see their correct and wrong answers.	4.27	1.03
28. I return exams and papers within a week.	4.73	.589
29. I answer my students' questions about the course at my earliest convenience.	4.83	.455
30. I ask my students to schedule meetings (phone calls, chat room) with me to discuss their progress.	3.80	1.27

Table 4.5. (continued)

31.	I give my students written or oral comments on their strengths and weaknesses on assignments, essays or papers.	4.65	.651
32.	I provide rubrics that involve scoring scales for assignments, tasks, essays, or papers.	4.44	.868
33.	I provide correct and wrong answers of quizzes, exams, or assigned activities.	4.69	.652
34.	I encourage my students to assess each other and themselves.	3.23	1.22

As it can be seen from Table 4.5, based on their perceptions, instructors could implement the practices at a satisfactory level. The practice that they could implement at the highest level is the 29th practice ($\overline{X}$= 4.83). It can be concluded that thanks to Whatsapp groups and online tools, most of the instructors did not have any difficulty in responding to their students. Instructors could implement the 28th practice related to returning exams and papers within a week (X= 4.73) and the 33rd practice related to the provision of correct and wrong answers of quizzes, exams, and assignments (X= 4.69) at a highly satisfactory level. The lowest mean score belongs to the 34th practice. ($\overline{X}$= 3.23), which is related to peer and self-assessment. It can be inferred due to the distancing effect of online education, instructors did not ask students to assess each other much. In addition, instructors may not be used to allocating time for this kind of assessment. Although it is at a satisfactory level ($\overline{X}$= 3.80), it can be concluded scheduling virtual meetings is also the one they practice less as a way of encouraging prompt feedback.

All of the interview responses indicate that students are commonly assessed via midterms, writing assignments, and quizzes in online preparatory classes. Some of the instructors referred to them:

> Every week, they had a quiz and we had a progress test each term. We had writing homework every week (Inst. 8).

> They had two midterms, they had fewer quizzes and the quizzes were mostly multiple choice quizzes. They had weekend homework, writing handouts (Inst. 6).

One of the instructors also added that the exams aimed to assess vocabulary, grammar, reading and speaking skills. However, due to technical concerns, listening was not included in online education:

> We have two spans and two midterms. And each span we had like four quizzes. So in total, in one semester, we had like seven or eight quizzes. We had vocabulary, grammar, and reading ones, but different from face-to-face one, we didn't have any listening ones. For example, we didn't have listening in online teaching in our quizzes or in the midterms. We had only one speaking assessment in one semester (Inst. 9).

As the interview responses suggested, instructors gave so much importance to giving feedback to their students' works since they believe in the effectiveness of immediate feedback and they utilized online tools, and LMS to achieve this purpose:

> The quizzes were automated ones, but we went over the automated answers because you know very often a student often thinks of an answer that the tester didn't. So we went over all the answers and made corrections, accepted some, etc. (Inst. 1).

> I was using the quiz feature of Moodle, through which you can give students multiple choice questions and different tasks, fill in the blank, matching, drag and drop. Students get to see their correct and incorrect answers. They were getting immediate feedback (Inst. 2).

One of the instructors added they also gave feedback to the exams and progress tests:

> We gave feedback to the exams they had. When they have the progress test, we give feedback using the material online, but the students are allowed to pick those questions and paste them in the Whatsapp group that we formed in the beginning, so I could actually give feedback anytime (Inst. 4).

Moreover, interview results indicate that most of the instructors provided feedback to their students as soon as possible despite their workload which suggests that they think immediate feedback is essential for students' learning:

> I returned the papers within one week at the latest, later on, I mean, mostly, I was trying to give feedback in two or three days. If I had too much work to do, sometimes I was so busy to send feedback, but it was within one week at the latest I think (Inst. 3).

The findings revealed that almost all of the instructors used word track changes function to give feedback on students' essays, papers and presentations:

> I used track changes. The review thing. Some of them uploaded a word document, so it's easy. Some of them wrote it on LMS directly, so I copied their text and I pasted it on a word document. I just tracked with track changes, the review thing. I mean, if I saw something wrong, I just selected that word or that sentence. I made it bold and next to it, I wrote, there's a grammar mistake here. Be careful with subject verb agreement, collocation problems. You can't use it with this. I also gave feedback content wise (Inst. 6).

> Every week, I was just asking them to write something. I was giving a topic or a task, and they were just writing and I was giving feedback from the track changes (Inst. 3).

Some of the instructors reported that they also utilized the LMS to provide feedback.

> It was possible to give written feedback on the LMS. I made some corrections and I have some written comments on their writings (Inst. 9).

> In the Moodle, there was a section where we can write the corrections, so we wrote the corrections in there, automatically (Inst. 8).

They also gave oral feedback during the lessons and after the lessons.

> I was giving them feedback online. I mean, just you know, I mean, after they speak, I was just giving them feedback orally (Inst. 3).

Few instructors stated that they utilize voiced feedback, which can be considered one of the most practical ways of providing feedback:

> I gave voiced feedback. They texted me via Whatsapp and they said, why is this irrelevant?I explained to them, so it gets clear (Inst. 6).

The responses showed scheduling virtual meetings was not a common practice. Although instructors scheduled these meetings, they stated students did not attend them.

I told them, but nobody wanted to. Nobody asked me. I said I can give individual feedback through Zoom. We can just arrange something like that. They didn't ask me to do so (Inst. 3).

I didn't schedule feedback sessions because the students did not ask for it (Inst. 6).

Few instructors stated they utilized virtual meetings when students need help, but these meetings were not conducted in a regular sense:

If the students said I couldn't understand what you mean exactly. At those times, I warned them. Wait for me at the end of the lesson. Let me finish the lesson and later on, I will answer your questions and if another student also told the same thing and I asked him or her to join us, please. If they say, hocam, I need an explanation and I couldn't understand that part. At that time I arranged some meetings with them (Inst. 5).

I sometimes noticed that after getting feedback, or sometimes before writing, sometimes after writing, my students were feeling lost. They didn't know exactly what to do for a good piece of writing and what my feedback meant, they didn't understand exactly. When I noticed that I organized some informal sessions (Inst. 7).

Only one of the instructors mentioned she conducted regular meetings to provide synchronous online feedback:

Sometimes I provided virtual face-to-face feedback sessions one by one. I mean, I made an appointment with my students on Zoom. And one by one I gave them feedback (Inst. 9).

As the excerpts from the interviews suggested, instructors mainly utilized writing assignments and essay writing as assessment tools. These tools were followed by exams, quizzes, and presentations. The reason behind this might be the fact that the preparatory programs are designed in a way that students produce lots of written works. The interviewees noted that during the pandemic, the skill which was not practiced enough was listening due to the technical concerns that might arise in the online environment. To provide feedback, instructors mainly utilized word track changes and LMSs' functions and rarely voiced feedback. They also scheduled virtual F2F sessions to answer students' questions when requested.

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4.1.5 Instructors' Perceived Level of Implementation of Time on Task

Instructors' perceived level of implementation of Time on Task was measured through items 35 to 43. The mean values of each item are displayed in Table 4.6.

Table 4. 6 Descriptive statistics of the items of Time on Task

Statements	$\overline{\text{X}}$	SD
35. I expect my students to complete their assignments on time.	4.80	.441
36. I communicate to my students the amount of time they should set aside for studying and preparing for the class.	4.09	.996
37. I underline the importance of studying regularly, sound self-pacing, and scheduling.	4.40	.873
38. I explain to my students the consequences of not attending and not participating in the classes.	4.31	.939
39. I contact students who fall behind to talk about their study habits, schedules, and other commitments.	3.94	1.07
40. I ask my students who miss classes to compensate for lost work.	3.82	1.11
41. I try to allocate realistic and manageable amounts of time for tasks or assignments.	4.61	.580
42. I inform my students about the schedule of course activities, due dates of assignments, or papers, and exam dates stated in the syllabus.	4.76	.561
43. I remind my students about upcoming due dates, exam dates verbally, or in writing, or by using an online course calendar.	4.69	.700

As it can be seen from Table 4.6, based on their perceptions, the instructors implemented the practices in line with Time on Task Principle from satisfactory to excellent level. The highest mean score is the 35th practice which is related to instructors' expectations regarding the completion of assignments on time ($\overline{\text{X}}$= 4.80). It can be understood that instructors clearly articulate their expectations and underline the importance of time management and discipline. The other two practices with the highest mean scores are 42th ($\overline{\text{X}}$= 4.76) and 43th ($\overline{\text{X}}$= 4.69). The results show that the majority of instructors both informed and reminded their students about the schedule of course activities, due dates of assignments, or papers, and exam dates stated in the syllabus. The lowest principle is the 40th practice ($\overline{\text{X}}$= 3.82) related to the compensation for the lost work. It is concluded that instructors may work on this practice and add it to their practices for their future classes. The responses to the interview questions revealed the instructors could encourage time on task and implement practices mainly thanks to LMS. LMSs were of great help to

remind students about the important dates, but the instructors also reminded the students, too:

> The Moodle has a calendar feature, so if you assign everything through the calendar, the students receive emails, notifications about their assignments, about their exams (Inst. 2).

> We shared our program with the students and uploaded it to the Moodle system. The department sends notices about the quizzes and important information from the Moodle system. We remind them, too (Inst. 8).

> We have a page for our class. I just share everything in that, you know, on that page and write the details. So which topics they are responsible for, and what is the time of the exam and anything in case they don't read it (Inst. 3).

One of the instructors also stressed that the schools' website informs students on the important dates and exams:

> When the exam is approaching, I am all the time reminding them orally, and also, we send messages to email and it's also on the school's website, the exam dates and the topics and all the you know, the grades of each in our section (Inst. 3).

Most of the instructors reported that they used almost all the communication vehicles to ensure that students are on task:

> All the information was readily available to them. I reminded them through Whatsapp or during online meetings (Inst. 1).

> I reminded them orally from time to time. Let's say, please do not forget, next week, we have a reading quiz, or please do not forget that tomorrow is the deadline for you to submit your writings. Sometimes on Whatsapp, I send messages; please do not forget to do this (Inst. 9).

As a way of keeping students on task, the instructors underlined the importance of attendance and participation. They consider that regular attendance and participation in the classes are essential to make progress. Therefore, they kept track of attendance regularly:

> I'm very strict on this and I tell them, I take attendance every hour, okay? You may not come to the first class, you are absent. You may come to the first class, then the second hour you are absent, you are absent in the second hour. So the department

policy is this. How many hours students have in a day for example, upper students, they have three lessons every day, which means they can be absent for 30 hours that semester (Inst. 6).

We have a strict attendance policy. A student at this level, lower intermediate has a right to be absent from 40 hours, two weeks' worth of classes theoretically, or a total of 12 days, then they automatically fail. If they were not able to follow the classes, they would get lost more easily, and the consequences were lowering their participation grade (Inst. 9).

In online classes, we check attendance every hour and we tell the total attendance every month or three weeks. The students automatically fail if they do not attend the specified number of classes. In upper intermediate within a year, it was eighty-five or eighty-six hours (Inst. 8).

Some of the instructors mentioned that due to the pandemic, attendance was not obligatory. Therefore, another way of keeping students on task was giving them performance score or participation grade:

During the pandemic, it was not obligatory to follow the classes, I mean, virtually, because we already recorded those classes and we didn't force them to attend the classes. But, it's to their own bad, I guess. If they don't attend the classes, they fall behind. Also, we had some performance scores (Inst. 2).

Attendance was not mandatory because of the university policy. We have this class report grade %10. In this class report, attendance is also included. I mean regular attendance, because if they attend, they can just, you know, actively participate in the lessons, too. And so active participation again, %10 in this class report, and that was the only thing that forced the student (Inst. 3).

One of the instructors stated that she contacted the students who fell behind to know about their reasons and to provide support:

I tried my best to prevent students from failing due to absenteeism. I emailed such students like five times each. I invited them to, you know, have a chat with me. I tried to find out what was the reason because it can be many things. I mean, they might have economical problems, they might lack the hardware, they might be uncomfortable in their family homes, you know, I've heard of not in my class, but in other classes severely abused kids. Anyway, so I tried to find out, but they did not cooperate. And at that point, the online education thing, depressed some of my students, you know, not to be able to leave the family home and start life on campus (Inst. 1).

It can be understood from the excerpts that instructors and the preparatory program designers were so attentive about sharing important dates and information with the students and reminding them. They also underlined the importance of attendance and participation to be on task and to show progress. The importance of contacting students who fall behind in distance education was also emphasized.

4.1.6 Instructors' Perceived Level of Implementation of High Expectations

Instructors' perceived level of implementation of high expectations was measured through items 44 to 52. The mean values of these items are presented in Table 4.7:

Table 4. 7 Descriptive statistics of the items of High Expectations

Statements	$\overline{X}$	SD
44. I tell my students that I expect them to work hard.	4.23	.909
45. I emphasize the importance of holding high standards for academic success.	4.06	.982
46. I share my expectations with my students orally and in writing at the beginning of the course.	4.32	.879
47. I help students set challenging learning goals.	3.90	.983
48. I explain to students what will happen if they do not complete their assignments or papers on time.	4.33	.881
49. I design tasks to make my students write, reflect, and produce a lot.	3.95	1.10
50. I provide rubrics, templates, exemplars, and guidelines to ensure understanding.	4.21	.939
51. I design course activities based on the course objectives stated in the syllabus.	4.27	1.02
52. I revise the course content and activities based on students' needs and feedback.	4.30	.928

As it can be seen in Table 4.7, responses to statements between 44 and 52 in the survey revealed that based on their perceptions, the instructors implemented the practices in line with High Expectations Principle from a highly satisfactory to an excellent level. The highest mean score belongs to the 48th ($\overline{X}$= 4.33) practice and it is followed by the the 46th ($\overline{X}$= 4.32) practice. The results indicate that instructors give importance to sharing their expectations orally and in writing at the beginning of the course and informing the students about what will happen if they do not complete their assignments or papers on time. To encourage academic achievement, the majority of the instructors share rubrics and templates. They also pay attention to the objectives in the syllabus and revision of the course content. The lowest mean scores are helping students set challenging learning goals ($\overline{X}$= 3.90) and designing tasks to

make my students write, reflect, and produce a lot. ($\overline{X}$= 3.95). Instructors may have thought of the practice as students' own responsibility, and regarding writing reflections, the mean score can be low due to the fixed curriculum and syllabus. Instructors at preparatory schools are supposed to follow the given program, therefore they may not be free to assign reflection tasks and papers. At the end of the day, their ultimate goal is to prepare students for proficiency exams.

Most of the instructors stated that they start with examples or share examples and samples, the practices of which are consistent with the high expectations so that students can improve their writing and speaking skills:

> For high academic standards, and achievement, our school shared some sample works, sample essays for writing essays. For spoken performance, the school again shared some samples, but those samples were in script (Inst. 7).

> We have some sample essays in our writing material book. I use lots of samples in my classes. I am trying to highlight signalling phrases, let's say, you know, academic words (Inst. 2).

Instructors advocated the provision of the rubrics so that students get to know how their work is evaluated:

> We had some fixed rubrics and introduced the rubrics. I tried to make sure I introduced the rubrics beforehand and you know showed them what I expect and what they are required to do for a proper academic writing (Inst. 2).

> Before I teach essay, I also share the rubric. I also put it into the system, so they can check it anytime, so while teaching essay types, I was just you know, showing some sample essays, the language tips and structure. Before the exam, I just reminded them that they will be assessed according to the rubric that we shared (Inst. 3).

One of the instructors added that she allocated time in the program for students to prepare for speaking exam:

> We organized a speaking exam. We just drilled it beforehand, every week we drilled it, I asked "any volunteers?" It was just like a full exam. Later, I put them in breakout rooms, they did the exam together, one to one, pair work to get familiar with the flow of the exam (Inst. 6).

As to the submission of the assignments, most of the instructors stated that academic discipline is important and submitting assignments on time is essential, however, they added that extreme situations can be evaluated by the instructor:

> We have a due date. If they cannot do it on time, they get low grades. If there is an extreme situation, we accept and we give another date, but otherwise, I was expecting them to submit their homework on time (Inst. 3).

> Well, personally, I believe that academic discipline is important, so if the students were to miss a deadline, I would simply ignore it. But on the other hand, I would definitely provide another chance with a similar task (Inst. 4).

Instructor 9 stated in her classes, she emphasized the importance of holding high standards for academic success:

> From time to time, I reminded them and informed them about what they are supposed to do in their department. When they go to their department the following year, what they are expected to do, so, let's say I reminded them that they will be writing essays in their department. In order to do that, they need to learn more vocabulary. They need to improve their writing (Inst. 9).

Moreover, another instructor underlined that participation grade is beneficial for students to submit their assignments on time and for them to participate in the classes and discussions:

> In our final grade sheet, we have a part where teachers give a participation grade. I told this in the very beginning of the term. I said if you don't attend the lessons every day and if you don't hand in your homework on time, I will give my final mark to you according to this (Inst. 8).

From these remarks, it can be concluded that instructors were so attentive about sharing exemplary tasks, rubrics with their students so that the students produce more successful and elaborate works. They are strict about deadlines since they believe the students need this academic discipline and integrity in their departments and throughout their lives.

4.1.7 Instructors' Perceived Level of Implementation of the Diverse Talents and Ways of Learning

Instructors' perceived level of implementation of the last principle was measured through items 53 to 60. The mean values of these items are presented in Table 4.8.

Table 4. 8 Descriptive statistics of the items of Diverse Talents and Ways of Learning

Statements	$\overline{X}$	SD
53. I encourage students to speak up when they don't understand or have a different opinion.	4.78	.487
54. I use various teaching activities to address a broad spectrum of students.	4.27	.800
55. I choose readings and design activities related to the background of my students.	3.72	1.17
56. I integrate new knowledge about under-represented populations, gender issues, and different cultures into my course.	3.61	1.21
57. I try to discover my students' learning styles, interests, or backgrounds at the beginning of the course.	4.07	1.03
58. I provide different sources to address different ways of learning (charts, visuals, pictures, videos, audios, performing tasks, lecture notes, or games).	4.19	1.02
59. I design different types of practices for students to show their knowledge and competence (discussions, writing tasks, interviews, reflection papers, presentations, quizzes, or video making).	3.85	1.12
60. I allow my students to select their topics and ways of presenting their works provided that they match the guidelines.	3.77	1.23

As it can be seen in Table 4.8, responses to the statements between 53 and 60 in the survey revealed that based on their perceptions, the instructors implemented the practices in line with Diverse Talents and Ways of Learning from a highly satisfactory to an excellent level. The highest mean score belongs to the 53th practice ($\overline{X}$= 4.78). This result indicates that instructors give importance to the exchange of ideas and different points of view in their classes. However, this practice was not voiced by the study participants in the interview. The reason may be that since it is a very common practice in English language classes, the instructors may have taken it for granted. To encourage diverse ways of learning, the majority of the instructors use various teaching activities, the 54th practice ($\overline{X}$= 4.27), provide different sources, the 58th practice ($\overline{X}$= 4.19), design different types of practices, the 59th practice ($\overline{X}$= 3.85), give autonomy to their students, the 60th practice ($\overline{X}$= 3.77). The lowest practice that may be worked on is the 56th practice ($\overline{X}$= 3.61), which is integrating new knowledge about under-represented populations, gender issues, and different

cultures into courses. The result shows that since instructors are provided with readings, texts, materials by the materials office and by the coordinators, they are not free to select texts that involve knowledge about underrepresented populations. The instructors who can integrate are the ones who assign extra readings or make changes in the current programme from time to time.

Most of the instructors stated that they used various sources to address diverse ways of learning, such as videos, ppts, audio-visual materials, reading texts, sample exams, lecture notes and games:

> We used Ted talks, other videos. The book we use also comes with videos based on the topics of each unit (Inst. 1).
>
> I tend to have visuals like powerpoint presentations, videos and games like Kahoot (Inst. 2).
>
> I sent my lesson notes, written in word form to their emails. I opened English lessons from the internet, explanations and videos (Inst. 8).
>
> I used videos at the beginning of some lessons to encourage them to speak. It really motivated and we played vocabulary games on Kahoot (Inst. 9).

One of the instructors added that they can address diverse ways of learning thanks to the school's material unit:

> We have a material unit. The material unit is providing the students and the teacher with the necessary tools and equipment that is the content, so we have ppts, videos, the mp3s, and podcasts coming from the material unit (Inst. 4).

Some of the instructors mentioned H5P as one of the beneficial tools that provide opportunity to practice the topic with interactive and diverse activities:

> H5P is used for building activities, so it could be listening activity, vocabulary, grammar, could be anything, so it's interactive. For example, students can watch a video and after watching the video, they can fill in the blanks, answer some questions, it's very interactive, you can do many things with that (Inst. 2).
>
> The coordinators sent us the H5P format. The student gets the hand-out in that format. And s/he writes the answer, and s/he immediately sees if that answer is right or wrong, for example, fill in the blanks or drag and drop the vocab items (Inst. 6).

Considering diverse ways of learning, practices conducted for students with disabilities should be mentioned. One instructor touched upon the needs of those students and underlined the importance of providing them with the materials they may need:

> We also have some students with disabilities you know and we have difficulty adjusting the material to their needs. During the fall term, I had one student and the student needed a PDF text of the course books so that device she used could read things to her. But it was unavailable (Inst. 1).

Regarding underrepresented groups, and different cultures, a few instructors mentioned they try to integrate these issues into their classes as much as possible:

> We were choosing our discussion and presentation points about these topics, for example, subculture, black culture or gender. Through reading and even writing, I was trying to make them familiarize with such kinds of topics (Inst. 3).

> The Black Lives Matter situation or violence against women or against kids, sexual abuse or capital punishment, those matters, those issues were always part of our teaching because I believe that integrating all the academic issues into social ones will make the learning permanent (Inst. 4).

> I prepare extra readings about gender issues and just reading questions and I assign them to my students and discuss them in my online session. I give the readings about what the Americans did to Indians Okay. I assigned them as homework for example. The next day we check the answers and we talk about the topics (Inst. 6).

The excerpts reveal instructors utilized diverse sources and activities while teaching grammar, vocabulary, and four skills for diverse intelligences. Integration of knowledge about under-represented populations, and different cultures into the courses was not utilized by most instructors due to time constraint and fixed program. However, some instructors did their best since they found the integration of these topics into the programs highly essential for students' personal development.

4.2 Findings in Relation with the Research Question 2 "Based on the perceptions of preparatory school EFL instructors, what are the factors that promote the instructors' implementation of the Seven Principles?"

The second research question aimed to examine the EFL instructors' views on the factors that promote the instructors' implementation of the Seven Principles. To address this question, nine instructors were asked to answer an online interview consisting of 10 items. The first three questions were introductory questions. The remaining 7 questions aimed to find out the factors that promote the implementation of each principle. The qualitative data obtained from interviews were analysed through content analysis. In this part, first, the frequency of overall positive factors that promote the implementation of the Seven Principles were presented in a table (See Table 4.9). Then, the frequency of factors that promote the implementation of each principle was reported and illustrated in separate tables (Table 4. 10- 4.16). The findings were accompanied with representative quotes.

Table 4. 9 Overall positive factors for the implementation of the Seven Principles

Codes	Frequency
Technological and online tools	34
LMS	14
Attitude of the instructor	11
Rules	9
Institution	8
Breakout room	6
Materials and sources	6
Word features	5
Structured program	5
Accessibility and availability of the instructor	4
Experience	3
Motivation of the students	3
Instant messaging	2
Collaborative tasks	2
Colleagues	1
OVERALL TOTAL	**113**

Table 4.9 indicated the instructors' views on what factors facilitated the implementation of the Seven Principles. Instructors believed that the top four factors that promoted the implementation of all of the principles were *Technological and online tools, LMS, attitude of the instructor and rules*. It can be inferred that these

four factors have a considerable positive effect on online teaching. The instructors could conduct good practices with the help of these factors. Other factors can be less frequently stated, but they are as effective as the most frequently stated ones.

4.2.1 Instructors' Views on the Factors that Promote the Implementation of Student-Faculty Contact

Most of the instructors stated at least one factor that promotes the implementation of *Student-Faculty Contact* except one of the instructors stating that she does not think of any factors as facilitators. Table 4.10 shows the summary of the participants' responses and the frequency of each factor for the first principle. The tables were accompanied with the representative quotes.

Table 4. 10 Frequency of the codes for the factors that promote the implementation of Student-Faculty Contact

Facilitators of Student-Faculty Contact	Instructors' Interview (*f*)
Technological and online tools	7
Accessibility and availability of the instructor	4
Structured program	1
TOTAL	**12**

As it can be seen from Table 4.10, based on their perceptions, 7 out of 9 instructors considered the technological tools, such as smartphones as the factor that facilitated the implementation of Student-Faculty contact the most:

> Especially Whatsapp facilitated student-teacher contact. I mean, I could reach them whenever I wanted and also, it is the same for them, too. Apart from the group, they could also ask me questions via private messages and that's why, we had good communication between my students (Inst. 3).

> All the students have their smartphones. They have their messages and emails all the time in their pocket, so emailing has become more like instant messaging for them in our case. I think smartphones helped us a lot under the circumstances (Inst. 2).

> Whatsapp and e-mails facilitated the communication (Ints. 8).

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Apart from the instant messaging, instructors also stressed that accessibility and availability of the instructor (f=4) facilitated the communication between the students and the instructor:

> Humanity encouraged student-faculty contact. I gave them an open check. Ask me anytime. If I'm available, I will immediately text you back (Inst. 6).
>
> My attitude also is a thing. This is my belief. I think I can convey the feeling to my students that I am ready to help them as long as they have got good manners (Inst. 7).

One of the instructors advocated that the preplanned, structured program is another factor that facilitated student-faculty contact:

> In my department, everything is very very structured, very rigidly structured. With online education, you know, I had all the programs and everything ready (Inst. 1).

All in all, the interview findings revealed that individual factors such as instructors' accessibility and readiness to help students, his/her stance, character as well as the external factors, such as technological tools such as LMS, Whatsapp, and carefully designed programs facilitated contact between teachers and students.

4.2.2 Instructors' Views on the Factors that Promote the Implementation of Cooperation among Students

Most of the instructors stated at least one factor that promotes the implementation of *Cooperation among Students.* Table 4.11 shows the summary of the participants' responses and the frequency of each factor. The tables were accompanied with the representative quotes.

Table 4. 11 Frequency of the codes for the factors that promote the implementation of Cooperation among Students

Facilitators of Cooperation among Students	Instructors' Interview (*f*)
Breakout rooms	6
Instant messaging	2
Collaborative tasks	2
Attitude of the instructor	2
LMS	1
TOTAL	**13**

As illustrated in Table 4.11, the majority of the instructors (f=6) held the opinion that the breakout room function of video conferencing tools facilitated the implementation of cooperation the most in online classes:

> Breakout rooms are the only way for students to do speaking practice in pairs and groups (Inst. 1).

> Breakout rooms facilitated collaboration and cooperation. During the day, sometimes I just sent them to breakout rooms three times. When you assign rooms again, it randomly assigns them, so they are not in the same room, they are not with the same people again and again, so I think this made them speak to each other. You can regroup students so they speak to many different people. In online teaching, this is what I had. I found the simplest and fastest thing and I stick to that (Inst. 6).

> Those breakout rooms really helped them. Within our normal lesson hours, I sometimes did pair works. They worked together very well (Inst. 8).

In addition, instructors also stressed that instant messaging and Whatsapp (f=2) facilitated the cooperation among the students:

> They had cooperation in Whatsapp. They had a separate group that I was not supposed to know about. They are very well able to cooperate (Inst. 1).

The third most frequently stated facilitator is assigning collaborative tasks to the students to develop cooperation among students which was possible thanks to online platforms (f=2):

> I gave them group works, group presentations during class hours. I sent them to breakout rooms, so that they can give feedback to each other. They can share opinions with each other. I guess this motivated them to collaborate, to work together (Inst. 9).

We had some group works, group presentations both in the first semester and in the second semester. They had to work together, so they formed Whatsapp groups and they also met in Zoom. The group is composed of four or five people. I gave them two or three months to study (Inst. 3).

Two of the instructors (f=2) suggested that facilitating cooperation is related to the instructor's approach and attitude:

I can say my approach facilitated the collaboration in online class. I tried to encourage them to work together and to learn from each other (Inst. 9).

In the beginning of the second term, I arranged a Zoom meeting. It was not within the class hour and I said it will be completely in Turkish. I wanted to encourage them to chat with others. They continued these meetings. These helped them to share their problems, either personal or questions from our lesson (Inst. 8).

One of the instructors interviewed stated that LMS (f=1) are among the factors that facilitated cooperation among students:

I was using forum activity on Moodle. I was typing a discussion question and then, students got to answer those one by one. When they post their reply, they can see their peers' replies, so they get to compare (Inst. 2).

To sum up, what facilitated cooperation among students included instructor-related factors, such as instructors' belief in the effectiveness of group work to improve students' learning. This belief led to the action, that was creating and assigning collaborative tasks. External factors involved technology. Most instructors considered breakout rooms as a saver to create a more interactive classroom. Whatsapp and LMS' functions, such as discussion forums were among the facilitators.

4.2.3 Instructors' Views on the Factors that Promote the Implementation of Active Learning

All of the instructors stated at least one factor that promotes the implementation of *Active Learning*. Table 4.12 shows the summary of the participants' responses and

the frequency of each factor. The tables were accompanied with the representative quotes.

Table 4. 12 Frequency of the codes for the factors that promote the implementation of Active Learning

Facilitators of Active Learning	Instructors' Interview (f)
Technological and online tools	8
Structured program	4
LMS	3
Experience of the instructor	1
Motivation of the students	1
TOTAL	**17**

As it can be seen in Table 4.12, based on the instructors' views, the most common factor that promotes the implementation of active learning is technology (f=8). One of the instructors stated they utilized technology to provide the content and some tasks to encourage it:

> I provided students powerpoint presentations. Especially for the grammatical points, and also actually,the writing. I think, for most of the lessons. I uploaded these powerpoint presentations into the system. That was I think the benefit of online education. Whatever we used in lessons online, later on we uploaded into the system for the students who are not able to come or who just, you know, couldn't understand. Students had the chance to download the recorded lessons (Inst. 3).

Another instructor added thanks to technology, without having time and place boundaries, he could provide interesting and beneficial sources which help students relate outside events or activities to the topics covered in the classes:

> Technology itself of course facilitated active learning. We had the opportunity to reach the students anytime. That was one of the things. Inside the lesson and outside it. I could immediately bring up a source that one of my students was interested in from an internet site. They had all different learning. You see variations, so I could address all of them with just pressing a key on my laptop, so it was easy to find material that they would be involved in (Inst. 4).

One of the instructors mentioned that she utilized videos as a facilitator of speaking in class:

I shared some interesting videos at the beginning of the lessons and I asked some questions, a few questions about the videos again to encourage them to speak (Inst. 9).

Another instructor utilized videos to teach the essentials of academic writing. He utilized a popular instructional strategy that is flipped learning:

I had some pre-recorded videos where I explained different features of academic writing. They were already there, so I asked them to watch before they came to class, and then, you know, we built on that (Inst. 2).

Instructor 1 drew attention to the benefit of technology to encourage active learning. She mentioned that students were assigned to deliver presentations by recording their speech.

We asked students to prepare presentations and videos, individual ones. The whole purpose was to make them speak, you know get over their nervousness about speaking, so we assigned them video tasks, they videoed themselves talking about, you know, a favourite place in their hometown, etc. (Inst. 1).

The second most frequently stated facilitator was the structured program that involved tasks to encourage active learning (f=4):

In our school, at each level, the students have to write a certain number of essays. Actually, it is not out of my own initiative as an instructor. I have to assign them. They have to give a presentation and the topics were provided by the school, but the main topics. The sub topics were chosen by the students themselves. For example, they were given a category like books. Let's say the most interesting science fiction book that you have ever read, this is the main topic and under that main topic, each student has to choose a specific book to present (Inst. 7).

Another instructor drew attention to the program of preparatory schools that involved lots of writing, especially essays:

They had lots of writing, but we focused on types of academic writing, like, you know, opinion writing, compare contrast, problem solution, but not reflections. These were tailored to the previous week's vocabulary, grammar, etc. (Inst. 1).

As the third most frequently stated facilitator, instructors (f=3) drew attention to the advantage of LMSs. Students can reach the content of the classes and this way, they can reach information any time, any place:

> In online environment, it is easier to encourage active learning compared to face-to face one because everything is there. All the sources are there, everybody has access to the sources. Everything was in the LMS system and under their hand and everybody could reach the sources whenever they wanted (Inst. 9).

> I think technology facilitated active learning because everything was in the LMS system and under their hand and everyone could reach it whenever they wanted (Inst. 7).

One of the instructors added LMS are among the factors that promoted active learning:

> Moodle helped me to facilitate active learning. Moodle is there for you, for all its features. If you know how to use it, and if you know a bit of coding, let's say, so you can have various features of Moodle where you can build your videos, different types of instructions, different activities, and different built-in software (Inst. 2).

Another instructor drew attention to the importance of the experience on facilitating active learning:

> My experience of 23 years of teaching facilitated active learning (Inst. 5).

One of the instructors also underlined the importance of motivation of the students as a positive factor:

> Motivation and ability of the learner promoted the active learning (Inst. 8).

In brief, instructors mainly referred to technology as a facilitator of active learning. Ppts, videos, lecture notes, LMSs that help students process the content any time anywhere are among the facilitators. Also, another external facilitator is a well-designed program that involves tasks, such as writing essays and preparing presentations. Motivation was reported to be a student-related facilitator. Last facilitator the findings revealed is experience. Instructors who are experienced in

classroom techniques, student psychology, methods and pedagogy, will be more likely to promote active learning.

4.2.4 Instructors' Views on the Factors that Promote the Implementation of Prompt Feedback

Most of the instructors stated at least one factor that promoted the implementation of *Prompt Feedback* except one of the instructors who expressed that there were not any facilitators to promote prompt feedback in online teaching. Table 4.13 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 13 Frequency of the codes for the factors that promote the implementation of Prompt Feedback

Facilitators of Prompt Feedback	Instructors' Interview (*f*)
Technological and online tools	8
LMS	6
Word features	5
Motivation of the students	2
Experience of the instructor	1
TOTAL	**22**

As it can be seen in Table 4.13, majority of the instructors (f=8) held the opinion that technological and online tools, such as video conferencing tools, Whatsapp facilitated the implementation of prompt feedback the most:

> I regularly gave them feedback in the form of word files and sound files through the LMS. Sometimes a student needed more. When that happened, I asked the student to stay on after 12.30 when the class finished and I gave live feedback on Webex (Inst. 1).

> I gave voiced feedback too. For example, they texted me via Whatsapp and they said teacher why is this irrelevant. They don't understand. For example, it is reasons for failure, let's say and they write about their family's reactions to failure, so this is effect. This is outcome, so I explained this to them, so it gets clear (Inst. 6).

> I made an appointment with my students on Zoom and one by one I gave them feedback (Inst. 9).

Two of these eight instructors underlined a common problem of the instructors in the online environment that is plagiarism. They reported some online tools such as Grammarly and Turnitin that helped them to detect it:

> I started to use extra tools like Grammarly, the professional version because you know it gave me at least a framework to work on. Also, I started to use some plagiarism software, like Turnitin, like Ithenticate and they are also built in Moodle. Once students send their writing, it is already checked through Moodle against plagiarism. I think those were the plus sides, plagiarism check through Moodle, plus some other tools like Grammarly to give me, you know, basic insight into the main problems in their essays (Inst. 2).

> We are using the Turnitin program. It is the best side of this online education. I like it because our students can copy and paste from different places, you know. Whenever a student uploads his/her homework, Turnitin is also working at the same time, shows how many percentages that a student plagiarizes from other sources and we can just check it (Inst. 3).

The second mostly stated facilitator of feedback practices was LMS. From the quotes, it can be inferred that instructors find LMSs practical to provide feedback:

> The LMS we use has a built in feature where you can give feedback to students, where you can also upload your rubric, score the writings plus give feedback at the same time (Inst. 2).

> I utilized our school's LMS that offers feedback tools to provide feedback (Inst. 1). It was possible to give written feedback on the school's LMS. I was able to make some comments on some of the questions. I was able to give some extra feedback. Some of the questions are automatically assessed by the system. For the writings, I gave them written feedback. I made some corrections and I wrote some comments on their writings (Inst. 9).

Five of the instructors interviewed stated that word features (f=5) such as track changes are among the factors that promoted prompt feedback.

> While giving feedback, I used word track changes. I copied their text and pasted it on a word document. I just tracked with track changes, the review thing. If I saw something wrong, I just selected that word or that sentence. I made it bold. And next to it, I wrote, there's a grammar mistake here. Be careful with subject verb agreement, collocation problems, etc. You can't use it with this, etc. At the bottom of it, I said, and we graded them and at the bottom of it, I said your first minor to the first major is irrelevant. I also gave feedback content wise. It was advantageous because when they were in face-to-face teaching, they would write on pieces of papers. This is easier. This is much easier. This is much cleaner, This word

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document and track changes thing is a great facilitator. The students understand it very clearly (Inst. 6).

Giving feedback online you know, through track changes is quicker and easier for us. I give feedback faster this way (Inst. 3).

Apart from the track changes in Word, one of the instructor reported that comment feature in Word is more practical to provide feedback:

I don't prefer using Word track changes. I use the comment feature of Word (Inst. 2).

Apart from outsources, two of the instructors also stressed that the motivation of the students who looked for learning more facilitated their feedback practices:

Our students, motivated ones again. Because of these difficult times, of course they are a bit down, but still they are motivated, so when they had questions, they didn't hesitate to ask them. Some of them were willing to get feedback, they asked some further questions, so I can say that our students' motivation was a facilitator (Inst. 9).

Not all of those of course, a handful of students who really wanted to join and participate actively, their enthusiasm, that helped me to give effective feedback as well (Inst. 4).

Lastly, one of the instructors stated that her previous experience promoted the implementation of the effective feedback:

I have been using some of the online tools, such as word track changes since I was an MA student. I have been doing this like for 15 years, giving feedback was not a big deal (Inst. 1).

The interview findings suggested instructors who already utilized technological tools, such as track changes in Word and comment function to give feedback easily transferred their use to their online teaching. Other facilitators included LMSs, plagiarism tools, Whatsapp, video conferencing tools, students' motivation and experience of the instructor.

4.2.5 Instructors' Views on the Factors that Promote the Implementation of Time on Task

All of the instructors stated at least one factor that promoted the implementation of *Time on Task* in the online environment. Table 4.14 shows the summary of the participants' responses and the frequency of each factor: The table was accompanied with the representative quotes.

Table 4. 14 Frequency of the codes for the factors that promote the implementation of Time on Task

Facilitators of Time on Task	Instructors' Interview (*f*)
Attitude of the Instructor	8
Institution	7
Rules	6
LMS	3
Technological and online tools	1
TOTAL	**25**

Table 4.14 indicates that the majority of the instructors (f=8) believed that the most common factor that facilitated the implementation of Time on Task principle was the attitude of the instructor. The instructors facilitated time on task by reminding students about important dates and they also emphasized that in online teaching, contacting the students is essential for students to be on track. It can be inferred that instructor's willingness to contact with students and their attitude is a facilitator:

> When a student fails due to absenteeism, he can't be a repeat student. He can't come and join the classes next year, so during face-to-face and online education, I try my best to prevent students from failing due to absenteeism. I email students who do not show up. I invited them to have chats with me. I tried to find out what was the reason because it can be many things. They might have economic problems, they might lack the hardware, they might be uncomfortable in their family homes, you know (Inst. 1).

> From day one, we were in contact like every minute, so we were able to inform them about their every single step, like even one day before the exam, half an hour before the exam, so we have the chance to inform them, to contact them anytime about those exam dates (Inst. 4).

> Students have everything announced on the students' page. Still, I announced everything at the beginning of the week. I reminded that there was a quiz (Inst. 6).

As the second mostly stated facilitator, the instructors (f=7) reported that the student's page that the institution created and updated to make important announcements helped both students and instructors to manage their time:

> All the information about exam dates, due dates, important dates was readily available to them. The department did a lot of planning for us. They did it very realistically. Our coordinators used their previous experience from face-to-face education and you know adjusted things very great. Everything was very organized, so we didn't have any problems with time management (Inst. 1).

> We share the academic calendar in the beginning of the year. When the exam is approaching, I am all the time reminding them orally, also we send messages to e-mail. It is also on our department's website. The exam dates and the topics, the grades of each in our section (Inst. 3).

> The department sends notices about the quizzes and important information from the Moodle system (Inst. 8).

In addition, instructors also stressed that rules (f=6) facilitated the implementation of Time on Task in the online environment. These rules consisted of strict attendance policy and participation:

> We have a strict attendance policy. For each term, a student at this level, lower intermediate has a right to be absent for 40 hours, two weeks' worth of classes theoretically, or a total of 12 days. Then, they automatically fail (Inst. 1).

> We check the attendance and we tell the attendance every month or three weeks. The absenteeism limit was eighty five or eighty six hours in upper intermediate within a year. If students do not attend this number of classes, they automatically fail (Inst. 8).

> I am strict on attendance and participation. I know that if they don't participate, they fail. If they do not need to participate, please leave class so that I will have fewer students to teach and I tell them I take attendance every hour. Rules facilitated time on task. I mean you are going to lose grades if you don't upload your writing hand-out on time. You know academia is just set on rules (Inst. 6).

Two of the instructors advocated the importance of the participation grade in this online environment to encourage students to keep up with the school tasks in the online environment:

> We have this, you know, class report grade 10%. In this class report, attendance is also included. I mean regular attendance because if they attend, they can just, you

know, actively participate in the lessons, too, so active participation 10% in this class report was the only thing that forced the student, so there was nothing else (Inst. 3).

If students do not participate in classes, the consequence is the classroom performance score. Out of 10 points, we graded them. With no participation, the student would get only 0.5 for only being there as a name in the attendance list (Inst. 4).

Apart from the institution and the rules, instructors (f=4) commented on the benefit of the LMS they use in their institution by stating that LMS helped students and instructors to manage time.

Moodle features facilitated time on task. For example, when you assign something, when you open a test on Moodle, you set an exact date plus time, and the Moodle always reminds students either sending emails or through its interface, you know that something is approaching and you know, they have to submit something at a certain time or they have to take a test and the test will take the certain duration, so it is the notification feature of the Moodle, I can say (Inst. 2).

We put the deadline under the task every time. I give them an assignment for writing. Let's say, I give them 48 hours. Moodle is like an alarm clock. Teacher gives an assignment; they will have 48 hours to complete it (Inst. 7).

Lastly, one of the instructors regarded technology (f=1) as one of the facilitators of time on task:

Technology facilitated time on task. I reminded the students about the important things or dates on Whatsapp, or our department sent them emails regularly, so I guess technology facilitated this process (Inst. 9).

The interview findings suggested that reminding students about the important dates and exams was so crucial to facilitate this principle. Institutions via their websites achieved this aim successfully. Apart from the websites, instructors regarded LMS as a facilitator to keep students on task. Other factors that encouraged students to manage their time involved attitude, rules, attendance policy, and participation grades.

4.2.6 Instructors' Views on the Factors that Promote the Implementation of High Expectations

Most of the instructors stated at least one factor that promoted the implementation of *High Expectations* in the online environment except one of the instructors who stated that s/he could not think of any facilitators that promote this principle. Table 4.15 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 15 Frequency of the codes for the factors that promote the implementation of High Expectations

Facilitators of High Expectations	Instructors' Interview (*f*)
Materials provided by the school	5
Technological and online tools	4
Rules	3
TOTAL	**12**

As illustrated in Table 4.15, instructors believed that the materials (f=5) provided by the department, coordinators and administration facilitated the implementation of high expectations the most:

> In writing, we have clear cut rubrics. The administration provides them, so we do not interfere. The administration gives the rubrics. We provide rubrics for speaking as well. The department's being very organized and clear. This is a great facilitator (Inst. 6).

> For writing, I shared rubrics, templates, good examples. What is expected is always in the handout and the ultimate goal is passing the proficiency, so well, students very soon understand the expectations are very high. My coordinators, colleagues did great, amazing job planning things (Inst. 1).

Another instructor also drew attention to the quality of sample works, and materials provided by the institution. She praises the institution for the effort they put with these words:

> I mainly used sample essays or the material office often provided some samples, let's say spoken performances. They sent the scripts of the spoken performances. Let's say they always provided some sample works. They were high quality

materials. I always adore the quality and the content, the richness of the material I am given. For high academic standards, achievement, our school shared some sample works, sample essays for writing. My answer to what facilitated high expectations is clear and short. The superb materials provided by the school were my biggest assistance, helper and lifeguards (Inst. 7).

The second most common facilitator practiced to help students perform better and hold high standards for academic achievements was the technology (f=4): Instructors stated they utilized technology to enhance academic success:

> Outside school, we were always in contact with those actively participating students. I formed a Whatsapp group. I was constantly sending them tasks, like it could be vocabulary, writing, or like little speech videos. For example, getting a small news bulletin and pasting it into our group and asking for their opinions about them (Inst. 4).

> Especially while teaching grammar, I always open up some different programs from the Internet. We watch the video together and I add additional information and I tell internet addresses to them. Plus, I give the names of the exercise books I use personally (Inst. 8).

The third factor that helped students to perform better, make extra efforts and meet the expectations was rules (f=2). The instructors stated that discipline is important and students have to submit their assignments in an expected way and time.

> I articulate high expectations by giving some rules about time. The consequences of not submitting their assignments were that, for example, they were losing points of course. For each assignment they did not do, they were losing points to pass to the next level (Inst. 5).

> If a student submits the first draft of the writing assignment late, s/he can't get any grades. But to be able to do the later drafts, get grades, he still receives feedback, so late submission means the student receives a zero for that part of the assignment, but still receives feedback (Inst. 1).

Attending classes regularly is essential to achieve higher academic success. To ensure the regular attendance, participation grade is given to the students as stated by one of the instructors with the following quote:

> In our final grade sheet, we have a part where teachers give participating grades. I told this in the very beginning of the term. I mean I said if you don't attend the

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lessons every day and if you don't hand in your homework on time, I will give the final grade according to this (Inst. 8).

It is undeniable that students should work hard, read, and produce a lot to achieve high academic standards. To achieve this aim, the instructors interviewed shared the facilitators such as rules about attendance, participation grade, diverse and authentic materials, rubrics and sample works. In particular, they underlined the importance of sample works and rubrics since they will inform students about their instructors' expectations. This way, they will show more effort to fulfill the expectations.

4.2.7 Instructors' Views on the Factors that Promote the Implementation of Diverse Talents and Ways of Learning

All of the instructors stated at least one factor that promotes the implementation of *Diverse Talents and Ways of Learning* in the online environment. Table 4.16 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 16 Frequency of the codes for the factors that facilitated the implementation of Diverse Talents and Ways of Learning

Facilitators of Diverse Talents and Ways of Learning	Instructors' Interview (*f*)
Technological and online tools	6
LMS	1
Experience of the instructor	1
Institution	1
Colleagues	1
Attitude of the instructor	1
Materials and sources	1
TOTAL	**12**

As illustrated in Table 4.16, most of the instructors (f=6) considered that technological tools, and diverse sources provided by their institution were the facilitators of diverse talents and ways of learning:

> Technology helped me to facilitate diverse ways of learning. Websites, grammar websites, Ted Talks, videos, powerpoint presentations, breakout rooms, plus our books. Itools helped us a lot, too. We did our lessons from those Itools (Inst. 8).

We used multimedia sources, games, videos, Ted talks, and other videos. The book we use also comes with videos based on the topic of each unit. It has a lot of audio visual components. It is perfect for online teaching (Inst. 1).

Two of the instructors agreed and added that vast amount of opportunities in the internet was a positive aspect of online teaching to facilitate this principle:

This online teaching process made it easier I guess. The minute you want to show something, you can show it on screen. A video, a piece of music, something to motivate the students, so the online teaching made it easier for us, I guess. Technology helped the process of facilitating diverse ways of learning (Inst. 9).

Internet sources helped me to facilitate diverse ways of learning. I find different materials like for those auditory learners, podcasts about that, or putting them in the spotlight and asking them about their opinions (Inst. 4).

One of the instructors advocated that her experiences, institution, colleagues are among the factors that helped her address diverse ways of learning:

Not only a single thing I can say. My previous experience and trying to work on how I can apply them in my online classes, also my institute, my testing department, my colleagues helped me a lot. Especially my colleagues (Inst. 5).

Another instructor considered LMS as a tool helping him to share diverse sources, activities and address a broad spectrum of students who learn in different ways:

One of the activities I used is forum activity, where I ask questions and students answer the questions one by one and they get to see each other's answers as well. A quiz activity after each unit as a review task and wiki activity. They work collaboratively. They write about different stuff like cities. I use submission, assignment features through LMS and H5P. It is used for building activities. It could be listening activity, vocabulary, grammar, could be anything, so it's interactive. For example, students can watch a video and after watching the video, they fill in the blanks, answer some questions. It is very interactive. I would say the LMS we use helped me facilitate diverse ways of learning (Inst. 2).

Instructor 6 stated that talking about diversities in the class is so essential for students to have a critical point of view. Therefore, she opens discussions in the class and brings different reading materials to help students to look at the issues from different angles. The issues involved underrepresented populations, cultures, gender, race,

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discrimination and so on. She added her motivation about bringing these issues up for the sake of awareness was a facilitator:

> I assign extra readings to my students. For example, what Americans did to Indians. I assigned them as homework. The next day we checked the answers and we talked about the topics and I asked them "did anything similar happen in Turkey?" It comes out that they haven't questioned this before. Now they start speaking and this is awakening .We have to question anything and everything. I always tell, face your families, your family lives. What is happening there? Power relationships. Do you approve of them? Do you disapprove of them? Do you condone them? Put it on a larger scale. What is happening in your bigger family? What is happening in your town? What is happening in your country? We criticize the Americans with Indian business. We criticize the French with African business. What about us? Have we done similar things now? So I mean this is humane, my motivation is humanity (Inst. 6).

She added that the institution she worked is sensitive in gender issues and take the instructors' feedback into consideration:

> When there is a text, let's say, which is just biased, or gender biased. For example, the woman washes the dishes and the man is the breadwinner, etc, we warn the administration because you know, you may miss them, you may sometimes not notice them, it is not on purpose and they immediately do something about it (Inst. 6).

Lastly, for her, diverse sources provided by the institutions is one of the factors that help instructors address diverse ways of learning:

> I will mention our course book. In each unit, we have a theme, climate, and we have a listening related to it, we have reading, we have a grammar point, we have writing tasks, etc., so all skills are addressed, so what I mean is that students have the chance to use all of their skills, so of course they have the strengths, they have the weaknesses, but the classroom book addresses all of them (Inst. 6).

Shortly, most factors facilitated the diverse ways of learning were external factors, such as LMS, internet, diverse materials and sources, coursebooks, breakout rooms, and H5P. However, these facilitators meet with students only if the instructors make use of them, so instructors' experience and attitude to provide students with diverse activities, social, cultural, and political issues are important to promote this principle.

4.3 Findings in Relation with the Research Question 3 "Based on the perceptions of preparatory school EFL instructors, what are the factors that hinder the instructors' implementation of the Seven Principles?"

The third research question aimed to examine the EFL instructors' views on the factors that hinder the instructors' implementation of the Seven Principles. To address this question, the instructors were asked to answer an online interview consisting of 10 items. The first three questions were introductory questions. The remaining 7 questions aimed to find out the factors that promote the implementation of each principle. The qualitative data obtained from interviews were analysed through content analysis. In this part, first, the frequency of overall factors that hinder the implementation of the Seven Principles were presented in a table (See Table 4.17) Then, the frequency of factors that hinder the implementation of each principle was reported and illustrated in separate tables (Table 4.18-4.24). The findings were accompanied with representative quotes.

Table 4. 17 Overall barriers to the implementation of the Seven Principles

Codes	Frequency
Lack of rules and non-participation	12
Structure of the program	9
Increase in the workload	7
Internet connection problems and lack of devices	5
Demotivation of the students	4
Lack of content, technological and pedagogical knowledge	4
Demotivation of the instructors	3
Lack of accountability of the students	3
Distancing effect of the online education	2
Lack of student discipline	2
Instant communication and technology	2
Student profile	1
Absence of previous experience of the instructors	1
Excessive screen time	1
Technical problem	1
Plagiarism	1
OVERALL TOTAL	**58**

As Table 4.17 indicated, based on the instructors' perceptions, top four factors that hindered the implementation of all of the principles are *lack of rules, non-participation of the students, structure of the program, increase in the workload, and*

internet connection problems and lack of devices. It can be inferred that these four factors have a considerable negative effect on online teaching. The instructors could not conduct good practices much due to them. Other factors can be less frequently stated, but they are the reasons for not having a quality online education.

4.3.1 Instructors' Views on the Factors that Hinder the Implementation of Student-Faculty Contact

All of the instructors stated at least one factor that impeded the implementation of *Student-Faculty Contact*. Table 4.18 shows the summary of the participants' responses and the frequency of each factor: It was accompanied with the representative quotes.

Table 4. 18 Frequency of the codes for the factors that hinder the implementation of Student-Faculty Contact

Barriers to Student-Faculty Contact	Instructors' Interview (f)
Lack of rules and non-participation	3
Increase in the workload	2
Internet connection problems and lack of devices	2
Instant communication and technology	2
Lack of student discipline	1
TOTAL	**10**

As it is seen in Table 4.18, the instructors regarded the lack of rules and non-participation of the students (f=3) as the barrier to the Student-Faculty contact the most. They think that students' not turning on their cameras impeded the contact between students and the instructor:

> Some of them really resisted turning on their cameras. This was a big problem for me because I needed to see them, to see their eyes, their faces. But when they were not there, it was very difficult for me sometimes to concentrate on the lesson (Inst. 9).

> Not all opened their videos. I mean, their cameras and that was the problem. Well, sometimes not much, only a few, even if I ask questions, they said "I don't want to answer this question or I'm ill today. I don't want to answer your question. A few behaved like this (Inst. 8).

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Once there were three students in my class and I had never seen one of them and I wanted to greet him. He didn't tell me anything. He left the room in the online session (Inst. 5).

Two of the instructors underlined that due to the transition to this new mode of teaching, there happened an increase in contact hours with the students. The amount of time and energy consumed increased. Shortly, the workload increased:

We didn't have a personal life for one and a half years. It was because of online education. Because of Whatsapp, there was this idea that they could reach a teacher anytime. We were just having limited time at school. We had some office hours. But now, these boundaries were unfortunately blurry. They just reach anytime and so I had to answer it anytime. I think the responsibility of the teacher increased (Inst. 3).

I got tired a lot. Our department sends us a lot of work to do. We had writing corrections every week and we were expected to follow different books. Mostly, the quizzes were checked automatically, but some we checked them. The writing part was quite tiring (Inst. 8).

Few of the instructors mentioned that the issues regarding the infrastructure, such as internet connection, audio-visual quality problems, lack of devices are among the factors that undermine the efficacy and efficiency of online education regarding contact with the students:

If there hadn't been any connection problems, I would not have had any problems. I am very good at communicating with students (Inst. 6).

When we first started in 2020 April, many of my students lacked the hardware to participate in online education. We as a department tried to get computers for them. I bought microphones and webcams and sent them to several students. But those were not enough, so at the beginning, hardware was a problem. In fall term, those problems were less, but Internet connection. I mean, I am teaching and I can see the student has a bad connection. You know he drops from the meeting several times. When I catch that student in the meeting, I invite him to an official office hour for the things he has missed while he lost connection. Does he come? No (Inst. 1).

Two of the instructors reported that instant communication can be negative both for students and teachers:

Students want to reach you immediately. They want to use Whatsapp or other types of instant messaging, but I'm not into those stuff. I forced my students to communicate either through Moodle or e-mails (Inst. 2).

Because of those expectationsI had, I was expecting them to communicate with me as much as they could, so because of that I think I affected those students negatively in the long run (Inst. 4).

One of the instructors stated that students' lack of discipline or negligence was among the negative factors:

Very few students are not in the habit of checking their inbox regularly. That's the only thing which causes us or them problems (Inst. 7).

To sum up, instructors believed that external factors, such as lack of rules, connection problems, and technological problems hindered the communication between students and teachers. There were also student-related problems. Pandemic, living with families, lack of autonomy, and lack of social interactions caused some students to be stressed and give up trying, so they rejected having contact. Apart from that, the new environment caused the instructors to deal with lots of work, such as answering students' emails, making announcements, preparing materials, checking papers, and fulfilling household duties. They were overwhelmed due to the increase in the workload.

4.3.2 Instructors' Views on the Factors that Hinder the Implementation of Cooperation among Students

Most of the instructors stated at least one factor that hindered the implementation of this principle except three instructors who stated that they had not experienced any constraints while developing collaboration in their classes. Table 4.19 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 19 Frequency of the codes for the factors that hinder the implementation of Cooperation among Students

Barriers to Cooperation Among Students	*Instructors' Interview* (*f*)
Distancing effect of the online environment	2
Structure of the program	2
Lack of accountability of the students	2
Student profile	1
Demotivation of the students	1
TOTAL	**8**

Table 4.19 presents that the most common barrier to collaborative learning and developing a sense of community (f=2) perceived by the instructors was that in the online environment, there is a lack of interpersonal closeness which refers to "transactional distance". One of the instructors stated because of that, it is not easy to create a sense of community in the online environment:

> When I put those students into groups, into pairs, those students they are alone with their peers and you cannot be in each of these groups at the same time, so the problem was, when they were alone, I could not see or hear what they were doing, so that was the biggest constraint because when I popped into their groups, randomly, I realized that some of them were not participating or producing at all. I think this is because those students did not see each other face to face, they do not know each other, they do not have this strong relationship that is supposed to be in the face to face environment, so they did not know each other so well. They did not want to communicate as much as they wanted in an actual classroom, so that is the constraint (Inst. 4).

Another instructor agreed with the distancing effect of the online environment. She added that student profile (f=1) is also another factor that hinders the collaboration among the students:

> This is one of the weakest aspects of my teaching habits. Because even in actual classes, it does not sound like a nice idea to encourage students to collaborate because I don't know why, but I feel that our students are not very ready. They don't have a tendency to cooperate for producing work. This was also weak in face-to-face education in my classes. When we switched to the online teaching environment, it completely went off (Inst. 7).

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Instructors also stated they did not form study groups and projects outside the classroom. Time issues and program-wise issues, in other words, the structure of the preparatory program were put forth as the constraints by two instructors:

> It does not have anything to do with the online classes. The way our program is structured, the way we teach skills, we don't encourage cooperation outside much because there is no need. I mean they are learning English and in my department, they do that by studying on their own, individually. In the lower intermediate levels, there isn't much scope for projects (Inst. 1).

> Our curriculum program was quite full, we didn't have any other time left (Inst. 8).

The same instructor (Instructor 1) added that the preparatory programs' structure is the reason why individual work is preferred more than group work. Moreover, she does not prefer assigning group works since there is no fair work allocation and lack of accountability:

> If I assigned them a group presentation, usually, it is one student doing the whole work for the group and the others getting the grade, so I don't believe in group projects as a teacher. Of course that might be a shortcoming on my part, but I believe in individual work, individual learning (Inst. 1).

Another instructor touched upon the same issue that is fair task allocation. She suggested that this is one of the constraints of group works in any environment:

> It is all the time like that, I mean in face-to-face education, some of the group members don't work as much as the other members. It is the same, it was the same here, too (Inst. 3).

Another factor that impedes the collaboration came out during the interview was related to the demotivation of the students as can be understood from the following quote:

> I gave them their rooms in the LMS we use. I put them into a group study and sent them to their room. When we were back to the lesson, only one student was online. The others left. The constraint was the demotivation of the students (Inst. 5).

The instructor believed that this lack of motivation is interrelated to the lack of rules:

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We were recording our lessons. This makes the students reach every lesson whenever they want. This relaxation doesn't make them eager to study. As a university, we couldn't do anything because these were the rules put on behalf of the student (Inst. 5).

It is interesting to find out that most of the instructors evaluated lack of collaboration independently of the online environment. They consider that collaboration can not be promoted due to the preparatory programs which are mainly based on individual work, student profile, and education system. Also, the reason why they do not prefer facilitating collaboration is that group work is not fair. Some students do not work and others have to do the job of others. Moreover, the distancing effect of online teaching was reported as a barrier. Since students did not know each other much, due to lack of interpersonal closeness, having no natural way of communication online, students were not motivated enough for instructors to encourage collaboration.

4.3.3 Instructors' Views on the Factors that Hinder the Implementation of Active Learning

Most of the instructors stated at least one factor that hindered the implementation of this principle except one of the instructors who stated that she experienced no constraints while facilitating active learning in the online class. Table 4.20 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 20 Frequency of the codes for the factors that hinder the implementation of the Active Learning

Barriers to Active Learning	Instructors' Interview (f)
Lack of rules	2
Structure of the program	2
Internet connection problems and lack of devices	1
Demotivation of the students	1
Demotivation of the instructors	1
Lack of student discipline	1
Lack of accountability of the students	1
Lack of pedagogical knowledge	1
TOTAL	**10**

As an answer to the first research question, quantitative data indicated that this is the weakest implemented principle by preparatory school instructors. As it can be seen in Table 4.20, although it does not involve most of the instructors' views, lack of rules (f=2) is one of the most frequently stated negative factors for active learning. One of the instructors underlined the decision of the government regarding attendance in the online environment. It is known that it is not compulsory to attend the classes and turning on the cameras is optional and this lack of compulsory attendance, in other words, lack of rules lead to non-participation of the students:

> The attendance problem is a constraint. The attendance problem follows not opening the webcam, the students are not willing to join the lessons (Inst. 5*)*.

Two of the instructors put forward that active learning cannot be facilitated in online classes as well as in F2F classes due to the structure of the program and syllabus. They added that students are used to the traditional way of learning and they may not respond to this way of teaching as expected:

> Maybe we are not used to active teaching and learning and it is not a habitual thing for students. The syllabus is also a problem (Inst. 2).

> Our program was not very well-designed. That's why, it was really difficult to conduct these kinds of studies in our classes to encourage active learning (Inst. 5).

One of the instructors added that internet connection problems and lack of devices may be listed among the barriers to this principle which are interrelated with the non-participation of the students:

> Technology can be a constraint. I mean, during presentations, some of the students were disconnected. They had weak connections. Some of the students couldn't attend the lessons because they said they didn't have any Internet connection and in the house there was only one computer or one mobile phone. The other siblings were using the Internet. Because of lack of sources and also the Internet. Also, it was the same for me. Sometimes I was disconnected. I didn't have a connection, so because of technology, actually. The second thing is that they were not turning on their cameras. That was the worst thing about this online education (Inst. 3).

Another instructor regarded demotivation of the students (f=1) as a barrier. He stated that although he was ready to work more in this online environment to help students produce more, the students were not willing to study much:

> I was happy to elongate the lesson itself. I mean we were extending the hours right. We are supposed to finish at half past 12, for example. There were days I finished at 13.30. Despite extra hours, I was happy. But the students obviously, were not as enthusiastic as I was, or all those family-oriented or health-oriented problems. They kind of distracted those students. I was happy with the workload, but they were not obviously (Inst. 4).

In addition to the demotivation of the students, Instructor 7 (f=1) stated that demotivation of the instructors is also a barrier:

> Repeating every day is terribly boring and tiring. You see, I teach every day. I need some time to reflect on the material and reflect on what I did in the class on that day (Inst. 7).

She also added that she was so demotivated that she did not attend the training her institution provided for the instructors for online teaching:

> Our university provided training on how to teach online, but it was not compulsory, I just didn't feel like doing it. For a while I didn't feel like doing anything last year because I was fed up with online teaching last year (Inst. 7).

Active learning principle is said to be hindered by lack of student discipline (f=1) as well as lack of accountability of the students (f=1):

> During face-to-face education too, there are some students, who never submit writing. You can't do anything about them. And during online education, I had one or two students out of the class of 19, not submitting things (Inst. 1).

> Some of our students cheated while writing homework, either they gave the homework to well-learned, I mean, to a family member or a friend and they wrote it and gave it back to him. You understand that they are cheating because we can see their speaking skill and their English level of course during lessons (Inst. 8).

Lastly, one of the instructors criticized the utilization of technology without taking pedagogy into account. For her, students can learn with the help of the technology if the technology is used by taking objectives into account. She thinks lack of

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pedagogical knowledge of the instructor hinders the implementation of the active learning (f=1):

> During the first term, the pre-intermediate group teachers had a Whatsapp group. People share videos on YouTube, for example, about climate. They said I used this in class, but there might be problems with those videos. One, they are usually too long. Two, the level is not controllable. For example, one of our teachers shared a conditional video and it was about 10 minutes. We were teaching conditional zero and conditional one. In that video, there were in case, provided that, providing that. If I use the videos, I would like to give them focused things, conditional one or all of them. Not only in online education, for face-to-face education as well, you have to be firstly aware of what the objective is (Inst. 6).

Instructors believed that several variables impacted the adoption of this principle in a negative way. The core of the problem may be the program that is not well-designed to encourage active learning. Lack of rules and exam orientedness are other reasons. Instructors focus on preparing students for proficiency and the tasks that promote active learning are neglected. Instructors' lacking pedagogical and technological knowledge hinders its implementation as well. Apart from these, Internet problems, lack of devices, demotivation of the students and instructors, lack of integrity are among the barriers.

4.3.4 Instructors' Views on the Factors that Hinder the Implementation of Prompt Feedback

Most of the instructors stated at least one factor except two of the instructors who stated that they experienced no constraints while facilitating *Prompt Feedback* in the online class. Table 4.21 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 21 Frequency of the codes for the factors that hinder the implementation of Prompt Feedback

Barriers to Prompt Feedback	Instructors' Interview (f)
Increase in the workload	5
Absence of previous experience of the instructors	1
Absence of required programs	1
Excessive screen time	1
Technical problem	1
TOTAL	**9**

As it can be seen in Table 4.21, most of the instructors (f=5) agreed that providing feedback online took a lot of time and increased their workload:

> It was a lot of workload because of a lot of papers and so since this is online, I gave more work. But later on, I realized it was so much for me, I mean, so I have to just check papers every night almost (Inst. 3).

> In the past, I was underlining and writing with my pen next to my students at the same time. It was time and energy consuming. But in online education, I was using the school's LMS and Word. The workload not doubled, tripled (Inst. 5).

> The main problem for me while assessing the papers was the intensity, the huge size of the work. Too many students to assess and give feedback. It was overwhelming (Inst. 7).

Apart from teacher feedback, one of the instructors commented on the reason why he could not encourage peer assessment. He stated that he couldn't encourage students to assess each other in this online class since it was not a regular practice even in the F2F environment:

> Getting used to the idea was the main problem for me because students, you know, they haven't experienced something like peer feedback before, so they are not used to the idea (Inst. 2).

The remaining instructors regarded absence of required programs (f=1) and excessive screen time (f=1) as the barriers to giving prompt feedback:

> File types sometimes can be a problem because some students haven't installed necessary programs on their computers, so they cannot use the word application, for example (Inst. 7).

Because this is computer, because it is a screen, I mean, it was tiring, so giving feedback to writings was the part I liked the least. I didn't like that part actually in online teaching (Inst. 9).

Lastly, technical problems (f=1) were reported as a barrier of prompt feedback:

One of the students said I can't see my writing grade and another student said I can't see the correction (Inst. 8).

Shortly, regarding the prompt feedback, instructors mainly believed that in the online environment, it took so much time to check the papers and provide feedback, especially for the instructors who were used to paper checks, and who lacked technological knowledge. But still, for most of the instructors, providing feedback was time-consuming. Other barriers stemmed from technology and also, its negative effects. Increase in the workload was the most prominent barrier.

4.3.5 Instructors' Views on the Factors that Hinder the Implementation of Time on Task

Most of the instructors stated at least one factor except four of the instructors who stated that they experienced no constraints while facilitating *Time on Task* in the online class. Table 4.22 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 22 Frequency of the codes for the factors that hinder the implementation of Time on Task

Barriers to Time on Task	Instructors' Interview (f)
Lack of rules and non-participation	4
Structure of the program	3
Internet connection problems	1
TOTAL	**8**

As it can be seen in Table 4.22, the most commonly uttered barrier to the implementation of the *Time on Task* was lack of rules and non-participation that is related to lack of compulsory attendance (f=4). They believed that for students to stay on task with the coursework, attendance should be compulsory as a facilitator

for an interactive class and the success of language learners. Otherwise, it is difficult to conduct an interactive and effective class. Three of the instructors commented on the lack of attendance and non-participation of students as a barrier to promote time on task:

> When students do not attend the virtual classes, it makes things you know more difficult because you know in language classes, we need interaction. We need some students to talk to each other, we give some tasks, we work in pairs and in groups, so if the number is not what we expect, the class does not work, the tasks do not work. Another problem was that they don't want to use their cameras (Inst. 2).

> Attendance was not mandatory because of the university policy. Actually, I don't know other universities, but because of the university policy, we didn't force students to attend the lesson. I mean if they are responsible students, that just depended on their responsibility (Inst. 3).

> The students were not attending, participating actively. Only a couple of students were there. We started with 20 students and in the second week, I had only five actively participating students (Inst. 4).

Instructor 6 put forward lack of performance score as a barrier and a possible reason for students' non-participation:

> Because we don't have any performance grades anymore while teaching online, so yes. We had no grades while teaching online and you can't ask a student to turn on his/her camera. Also, you don't know how many sisters, brothers they have. You don't know what is happening at home (Inst. 6).

Three of the instructors came up with a criticism of the programs. When switched to online teaching, their class hours were decreased to 30 minutes. They stated the amount of time allocated for classes was not sufficient and the planning made by the administration was not realistic:

> We had limited time. They gave us 30 minutes to use the system because the system shouldn't be overloaded otherwise there are connection problems. That's why, they said 30 minutes will be enough for the lessons, but it is not enough. I mean I can't finish the lessons in 30 minutes (Inst. 3).

> The constraint was that time was not enough. The pandemic brought us a new kind of thing in our lives, so the biggest problem here was the expectations of the teacher and the curriculum development unit, so they were not very realistic. That was the

problem. We expected the same things as we had expected them to do in a face-to -
face environment (Inst. 4).

The last barrier to time on task principle was reported to be Internet connection:

Internet connection problem hindered the implementation of time on task (Inst. 8).

Shortly, based on the instructors' perceptions, it can be concluded that the factors
that hinder the facilitation of Time on Task principle were institution-related. Since
there was no obligation to attend the classes, open webcams, and due to the lack of
performance score, decrease in the class hours, and unstable Internet connection,
instructors had difficulty in implementing this principle. Rules would facilitate
keeping students on task and students would be more disciplined and manage their
time more effectively.

4.3.6 Instructors' Views on the Factors that Hinder the Implementation of High Expectations

Most of the instructors stated at least one factor except four of the instructors who
stated that they experienced no constraints while facilitating *High Expectations* in the
online class. Table 4.23 shows the summary of the participants' responses and the
frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 23 Frequency of the codes for the factors that hinder the implementation of
High Expectations

Barriers to High Expectations	Instructors' Interview (f)
Demotivation of the students	2
Lack of content and technological knowledge	2
Lack of rules	1
Plagiarism	1
TOTAL	**6**

As it can be seen from Table 4.23, instructors (f=2) regarded demotivation of the
students as a barrier to High Expectations. Having online classes, the pandemic
conditions, being away from school, friends, not having available conditions at home

may have caused students to be overwhelmed. As a result, the students who are more motivated and successful may have shown different study habits. The following excerpt represents these opinions:

> Maybe the students' psychology, especially towards the end of the semester. They were tired. Because they were not able to come to the campus. Their motivation got lower and lower towards the end of the semester. This was the constraint actually (Inst. 9).

In the online environment, sharing information, tasks, and sources with the students became easier. One of the instructors asserted that students were demotivated when they were asked too much from them. He thinks he assigned a lot of tasks without giving adequate amount of time. It can be inferred that instructors should plan their courses by taking the course load into account:

> Outside school, we were always in contact with those actively participating students. We had a Whatsapp group and I was constantly sending them tasks. It could be vocabulary, writing or little speech videos. For example, I pasted a small news bulletin into our group and asked for their opinions about them, so we were always doing those stuff, so my expectations grew naturally bigger. I think this was one of the reasons I lost most of the students in my class (Inst. 4).

Two instructors also criticized themselves for not having adequate language knowledge, and technological knowledge to communicate High Expectations. One of the instructors drew attention to the importance of teacher training since she lacked content knowledge. The other instructors drew attention to the importance of training since she lacked technological knowledge:

> My constraint was my own performance as a speaker of English. Maybe it is harsh self-criticism. During the last one and a half years, I realized that my lexical source as a speaker of English was very weak. Every time I tried to set high expectations for speaking, for example, I wanted to be an example to my students, I was disappointed with my vocabulary knowledge, with my spoken performance. I found myself at pre-intermediate level or something like that. This was my main constraint (Inst. 7).

> I didn't give any extra assignments because I didn't have any online education training (Inst. 8).

In online education, attendance was not obligatory in some schools. Students, who were aware of this lack of obligation, did not attend the classes as regularly as possible. Also, since the exams did not take place in actual classrooms, students utilized other sources to complete their assignments. Because of these reasons, students did not show so much effort to achieve high standards expected from them. Lack of Compulsory Attendance and unable to prevent cheating (f=1) were uttered as negative factors:

> There was nothing for attendance and plagiarism and the standards for academic success. Because of the lack of the standards. You know, we did our best as teachers, but Yök told us to play on the part of the students (Inst. 5).

To put it in a nutshell, instructors had difficulty in facilitating high academic success mainly due to the students' demotivation, lack of adequate knowledge and training. Due to the novelty of the environment, they could not plan their lessons realistically which led to the increase in the course load. They regarded it as one of the negative factors. Institution-related barriers, such as lack of compulsory attendance and inability to detect plagiarism were also reported to be barriers.

4.3.7 Instructors' Views on the Factors that Hinder the Implementation of Diverse Talents and Ways of Learning

Most of the instructors stated at least one factor except three instructors who stated that they did not experience any constraints while facilitating this principle in the online class. Table 4.24 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the representative quotes.

Table 4. 24 Frequency of the codes for the factors that hinder the implementation of Diverse Talents and Ways of Learning

Barriers to Diverse Talents and Ways of Learning	Instructors' Interview (f)
Lack of rules and non-participation	2
Structure of the program	2
Demotivation of instructors	2
Lack of technological knowledge	1
Lack of sources for students in need	1
TOTAL	**8**

As it can be seen from Table 4.24, based on the perceptions of the instructors, one of the most frequently stated barriers is lack of rules and non-participation of the students (f=2). The instructors drew attention to the fact that distance learning can be isolating and creating a sense of community is very difficult:

> Technology had some negative sides. Students don't know each other in person. Most of them were embarrassed to talk. They were shy to speak in class or participate in class. They didn't turn on their cameras. These were the most important drawbacks for us (Inst. 3).

> We didn't get to know the students so much in the online setting, those students in person, right. In front of the computer, we don't see their faces. We don't know. Still with those actively participating students, we still get to know each other better when compared to the other ones. Out of 20, the number is only five students, but with the rest, we are strangers, too (Inst. 4).

The second most frequently stated negative factor that hinders addressing diverse talents and ways of learning was the fixed program. In preparatory schools, instructors are not free to assign the tasks and choose the materials and they try to complete the tasks assigned there, and due to time issues, they cannot find time for the tasks appropriate for addressing diverse ways of learning:

> Speaking of the prep school, there's a curriculum you have to follow, it is a fixed thing and you are not free, so it's one of the limitations (Inst. 2).

> I want to say that our curriculum, program was quite overloaded. We didn't have much time to do different things anyhow (Inst. 8).

Another instructor pointed out just as the students, she lost her motivation during the pandemic days and online teaching. This is also a barrier to address a broad spectrum of students in the online environment:

> The reason is my lack of motivation, not as a world citizen, you know, I have almost lost my interest, most of my motivation for a better world, things are going worse every day, so at some point I stopped keeping up to or catching up on what's going on, so diverse ways of learning was a weak principle. The main reason was my low motivation (Inst. 7).

She added another reason that is the lack of technological knowledge, for not addressing diverse ways of learning:

> Maybe another reason was my nervousness about using the computer efficiently because every time I needed to learn and practice something new, which is online, it took me an extremely long time. I was not ready to invest that much time every time (Inst. 7).

One of the instructors touched upon the needs of the students with disabilities in distance education and she underlined that in online education, lack of sources can be regarded as a constraint since the needs of the students with diverse needs could not be met:

> I didn't experience any problems with students with average abilities. But when a student has a visual impairment, etc, it's another story. There is an office in the school, which is supposed to help students with disabilities, but by the time they use the technology available to them to adapt material for that student, the term is over. Students with visual disabilities suffer a lot of consequences (Inst. 1).

Shortly, the negative factors were instructor-related and institution-related. Due to the fixed curriculum and syllabus, instructors were not free to choose the tasks and allocate adequate time. Instructor-related factors, such as lack of training and motivation were other barriers. Lastly, lack of rules accompanied with the distancing effect of the online environment were the reasons why some of the students did not participate in the classes. These factors all impeded encouraging diverse talents and ways of learning.

4.4 Findings in Relation with the Research Question 4 "What are the preparatory school EFL instructors' suggestions to promote the implementation of the Seven Principles?"

To address the fourth research question, nine instructors were asked to answer an online interview consisting of 10 items. The first three questions were introductory questions. The remaining 7 questions aimed to find out the suggestions to promote the implementation of each principle. The qualitative data obtained from interviews

were analysed through content analysis. In this part,first, the frequency of overall suggestions were presented in a table (See Table 4.25) Then, the frequency of suggestions for each principle was reported and illustrated in separate tables (Table 4.26- 4.32). The findings were accompanied with representative quotes.

Table 4. 25 Overall suggestions for the implementation of the Seven Principles

Codes	Frequency
Rules	9
Redesigning the program	8
Self-improvement	6
Integrating technological and online tools	5
Utilizing different types of feedback	2
Integrating collaborative tasks	2
Regulation of the duration of the module	2
Pedagogical knowledge	2
Integrating engaging tasks	1
Being clear	1
Being organized	1
Integrating corpus	1
Provision of sample works	1
Rubric change	1
Policies regarding working hours	1
Arranging face-to-face meetings	1
OVERALL TOTAL	**44**

4.4.1 Instructors' Suggestions to Promote the Implementation of Student-Faculty Contact

To encourage student-faculty contact, four instructors stated at least one suggestion. Five instructors stated that they do not have any suggestions since what they did to facilitate this principle was sufficient and they can not think of any different implementation ideas. Table 4.26 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with instructors' suggestions and implementation ideas.

Table 4. 26 Frequency of the codes for the instructors' suggestions to promote the implementation of Student-Faculty Contact

Suggestions for Student-Faculty Contact	Instructors' Interview (*f*)
Policies regarding working hours	1
Rules	1
Regulation of the duration of the module	1
Being organized	1
Arranging face-to-face meetings	1
TOTAL	**5**

As it can be seen from Table 4.26, no suggestion is more commonly stated by the instructors than the others. One of the constraints of implementing student-faculty contact was that there was no boundaries between the working hours and personal life and one of the instructors suggested that the administration needs to develop some policies to fix this problem in the online teaching:

> Some boundaries should be drawn because it is bad for the teachers. It is also bad for the management, for the principals, or the coordinators. There were no working hours anymore because they think they can reach their staff any time. They are at home and they can just do everything online. There is this no working hour I mean anymore. Leisure time and the working time are just you know, mingled with each other (Inst. 3).

Another instructor suggested that there should be some rules about the cameras to encourage Student-Faculty Contact:

> I believe the communication should be eye to eye especially when we are doing it interactively. In other universities, I saw that they opened their cam. Maybe it helped a little bit to the instructors and the students, but in our university, none of our students turned on their cam and it was really bad. They only turned on their cam when we were doing presentations. There were some students that I have never seen before, so If I had the chance, I would make it obligatory for students to open their cams (Inst. 5).

She also criticized the length of the module. For her, the length of the module was not enough to develop close student-teacher relationship and it is a barrier to having high level of student-teacher relationship and she would prefer to teach the same students for one semester:

> Every eight weeks, we have a level, all right. Then, students change their levels, we don't have the same students and every eight week in online, we try to reach 20 different students. Even though they are not contributing to our lessons, we are responsible for the students and the examinations. It is very difficult to sense them when you are reading their essays or listening to their presentations (Inst. 5).

One of the instructors made a self-criticism regarding his expectations from his students. For him, sharing too much information with the students and expecting them to communicate as much as possible affected the students in a negative way:

> Well, I think I should have been more organized. My suggestion can be not putting too much pressure on students and letting them run away from me. I wanted to help them, but it turned out that I was sometimes pressurizing too much. So I think I should have held back a little bit (Inst. 4).

Moreover, another instructor mentioned a practice she conducted during online teaching which she thinks is effective in developing student-faculty contact. She thinks meeting face to face occasionally motivated the students:

> In my first term, I met my students in our university and we talked face to face in the garden, of course. We did it two times with my first term students, even those two meetings helped a lot and they still call me. They still give information about their personal life or from their school life, so I believe that those two personal meetings at the university really work. If this online education continues the following year, I will try to arrange these face-to-face meetings in the university (Inst. 8).

To encourage student-faculty contact, instructors came up with several suggestions. For them, if the administration and authorities bring policies about opening webcams and participation in the classes, student-faculty contact will enhance. Another suggestion is for the well-being of the instructors. Instructors will have more qualified contact with the students and their workload will decrease if communication policies are made. Time of the module should also be lengthened to have better communication. Some of the instructors also plan to be more organized and integrate occasional face-to-face meetings into their future online classes.

4.4.2 Instructors' Suggestions to Promote the Implementation of Cooperation among Students

Most of the instructors stated at least one suggestion to encourage cooperation except two instructors. One of the instructors stated that she would not change anything since she believed in individual work. The other instructor stated that she already integrated collaborative tasks into her online classes. Therefore, they did not have any implementation ideas to suggest. Table 4.27 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the instructors' suggestions and implementation ideas.

Table 4. 27 Frequency of the codes for the instructors' suggestions to promote the implementation of Cooperation among Students

Suggestions for Cooperation among Students	Instructors' Interview (f)
Integrating collaborative tasks	2
Integrating technological and online tools	2
Self-improvement	1
Redesigning the program	1
Regulation of the duration of the module	1
TOTAL	**7**

As indicated in Table 4.27, all the suggestions were the products of instructors' self-criticism, such as integrating more collaborative tasks (f=2), integrating technology (f=2) and self-improvement (f=1) except the two suggestions related to the need for a change which is out of their initiative:

> I think this is something which instructors themselves can do or should do, the material staff is doing more than they can do in my opinion, the rest should be all the instructors themselves. We should not be so lazy. Actually, we should prepare collaborative tasks before the class (Inst. 7).

> Well, I didn't think about group works before, but I will think I mean, I will plan group works and I will ask them to. Integrating group works into the class. That's one of the things that I will do for sure (Inst. 8).

One of the instructors emphasized the benefit of breakout rooms as a way of facilitating collaboration. She also suggested that online tools, such as Google docs that can help student to work together should be utilized for the future online classes:

> Breakout rooms were really useful. If I had the chance, I would try to organize those Google sheets or whatever those things that students could write on (Inst. 6).

Another instructor suggested the integration of technology to design collaborative tasks:

> Maybe I would use more technology because students like technology. Yeah, it might be a good idea to integrate technology (Inst. 9).

Allocating more time to find out new tools and applications for collaborative tasks, in other words, self-improvement, was suggested by one of the instructors:

> I don't know, maybe I should read more about different applications, practices, where teachers from around the world have different ideas. Maybe I can read more and have more idea about what's being done (Inst. 2).

One of the instructors claimed that since preparatory schools have a fixed program and a syllabus that they need to follow, they are not so free to integrate tasks. If collaboration is to be encouraged, the program should be designed accordingly:

> The program should be redesigned. If I had a chance, I would redesign the syllabus or the program to facilitate collaboration (Inst. 5).

Another instructor criticizes the level-based system, the lack of time as a barrier to collaboration. He thinks that the level-based system is the reason why there cannot be a collaborative atmosphere in the class. Therefore, for him, time allocated for one level should be extended in order to encourage collaboration:

> I think we need time. Also, this level-based system is the handicap itself because after two months, they change again, so they don't know, they cannot get to know each other (Inst. 4.)

Encouraging cooperation among students was one of the weakest principles implemented by the instructors in the online classes. Instructors mainly reported that for future classes, instructors can design and integrate more collaborative tasks, add technology, such as google docs and applications to promote this principle. They also think they should read and search more. Apart from individual-oriented suggestions, they suggest that administration redesign the curriculum and lengthen the time of the module so that students can have better communication and collaboration.

4.4.3 Instructors' Suggestions to Promote the Implementation of Active Learning

Most of the instructors stated at least one suggestion except two of the instructors. Table 4.28 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the instructors' suggestions and implementation ideas.

Table 4. 28 Frequency of the codes for the instructors' suggestions to promote the implementation of Active Learning

Suggestions for Active Learning	Instructors' Interview (f)
Rules	2
Self-improvement	1
Integrating technological and online tools	1
Integrating engaging tasks	1
Redesigning the program	1
Pedagogical knowledge	1
TOTAL	**7**

As Table 4.28 indicates, the most common suggestion to facilitate active learning was related to the lack of rules regarding attendance. Instructors suggested that there be some rules about opening the webcams:

> I mean I cannot force them, but it would be nice to some rules just like, you know, some of the private schools, just turning on their cameras. We should see each other and have real communication. I would make turning on cameras obligatory (Inst. 3).

Another instructor offered the same suggestion and she added that there should be some rules about attendance as well:

> If I had a chance, I would impose some rules, especially about opening their cams. You know there is a law about it, about protecting their rights. It disturbs me a lot and the students, too because I believe if we opened our cams, things would not be like that and there should be some rules about the attendance (Inst. 5).

One of the instructors emphasized the importance of self-improvement and training so that an instructor can offer a more effective online class:

> I would learn more about different features of Moodle because it is a huge thing. I think different features can be integrated. Maybe I can learn more about coding so that I can even manipulate different activities and different features. I think learning about Moodle is the solution (Inst. 2).

When asked what they would do differently in their online classes to facilitate active learning, two of the instructors gave integrating new tools and engaging tasks as an answer:

> Maybe I would try using some other tools, some technology tools (Inst. 9).

> I would find sources that they were interested in (Inst. 4).

One of the instructors claimed that for an instructor to facilitate active learning, she should have flexible working hours. In other words, the schedule of the classes should be redesigned. She believes that if it becomes possible, instructors will be more motivated to teach, have time and energy to prepare tasks that can facilitate active learning:

> Timing of the classes should be varied, otherwise it is terribly boring. You see, you teach in the morning, everyday. Classes can be in the morning one day and they can be in the afternoon the next day. Teachers should have a day off (Inst. 7).

Lastly, one of the instructors suggested that using technology in online classes is not enough for facilitating active learning. Instructors should have a pedagogical knowledge so that they can share the tasks which are objective-oriented:

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To facilitate active learning, teachers should consider the objectives and level for the following online class. You have to be firstly aware of what the objective is. For example, vocab exercise. How do I prepare vocab exercises? I have a list of vocab items and I create a context. It is like a full story. But what do some teachers do, they just enter the word to google and they just copy and paste that example sentence from there, right? Then there are let's say, 25 sentences and 15 vocab items there. First, no context, so it is meaningless. Second, the level may be high, so again you have to adapt it according to the level of the students (Inst. 6).

This principle is the weakest principle implemented by the EFL preparatory school instructors. To encourage active learning, instructors came up with suggestions directed to the authorities and themselves. They suggested that the administration bring policies about webcams and attendance. One of the instructors suggested that instructors need more time to reflect on their teaching practices. For this reason, the administration should redesign the weekly schedule. They also added that if they had a chance, they would improve themselves more by joining training to conduct more effective classes. One of the instructors underlined the importance of pedagogical knowledge. She believes instructors should be trained to adopt this knowledge.

4.4.4 Instructors' Suggestions to Promote the Implementation of Prompt Feedback

To promote the feedback practices, four of the instructors stated at least one suggestion. Three of the instructors stated that they have no suggestions to offer and they can not think of any changes. Two other instructors stated that they were satisfied with the practices and they would not change anything if they had a chance. Table 4.29 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied by the instructors' suggestions and implementation ideas.

Table 4. 29 Frequency of the codes for the instructors' suggestions to promote the implementation of Prompt Feedback

Suggestions for Prompt Feedback	Instructors' Interview (f)
Redesigning the program	2
Utilizing different types of feedback	2
Self-improvement	1
TOTAL	**5**

As it can be seen in Table 4.29, the most common suggestion was redesigning the program. Two of the instructors offered some changes that may be considered radical ones. One of them suggested that speaking assessments should be excluded from the assessment system since speaking exams cause too much stress for some students. For her, speaking as a skill should be practiced throughout the term, but it should not be a skill to be assessed:

> What would I change, I wouldn't have speaking assessments. I would do speaking activities. But you know, what happened in the speaking assessments was if the student showed up, you know, I mean, the rubrics were such that they did three tasks each. The tasks were such that even the most nervous students managed to get 60. That's good, of course. I'm glad that they got good grades. But some students were just nervous and they didn't show up because of that, they got zeros for no good reason at all. Apparently, we did enough in our speaking activities for them to, you know, be sufficient at different levels, so there is no reason to put them through the ordeal of speaking assessment (Inst. 1).

Another instructor suggested essay writing should be excluded from the assessment system. For her, the problem stems from the education system that does not help students to have self-improvement and does not increase critical thinking skills:

> I don't believe in essays because I don't think that students have enough information about any subject or let me say, no information, ideas. When I asked a question to them, either in the essays or while we were speaking, they said, well I can't remember anything. I don't have an idea and it is basically because of the system. Basically, because of the system, they haven't read anything so far and they haven't got so many things to tell. Students wrote very empty, not knowledgeable sentences, but we have to examine them (Inst. 5).

Instructors also highlighted the need for utilizing different forms of feedback. Instructor 3 suggested that if she had a chance, she would utilize different forms of feedback, such as voiced feedback apart from the written one:

> I have never used audio feedback, just written one. Audio feedback, maybe I can use it next year or I could just use maybe more different techniques to give feedback (Inst. 3).

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Another instructor suggested an alternative way of providing feedback. For him, instructors should utilize computer grading to assess students' papers and he added improving oneself continuously is also essential:

> I would search for more tools to provide feedback. Always we have things to learn about, maybe some more advanced tools. They could help. I'm also working on a project right now. We are working on automated grading right now. In other words, computer grading predicting human grading (Inst. 2).

In brief, most of the instructors were happy with their feedback practices. Utilizing audio feedback, other feedback tools, and computer grading were among the suggestions that the instructors made for the betterment of future online classes. One of the instructors suggested speaking exams should not be graded and another instructor suggested essay writing should be excluded and the education system should be changed.

4.4.5 Instructors' Suggestions to Promote the Implementation of Time on Task

To promote time on task, most instructors offered at least one suggestion except three instructors who stated that everything was clear, they cannot think of any changes, they were satisfied with the practices and they have no suggestions to offer. Table 4.30 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the instructors' suggestions and implementation ideas.

Table 4. 30 Frequency of the codes for the instructors' suggestions to promote the implementation of Time on Task

Suggestions for Time on Task	Instructors' Interview (*f*)
Rules	3
Redesigning the program	3
Being clear	1
TOTAL	**7**

As Table 4.30 illustrates, the instructors regarded obligatory attendance as the most common suggestion (f=3) for students to attend the class more regularly. Otherwise,

it was experienced that students do not follow online classes regularly. They think that attendance should be obligatory so that students stay on task with coursework, are on track and learning can be enhanced:

> I think maybe to a certain extent, obligation to attend the classes with cameras on could make things easier for both sides, I guess (Inst. 2).

> Active participation, 10% in the class report was the only thing that forced the student and there was nothing else. I mean, if they are responsible students, it just depended on their responsibility. There was no other outside force, so if we can make this, you know, attendance mandatory, it would be perfect, I think (Inst. 3).

Another instructor mentioned the lack of time allocated for the lessons which is 30 minutes. He regarded this decision as an inappropriate one and agreed that attendance should be compulsory:

> The suggestion is again time. We need more time and well, we need compulsory attendance (Inst. 4).

Three of the instructors think the program was not well-designed and it was not realistic. One of these two instructors underlined that the conflict between the expectations and what can be done in this new environment resulted from the unexpectedness of the new environment. As a result, he suggested the program should be redesigned taking the realities of the new environment into an account:

> Pandemic brought us a new kind of thing in our lives, so the biggest problem here was the expectations of the teacher and the curriculum development unit. They were not very realistic. That was the problem. We expected the same things as we had expected them to do in a face-to-face environment. They are not effective expectations. I think they should have been redesigned according to the new environment. Well, redesigning the course and lowering expectations (Inst. 4).

Instructor 5 agreed that the program should be redesigned:

> If I had a chance, I would have changed the tasks themselves, some of them. I would replace some of them with the others or would kick some of them out (Inst. 5).

Lastly, one instructor emphasized that instructors can facilitate time on task by being clear:

> In my opinion, being clear is the first and foremost rule. Yes, you have to clear. Kids, you are going to lose grades. Done. You have to be careful about your timing and the schedule. What I did was that, for example, a student didn't upload something, I texted her or him via Whatssapp. I said, you didn't upload your writing hand out three. You lost three points, five points, whatever. Please be reminded and she said I am so sorry. I forgot. Okay you lost it. Sometimes they said I was travelling, I couldn't, so you didn't lose it (Inst. 6.)

To sum up, most of the instructors drew attention to the importance of discipline and rules to keep the students on task and improve learning. Since regular attendance and participation is important to enhance learning, attendance should be compulsory and the opening of webcams. Administrators should take the necessary precautions. Also, realistic planning of class hours and curriculum are needed to manage time and complete the tasks accordingly. Lastly, instructors' being clear and strict about the rules was suggested to facilitate the implementation of this principle.

4.4.6 Instructors' Suggestions to Promote the Implementation of High Expectations

To facilitate high expectations principle, four instructors offered at least one suggestion. One instructor stated "my coordinator, colleagues did a great, amazing job planning things. People should come and see what they created" (Inst. 1). Another instructor stated she would not change anything because "the program was very well organized" (Inst. 6). The other instructors added that they cannot think of any changes (Inst. 3, Inst. 8, Inst. 9). Shortly, they were satisfied with the practices. Table 4.31 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the instructors' suggestions and implementation ideas.

Table 4. 31 Frequency of the codes for the instructors' suggestions to promote the implementation of High Expectations

Suggestions for High Expectations	Instructors' Interview (f)
Rules	1
Redesigning the program	1
Integrating corpus	1
Rubric change	1
Self-improvement	1
Provision of sample works	1
TOTAL	**6**

As it is shown in Table 4.31, just like suggested for most of the principles, an instructor suggested that there should be a policy about attendance and webcam for students to perform better and meet higher standards:

> I would change attendance and put some rules about webcams. But much more than this, I don't know what we might have done (Inst. 5).

Another instructor criticized the program designed by the institution. He thinks there is a conflict between the realities of the online environment and expectations of the institution. For the following online classes, more effective and interesting tasks should be designed. Moreover, he criticized himself for having higher expectations and not taking the realities of the distance education:

> First of all, the institution should provide us with a simpler program with more realistic points in it. Second of all, I should redesign the course according to the diverse learning backgrounds of each student, luring them, attracting them more. Thirdly, I should be more realistic with the tasks given because they have this problematic family life or health already. So not 100%, they can pay attention (Inst. 4).

One of the instructors came up with a different suggestion. He believed that if corpus is included into the classes, students may produce better academic writings:

> If I had a chance, I might have thought of including corpus in my classes. You know I partly did this, so maybe if I had more time, I would integrate corpus more into my classes through which I can, you know, help students to be better writers, you know, improve their writing on their own at the same time. If you just show students the British National Corpus interface or the Coca interface, you would scare them, so I don't prefer to do that.There are some other tools whose interface is more user-

friendly, but which are built on, you know, British National Corpus. I just use ColloCaid. It has a very user-friendly interface (Inst. 2).

The same instructor also offered a suggestion regarding rubrics. He suggested changing them considering the practicality:

> Maybe I can say something about the rubrics. The one we are using right now in my institution is more of an analytical type of rubric although it is not fully. Maybe I would use a more holistic one, like the one in IELTS or TOEFL to make things easier. Let's say both for the students and for me, I would use a holistic rubric. That is something I would change (Inst. 2).

Lastly, one of the instructors underlined that instructors should show some effort for improving themselves continuously as both a non-native speaker in a non-English speaking country and as a digital immigrant who lacks digital literacy:

> If I had a chance, what kind of changes would I make? I would push myself as an instructor to improve my own English to be a good role model to my students first. Also, it would be great that in-service training should continue, but the first attempt should come from the person herself, so again, I blame my laziness, my own laziness (Inst. 7).

The same instructors added that sample works are essential to help students achieve higher academic standards and she suggests the institution should provide them:

> The material office should never stop providing sample works because they are the biggest helper for teaching my students (Inst. 7).

Put simply, most instructors were satisfied with the program regarding communicating high expectations. To hold higher academic standards, instructors underlined rules' importance. Policy about attendance and webcams were brought forward again. Integrating corpus and sample works were suggested. This way, it is believed students can improve their writings. Also, changing the rubrics was suggested for practical reasons. Lastly, one of the instructors suggested instructors improve themselves in their field continuously to be able to facilitate this principle.

4.4.7 Instructors' Suggestions to Promote the Implementation of Diverse Talents and Ways of Learning

To respect diverse talents and ways of learning, most instructors stated at least one suggestion except three instructors. One of the instructors stated she would not change anything because when there is a problem, "the administration immediately does something about it" (Inst. 6). The other instructors stated that they cannot think of any changes (Inst. 1, Inst. 8). Shortly, they were satisfied with the practices and they would not change anything if they had a chance. Table 4.32 shows the summary of the participants' responses and the frequency of each factor. The table was accompanied with the instructors' suggestions and implementation ideas.

Table 4. 32 Frequency of the codes for the instructors' suggestions to promote the implementation of Diverse Talents and Ways of Learning

Suggestions for Diverse Talents and Ways of Learning	Instructors' Interview (f)
Rules	2
Self-improvement	2
Integration of technological and online tools	2
Pedagogical knowledge	1
TOTAL	**6**

Table 4.32 indicates that just like in other principles, to facilitate this principle, two of the instructors suggested that the institutions should set some rules about webcams. For them, opening webcams should be obligatory so that the class can have interaction and can turn into a place where different people are given voice:

> Students didn't turn on their cameras. This was one of the most important drawbacks for us, so my suggestion is the same. I think I said before about this, you know, camera issue (Inst. 3).

> I think cameras should be open. I mean, it should be compulsory to see the students because this eye contact will help us actually build better communication. Well, other than that, I don't know how to facilitate this (Inst. 4).

To address diverse abilities and needs, it is essential for instructors to continue improving themselves. Instructors' knowledge and abilities of online technologies

are among the factors that influence their students' learning as advocated by one of the instructors with these words:

> To address the diversity of learning styles, I would learn different tools, like different programs, using different applications, etc. I would learn to apply them in my class. This would be the main thing I would do. I would, for example, set myself goals, like implementing one of the tools every week. Kind of things (Inst. 7).

One of the instructors also underlined that keeping up with the technology by integrating pedagogy is essential for effective teaching and learning. For her, instructors should continue improving themselves and technological skills should go hand in hand with and built on pedagogical knowledge:

> I would try to learn how to reach the young people via technology. I'm 45 years old, but the younger instructors, one of whom conducted my class when I was ill used a lot of tools. While using the technology, well, you should combine it with your own skills of teaching and to try to interact with students, give your feelings to them and catch their feelings via technology. If you don't do it, I think nothing will be complete (Inst. 5).

Another instructor commented she has already integrated technological tools into the classes, but she stated if she had a chance, she would utilize technology more:

> Maybe I'd use more of those things like padlet, more technology, integrating more of it would be a better idea, so I would learn more about technological tools and maybe give them more time. Give them a try (Inst. 9).

In the same vein, one of the instructors stated he would add more online tools to facilitate collaboration:

> I think I would do more pair and group work activities using the breakout sessions on Collaborate. That is something I discovered a bit late and found very useful. I would also use Moodle more for collaborative work. For example, I would exploit the breakout group discussions more. Last, I would use the game module of the quizlet tool where students practice vocabulary in a game-based online environment (Inst. 2).

In brief, some of the instructors were satisfied with the program. Other instructors came up with several suggestions. To encourage diverse talents and ways of learning,

the need for making opening the webcams obligatory was restated. Since synchronous classes are the only time when students can see each other, opening webcams should be compulsory so that different students can participate and different voices, opinions, and ideas can be heard. Instructors added if they had a chance, they would integrate more tools, such as padlet, quizlet, and breakout group discussions into their classes to promote diversity. They would also get training. One of the instructors drew attention to the fact that in training programs, technological and pedagogical knowledge should be given equal importance.

CHAPTER 5

DISCUSSION

5.0 Presentation

This study aimed to examine preparatory school EFL instructors' implementation level of the Seven Principles for Good Practice (Chickering & Gamson, 1987) in their online classes. Apart from this data gathered via questionnaires, the study aimed to investigate what factors promote and impede the implementation of these principles in their online classes, and the suggestions made by the instructors to promote these principles' implementation in the online classes. These data were gathered from 9 instructors via semi-structured interviews. This section presents the discussion of the qualitative and quantitative data related to the research questions and the findings are discussed in relation with the relevant literature. Lastly, implications will be presented.

5.1 Instructors' Perceived Level of Implementation of the Seven Principles

Instructors' implementation level of the Seven Principles consisted of seven domains: 1) Encourage Student-Faculty Contact, 2) Develop Cooperation among Students, 3) Encourage Active Learning, 4) Give Prompt Feedback, 5) Emphasize Time on Task, 6) Communicate High Expectations, 7) Respect Diverse Talents and Ways of Learning were investigated to provide an overall picture of online English teaching activities at preparatory schools. Quantitative data gathered via questionnaire to answer the first research question aimed to find out which principles in-service instructors were more successful or less successful at implementing according to their views. Data revealed that all the mean values are over ($\overline{X}$= 2.60). This means that based on their perceptions, the instructors implemented all of the Seven Principles at a satisfactory level.

Specifically, the study revealed that the mean value of Student-Faculty Contact scored the highest. ($\overline{X}$= 4.59). It was implemented at an excellent level. Since this study is the only study which explores English language teaching within the Seven Principles framework in the online environment, there are not any studies with similar results. The study's findings are in line with Çakıroğlu's study (2014), which examined the quality of online CEIT class from students' perspective at a university. Student-faculty contact scored the highest in this study as well. The consistency with the findings may have stemmed from the similar context. The study was conducted in the faculty of education and pre-service teachers evaluated the course and they reported that the CEIT class' instructor was successful at implementing student-faculty contact. However, this study is not in line with the results of Tanis's study (2020) in which student-faculty contact scored the fifth-highest principle and this study is not in line with the results of Zhang's study (2006), in which he aimed to examine undergraduate faculty members' perception of their implementation of the Seven Principles in the online environment. The findings of Zhang's study (2006) revealed that Encourage Student-Faculty Contact principle is one of the least endorsed principles. Zhang inferred that the reason behind this result is the distancing effect of online education which gives way to the elimination of communication possibilities, such as "inviting a student to drop by his/her office, giving advice about career opportunities, sharing past experiences with students, attending events sponsored by student groups, or having informal talk outside the class.

Zhang's inference about the low implementation of student-faculty contact in online classes contradicts with the findings of Çimen's study (2017a), which explored the implementation of the Seven Principles in face-to-face EFL classes. In her study, Student-Faculty Contact is the second-lowest principle in this study. The difference may stem from the context. Çimen (2017a) explored the implementation of the principles in face-to-face EFL teaching. She inferred that this principle's implementation is lower since the students are younger and teachers could not encourage extracurricular activities and also, she thinks due to the culture, students hesitate asking questions to their teachers and avoid frequent visits to teachers' lounge. However, in this present study, student-faculty contact is the most frequently

implemented principle. Russell and Murphy-Judy (2021)'s study can be reported to explain this different result. Their study findings revealed that online teaching is advantageous when compared to face-to-face teaching and they maintained that online courses provide more contact with students and teachers with these words: "At the end of a course, it is not unusual for students to express that they got to know their online language teacher better than their teachers in their face-to-face courses. This is likely because there are often more frequent, and/or longer, one-on-one interactions in online language classes than in traditional, brick-and-mortar classes" (p. 225). This study in which student-faculty contact scored the highest are consistent with Russell and Murphy-Judy's results (2021).

Shortly, regarding the first principle, in this study, instructors did not have difficulty in conducting practices to encourage student-faculty contact in their online classes. All of the practices in the student-faculty contact principle were implemented at an excellent level. The most frequently endorsed practices involved "posting announcements and information about quizzes, exams, assignments, important news, and dates" and "replying to their students within 24 hours when they email or text them". This finding correlates with what Tanis (2020) found in her study. Both the students and the faculty acknowledge timely emails from the instructor as critically important for their learning and teaching. Though it is at an excellent level, the principle with the lowest mean score is "I share my past experiences and values with students". Since relating past events and experiences to the current topic is very effective to increase retention of information, and motivation, it is suggested that this practice should be reconsidered to increase student success and motivation.

Secondly, the present study revealed that the mean value of Cooperation among Students scored the second-lowest ($\overline{X}$= 3.65). This result shows that instructors could implement this principle at a highly satisfactory level. The study's findings are in line with Çakıroğlu's study (2014). Cooperation among students was scored the second lowest in the online CEIT class. In Tanis's study (2020), Tirrell's study (2009), Winegar's study (2000), and in Zhang's study (2006), survey results answered by online faculty revealed that cooperation among students is the weakest

principle. The present study's findings are similar to these studies mentioned above. In Çimen's study (2017a), this principle is also low. It is the third lowest principle. These findings suggest that implementing this principle in the online environment is problematic although researchers suggested that there are possible ways in which computers can be utilized for promoting collaboration in the online setting (Meskill et al., 2020; Pavey & Garland, 2004; Sun & Chang, 2012; Wang, 2014). In this present study, instructors suggested that they mainly assigned individual works rather than collaborative tasks. This finding has similar results with Compton's study (2009a). Students in his/her study reported that online courses did not provide many opportunities for interaction, they mainly completed assignments and assessments individually. Lack of collaboration as a deficiency of online courses was voiced by several researchers (Eraslan & Arslan, 2020; Juarez-Diaz & Perales, 2021; Palloff & Pratt, 2013; Yin, 2008). In the present study, the most common way to encourage cooperation utilized by the instructors was group and pair works in synchronous classes. The less commonly utilized practices were forming study groups, project teams, assigning collaborative projects, and peer assessment. In Çimen's study (2017a), instructors' answers also revealed that forming study groups and project teams was the least favored item. They also reported that since students feel more comfortable learning from their peers rather than their teachers, they favored pair and group work that is similar to the finding of the present study. Although cooperation among students is one of the weakly implemented principles, studies reveal that students retain knowledge more when they learn a subject as a group rather than learning it individually (Chickering & Gamson, 1987; Newlin & Wang, 2002; Vygotsky, 1978). Zarrabi (2016) further added collaboration has a positive impact on general EFL proficiency.

Thirdly, the study revealed that the mean value of Active Learning scored the lowest ($\overline{X}$= 3.38). This shows that the instructors could implement this principle at a satisfactory level and the instructors experienced difficulty in implementing it. The item with the highest mean score is the provision of the content. This finding indicates that instructors easily can transfer their face-to-face teaching practices into the online environment. Provision of content via ppts, videos, and lecture notes is

one of the most common practices they were conducting before online teaching. Instructors' answers to the survey also show that they encourage critical thinking skills in their online classes. This practice is also a common practice conducted in EFL face-to-face classes. Assigning essays, paragraphs, and papers were reported as commonly utilized active learning practices. This result is not surprising since students are assigned many essays and paragraphs in preparatory classes as preparation for proficiency exams. Other common practices involved giving students authentic situations to analyze, asking them to relate outside events or activities to the topics covered in classes and asking them to deliver presentations. The item with the lowest mean score that was implemented at a merely satisfactory level is utilizing blogs, wikis, digital stories, or podcasts. Although there are many studies asserting the benefit of utilizing them (Altay, 2018; Boykova, 2013; Comas-Quinn, 2011; Göktaş, 2009; Okumuş, 2020; Sun & Chang, 2012; Wang, 2014), the findings revealed that few instructors integrate them into their classes. This shows that there is a discrepancy between the academic studies and the realities of the classroom. Moreover, the second practice with the lowest mean score is asking students to carry out projects. Projects are mainly considered suitable for departmental classes where students specialize in their own fields instead of preparatory classes.

The present study's findings are consistent with Çimen's study (2017a). Active learning scored the lowest principle in this study as well. Also, the items with the lowest mean score is the same that is carrying out projects with learners. Based on this result, Çimen (2017a) maintained that "active learning strategies are not very well utilized in EFL classrooms (p. 224). In Çimen's study (2017a), the participants drew attention to the connection between active learning and cooperation among students. They suggested that these principles complete each other. "The implementation of cooperative learning naturally brings about active learning" (p. 225). This finding can be an answer to the present study's findings since in this study, both cooperation among students and active learning principles are the weakest principles. As mentioned before, there are not any studies in the same context with the same finding since this study is the only study examining online EFL teaching within the Seven Principles framework. However, studies examined

online courses within the Seven Principles have similar findings. In Çakıroğlu's (2014), and Tanis' study (2020), active learning is the second-lowest principle. In Zhang's study (2006), it is the third-lowest principle. In Tirrell's study (2009), active learning scored the second lowest rated principle after cooperation among students principle. For effective teaching and learning, encouraging active learning is so important. There are several studies underlining its importance (O'Sullivan & Copper, 2003; Prosser & Trigwell, 1999). Tirrell's study (2009) also emphasized that "Encourage Active Learning, returned the correlation value 0.30, which indicates faculty who did make strides toward actively engaging students found some success in reducing student attrition" (p. 71). Bishoff (2010) drew attention to the importance of the implementation of this principle, maintaining that students learn more since they are involved in higher-order thinking skills and engaged in activities, such as discussing, reading, and writing. Moreover, O'Sullivan and Copper (2003) reported that "students in an active learning classroom showed significant improvement in performance relative to students in a lecture-based course" (p. 448). Therefore, it is essential for instructors and course designers to reconsider the integration of the practices into the courses to encourage active learning that is highly essential for student achievement.

Fourthly, the study revealed that the mean value of Prompt Feedback scored the third highest ($\overline{X}$= 4.34). This shows that the instructors could implement this principle at an excellent level and the instructors did not have any difficulty in implementing this principle in the online environment. Most of the practices in Prompt Feedback principle were implemented at an excellent level, such as answering students' questions at the earliest convenience, returning papers and exams in a week, providing correct and wrong answers of the quizzes, exams, and activities, giving written, oral comments on the strengths and weaknesses on assignments, tasks, essays, and providing rubrics. Regarding exams' content, it should be noted based on the interviews that during the online teaching, quizzes and midterms did not involve a listening section due to possible technical problems. Though it is at a satisfactory level, the lowest practice is encouraging students to assess each other. For students, to be more autonomous, the importance and benefit of peer assessment are

underlined by several studies (Çakıroğlu, 2014; Karoğlu et al., 2014; Yılmaz et al., 2020). Just like this present study, in Çakıroğlu's study (2014), peer assessment was the lowest item. In the present study, scheduling virtual sessions to provide feedback is the second lowest practice. In Zhang's study (2006), scheduling sessions is the lowest practice, as the responses of the online faculty suggested. However, studies reveal that in the online environment, most of the teachers utilize video conferencing tools to provide feedback synchronously (Çakıroğlu, 2014; Juarez-Diaz & Perales, 2021; Sun, 2012; Puranen & Vurdien, 2020). In the interviews of the present study, most of the instructors reported that students were informed about the virtual meetings, but students' attendance was low. Some of the instructors reported that these sessions were beneficial for some students who may be in need of asking clarification questions based on the given feedback. Overall, quantitative data supported by qualitative data revealed that providing feedback in the online environment is easy and practical. This result is in line with the literature findings (Nunan, 2012; Schwiebert, 2012; Zou et al., 2021).

The interview participants of the present study reported that they utilized quizzes embedded in the LMSs and provided feedback via the system. Nunan (2012) agreed on the practicality of the online environment regarding feedback. He maintained that not only instructors can create automated quizzes of various types, but also students have a chance to see their right and wrong answers as soon as they answer the questions. This quality encourages prompt feedback. Students' positive perceptions about timely feedback via online quizzes were also voiced by Zou et al. (2021). Another advantage of online quizzes and exams were maintained by Mestan (2019) and Hillman et al. (2021). Synchronous class time is not spent and there is more time to discuss the topics that were not comprehended, more time left for interaction and deeper analysis of the topics. Prompt feedback is maintained also by the rubrics provided by the instructors. They help students improve their writings, papers and outputs, produce more qualified papers and their scores improve (Hamilton, 2016) and instructors' feedback time decreases (Gacs et al., 2020). The provision of rubrics was implemented at an excellent level in the present study. In addition, this study also revealed that instructors mostly utilized word track changes and comments

function to provide feedback. Most of them consider these programs practical and beneficial for students. This finding is similar to the ones obtained from the studies of AbuSeileek and Abualsha'r (2014), Caws (2006), Ho and Savignon (2007). They suggested that the use of track changes has a positive effect on students' writing abilities. All in all, the online environment allows the students to receive efficient feedback from their instructors (Çakıroğlu, 2014), which is highly appreciated by the students (Northrup, 2002). This principle is the fourth-highest principle in Çimen's study (2017a), and Çakıroğlu's study and the third-highest principle in Tanis's study (2020), Tirrell's study (2009) and Zhang's study (2006).

As to Time on Task principle, the study revealed that the mean value of this principle scored the second-highest ($\overline{X}$= 4.38). This shows that the instructors could implement this principle at an excellent level and the instructors did not have any difficulty in implementing this principle in the online environment. Most of the practices in time on task principle were implemented at an excellent level. The item with the highest mean score is expecting students to submit their assignments on time. Çimen's study findings (2017a) are the same. This item has the highest mean score. Literature suggests that instructors who intend to keep students on task remind them of the schedule of assignments, papers, deadlines via syllabus and/or announcement (Bishoff, 2010; Çakıroğlu, 2014; Hoskins, 2010; Karoğlu et al., 2014; Tanis, 2020). The survey responses revealed that the majority of the instructors implemented this practice. The interviews also complement this finding. Instructors reported that they used the available communication vehicles to ensure that students were on task. The least endorsed items were asking students to compensate for lost work and contacting students who fell behind. In the interview, only one instructor reported that she contacted the students who fell behind to build rapport with them and support them. For students and teachers to manage time, researchers also claim that teachers should set rules to encourage this principle (Swift, 2018). The survey results and the interviews revealed that instructors followed the attendance policies, they kept track of the attendance regularly. In the same vein, they gave performance scores or participation grades to keep students on track. One disadvantage of online teaching regarding time on task can be not allocating realistic and manageable amounts of

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time for students and teachers. Although the present study's participants implemented this practice at an excellent level, the literature revealed an increase in the workload (Meskill et al., 2020; Russell & Murphy-Judy, 2021; Windhes & Lesht, 2014) and course load (Goertler, 2019; Nunan, 2012). Therefore, realistic planning of schedules and curriculums is highly essential in the online environment. It can be inferred that this principle was more problematic from the instructors' side regarding the increase in the workload and managing time when there are lots of duties to handle, such as family and work responsibilities. Just like the present study's findings, this principle is implemented successfully by the instructors in Çimen's study (2017a). This principle scored the highest in Çimen's study. In Zhang's study (2006), this principle scored the second-highest by the online faculty. This result is the same as the present study's result. Çakıroğlu's (2014) and Tanis's study results (2020) are the same. This principle scored the fourth-highest in these studies.

As for the high expectations principle, the study revealed that the mean value of this principle scored the fourth-highest ($\overline{X}$= 4.17). This shows that the instructors could implement this principle at a highly satisfactory level and the instructors did not have any difficulty in implementing this principle in the online environment. Instructors implemented all of the practices at a highly satisfactory and excellent level. They shared their expectations with their students at the beginning of the course orally and by providing the syllabus and informing students about what would happen if they did not complete their assignments or papers on time. Schwiebert (2012) in his study, stressed the importance of sharing expectations clearly at the beginning of the term. He maintained it is essential for teachers to communicate their expectations, provide a syllabus, and provide "academic honesty policy and other standards of behavior in the syllabus" (p. 2). Also, according to Barrowman (1996), students are better prepared for life in and beyond the classroom (p. 104) when instructors share their expectations clearly and use those expectations to regulate their teaching practices. Interviews in the present study revealed that instructors set high expectations. They reported that academic discipline is so important; therefore, students are informed about what will happen if they miss a deadline or do not participate in the classes. Instructors either ignore the assignment; lower the grade and participation grade is

given by evaluating students' participation and contributions to the course. It is known that in preparatory classes, instructors aim to improve students' writing, and speaking skills. To improve these skills and help them produce more successful works, the study participants reported that they share rubrics and samples so that students are familiar with the expectations. In Çakıroğlu's study (2014), it was found that the instructor achieved this principle by "providing examples of previous students who were found highly satisfactory" (p. 12). Studies revealed that for students to produce more proficient works, sharing exemplary works done by students in previous classes is beneficial (Aydoğdu et al., 2012; McCabe & Meuter, 2011; Siering, 2020). Also, sharing rubrics are beneficial since they help students be informed about the expectations, components and the detailed descriptions (Chickering & Ehrmann, 1996; Hathaway, 2014; Marshall & Kotska, 2020). Shortly, the instructors in the present study implemented this principle successfully. The mean value of high expectations scored the fourth highest. This finding is parallel to what Çakıroğlu (2014) found in his study. It is the third-highest principle in his study. The findings are different from Zhang's, Tanis' and Çimen's study. In Zhang's study (2006) and Tanis's study (2020), it scored the highest and it was the second-highest in Çimen's study (2017a). The different result may stem from the realisation of online teaching during the pandemic. Therefore, the expectations may have been kept lower when compared to the regular academic semesters.

Lastly, the study revealed that the mean value of Diverse Talents and Ways of Learning scored the fifth highest ($\overline{X}$= 4.03). This shows that the instructors could implement this principle at a highly satisfactory level and the instructors did not have any difficulty in implementing this principle in the online environment. This principle was reported to be implemented more successfully by teachers in Çakıroğlu's (2014) and Tanis's study (2020). It scored the second- highest in these studies. In the present study, instructors implemented all of the practices of this principle at a highly satisfactory and an excellent level. The majority of the instructors reported that in their online classes, they utilized various sources, such as ppts, videos, sample works, lecture notes, games, H5P; designed different types of practices, such as discussions, writing tasks, interviews, presentations, quizzes and

used various teaching activities to address students with diverse talents. Çimen's study findings (2017a) are similar. The majority of the instructors responded that they "pay attention to diverse learner needs in the classroom and use various teaching methods to satisfy the differing needs" (p. 228). The instructors in the present study also underlined that they can achieve these practices thanks to the schools' material unit which provides the instructors with diverse materials. Studies revealed that online teaching is advantageous regarding the provision and access of diverse sources and activities. Students have a chance to review the materials whenever they want and process the content at their own pace (Hoskins, 2010). Hillman et al. (2021) maintained that in the online environment, teachers can address students with diverse intelligences who need different explanations, examples and additional review and who need to spend more time to process the topic since teachers can access, produce and assign lots of sources easily. González-Lloret (2020) added that "we have access to a large variety of multimedia input resources as well as access to an unprecedented amount of reading materials" (p. 261) in the online environment. Studies also draw attention to the affordances of LMS regarding the provision of diverse input, easy and quick distribution of class content (Meskill et al., 2020; Mestan, 2019; Nayman&Bavlı, 2022; Nunan, 2012). Due to exposure to these diverse tools, activities, online students study the topics more deeply (Hilmann et al., 2021).

The highest practice and the lowest practice instructors implemented in the present study are consistent with Zhang's study (2006). In both of the studies, the most commonly implemented practice is encouraging students to speak up when they don't understand or have a different opinion. The least commonly implemented practice is integrating new knowledge about under-represented populations, gender issues, and different cultures into the course. Although it is the weakest practice, some of the instructors in the interview responded that they try to integrate gender issues, social, political issues into their courses by providing and assigning extra reading activities, by choosing these topics as discussion topics or presentations topics. They believe that the integration of these topics is essential for personal development and making learning permanent.

5.2 Instructors' Views on the Factors that Promote the Implementation of the Seven Principles

Qualitative data gathered via interview to answer the second research question aimed to find out the factors that facilitate the implementation of the Seven Principles by preparatory school EFL instructors. Data revealed a number of facilitators. These facilitators were presented separately for each principle. Mainly the factors that promote the implementation of these principles were instructor-related, student-related and external factors.

Firstly, interview data revealed that external factors, such as t*echnological and online tools* and *structured program* and instructor-related factors, such as *availability and accessibility of the instructor* positively influenced the online implementation of the first principle, encouraging Student-Faculty Contact. The findings are similar to Zhang's study (2006). In Zhang's study, the most frequently stated positive factor was the accessibility of the instructor and the second most frequently facilitator was technological features. In the present study, the most frequently stated facilitator was *technological tools, such as LMS, Whatsapp, phones, and e-mails.* The instructors in the interviews mentioned the ease of exchanging information thanks to these tools. Russell and Murphy-Judy (2021)'s study results are similar. They assert that there are "myriad ways to personalize one's online presence" (p. 48). In the present study, instructors underlined the practicality of Whatsapp for easy and fast communication. This finding is in line with Amin and Sundari's study (2020). EFL students' preferences for the platforms and applications during the remote teaching were investigated and it was found that Whatsapp, as a way of communication, was so practical. Similarly, English teachers participating in Juárez-Díaz and Perales' study (2021) preferred using Whatsapp as the most practical way to contact the students. Also, Hanifah et al.'s study (2022) revealed that teachers, most of the time, utilized Whatsapp to share announcements, documents, and video files during ERT.

The second frequently stated positive factor was *instructors' responsiveness, accessibility and attitude.* Instructors reported that the availability of technological

tools may not encourage communication if the instructors lack readiness to help their students. Students' learning is enhanced when their teacher is eager to help students and carries these characteristics, as Bishoff (2010) asserted. To be electronically "visible" to the students is one of the keys for an effective online instructor since constant presence assures students' progress. In Tanis' study (2020), instructor's timely responses to students' questions and posts, his/her constructive comments, and further questions were reported to encourage contact and deeper thought. The studies also revealed that instructor immediacy was strongly correlated with student learning outcomes (Arbaugh & Benbunan-Fich, 2005). Participants in Zhang's study (2006), provided synchronous chat discussions, online office hours, and phone advising appointments to their students to encourage contact, and they emphasized the importance of frequent communication with the students to "give them a sense of connection" (p. 98). In Çimen's study (2017a), one of the participants maintained that the attitude of the instructor has a huge impact on the motivation of the students. In this present study, one of the instructors reported *"well-planned program"* as the last positive factor. Instructors are fond of rigidly structured programs. These programs facilitate their job, and this facilitation leads to the enhancement of student-faculty contact.

Secondly, interview data revealed that external factors, such as *breakout rooms, Whatsapp, tasks, LMS* and instructor-related factors, such as *the attitude of the instructor* positively influenced the online implementation of the second principle, encouraging Cooperation among Students. This finding is similar to Zhang's study finding (2006). In Zhang's study, technological features were also reported to encourage cooperation among students. Instructors in the present study reported that in the online environment, the breakout room function was a life-saver to encourage cooperation among students. They formed pair and group works. Students could learn from each other and the classes turned out to be more interactive and motivating. This finding is consistent with Lee's (2021) and Nayman and Bavlı's study (2022). Nayman and Bavlı's study (2022) that sought to examine the experiences of EFL teachers revealed that breakout rooms were very helpful during emergency remote teaching. The second most frequently stated facilitator was *instant*

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messaging. The instructors stressed that students could easily cooperate by forming groups. The third factor facilitated this principle was designing *collaborative tasks*. This finding correlates with what Tanis (2020) found. In her study, student participants reported collaborative weekly assignments as a positive factor to their online learning. They noted that these assignments helped them to demonstrate what they had learnt, and allowed them to interact with their peers and they could have great discussions about their assignments. Regarding the positive impact of technology to encourage collaboration, it should be noted that if teachers design and add collaborative tasks to their plan, then the technology will be in assistance. Some of the interview participants in the present study noted that they assigned students collaborative tasks, such as group presentations, group works in synchronous classes, and preparing a journal. In line with the design of the collaborative tasks, *instructors' attitude* should be underlined as another facilitating factor. This study revealed that instructors who believe in the importance of collaboration integrate tasks to create a collaborative environment.

The last facilitator is *forum activities assigned via LMSs*. Interview data in the present study revealed that in the online environment, collaboration can also be facilitated by assigning students discussion questions. They can be exposed to many ideas and outputs. This facilitates not online interaction, but linguistic and critical thinking skills. Schreiber and Jansz' study (2019) revealed that "discussion forums can promote both learner-learner and instructor-learner dialogue which is correlated with reduced transactional distance" (p. 8). Todd et al. (2019) added that students explore ideas at a deeper level; they can produce more thoughtful and well-edited responses. The findings revealed that the facilitators should be taken into account since this principle's facilitation is so important for academic achievement and well-being of the students. Çimen's study (2017a) also underlined the importance of the implementation of this principle. In Çimen's study, participants added that cooperation among students influences students' learning greatly. They believed that learners could feel more comfortable while talking to their peers and added, "learning from peers, in this sense, should not be underestimated as its contribution to the learning outcomes of learners may exceed that of teachers" (p. 126).

Thirdly, the interview data revealed that external factors, such as t*echnological and online tools, well-designed program, LMS* and instructor-related factor, such as *the experience of instructors* and student-related factor, such as *the motivation of the students* positively influenced the online implementation of the third principle, encouraging Active Learning. Although this principle is the most weakly implemented principle, the interviews revealed that instructors could encourage it due to individual and external factors. The most frequently stated facilitator was *technological and online tools.* Similarly, in Zhang's study (2006) also technological features were reported to encourage active learning. Instructors in the present study reported that they could encourage active learning by providing the content via various online and technological sources. The content involved presentations, videos, and lecture notes. They also encouraged it by assigning students presentations, videos and essays, discussions, collaborative tasks, and writings. Bishoff (2010), in her study, also summarized the practices that encourage active learning as discussions, debates, reflective writings, role playing and teamwork. The second most frequently stated positive factor was *well-designed program.* Instructors noted that preparatory programs which involve presentations, writings, and assignments help instructors to encourage active learning. The third frequently stated facilitator was *LMS.* Some of the instructors stressed that it is easier to encourage active learning in the online environment due to the provision of content via LMS. For them, students can access the content easily and process it whenever they want. Goertler (2019) also drew attention to the benefit of online teaching in terms of the provision of content. Instructors can integrate diverse, authentic, up-to-date instructional materials, such as grammar, vocabulary resources, corpora and these materials help improve students' learning.

Another facilitator is *the experience of the instructor*. One of the instructors suggested that her experience helped her to design activities to encourage active learning. She may mean that the accumulated knowledge of techniques, methods, pedagogy, technology, and psychology of students help instructors implement this principle more effectively. The last facilitator is *student motivation.* The instructors maintained that during online education, the motivated students completed the tasks,

assignments, and produced as much as possible. They asked for help and more sources. Their intrinsic motivation facilitated the implementation of active learning. This finding is similar to what Zhang (2006) and Çimen (2017a) found in their studies. Instructors in Zhang's study (2006) noted "lack of student participation was a problem for online instruction" (p. 100) and when they do not participate in discussions and chats, they "make it difficult for an instructor to conduct a class (p. 101). Similarly, another instructor in Çimen's study (2017a) maintained that "even the best teaching practices may not work with unwilling students" (p. 96). On the other hand, the lack of motivation of the students may have stemmed from the weakness of the preparatory school program, which lacked collaboration and tasks to encourage active learning. However, the present study revealed that motivated students motivated instructors to conduct practices to encourage active learning.

Fourthly, the interview data revealed that external factors, such as *technological and online tools, LMS, and word features*, student-related factor, that is, *motivation of the students* and instructor-related factor, which refers to *instructor's previous experience* positively influenced the online implementation of the Prompt Feedback. The most prominent positive factor is *technological and online tools.* It is followed by LMS and Word features. Mainly technological and online tools facilitated promoting feedback. This result is similar to Zhang's results (2006). In Zhang's study, Technological Features was reported to be a positive factor to promote feedback practices. Instructors in the present interview reported that they could give written feedback on the school's LMS and also, automated feedback is possible to provide feedback for some quizzes. It was practical both for students and instructors. Studies revealed that students are also satisfied with the online feedback practices (Karaoğlan-Yılmaz et al., 2020; Salih & Omar, 2021). Most of the instructors in the interview also reported that they utilized *Word Track Changes or Word Comment feature* to provide feedback. According to them, Word features ease the instructors' job and they are practical and the feedback is also clear. Word's features were found effective as a way of giving feedback by several studies (AbuSeileek & Abualsha'r, 2014; Hamilton, 2016). It is found effective since the feedback students are provided can contain extensive details and it helps develop learner's writing performance.

Instructors also reported other online tools as facilitators. They noted that when feedback via word processors is accompanied and complemented with *synchronous meetings and Whatsapp messages*, its effectiveness increases. They utilized them to clarify misconceptions students had regarding their feedback. This finding is in line with Puranen and Vurdien's study results (2020). They underlined the benefit of utilizing both of the ways and stating that written feedback can be accompanied with video conferencing or chat tools and allow students "to discuss and clarify issues instantaneously" (p. 289). During ERT, most of the instructors had concerns about plagiarism. Other online tools that interview participants reported as a positive factor were *plagiarism tools*. Participants mentioned the benefit of plagiarism check tools as facilitators to provide effective, clear and correct feedback. The least frequently stated facilitators were the *motivation of the students and the experience of the instructor,* respectively. Being familiar with Word Track Changes and online tools before the ERT helped instructors implement this principle in the online environment easily and students who were eager to produce more and who asked for feedback urged instructors to provide detailed and prompt feedback.

As to the Time on Task principle, interview data revealed that external factors, such as *institution, rules, LMS, technological and online tools* and instructor-related factor, that is, *the attitude of the instructor* facilitated its implementation. The most prominent positive factor is *the attitude of the instructor*. Instructors suggested that the instructor's attitude is so crucial in keeping students on task. Two of the instructors reported that they contacted students who were absent for a while. This way, they raise awareness on time management which is regarded as a trait of the most effective teacher by Uğraş (2014), and students are also fond of teachers' concern, time and attention and be motivated (Bangert, 2004). The second positive factor is *the institution*. The instructors appreciated the institution for sharing all the important information, such as exams and grades through several channels, such as the school's website and e-mails. The instructors also reminded their students so that they did not miss the deadlines. These reminders kept students on task. The third frequently stated factor is *rules.* In the present study, the interview participants meant attendance and participation and being strict when they reported "rules" as a

facilitator. Due to these rules, students have to attend the class, study regularly, complete assignments on time, they learn time management and on the whole, the quality of teaching increases. This finding is in line with Çimen's study findings (2017a). One of the instructors reported that apart from the importance of student autonomy, teachers' being strict about the deadlines, and time on task are essential to improve students' learning. Different from the present study, rules in Zhang's study (2006) is the most frequently stated factor that facilitates time on task principle. Rules referred to the strictness about deadlines. Another facilitator that was reported in the present study is *LMS*. Instructors underlined that apart from reminding students about important dates, they utilized the course calendar in LMS, which informs students about submission dates like an alarm clock and this facilitated their work and they added that LMSs help them to share announcements easily. This finding is in line with Newlin and Wang's study results (2002). They think LMSs are beneficial since the students do not have to wait for the next lesson to get clarification and details about important information about the class. In Zhang's study (2006), the instructors also reported that the course calendar in LMS helped them promote this principle. Apart from these external factors, the last facilitators participants reported are *online tools*, such as Whatsapp, and emails.

As for High Expectations principle, interview data revealed that external factors, such as *materials provided by the school, technological and online tools and rules* facilitated its implementation. The most prominent positive factor is *the materials*. To hold higher academic standards, instructors underlined the importance of rubrics and sample works. Since preparatory schools' purpose is to prepare the students for their departments, academic writing skills are highly important. Therefore, it is not surprising that instructors believe these materials help students hold higher academic standards. The studies confirmed the benefit of good examples. "The use of good examples is an effective practice for setting clear expectations for quality student performance" (Aydoğdu et al., 2012, p. 18). Students produce better works since they are informed about instructor expectations and precise guidelines. The rubrics serve for the same purpose. Students are informed about the components and detailed descriptions of what is needed. Providing students with clear and structured

assignment descriptions, clear expectations and rubrics, templates and samples were reported as positive factors that influenced students' online learning in Tanis's study (2020) as well. The second frequently stated facilitator is *technology*. It provides practicality and instructors can share various tasks and sources that are challenging and interesting, such as grammar, vocabulary, and speech videos. Nunan (2012) agreed that technology is a facilitator for teachers since they can provide students with a rich source of authentic listening, reading input in the form of audio and visual content. To help students perform better and meet the expectations, *rules* were reported as an important and the last factor to communicate high expectations. These rules are about late submission, lack of participation and abseenteeism. Instructors' being strict on these issues develops academic discipline for their students, as the interview instructors suggested. This finding correlates with Zhang's results (2006). In Zhang's study, instructors regarded rules as a positive factor to achieve higher academic success.

Lastly, interview data revealed that external factors, such as *technological and online tools, LMS, institution, colleagues, course book*, and instructor-related factors, such as *motivation and experience* facilitated the implementation of Diverse Talents and Ways of Learning. The most prominent positive factor is *technolog*y. Interview participants maintained that technology and the Internet helped them find diverse sources and share and apply diverse activities. These sources involved grammar websites, talk videos, presentations, games, songs, and so on. Some of the activities involved pair, group works, quizzes, exercises, and discussions. The combination of media and technologies are claimed to have a positive effect on learners' language development by Petersen (2014) in his/her study that aimed to examine web-based language learning and teaching. Zhou (2011), in his study, also maintained that technology can help foreign language learners with differing learning preferences since it provides a wide range of target language sources and activities. Salih and Omar (2021)'s study revealed that students were satisfied with the availability and accessibility of online teaching materials. This diversity of materials helps students who need different explanations and examples. This way, teachers can address

students with diverse intelligences. Goertler (2019) added the provision of diverse, authentic, up-to-date materials to practice all of the skills improves learning.

The second facilitator was *LMS* which is related to the first facilitator that is technology. LMSs' features, such as forum activity, quiz activity, assignment features and H5P were reported as beneficial. Tanis's study (2020) has a similar finding. Instructors also considered solidly designed LMS as a positive factor to online learning. In the present study, one instructor reported three factors as facilitators. The need for a combination of factors was maintained by her. To encourage diverse talents, the *testing department, the help of the colleagues, and experience* were reported as facilitators to create diversity in the class. Apart from the external factors, *instructors' motivation* to address diverse issues was also reported as a facilitator. Instructors' personal efforts to bring up discussions on social, cultural, political, and gender issues are one of the findings of this study. Discussing and thinking on these issues in the class is reported to be beneficial for personal development and also, this way, diverse intelligences and diverse talents are addressed. The benefit of this attitude, approach and efforts for students is consistent with what Chickering and Gamson (1991) maintained: "faculty who show regard for their students' unique interests and talents are likely to facilitate student growth and development in every sphere-academic, social, personal and vocational" (p. 21). The last facilitator is *the course book*. The careful selection of course books that address diverse talents and issues was also reported as important to encourage this principle. This study's findings are not consistent with Zhang's study results (2006) that revealed that instructional strategies, understanding and concern, and personal contact encouraged this principle.

5.3 Instructor's Views on the Factors that Hinder the Implementation of the Seven Principles

Qualitative data gathered via interview to answer the third research question aimed to find out the factors that hindered the implementation of the Seven Principles by in-service EFL instructors. Data revealed a number of barriers. These barriers were

presented separately for each principle. Mainly the factors that hindered the implementation of these principles were instructor-related, student-related factors and external factors.

Firstly, interview data revealed that external factors, such as *lack of rules*, *workload, instant communication and technology, internet connection problems and lack of devices*, and student-related factors, such *as demotivation of the students* and *lack of student discipline* negatively influenced the implementation of Student-Faculty Contact. In Zhang's study (2006), the negative factors that barricaded the implementation of student-faculty contact are similar. Online faculty's interview results indicate that technological difficulties, lack of student involvement, motivation and negligence are among the barriers. In the present study, the most frequently stated negative factor is the *lack of rules*. Students' not turning on their cameras impeded the contact between instructors and students and students and students. This finding is in line with Meşe and Sevilen's study findings (2021). Voluntary attendance was reported as a barrier to student involvement and participation. Students "criticized the voluntary attendance system since they needed an external regulator" (p. 18). Also, *negligence, demotivation of the students* was reported among the negative factors. Instructors attempted to contact the students via several channels. However, some students even did not check their inboxes regularly. Nayman and Bavlı's study (2022) also revealed that during remote teaching, language teachers faced non-participation or minimum participation of the students in their online classes. In Zhang's study (2006), one of the instructors added "the major factor that hinders the implementation of student-faculty contact is the lack of response from the student. The contact depends on their motivation to follow through with correspondence " (p. 101).

The second most frequently stated negative factor was the *increase in the workload*. In face-to-face teaching, instructors had office hours and students were expected to ask help from instructors at these hours. However, during remote teaching, instructors had to answer lots of emails, Whatsapp messages, and the boundaries between personal life and work-life became blurry. This finding is consistent with

the findings of Şener et al.'s study (2020) that aimed to examine the perceptions of English instructors about online teaching. The instructors reported that they experienced an increase in the contact hours and workload since they needed to answer e-mails, messages from their students which are sent at different times and this was a burden for them. Likewise, Zhang's study (2006) revealed that "when an instructor teaches online, s/he spends more time preparing the course, replying to student e-mail messages, or simply getting the materials organized" (p. 100). The other side of the medal of easy contact was the increase in the course load due to *instant communication and technology facilities*. The present study revealed that due to the easiness of sharing sources and assignments, the instructor shared more tasks and this caused pressure on students and some students became overwhelmed. In several studies, the findings are similar. Students reported that during online teaching, students had to spend more time on study (Goertler, 2019; Hamilton, 2016).

Other barriers reported were *internet connection and lack of devices*. Unstable internet connection affected synchronous meetings, virtual office hours negatively. Students became stressed as well as the instructors. Also, the present study revealed that some students lacked internet connection, cameras, or even computers. Lack of sources for online learning was one of the biggest constraints. This finding is in line with what Şener et al. (2020) found in their study. They maintained that internet connection, audio-visual quality problems are "the most common and most determining factors that undermine the efficacy and efficiency of online education" (p. 343). Yüce (2019) agreed that "technical problems closely connected with deficiencies of computers or the Internet itself comprise a large part of the disadvantages in implementation of online language classes" (p. 76). All these external and student-related factors impeded the implementation of student-faculty contact in online courses.

Secondly, interview data revealed that external factors, such as *the distancing effect of the online environment, structure of the program*; instructor-related factors, such as *personal belief* related to *student profile*; and student-related factors, such as

demotivation, and lack of accountability of the students negatively influenced the implementation of cooperation among students. In Zhang's study (2006), one of the negative factors that barricaded the implementation of cooperation is the lack of student involvement, which indicates that the findings are similar. Also, the findings of Winegar (2000)'s study that was conducted about online instructors' attitudes toward the Seven Principles revealed that developing cooperation among students "received least favorable responses" (p. 60) by online instructors teaching graduate or undergraduate level courses. Interview participants' comments in the present study revealed that students did not cooperate in online classes much due to the distancing effect of the online environment. When instructors visited the breakout rooms, they realized that some students were not participating and they even left the online class during the collaborative tasks. This may have stemmed from an unnatural feeling *due to the distance, or their demotivation* was the reason why they did not participate in collaborative works. Related to the negative impact of distance, one of the instructors in Tanis' study (2020) reported lack of "spontaneity of organic conversation and face-to-face interaction that provides more in-depth learning as negative factors to online learning. Moreover, Dizon and Thanyawatpokin (2021) added that the reluctance students show towards attending classes and minimal interaction are related to the pandemic-induced anxiety, stress and communication problems.

The present study also revealed a debatable issue. An instructor believes that collaboration is even weak in face-to-face classes due to the *student profile*. She believes that students in the country do not have a tendency to work together. This weak issue became worse in virtual classes for her. Another student-related negative factor was *the lack of accountability of the students*. Instructors maintained that collaborative tasks and assignments do not work in language classes because there is no fair task allocation. It is the same in face-to-face teaching. Some students work more; others do not work as much as they do. This is the reason why some instructors did not prefer designing and assigning collaboration tasks, why they do not believe in its benefit and why cooperation among principle is one of the weakest principles. Similarly, in Bishoff's study (2010), it was found that group works may not work since some students do not work and other students have to carry those who

do not contribute much. Zhang's study findings (2006) are similar. The participants noted that they did not promote collaboration because cooperation does not apply to online course. One participant commented that he "considered any form of collaboration…as cheating (p. 90). However, the studies reveal that fair allocation can be maintained if teachers assign individual tasks in the group, include peer evaluations (Bishoff, 2010), monitor student interactions, and ask each student in the group to send a summary of their activities (Schwiebert, 2012).

Another external reason that instructors put forward as a reason for not encouraging cooperation is the *preparatory school program*. They asserted that the lack of collaboration is not related to the online classes, it is due to the way the program is structured. In preparatory school programs, there is not much scope for group works, They encourage studying on one's own. Apart from the specific reasons in relation to the program of preparatory programs, the online environment by its nature is considered more appropriate for individual work. This finding is parallel to Compton's study's finding (2009a). In this study, students voiced the lack of interaction in the synchronous and asynchronous classes. They reported that online experiences were limited to individual work. They retrieved materials and completed assignments individually. Even though collaboration is intended, it is also reported in the present study that the busy program does not allow additional tasks. This is similar to what Çimen (2017a) found out in her study. One of the instructors asserted that although cooperation is very essential to improve learning, they could not integrate cooperative tasks since they have no time left. Juarez-Diaz and Perales (2021) also maintained that instructors also could not promote interaction among students during the pandemic due to the lack of experience with online education.

Although interview participants' beliefs and the programs do not encourage cooperation, researchers underline the importance of collaboration. Yüce (2019) claimed that a program that neglects the importance of collaboration may lead to classroom management problems. The feeling of loneliness due to the lack of collaboration may lead to low achievement or even dropping out (González-Lloret, 2020). All these factors indicate that collaboration is a weak principle in online

language classes and students work individually. This study finding is consistent with the findings of Eraslan and Arslan (2020)'s study. It was reported by the students that lack of collaboration and interaction is a deficiency and weakness of online learning.

The third principle, active learning is the most weakly implemented principle by the instructors. Interview data revealed that external factors, such as *lack of rules, fixed program, Internet connection problems and lack of devices*, student-related factors, such as *demotivation of the students and lack of accountability of the students, lack of discipline*; instructor-related factors, such as *demotivation of instructors, and lack of pedagogical knowledge* negatively influenced the implementation of active learning. Zhang's study (2006) found out some negative factors that barricaded the implementation of active learning. They are time and distance and lack of student involvement, which indicates that this study and Zhang's study (2006) have similar results. The first negative factor is related to the government decision due to the pandemic. It was decided that students do not have to *turn on their cameras and attendance is not compulsory*. Instructors regard this decision as a barrier to encourage active learning. Students showed less participation due to this decision.

Another barrier interview participants reported was related to *the program*. They asserted that the preparatory school program is not well-designed enough. Therefore, active learning practices can not be integrated much, traditional way of teaching is adopted and as a result, students are used to this conventional teaching style. Also, the focus on the proficiency exam, in other words, exam-orientedness is the reason why active learning does not find place in the program much. Although the instructors in this study did not make any specific comments about the reason why active learning can not be promoted, it can be inferred that they could not promote it since they are not free to share the materials and conduct tasks that they want due to the fixed program they have to follow. The preparatory school program designers can be the addressee of this problem. Teachers and program designers may not incorporate tasks to encourage active learning due to the time issues and the topics to

be covered and since they are concerned that less material is covered (O'Sullivan & Copper, 2003).

Just like for any principle, *unstable Internet connection, lack of available devices* were reported as negative factors to encourage active learning. Students could not also show full participation due to these external factors. This finding is consistent with the literature findings. Studies revealed that during online sessions, learners had some technical problems related to the computer and the Internet. These led to learning problems and demotivation (Jolliffe et al., 2001; Sun, 2011; Yüce, 2019; Zou et al., 2021). Another factor reported as a barrier to encourage active learning was *demotivation* during the pandemic. When demotivation is considered, both of the parties are meant, instructors and students. Some of the instructors in the present study even did not attend the training their institutions provided. This finding is parallel to Çimen's study findings (2017a) suggesting that instructor-related factors impede the implementation of the good practices. In her study, the instructors maintained that "when teachers do not do their best to improve themselves, the quality of education is believed to be impaired" (p. 148). Some of the students were distracted and unwilling to study. Family-oriented, health-oriented issues are put forth as the possible reasons for their demotivation. "The newfound freedom in online courses" (Meşe & Sevilen, 2021, p. 14) can be the reason why it was difficult to be disciplined for students.

Also, regarding instructor-related factors, one of the instructors drew attention to *the lack of pedagogical knowledge of the instructors* as an impediment to active learning. She criticized instructors for utilizing technology, sources, without taking the objectives into account. For her, this problem is also a case for face-to-face education, too. This finding is similar to the conclusions of Can and Silman-Karanfil's study (2021) that aimed to evaluate EFL instructors' in-class experiences during the pandemic. The study revealed that most in-service EFL instructors had a lack of confidence, low self-efficacy and a low level of technological and pedagogical knowledge in teaching remotely. One of the findings of Öz's study (2015) is worth sharing. The study revealed that there is a mismatch between the

pedagogical knowledge level of in-service and pre-service teachers. Pre-service teachers expressed a high level of technological and pedagogical knowledge whereas in-service teachers used the technology without integrating pedagogical knowledge. It can be inferred that pre-service teachers' lack of internalization of this related knowledge is the reason for their lack of pedagogical knowledge when they start working, or it is because of the fact that in-service teachers are all old graduates who did not get adequate knowledge during their school years, or who did not get meaningful in-service training. Lastly, students' *tendency to cheat* and *lack of accountability* was considered a barrier to be actively involved in the learning process. Students were thought to ask help from a family member or somebody else with their assignments after the classes started to be conducted online. This showed that students did not learn much. The last negative factor is also related to students. *Lack of student discipline* was reported to have hindered active learning. Some of the students were not active learners since they did not produce, participate and submit their assignments. Due to all of these factors, it seems that instructors could not integrate tasks, such as discussions, debates, reflective writings, team work, projects, role playing, games, wikis, and blogs that will enable students to discover, reflect, create and apply knowledge (Aydoğdu et al., 2012) and encourage active learning.

As for Prompt Feedback, interview data revealed that external factors, such as *workload, technical problems, excessive screen time, and absence of previous experience* and student-related factors, such as *absence of required programs* negatively influenced the implementation of prompt feedback. Zhang's study (2006), found out some negative factors that barricaded the implementation of prompt feedback. One of the findings, *technical problems*, is similar to this study's result. Most of the interview participants reported *increase in the workload* as a negative factor. Assessing papers and giving feedback especially for the instructors who were used to pen-paper feedback took a lot of time. They reported that it was overwhelming. This finding is in line with Şener et al.'s study (2020) which sought to explore the perceptions of English instructors about online teaching. Instructors reported that they had to give feedback and grade assignments 7/24. In Lewis and Abdulhamis's study (2016), instructors agreed that providing immediate, quality and

in-depth feedback is a challenging and lengthy process for the instructors. Likewise, in Juarez-Diaz and Perales' study (2021), most of the teachers reported that they were overwhelmed due to an increase in the workload. Another external negative factor is *excessive screen time*. Having to check a lot of papers and give feedback meant sitting in front of the computer. This excessiveness is reported as a barrier to give effective feedback since it is tiring. The excessive screen time due to the pandemic and its negative effects were reported by several studies (Akulwar-Tajane et al., 2020; Dwajani et al., 2020). The last barrier is related to the *negligence of the students, and their demotivation*. It was reported that students not having required programs, such as word application and some technical problems impeded the feedback practices. Since this principle was implemented more successfully in the online environment, the negative factors were less than the positive factors. The most prominent negative factor was *increase in the workload.*

The instructors also experienced some constraints while implementing Time on Task principle. However, since it was implemented successfully, the negative factors were less than the positive factors. Interview data revealed that external factors, such as *lack of rules, the structure of the program,* and *Internet connection problems* negatively influenced its implementation in online classes. These findings are not in line with Zhang's study (2006), which found that student negligence, time, distance, and class size as negative factors impeded its implementation. The only common negative factor between Zhang's study and this study is technical difficulties. Regarding the first negative factor, that is *lack of rules*, instructors reported that attendance should be compulsory to encourage this principle and encourage time management. Since students knew that attendance was not mandatory, they neither turned on cameras, nor participated in the classes regularly. This was a big impediment for instructors and students. Instructors had difficulty in managing classes and students who did not have intrinsic motivation could not stay on task. This finding is consistent with what Meşe and Sevilen (2021) found in their study that aimed to explore students' perceptions of online teaching and how it affects their motivation. Their study revealed that students did not favour voluntary attendance. They reported that "they needed an external regulator and emphasized the negative

effects it has on their motivation. It was understood from the interviews that students are inclined to skip classes unless they are compulsory" (p. 18). Since rules facilitate instructors' time management and class management, lack of it leads to weak implementation of time on task principle.

Academia consists of rules. Rules provide a higher quality. Instructors' being strict on these rules is essential for the enhancement of learning. This finding is in line with Çimen's study results. Çimen's study (2017a) revealed that encouraging time on task in English classes is essential so that students are used to "studying regularly without making up excuses" (p. 209). Similarly, Gettinger and Seibert (2002) maintained in their study that time on task is important and it has been consistently found to be related to student success. Just like the attendance problem, instructors in the present study reported that lack of performance score was another barrier to this principle since this led to non-participation. Instructors also criticized *the program*, the shortening of the class time in the online environment and for them allocated time was not sufficient and the program was not realistic. The curriculum development unit was reported as the addressee of this negative factor. This also showed the discrepancy between the expectations in the face-to-face environment and the online environment. Since delivering online teaching may require more time than face-to-face teaching, (Dahl, 2003; Mabrito, 2006), realistic planning is essential and online courses should be organized in such a manner to allow students to effectively complete tasks and assignments. The last barrier was *Internet connection problems,* which caused students not to stay on task that is in line with Zhang's findings (2006).

As to High Expectations, interview data revealed that external factors, such as *lack of rules*, instructor-related factors, such as *lack of content and technological knowledge,* and student-related factors, such as *demotivation and lack of integrity* negatively influenced the implementation of this principle. The study revealed that the government decision which suggested that attendance is not compulsory was one of the negative factors that impeded the implementation of this principle. Students who know this decision did not attend the classes regularly, and as a result, they could not

benefit from in-class synchronous sessions, activities, and lost the only time that they would have interaction, application and discussion. Similarly, Meşe and Sevilen's study findings (2021) suggested that online education had a negative effect on students' motivation "due to lack of social interaction, a mismatch between expectations and content, and organizational problems" (p. 11). Meşe and Sevilen (2021) referred to institutions' decisions, *lack of rules* as organizational problems in their study. In their study, one of the mostly criticized institution-related problems by the students was *voluntary attendance*. Students reported that they tend to skip classes if it is not compulsory. Apart from the institution-related barrier, in the present study, interviews revealed an instructor-related barrier. Interview participants reported the *lack of content and technological knowledge* as a barrier to the implementation of high expectations. Instructors suggested that first, instructors should set high expectations as an instructor and improve themselves to achieve high expectations. One of the instructors criticized herself for not having enough lexical sources as a speaker of English. For her, an instructor should be a role model and she regarded her lack of continuous training as an impediment to achieving high expectations.

Also, lack of technological knowledge and training caused instructors not to utilize challenging and meaningful tasks in the online environment. Stickler et al. (2020) asserted that the lack of digital literacy of the teachers is a hindrance to quality online language teaching. In addition, Atmojo and Nugroho (2020) drew attention to the challenge teachers faced due to the pandemic. They reported that instructors did not have enough preparation to carry out online teaching. Derakhshan et al.'s study findings (2015) revealed that not all teachers have sufficient training to teach online courses and in their study, they drew attention to the lack of technological training of the teachers as a negative factor with these words: "L2 classes were hastily moved online and teachers, many of whom were not well-versed with new technologies had to redesign their language lessons for online delivery" (p. 2). The study indicated that students mainly were not satisfied with this redesign since it was based on content-delivery and mechanical exercises. It was not engaging.

The last negative factors are student-related. Most of the interview participants reported *demotivation, negligence of students and plagiarism* as negative factors. The instructors in the present study revealed that although they tried to assign tasks to improve their learning, some of the students did not complete them, were demotivated and overwhelmed due to the pandemic, being away from campus, and not having available conditions at home. The lack of motivation was reported as a barrier. This finding is consistent with the results of Zhang's study (2006). Among the negative factors he found that barricaded the implementation of high expectations is demotivation and negligence of the students. Studies revealed that online education caused discomfort and demotivation in students. They showed reluctance to attend the classes since it led to the feelings of loneliness and distancing effect (Dizon & Thanyawatpokin, 2021; Gonzalez-Ramirez et al., 2021; Hidalgo-Camacho et al., 2021). As a result, students showed minimal effort as opposed to the higher expectations teachers had. Çimen (2017a) called attention to the importance of students' willingness to learn as an important positive factor with these words: "Even the best teaching practices may not work with unwilling students" (p. 96). Last barrier was related to the lack of accountability of the students. Students' resorting to other sources while doing their assignments, in other words, having *lack of academic integrity* was reported by interview participants as an impediment to hold higher academic standards and to implement the practices in line with this principle since students copied others' ideas and did not strive to improve themselves. Although instructors faced some constraints to encourage high expectations in their online classes, this principle was among the principles that were implemented successfully by the instructors.

Lastly, interview data revealed that external factors, such as *lack of rules, fixed program, and lack of sources*; instructor-related factors, such as *demotivation, and lack of technological knowledge of instructors* hindered the implementation of diverse talents and ways of learning. The interview participants reported that the distancing effect of online teaching combined with voluntariness was a drawback for them. Since students and instructors do not have face-to-face interaction, creating a warm atmosphere was not possible. This led to the non-participation of the students.

As a result, English classes did not serve as a place where different points of view and voices were heard. Another factor that impedes the instructor to address diverse ways of talents was the *program*. In preparatory schools, instructors have to follow a rigidly planned program, they are not free to choose tasks and assessment tools. When time concerns are added to the fixed program, instructors can not assign tasks that help students with diverse intelligences to show their talents and knowledge. This negative factor's effect increased due to limited time. As it is known, the curriculums are most of the time heavy-loaded in preparatory schools.

In parallel to these findings, in Çimen's study (2017a), instructors reported that they can not offer extra materials to students who lack the essential skills or background to comprehend the topic since "they hardly have enough time to finish the curriculum in time and that when they take into all learners' need into account, completing the curriculum would be a far-fetched goal" (p. 228). Çimen (2017a) maintained that "it is important to provide teachers with ample time and resources while expecting a match between teaching and learning styles" (p. 67). Moreover, due to the fixed curriculum, materials, texts, some of the instructors reported that they could not integrate issues about under-represented populations, gender issues, and different cultures into their course if these issues do not take place in the materials provided and course books. They may have concerns about standardization as well. Integrating new texts and materials only could be achieved by the instructors who take the initiative, who have good time management or who give particular attention to these issues and are sensitive about them.

The last external source is related to *the needs of the students with disabilities*. The findings indicated that the preparatory school was not ready to provide adequate sources for students with disabilities in the online environment. The need for adaptation of the materials for visually impaired students was reported. The last two factors that impeded the implementation of this principle are instructor-related. Just like students, the *pandemic affected the instructors in a negative way*. Lockdown, lack of interaction, anxiety, and online setting caused some of the instructors to show minimal effort to improve the students' learning. An instructor reported that she

stopped trying so hard during these uncertain days and she completed the curriculum without showing too much effort to address diverse students' needs. This finding is in line with what Hidalgo-Camacho et al. (2021) found. The study revealed that the online setting had negative effects on the health, and motivation of both the students and teachers. Şener et al. (2020) agreed that "current lockdown conditions carry the risk of increasing the stress and demotivation levels of teachers" (p. 344).

The last negative factor is the lack of *technological knowledge and training*. The findings revealed that instructors, especially those who were digital immigrants, were so nervous about using the technology. They also reported that due to the lack of knowledge, learning a new tool took a lot of time and since they already had lots of responsibilities related to the classes, they could not invest their time to learn new tools or learn new ways to create purposeful and meaningful activities. Therefore, technology was not used in an effective way to achieve this principle. Zou et al.'s study results (2021) revealed that "the effectiveness of online teaching could be reduced among teachers who lack experience and training in online teaching (p. 16). Altunay (2019) further drew attention to some of the reasons why EFL instructors did not have proper technological training. These reasons are computer anxiety, and teachers' negative beliefs about online education. The findings of Altunay (2019) are in line with the present study's findings. Stickler et al. (2020) added that teachers may have negative attitudes and lack of interest towards technology integration as a result of lack of training. Different from this study's findings, Çimen (2017a) drew attention to the inadequate pedagogical training that might be the reason why instructors may not implement this principle sufficiently. The findings of her study revealed that lack of training of teachers that provide knowledge and practice on how to integrate differentiated instruction into English classes are among the many factors that hindered the implementation of Diverse Talents and Ways of Learning. All of these findings are consistent with Zhang's study (2006) which found that the negative factors that impeded the implementation of this principle are time and distance; content and design; motivation and negligence.

5.4 Instructor's Suggestions to Promote the Implementation of the Seven Principles

Qualitative data gathered via interview to answer the fourth and the last research question aimed to present the suggestions offered by in-service EFL instructors to promote the implementation of the Seven Principles. Data revealed a number of suggestions. These suggestions were presented separately for each principle. The practices suggested below to improve online teaching were mainly self-directed and institution-directed. It should be underlined that when instructors were asked to give some suggestions on how to improve the implementation of each principle, some of the instructors shared no suggestions for some of the principles since they could not think of any or since they were already satisfied with the existing practices.

Firstly, interview data revealed that institution-directed actions, such as *policies regarding working hours, establishing rules, and regulation of the duration of the module* and self-directed actions, such as *being organized, and arranging face-to-face meetings* were suggested to promote the implementation of Student-Faculty Contact. As an outcome of the constraints, that is the increase in the workload during online teaching, interview participants suggested that the institution should bring *policies about the working hours of online instructors* since they were overwhelmed with answering the needs of the students. The fact that instructors were overwhelmed and their workload increased was underlined in Tanis' study (2020) as well. Based on the results, she suggested that teaching loads should be reduced and boundaries for reasonable workloads should be set to promote student-faculty contact. In the present study, instructors also had difficulty in interacting with the students due to students' muting themselves in synchronous classes. To promote the interaction, institutions' bringing policy about cameras is offered as a solution. This refers to the second most frequently stated suggestion. Instructors believed that *establishing rules* and making "turning on the cameras" compulsory is needed to have more interactive online classes. However, students have several reasons not to turn on their cameras. Bedenlier et al. (2021) in their study maintained that students do not prefer turning

on their cameras due to technical problems, privacy concerns, feeling uncomfortable, and compliance with others. Literature reveals that interaction and a sense of belonging are needed for student achievement (Thomas et al., 2014). In online teaching, since interaction is essential, some suggestions are offered to increase the participation and decrease the non-participation of the students. For instance, instructors may vary the patterns of synchronous classes instead of making it obligatory. An instructor may ask his/her students to be there for some activities. For some exercises, s/he may ask them to turn off their cameras. For some activities, they can ask half of the class to turn on the cameras, and ask others to be invisible. Varieties can be multiplied. Bedenlier et al. (2021), in their study suggested that" integrating small activities to foster camera use are better means that instructors can employ" (p. 6).

Regarding the facilitation of student-faculty contact, the length of the modules was criticized for their shortness. In some of the preparatory schools, one module consists of eight weeks. It may not be enough to develop fruitful relationships between instructors and students. *Lengthening the time* seems a legitimate suggestion. As to self-directed actions, a side effect of easy contact between students and instructors was suggested. Since exchanging information with students became instant and easy, one of the instructors criticized himself that he asked for more from his students and this caused students to be overwhelmed. He suggested that this new environment's facilities may lead to excessive sharings, so instructors should *be organized*, draw boundaries and balance the instructor-teacher contact time in order not to cause pressure and demotivation. Being organized was reported as a suggestion in Lewis and Abdul-Hamid's' study (2006) as well. Since the online environment has a distancing effect, instructor's presence and being organized were reported by one of the instructors as essential qualities stating, "when you teach online, you need to plan with care. I actually send out weekly email greetings and the students really like that. I do that to remind them of what they are supposed to be doing" (p. 94). Lastly, the drawback of online teaching is lack of direct personal contact and direct interpersonal interactions that students and teachers need. Direct human interactions can not be duplicated by technology (Zhang, 2006). Therefore, it may be a fair suggestion that

occasional face-to-face meetings can be conducted to motivate students, meet their affective needs and add genuine interaction. This finding is in line with what McKenzie et al. (2000) found. They reported that the majority of the online instructors considered face-to-face meetings helpful for online instruction.

Secondly, to promote the implementation of Cooperation among Students in online courses, institution- directed actions offered are r*egulation of the duration of the module, and redesigning the program* and self-directed actions offered involve *integrating technology, collaborative tasks* and *self-improvement.* As one of the most weakly implemented principles in online courses, these suggestions can be beneficial for future online classes. To have a collaborative atmosphere, just like it was suggested to promote contact and interaction, interview participants suggested that administrators change *the duration of the module* and lengthen it. It is assumed that if students and the instructor know each other for a longer time, they may have a closer relationship.

The second suggestion was *redesigning the program.* In preparatory schools, there is a fixed program and syllabus for each level. Therefore, instructors are not so free to add or delete tasks. Most of the instructors believe the redesign of the program in a way that it involves more collaborative tasks can improve students' achievement and well-being. However, fixed curriculum and standardization impede instructors' willingness to integrate them and stress them. The suggestion to redesign the curriculum is a debatable issue. Although it is known that the ideal teaching promotes collaboration and active learning, a curriculum that involves tasks to promote them may not be possible due to the reasons, such as the purpose of preparatory schools that is passing the proficiency exam and time limitations. It is a debatable issue since adding collaboration and active learning strategies motivate students a lot, maybe the students become more successful in the proficiency exam, too. This finding is in line with Çimen's study findings (2017a). Participants maintained that instead of rushing to finish the curriculum, teachers should slow down, do interactive activities. Teachers may have a dilemma. On one side, they are responsible for preparing students for proficiency on the other side, they need to

promote collaboration and interaction. This issue should be negotiated with the administration and a balance should be maintained. In the present study, instructors' taking initiative and *improving themselves* was reported as another suggestion to integrate collaborative tasks more regardless of fixed curriculum. Although the fixed curriculum is a constraint, if an instructor improves herself on how to integrate collaboration into the existing program by searching the current tools, attending training programs, consulting colleagues, s/he can achieve implementing this principle to a certain extent. The last suggestion offered by the interview participants is keeping up with the *technology and online tools* to promote collaboration. Participants suggested that instructors can utilize online tools, such as breakout rooms and Google docs into their online classes as a way of increasing collaboration. The benefits of breakout rooms for promoting interaction and collaboration were maintained in several studies (Lee, 2021; Nayman & Bavlı, 2022). In their study, Kohnke and Moorhouse (2020) reported some ways to increase interaction in synchronous classes. They suggested that Google docs and forms can help instructors to facilitate collaboration. These tools help students to co-construct texts, complete exercises and conduct discussions in pairs or in groups.

Suggestions offered on how to promote Active Learning, the weakest principle, are essential to improve the quality of online teaching. Active learning practices have a determining role for the students' success, as the studies suggested. To promote the implementation of active learning in online courses, institution-directed suggestions involve *rules and policies regarding the cameras and attendance* and *redesigning the program and schedule*. For interview participants, an institution should establish these rules to provide academic discipline and success. This finding is in line with Meşe and Sevilen's study (2021). The students also believe that attendance should be compulsory since it is hard for students to have discipline without the rules. Interview results of the present study also revealed that instructors were overwhelmed with online teaching since online teaching brought forward more workload and way of working that is not so natural for instructors. One of the instructors suggested that the working *schedule* should be changed and made more flexible by the administration. She means that the class hours may be varied. Classes

can be in the morning one day and they can be in the afternoon the other day. As to instructor-directed actions, for the future online classes, it was suggested that instructors allocate more time to search and *integrate online tools, engaging tasks* into the classes and continue *improving themselves* to encourage active learning. It can be inferred from the findings that preparatory school program and rules may be the facilitators of this principle. However, instructors' knowledge and motivation to improve themselves are equally essential for the successful implementation of active learning practices. In addition, an instructor suggested that *pedagogical knowledge* is not enough, so the training given to English teachers during pre-service and in-service years should consist of tasks to teach pedagogical knowledge integration to facilitate active learning. The importance of pedagogical knowledge was highlighted by Erarslan (2021) in his study that aimed to investigate the effects of the pandemic on online teaching and the learning of English. He maintained that "for quality online teaching of English in schools, the policymakers and teacher training programs need to make alterations in terms of equipping the teachers with the necessary pedagogical knowledge on these different modes of teaching" (p. 359).

Fourthly, to promote the implementation of Prompt Feedback in online courses, instructors offered institution-directed suggestions, such as *redesigning the program* and instructor-directed suggestions, such as *integrating different types of feedback* and *self-improvement*. Institution-directed suggestions are radical ones. Two of the instructors suggest that *the program* should be changed and it should not involve speaking tests since a speaking test is a burden for some students due to causing stress. She thinks speaking tasks should be conducted, but students should not be given speaking exams. Another radical change suggestion is related to essay writing. One of the instructors suggested that essay writing is too demanding for students who were educated in this education system. She believes due to the system, most of the students lack enough information to discuss in the essays and they write poor essays. This suggestion is beyond the limitations of the EFL curriculum. However, it can be suggested that more reading activities, discussions, social, political and cultural issues can be integrated into English programs for students to write more academic and elaborate essays. This may be again related to the programs of the preparatory

schools. It is recommended that a change in the program is needed. The programs should give place to tasks that increase students' knowledge in different issues.

Instructor-directed suggestions involved *integrating different types of feedback* into the classes. Complementing written feedback with voiced feedback was suggested by one of the instructors since the feedback can become more clear and comprehensible. Using only one type of feedback is regarded as a weak implementation of feedback. However, time issues may be the reason why instructors refrain from a combined form of feedback. This study revealed that some instructors utilized voiced messages from Whatsapp to clarify the misconceptions. The suggestion of combining written feedback with voiced feedback was tested in Solhi and Eğinli's study (2020). Their study that aimed to examine the effect of recorded oral feedback to the writing of the English as a foreign language (EFL) learners revealed that "the group receiving audio-recorded comments on their writing outperformed the latter in their content, and organization" (p. 1). Another suggestion regarding feedback practices for future classes that was revealed in the interviews was searching for more tools to provide feedback, in other words, *self-improvement* and integrating other forms of feedback, such as *automated grading*. Automated grading is discussed by several studies (Choi & Lee, 2010; Grimes & Warschauer, 2010). Although teachers utilize several well-known tools already, the reliability issue of computer grading remains a problem for the time being. Dikli and Bleyle's study findings (2014) support this claim. Their study that aimed to investigate the use of an AES system in a college ESL writing classroom concluded that when compared to the computer grading, the instructor provided more and better quality feedback.

As for the Time on Task principle, the suggestions offered are mainly related to *establishing rules*, which is an institution-directed suggestion. Another institution-directed suggestion is *redesigning the program and the schedule*. For students to be on track and study regularly, instructors suggested that attendance and opening cameras should be compulsory. This finding shows that although some students are intrinsically motivated, extrinsic motivation's importance is undeniable. From the comments of the instructors, it can be inferred that academic discipline is important

in these preparatory schools. In the study of Nayman and Bavlı (2022), which aimed to explore the experiences of EFL teachers during ERT, teachers came up with the same suggestion. They suggested that "student attendance and turning on the cameras should be compulsory" (p. 186).

The second suggestion offered by the instructors was *redesigning the program*. For instructors, the time allocated for classes is not enough. The *schedule* is not realistic. Limited class duration is an obstacle to completing the tasks, and the program in an effective and successful way. The program is already hectic. When inadequate class hour problem is added, instructors have difficulty in completing the tasks in their programs. From the instructor's suggestion, it can be inferred that administration's planning of online courses is problematic. They need to reschedule and design the program considering the realities of online teaching. Çimen's study findings (2017a) also are similar. In her study, she drew attention to preparatory schools' hectic programs and limited time as barriers to quality teaching. In her study, interview participants maintained that they put less emphasis on time on task principle due to the heavy curriculum and since they are "expected to do a lot in a limited time''(p. 139), so as a way to improve the quality of teaching, curriculum should be improved, redesigned and simplified according to the instructors. In Çimen's study (2017a), an instructor further suggested a solution to the lack of time problem. She noted that "increasing the number of courses may solve the problem by providing more time for finishing the curriculum and leaving room for frequent and more personal interactions" (p. 231).

The last suggestion was instructor-directed, that is *being clear and strict on rules*. The importance of being clear in the online classes is one of the suggestions offered in Tanis' study (2020). It is suggested that course expectations, deadlines, the responsibilities of the students be listed in the syllabus and providing well-written instructions for all coursework is essential to ensure that students are on pace. One interview participant in the present study suggested that instructors should also be strict on the rules and ensure students follow the rules. It is maintained that rules help students manage their time. Shortly, instructors suggest rules set by institutions and

enforced by instructors help students stay on task and manage their time as well as help the instructors to complete the tasks and requirements of the course in an effective way.

High Expectations principle is one of the most successfully implemented principles. When instructors were asked about their suggestions to promote the implementation of these principles, more than half of the interview participants stated that they are satisfied with the program designed by the program designers regarding the practices that are in line with high expectations principle. Instructors mostly came up with the suggestions that can be realized by the institution. They suggested that *attendance and opening cameras* should be compulsory. This way, students do not miss classes, any tasks and they get more input and produce more output, and learning is improved. Another institution-directed suggestion was *redesigning the program.* Interview participants suggested that the institution should provide a more realistic and simpler plan by taking the realities of the online environment into account. As mentioned, to encourage high expectations, teachers should set challenging, but also manageable tasks (Chickering & Gamson, 1987). Therefore, making realistic planning and designing tasks that are appropriate for the level of the students is important.

Another suggestion to achieve this principle can be regarded as both instructor and institution-directed. It is known that preparatory schools prepare students for their departments. Therefore, students are expected to write elaborate and academic papers. Essay writing is one of the most frequent and important practices of preparatory schools. A suggestion is *integrating corpus* into the classes for students to produce better academic writings. It is asserted that if students use corpus regularly, they will be better writers since they will learn new words, new combinations of words, and collocations. Integrating corpus usage into academic writing and into the curriculum was reported to improve students' academic writing in Quinn's study (2015) that examined the effect of the corpus training module in an intermediate-level EFL writing course. Kotamjani et al. (2017)'s study supported the positive effect of the integration of corpus usage on academic writing. Their study

findings revealed that "corpus tools have the potential to assist EFL writers in proofreading and editing the surface levels of their writing" (p. 61). Apart from corpus, rubrics are also regarded as essential tools to improve students' academic writing (Brooks, 2013). One instructor in the present study suggested that the *rubrics* for writing provided by the institution should be changed from analytical type to holistic type to make it easier for students. Another instructor suggested that for students to provide better academic essays, instructors and the institution should provide *sample works, templates,* and *exemplars*. Although the participants mentioned lack of integrity, plagiarism as a constraint to promote high expectations, none of the instructors came up with a suggestion on this issue. Zhang (2006) agreed that in online teaching, concern about academic dishonesty is a legitimate issue. However, he maintained that "concerns over academic dishonesty cannot explain everything. Instructional activities can be designed in such a way that cheating is not an issue" (p. 90). Last suggestion is both instructor-and institution directed, that is *self-improvement*. An instructor suggested that for students to achieve higher standards, instructors should continue keeping up with high standards and become role models. Instructors should do their best to improve themselves in terms of content, technological and pedagogical knowledge. In the same vein, institutions should provide continuous and effective in-service training.

Lastly, to promote the implementation of Diverse Talents and Ways of Learning in online courses, instructors offered some institution-directed and instructor-directed suggestions. It should be noted that almost half of the instructors stated that they would not change anything if they had a chance because the program was already satisfactory regarding addressing diverse talents and ways of learning. When there is a problem, the administration pays attention to it and makes necessary changes. Institution-directed suggestion involved *rules and policies about opening cameras*. Instructors suggested opening cameras be obligatory so that the class can be more interactive. Different voices can be heard and students may consider the issues from different perspectives. The activities that encourage diverse talents and ways of learning can be encouraged if students actively participate in the classes. Apart from institution-directed suggestions, instructors suggested that it depends on the

instructors to promote this principle. The instructor-directed suggestion is *self-improvement,* and *training.* Interview participants think that instructors should continue improving themselves. This suggestion is interrelated to the other suggestion that is *integration of the technology.* Interview participants suggested that instructors should learn new tools, and integrate technology more into their classes to address diverse intelligences. They asserted that they can integrate online tools like padlet, quizlet, video conferencing tools' and LMS' functions to facilitate learning and interaction. Çimen (2017a) also maintained that considering the constraints of EFL classes, such as time limitation and large class size, utilizing technology can make it easier to appeal to all learner needs. Technology can help teachers and students save time. Moreover, "students can adjust their pace of learning in accordance with their needs" (p. 233) and teachers can address students with diverse needs and intelligences.

Throughout the present study, there are few instructors that touched upon the importance of pedagogical knowledge to implement the principles in an effective way. One instructor suggested that pedagogical and technological knowledge should be considered together. She mentioned her experience to support her claim. In brief, she commented that integrating technological tools without combining it with pedagogical knowledge, that refers to the knowledge of objectives, context, time, materials, gains, preferences, interaction patterns and so on, does not mean much to the students and does not serve for effective teaching and not enough to address diverse students. It can be inferred that pre-service and in-service training should not be based on teaching tools. They should be designed in a way that instructors learn how to integrate them purposefully.

All in all, instructors came up with several institution-directed and instructor-directed suggestions. The findings revealed that the most frequently stated institution-directed suggestion was related to establishing rules about attendance and cameras. This finding is in line with the findings of Zhang (2006). The participants in his study reported rules and encouragement as a positive factor frequently. It can be inferred that to implement the principles successfully, rules should be established and

enforced. Rules enforced by the institutions and enforced by the instructor are reported to be essential to implement the Seven Principles. Another suggestion that was frequently offered to implement almost all of the principles was redesigning the program. In Çimen's study (2017a), one of the participants maintained that "the low-quality curriculum also prevents the implementation of the Seven Principles" (p. 142). Therefore, the curriculum and the program should be improved. Another most frequently stated suggestion is the need for training and self-improvement. The present study results showed that instructors lacked adequate technological and pedagogical knowledge to conduct online classes more effectively. They did not have training, or they had training, but this training was superficial, based on tools to save the day. This finding is in line with the findings of (Flowers, 2002) suggesting that online instructors, in general, began teaching online courses with little or no training about the technological and pedagogical needs in the online environment. Especially the teachers who have been employed years ago also "need further training to overcome their conventional teaching habits" (Çimen, 2017a, p. 245).

The finding of Turhan's study (2020) is also important to show the effect of the training that involved pedagogical knowledge on the quality of education. His study that aimed to measure teachers' perceptions on the Seven Principles revealed that the survey respondents who graduated from the English teaching department had higher mean scores when compared to the teachers who graduated from different departments. Çimen (2017a) also drew attention to the need for an improvement in teacher education programs and added that "incorporating additional in-service teacher training programs can enhance the foreign language teaching practices in schools" (p. 242). From the findings, it can be inferred that for better teaching and learning, only teachers' effort is not enough, the decision makers have a big effect on the learning of the students, so instructors and administrators should work as a team. There should be continuous negotiations for more qualified teaching.

5.5 Implications

The study findings suggest several implications for administrators, teacher educators, instructors and teachers to improve the quality of online education. Some of the study's suggestions offered below comply with the suggestions offered by the instructors who participated in this study.

Implications for School Administrators

In the study, participants reported several constraints and suggestions that were directed to the preparatory schools' administration. The most prominent constraints involved the program, lack of rules, and workload. According to them, the fixed, standard, heavy, exam-oriented program is the reason why they could not practice some important aspects of quality teaching and they could not implement the Seven Principles. As a result, they could not integrate collaborative tasks, interactive activities, wikis, games, and extra readings that help the students to discuss social, cultural, and political issues from different perspectives. The instructors tried to do their best, but there were some instructors who reported that they could not integrate these activities due to the fixed program and limited time. Based on these findings, it can be suggested that school administration involve instructors and teachers in the decision-making process. The positive correlation between the effectiveness of the schools and involving teachers in the classroom and school-wide decisions were voiced by (Blasé & Kirby, 2009). Administration can ask for feedback from the instructors and teachers at the end of the terms. Teachers may be asked to provide feedback by discussing the constraints with the teachers who teach the same level classes and share their suggestions. They should be encouraged to express their opinions freely (Yıldırım, 2017), and their opinions should be respected and evaluated. Teachers appreciate the institution that is sensitive about their feedback and makes necessary changes.

The participants in the study also suggested that rules facilitate learning and academic achievement. For instance, attendance should be compulsory. In Nayman

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and Bavlı's study (2022), instructors came up with the same suggestion. Administrators should establish rules, arrange the class hours and program realistically by taking instructors' workload into consideration. Instructors also criticized the program and textbooks since they lack collaborative and interactive activities. Administrators should take the suggestions of the instructors and teachers into account. The program and the textbooks can be selected or designed in a way that they involve tasks that encourage active, cooperative, and diverse learning. Çimen (2017a) agreed that textbooks can be revised to involve more sections that encourage cooperative and active learning. Additionally, assessment tools that take diversity, cooperation and active learning into account can be selected. Instructors and administrators should also ensure that there is an organic connection between objectives, tasks, and assessment.

Regarding the online tools that help teachers facilitate learning, interaction and collaboration, feedback, and the provision of content, it may be suggested that administration should get feedback from the teachers, search and determine the most effective tools. After that, they should suggest them to their teachers and arrange training on how to utilize them. Moreover, since the studies found that there are positive correlations between the implementation of the Seven Principles, interaction, learning and teaching, administrators can use it as a rubric to evaluate the quality of teaching and/or plan, design the curriculum and the programs. In the training programs, teachers and instructors can be informed about the Seven Principles and the practices that comply with the Seven Principles. This way, how to improve the weak parts of the classes and programs, how to incorporate the principles into classes, and relevant practices can be discussed as well as suggestions can be offered. Gamson (1991) advocated the benefit of their utilization with these words: "Whether used by individuals, departments, administrative units, or campuses as a whole, we have learned that the inventories offer a good starting point for spirited conversations about teaching and the institutional environment for good teaching" (p. 10). Moreover, administrators can take the initiative and the «Seven Principles» can be developed by teachers and teacher educators based on their specific context and also,

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tasks and tools can be selected accordingly. In other words, the scope of the SPGP can be expanded and adapted for the students' needs.

This study revealed that most of the instructors experienced problems when implementing practices that comply with active learning and cooperation among students. Administration can design training programs especially focusing on how to integrate these two principles into the classes and reconsider the program by taking these weaknesses into account. It should also be noted that the training can be built on teachers' daily teaching practices, built on their context, program, and needs of the profile. Lastly, some participants claimed they did not have adequate technological knowledge. Göktürk-Sağlam and Sert's study (2012) have similar results. In-service teachers do not prefer incorporating web 2.0 tools to their classrooms because they have a low level of self-efficacy in using these tools. For this reason, the teachers keep designing courses that have limited interaction and provide static content. Teachers' reluctance in integrating technology to their courses probably originated from their lack of training. In addition, the interviews revealed that some of the teachers who were employed years ago need to stay updated with the current technology and revise their theoretical and pedagogical knowledge.

The need for technology literacy training is more prominent when teachers who were employed years ago were considered. Administration should provide support to the teachers by organizing in-service training sessions. Since teachers are busy, these training sessions can be arranged based on their schedule. Summer-time can be used for these training sessions. These results suggest that administrators should design in-service training which help teachers to learn and practice online tools and learn how to integrate them purposefully and effectively. Also, as the present study's interview revealed, teachers use technology without taking pedagogy into account, so administrators may take the criticism of the teachers into account and design training where technological and pedagogical knowledge are combined. The findings of this study may contribute to the administrators' understanding about areas in need for ensuring pedagogically and technologically well-prepared EFL teaching. This study

may be of some help for administrators while they are designing in-service training and evaluating the success of their programs.

Implications for Teacher Educators

The study findings revealed that when the constraints they experienced during online teaching were asked, most of the instructors reported that they lacked technological knowledge and some instructors criticized other teachers for not integrating pedagogical knowledge into their classes. It can be inferred that teacher education programs may be ignoring pedagogical knowledge and overemphasizing the knowledge of websites and tools. In a similar vein, Compton (2009a) asserted that current instructional technology preparation focuses on hardware and software issues instead of pedagogy. They added that training programs help teachers to use technology, but do not prepare them to use technology for teaching language. Therefore, teacher educators should ask students to prepare lessons by utilizing technology and pedagogy. They may emphasize the importance of pedagogy with the help of explicit teaching (Ollerhead, 2016). In addition, technological tools should be taught in relation to the requirements of the tasks and objectives. What is more, teacher educators can share the constraints of in-service teachers in the classes and ask for solutions and suggestions.

The study also revealed that there is a gap between academia and the reality of the classrooms. Teacher educators can provide pre-service teachers with classroom realities and constraints. These can be discussed and reflections can be based on the ongoing constraints and pre-service teachers can be asked to offer suggestions. Teacher educators may utilize constructivist frameworks when teaching technology integration. They may bring some problem tasks and ask students to come up with solutions. They may also share some scenarios related to in-class and program constraints. These scenarios can be discussed with the students. It may sound radical, but there can be a separate additional course designed for that aim. Furthermore, teacher educators can ask pre-service or in-service teachers to discuss the practices of each principle separately and expand them for specific contexts. The teacher

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educators can ask them to discuss what the good practices, constraints, suggestions, tasks, and tools might be to promote each principle. Interviews also revealed that instructors are willing to learn new online tools to facilitate interaction, collaboration and provision of content. It can be inferred that generally during pre-service years, students have a chance to receive one or two classes that teach instructional technology. Since the time is limited, they are loaded with lots of tools and websites. Teacher candidates have a chance to try a few of them. Although these classes are so beneficial, technology usage can be integrated into all of the courses. Teacher educator programs may be changed. Teacher educators and teacher candidates may be asked to use different and beneficial tools in all of the classes. This way, before starting working as a teacher, students will have tried most of the effective tools. As a result, teacher education programs should help pre-service teachers to acquire necessary technological and pedagogical knowledge.

Implications for Instructors

The present study revealed that instructors could not implement some of the practices needed to improve the quality of online education. The reasons whose addressees are not themselves were mentioned above. It can be inferred from the findings that the main reasons for weak implementation were lack of technological and pedagogical knowledge. In relation to this finding, *self-improvement* was one of the mostly reported suggestions for a quality education by the instructors. Firstly, some of the instructors stated they were concerned about teaching online since they did not have adequate technological knowledge. They also accepted that they even did not attend the training their institution organized. Especially instructors who started working many years ago suffered from lack of technological knowledge. From these findings, it can be suggested that it is teachers' responsibility to keep up with the latest advances in their profession. They can attend in-service training and other training sessions designed by other institutions. They can continue taking classes and follow the target sources. They can also collaborate with their colleagues to learn new tools and practice them.

The present study also revealed that teachers might lack pedagogical knowledge to conduct effective online classes. This knowledge domain is especially crucial for students since a teacher with pedagogical knowledge can utilize his/her content and technological knowledge for his/her students' academic and personal development. All the suggestions stated above can also be offered to maintain and improve this knowledge domain. In other words, to provide quality online teaching and to be able to implement the Seven Principles, instructors and teachers should continue improving themselves. It should be underlined that learning does not end after pre-service education. Teachers should continue improving their English, content, theoretical, pedagogical, and technological knowledge. They can attend MOOCs, conferences, workshops, read articles, studies, keep journals, and write reflections, continue taking classes, conduct research and studies. As Yıldırım (2017) and Graves (2009) asserted, teachers should reflect on their teaching practices on a regular basis and collaborate with their colleagues and students. They should work for their professional development. They can collaborate with their colleagues, discuss the class practices, evaluate them, and give feedback to the administration. They can keep up with the novelties in the field by keeping in mind the most effective and solid old tenets.

More specifically, based on the questionnaire and interview findings which involve the need for *the integration of online tools, collaborative tasks, and establishing rules*, some classroom practices for online classes can be offered as suggestions. The findings indicated that collaboration among students is one of the principles that was implemented less successfully. Therefore, it can be suggested that instructors and teachers can incorporate more collaborative tasks into their classes. At least one collaborative task conducted in groups can be incorporated into the course program such as asking students to prepare presentations, to create a blog, wiki, podcast, digital story, to prepare videos, or to form study groups. Moreover, pair and group works can be assigned by utilizing video conferencing tools, google docs, LMSs and collaborative platforms. Instructors also complained about the integrity problem. To maintain integrity, instructors and teachers can design tasks that may not give way to plagiarism. The instructors also complained about unfair task allocation in groups.

To maintain it, it can be suggested that teachers can ask for feedback and report from the students indicating that each student completed their part and it is hoped that students will gradually improve their autonomy and be more responsible to fulfill the duties. All of these tasks stated above can also be suggested to encourage active learning since these two principles are interrelated with each other.

The present study also revealed that instructors did not utilize peer assessment much, a crucial practice to promote learner autonomy. As a suggestion for preparatory classes, instructors can provide their students with rubrics, checklists and ask them to assess each other's paragraphs or essays. Furthermore, instructors in the present study underlined the importance of providing prompt and detailed feedback. From the findings, it can be suggested that instructors can organize one-on-one virtual feedback sessions after providing written feedback with the help of track changes, comment function in Word or LMS. A variety forms of feedback can be used such as audio and written feedback for students to comprehend the important points, their weaknesses and strengths. In addition, to improve academic writing skills, integrating corpus was suggested. Apart from corpus, based on instructors' suggestions and practices, it can be suggested that preparatory school EFL instructors can provide H5P interactive videos to provide content such as academic writing, grammar, vocabulary and so on. They underlined that these videos are really beneficial for teaching, revising and assessing the content.

Instructors are also suggested to utilize online quizzes since they are beneficial tools for formal assessment and provide correct and wrong answers immediately. Another finding of the study was that establishing rules is one of the important elements of quality online education. Regarding this, it is crucial for teachers to provide students with the rules at the beginning of the classes with the help of syllabuses. Students should be informed about the rules about attendance, participation and requirements of the course and be reminded so that higher academic standards can be reached. The instructors also emphasized some practices as crucial for quality education. They suggested social, political and cultural issues can be discussed in the classes and stressed that it is essential to provide readings, sources and open up discussions in

classes to promote general culture, awareness, and critical thinking skills. This way, students can produce more elaborated papers, essays and outputs. Moreover, it was also suggested that the instructors could diversify the content and the tools based on the objectives for effective EFL classes.

Lastly, based on the Seven Principles, considered an evaluation rubric for quality education, the traits of the most effective online English teachers can be summarized. The study revealed that an online teacher should be approachable, friendly, give immediate answers; utilize different feedback sources and give timely feedback; integrate collaborative, diverse tasks; use rubrics and exemplars; utilize both online quizzes and essays as assessment tools; remind and inform students about important dates and exams; use technology purposefully; keep objectives in the first place; integrate, social, and cultural issues; relate the topics to daily life; act as a mentor; use differentiated instruction; keep affective factors in mind and act accordingly. All in all, these teachers are the ones who can help students achieve academic success and create a healthy balance of academic and affective needs.

CHAPTER 6

CONCLUSION

6.0 Presentation

In this chapter, first, a summary of the study and the results in connection to each research question are provided. Then, the limitations of the study and suggestions for further research are presented.

6.1 Summary of the Study and Findings in Relation with the Research Questions

This study aimed to examine the online teaching experiences of EFL instructors working at English preparatory programs of three state universities within the Seven Principles for Good Practice Framework (Chickering & Gamson, 1987) and also investigate what constraints they faced, what facilitators helped them, and their suggestions to conduct more effective online courses. To this end, data were collected through questionnaires and semi-structured interviews. The summary of the study in relation to research questions are presented below:

The first research question aimed to find out the perceived level of the implementation of the Seven Principles by preparatory school instructors. Thus, the overall picture of their online teaching practices based on a constructivist framework are provided. Quantitative data gathered via questionnaires revealed that instructors implemented five of the seven principles that are *Student-Faculty Contact, Time on Task, Prompt Feedback, High Expectations and Diverse Talents* and *Ways of Learning* at a highly satisfactory level and an excellent level. *Student-Faculty Contact* is the most endorsed principle. Instructors implemented two of the principles at a lower level. They could implement *Cooperation among Students* at a highly

satisfactory level and they could implement *Active Learning* at a satisfactory level. The results indicate that they were successful at implementing all of the principles in online courses. Literature reveals that in most of the studies, "Active Learning and Cooperation among Students principles" are lower. When the mean scores of the practices under each subdomain are examined, the top four practices implemented successfully among all of the practices involve *posting announcements and information about quizzes, exams, assignments, and important dates; answering students' questions at the earliest convenience; expecting students to complete assignments on time and encouraging students to speak up when they don't understand or have a different opinion.* Four practices that were implemented the lowest involve *asking students to create blogs, wikis, digital stories, or podcasts; asking students to assess each other and themselves and give feedback; integrating new knowledge about under-represented populations, gender issues, and different cultures into the course; asking students to compensate for lost work.* Thus, the study suggests that instructors, administrators, and teacher educators consider the factors that caused the lack of use and lack of success of the two principles, "Active Learning" and "Cooperation among Students" and, if appropriate, they can make changes.

The second research question aimed to find out the facilitators that helped the preparatory school instructors implement the practices that are in line with the Seven Principles in their online classes. Thus, based on the instructors' perceptions, overall factors that help the instructors to conduct online language teaching practices successfully are provided. Qualitative data gathered via semi-structured interviews revealed that the top four factors that facilitated the implementation of the Seven Principles involved *Technological and online tools, LMS, Attitude of the teacher* and *Rules. Technological features* reported included Whatsapp, breakout rooms, videos, internet sources, word features, plagiarism, language check websites, phones, and school websites. Secondly, *LMSs* were reported as a factor that helped instructors implement the principles successfully. LMSs helped the instructors to provide content, feedback, quizzes, exams, exercises, deadlines, materials and helped instructors to reach assignments and with the function of discussion forums, they

helped students to have discussions, interaction and collaboration. Thirdly, the most frequently stated facilitator was the *attitude of the instructors.* The finding suggested that the Seven Principles can be implemented successfully if instructors answer students' questions immediately, they are accessible, approachable, friendly, supporting, caring, willing to encourage collaboration, active participation of the students, design and integrate meaningful and purposeful tasks, and if they are sensitive about social, cultural and political issues. Shortly, interview participants reported that the attitude and approach of the instructors stated above facilitate the implementation of the good practices and this way, the diversities and needs of the students can be addressed. The last positive factor was reported as the *Rules.* Rules consist of policy about attendance, participation and submission dates. They are ensured if teachers' are consistent and clear on them. The results revealed that rules help teachers to encourage the practices in line with the Seven Principles, help students to attend classes regularly, participate more, urge them to search more, produce more elaborate works and eventually achieve higher academic success.

The third research question aimed to find out the factors that impeded the preparatory school instructors' implementation of the practices that are in line with the Seven Principles in their online classes. Thus, based on their perceptions, overall factors that impeded the successful implementation of online language teaching practices are provided. Qualitative data gathered via semi-structured interviews revealed that the top four factors that impeded the implementation of the Seven Principles involved *lack of rules, the structure of the program, workload, Internet connection problems and lack of devices.* Teachers reported *lack of rules* as the main barrier. *Lack of rules* meant that attendance, participation, and opening webcams were voluntary for students. This is related to the government decision. Although the institutions and instructors established rules, and they tried to enforce them, some of the students who knew that they were not obliged to follow them did not attend the classes regularly. When they attended, they did not participate much. They did not turn on their cameras and they did not take part in collaborative tasks. They did not show maximum effort to achieve academic success. The second barrier reported was *the structure of the program.* Instructors noted that the program did not involve

collaborative tasks, and tasks that encourage active learning. They mainly consisted of individual tasks. In addition, since the program is loaded and their workload increased, they themselves could not find time to add these tasks to their classes so as not to be behind schedule. Thirdly, the instructors reported that their *workload* increased. They had to answer messages from the students, check many papers, give feedback, learn new tools, and adapt to the new teaching environment. Moreover, household, family duties and work responsibilities caused them to be overwhelmed. As a result, they could not spend adequate energy to implement the good teaching practices successfully.

Lastly, the results revealed that *Internet connection problems, lack of devices* impeded the implementation of the Seven Principles and undermined the efficacy and efficiency of online education. Interview participants reported that students and teachers both experienced unstable Internet connection and some of the students lacked computers, Internet connection, and devices. Besides, in their households, students needed to share computers and devices. As a result, they missed classes, had problems regarding completing assignments. These technical problems gave way to demotivation, non-participation of the students and learning problems. Related to these technical problems, teachers' workload increased since they needed to contact students who had these kinds of problems. Teachers' workflow is also negatively affected due to connection problems. Last but not least, all of these barriers should be evaluated without ignoring the pandemic effect on teachers' and students' well-being. This important negative factor that impeded the quality of teaching should not be ignored. Still, it is worth noting that this negativity helped teachers, teacher educators, and administrators to reconsider many issues from different perspectives and come up with new points of view regarding better education.

The fourth research question aimed to receive the preparatory school instructors' suggestions to promote the implementation of the practices that are in line with the Seven Principles in their online classes. Thus, overall suggestions that may help instructors to conduct future online language teaching practices successfully are provided. Qualitative data gathered via semi-structured interviews revealed that the

top four suggestions that can promote the implementation of the Seven Principles involved *establishing rules, redesigning the program, and self-improvement and integration of technological and online tools*. *Establishing rules* was the most frequently reported suggestion. According to the participant teachers, rules about turning on cameras, attendance, and participation grades should be established so that participation, interaction and discipline of the students will be maintained. Thus, it will lead to academic achievement. Secondly, in the existing programs, there is not much room for collaboration, and tasks that encourage active learning, active participation and diversity. The main reasons that were reported are a busy schedule, lack of time and exam-orientedness. It is known that preparatory programs prepare students for the proficiency exam, so the programs involve tasks to improve writing, speaking, reading, listening skills, vocabulary, and grammar learning. Students are expected to write essays, have proficient use of grammar and vocabulary, understand what they read and listen. Much of the work is done individually. However, as this present study that draws attention to the importance of constructivist approaches suggest, a student should be evaluated as a whole person. For students to be more successful academically, to retain information more, and for their well-being, all of the practices suggested within the Seven Principles should be implemented in the classes. The practices offered are also essential for students' to be successful at their department classes and professions. Furthermore, they are essential regarding lifelong learning and their well-being. For these reasons, *program*s should be designed in a way that students interact, collaborate, produce, criticize, and evaluate more.

Third and fourth mostly reported suggestions involved *self-improvement and technological tools*. They are interrelated. Teachers in this study reported that if they had an online class again, they would get training to improve their technological knowledge and they would learn more effective, practical, and purposeful tools to promote the good practices in online English classes.

All in all, the online English course was perceived both negatively and positively by the sample of preparatory school teachers in these three state universities. The

numerous factors mainly were institution-related and teacher-related. In other words, both external and individual factors affected the quality of online courses. In the light of these findings, the advantages and disadvantages of the online EFL teaching were pictured. This study may act as a guide for program designers, administrators and policymakers. Thus, weak points can be improved, strong points can be implemented, and the findings and insights from this study, suggestions of the instructors can be used to design better online and hybrid preparatory programs. To sum up, if the constraints, facilitators and suggestions are taken into account, the purpose of higher academic achievement and the purpose of increasing the well-being of the preparatory school students will be more likely to be fulfilled.

6.2 Limitations of the Study and Suggestions for Future Research

The study has specific limitations related to the participants, methods utilized, context, the time period it was conducted, and limited time. Some suggestions are given parallel to these limitations. Firstly, in this mixed-methods study, data were collected only from the teachers. The perceptions and experiences of EFL instructors were given voice. This study can be said to have lent itself to biases since the questionnaires were completed by the instructors and their opinions as to what they did or did not do in the course formed the source of the data. There is a need for a study that examines whether instructors are using the Seven Principles by comparing the instructors' responses with the responses of their students. Data from students' perspectives would allow for a more holistic study.

Secondly, the study examined only the experiences of preparatory school EFL instructors of the state universities. Therefore, the results can be transferable to similar contexts and they can provide insights into the issue in similar contexts. The results can not be generalized beyond the context studied. As a future research suggestion, the study can be replicated to evaluate private university instructors' language teaching practices. In addition, universities can be compared regarding the implementation of the Seven Principles and the reasons why some universities have more successful practices can be shared. In addition, the study can be conducted with

a higher number of universities and with a higher number of the participants for maximum variation. Lastly, the instructors' class success can be evaluated after they are provided training that was prepared based on the Seven Principles.

Thirdly, the study utilized only semi-structured interviews in the qualitative part. To have more reliable and detailed information, the data could have been enhanced by observing the class or examining each class' documents. Also, focus group interviews could have been utilized to gather more detailed information about online teaching practices.

Another limitation of the study was related to the unexpected condition that had been on-going for a while. The researcher conducted both the questionnaire and the interview online during COVID-19 pandemic. The number of the participants that took part in the study was below the expectations due to contextual reasons and accessibility. A lower number of EFL instructors working at preparatory schools can also be considered as another reason for having a lower number of participants that took part in the study. It is suggested to interpret the study findings by taking these limitations into account.

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APPENDICES

APPENDIX A: INSTRUCTOR QUESTIONNAIRE

QUESTIONNAIRE

Section 1: Personal Information

Please answer the questions below based on one online class you taught in 2020-2021 academic year. If you taught more than one class, please select **ONE ONLINE CLASS YOU TAUGHT** to answer the questions.

1. What is your age? ………………………………………………………....

2. What is your gender?   ( ) Male   ( ) Female

3. What is the highest degree you obtained?   ( ) BA ( ) MA ( ) Ph.D. ( )Other (Please specify) ………………………………………………………………………….

4. What did you study at university?

   ( ) English Language Teaching ( ) English Language and Literature ( ) Linguistics

   ( ) American Culture and Literature ( ) Translation and Interpreting ( ) Other (Please specify) ………………………………………………………………………….

5. How long have you been working as an English teacher?

   ( ) 0-5 years   ( ) 6-10 years   ( ) 11-15 years   ( ) 16-20 years   ( ) over 20 years

6. What is the name of the institution you are working at? …………………………………………………………………………………

7. What is the level of the online class you selected to answer this survey's questions? (elementary, intermediate, etc.) ....

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8. What is the online class' skill? (reading, writing, listening, speaking, main course, etc.).

…………………………………………………………………………………………………

9. How many hours did you teach online per week (for the selected class)?

…………………………………………………………………………………………………

10. How did you conduct your online classes?

( ) Synchronous   ( ) Asynchronous ( ) Both

11. Which online tools or apps did you use?

………………………………………………………………………………………………….

12. Did you receive training for online teaching? ( ) Yes   ( ) No

13. Would you be willing to participate in an interview at a time you choose?

( )Yes ( ) No

If yes, kindly provide your contact number

…………………………………………………………………………………………….......

Section 2: Pedagogical Principles

Please mark the most appropriate option for each statement considering your teaching practices in your online class that you selected above. (1=Never, 2= Rarely, 3= Occasionally, 4= Often, 5= Very Often)

Principle 1: Encourage Student-Faculty Contact	Never	Rarely	Occasionally	Often	Very Often
1. I give advice to my students about language learning and when they seem to be having problems.					
2. I share my past experiences and values with students.					
3. I know my students by name by the end of the first two weeks of the classes.					
4. I reply to my students within 24 hours when they email or text me.					
5. I provide help to my students when they experience technical difficulties during online sessions.					
6. I post announcements and information about quizzes, exams, assignments, important news, and dates.					

Principle 2: Encourage Cooperation Among Students	Never	Rarely	Occasionally	Often	Very Often
7. I encourage my students to study and prepare for classes or exams together.					
8. I encourage my students to do their projects together.					
9. I ask my students to evaluate each other's work and give feedback.					
10. I ask my students to discuss key concepts with their classmates whose backgrounds and viewpoints are different from their own.					
11. I form study groups, or project teams within my course.					
12. I form pair and group works for in-class activities.					
13. I design tasks for students to exchange ideas and elaborate on the topics on the discussion board.					
14. I form online groups (chat room, instant message) where students can talk together.					
15. I design tasks which enable students to talk about their interests and backgrounds.					

Principle 3: Encourage Active Learning	Never	Rarely	Occasionally	Often	Very Often
16. I ask my students to prepare presentations and deliver them.					
17. I ask my students to relate outside events or activities to the topics covered in the classes.					
18. I encourage my students to challenge my ideas, the ideas of other students, or those presented in readings or other class materials.					
19. I give my students authentic, real-life situations to analyze.					
20. I use role-playing, drama, or games in my classes.					
21. I encourage my students to suggest new readings, projects, other class activities and have a say in the content of the class.					
22. I ask my students to carry out projects.					
23. I ask my students to reflect on the topics,write paragraphs, essays, or reflection papers.					
24. I ask my students to create blogs, wikis, digital stories, or podcasts.					
25. I provide slides, videos, audios, or visuals to present or elaborate on the content, topic, or unit.					

Principle 4: Give Prompt Feedback	Never	Rarely	Occasionally	Often	Very Often
26. I give online quizzes and homework assignments.					
27. I give online exercises which enable students to see their correct and wrong answers.					
28. I return exams and papers within a week.					
29. I answer my students' questions about the course at my earliest convenience.					
30. I ask my students to schedule meetings (phone calls, chat room) with me to discuss their progress.					
31. I give my students written or oral comments on their strengths and weaknesses on assignments, essays or papers.					
32. I provide rubrics that involve scoring scales for assignments, tasks, essays, or papers.					
33. I provide correct and wrong answers of quizzes, exams, or assigned activities.					
34. I encourage my students to assess each other and themselves.					

Principle 5: Emphasize Time on Task	Never	Rarely	Occasionally	Often	Very Often
35. I expect my students to complete their assignments on time.					
36. I communicate to my students the amount of time they should set aside for studying and preparing for the class.					
37. I underline the importance of studying regularly, sound self-pacing, and scheduling.					
38. I explain to my students the consequences of not attending and not participating in the classes.					
39. I contact students who fall behind to talk about their study habits, schedules, and other commitments.					
40. I ask my students who miss classes to compensate for lost work.					
41. I try to allocate realistic and manageable amounts of time for tasks or assignments.					
42. I inform my students about the schedule of course activities, due dates of assignments, or papers, and exam dates stated in the syllabus.					
43. I remind my students about upcoming due dates, exam dates verbally, or in writing, or by an using online course calendar.					

Principle 6: Communicate High Expectations	Never	Rarely	Occasionally	Often	Very Often
44. I tell my students that I expect them to work hard.					
45. I emphasize the importance of holding high standards for academic success.					
46. I share my expectations with my students orally and in writing at the beginning of the course.					
47. I help students set challenging learning goals.					
48. I explain to students what will happen if they do not complete their assignments or papers on time.					
49. I design tasks to make my students w rite, reflect, and produce a lot.					
50. I provide rubrics, templates, exemplars, and guidelines to ensure understanding.					
51. I design course activities based on the course objectives stated in the syllabus.					
52. I revise the course content and activities based on students' needs and feedback.					

Principle 7: Respect Diverse Talents and Ways of Learning	Never	Rarely	Occasionally	Often	Very Often
53. I encourage students to speak up when they don't understand or have a different opinion.					
54. I use various teaching activities to address a broad spectrum of students.					
55. I choose readings and design activities related to the background of my students.					
56. I integrate new knowledge about under-represented populations, gender issues, and different cultures into my course.					
57. I try to discover my students' learning styles, interests, or backgrounds at the beginning of the course.					
58. I provide different sources to address different ways of learning (charts, visuals, pictures,videos,audios, performing tasks, lecture notes, or games).					
59. I design different types of practices for students to show their knowledge and competence (discussions, writing tasks, interviews, reflection papers, presentations, quizzes, or video making).					
60. I allow my students to select their topics and ways of presenting their works provided that they match the guidelines.					

APPENDIX B: INSTRUCTOR INTERVIEW PROTOCOL

Individual Interview Protocol Form

Institution:

Time of Interview:

Date:

Interviewee:

Signature:

Interviewer:

The aim of the study is to examine the practices and perceptions of the preparatory school EFL instructors in the online environment and to explore to what extent their practices are in compliance with the Seven Principles for Good Practice. You will be asked to share your online teaching experiences and practices you used in your online classes, which are in compliance with the Seven Principles. You will also be asked to share the reasons for having and not having practices in line with the Seven Principles and propose some suggestions for better implementation. You will be informed about the "Seven Principles" before answering the interview questions.

The interview conversation will be audio recorded. Only the researcher in the study will have access to the audio-recordings. The information you provided will be kept confidential, evaluated only by the researcher and utilized for academic purposes only. Regarding your personal information, pseudonyms will be used. Even if you agree to participate now, you can withdraw at any time or refuse to answer any question without any consequences of any kind.

This individual interview is planned to last approximately one hour.

Thank you very much for your participation and valuable contributions.

Semi-Structured Interview: Interview Questions

A. Introductory questions

1) Can you talk about your current job? Where do you work? What courses do you teach? How long have you been teaching?

2) Could you talk about the online class you conducted? What was the level of the class, skill, how many hours did you teach?

3) Can you talk about the challenges and benefits of teaching online in this online class?

B. Online Practices

1) Could you talk about your communication with your students? How was it? What did you do to encourage student-faculty contact and communication with your students?

    a) Could you talk about the factors that helped you promote the implementation of student-faculty contact? What helped you implement it in your class?

    b) Did you experience any constraints? Can you talk about the factors that hindered the implementation of student-faculty contact? What constraints did you experience?

    c) Do you have any suggestions and implementation ideas regarding encouraging student-faculty contact? If you had a chance, what kind of changes would you make in your online language classes?

2) Do you think your online class had a cooperative atmosphere? What did you do to develop cooperation among students?

a) Could you talk about the factors that helped you promote the implementation of collaboration? What helped you implement it in your class?

b) Did you experience any constraints? Can you talk about the factors that hindered the implementation of cooperation? What constraints did you experience?

c) Do you have any suggestions and implementation ideas regarding developing cooperation? If you had a chance, what kind of changes would you make in your online language classes?

3) Do you think you could encourage active learning in the online environment? What practices did you use to encourage active learning?

a) What are the factors that helped you promote the implementation of active learning? What helped you implement it?

b) Did you experience any constraints? Can you talk about the factors that hindered the implementation of active learning? What constraints did you experience?

c) Do you have any suggestions and implementation ideas regarding active learning? If you had a chance, what kind of changes would you make in your online language classes?

4) Do you think you could provide effective and prompt feedback to your students? Can you talk about your feedback practices?

a) What are the factors that helped you provide prompt feedback? What helped you implement prompt feedback practices?

b) Did you experience any constraints? Can you talk about the factors that hindered the implementation of prompt feedback? What constraints did you experience?

c) Do you have any suggestions and implementation ideas regarding effective feedback practices? If you had a chance, what kind of changes would you make in your online language classes?

5) What practices did you do to emphasize time on task? Can you talk about your practices?

a) What are the factors that helped you emphasize time on task? What helped you implement it?

b) Did you experience any constraints? Can you talk about the factors that hindered the implementation of time on task? What constraints did you experience?

c) Do you have any suggestions and implementation ideas regarding time on task? If you had a chance, what kind of changes would you make in your online language classes?

6) What practices did you do to help students perform better and hold high standards for academic achievement?

a) What are the factors that helped you promote the implementation of high expectations? What helped you to implement it?

b) Did you experience any constraints? Can you talk about the factors

that hindered the implementation of high expectations? What constraints did you experience?

c) Do you have any suggestions and implementation ideas regarding high expectations? If you had a chance, what kind of changes would you make in your online language classes?

7. Do you think you could encourage diverse talents and ways of learning? What did you do to address diverse talents and ways of learning?

a) What are the factors that helped you address diverse talents and ways of learning? What helped you to implement it?

b) Did you experience any constraints? Can you talk about the factors that hindered you to address diverse talents and ways of learning? What constraints did you experience?

c) Do you have any suggestions and implementation ideas regarding addressing diverse talents and ways of learning? If you had a chance, what kind of changes would you make in your online language classes?

Are there any comments that you would like to make?

Thank you for your contributions and time.

APPENDIX C: SAMPLE CODING

R: To encourage active learning, what did you do in this online class? Can you talk about your practices?

INSTRUCTOR 9: What can I say, What did I do? so I gave feedback each time on their writing. And I wanted them to write the next one in the light of the feedback I have given and sometimes I made them compare two of their writings in the light of the feedback I have given and did they make the necessary changes? I wanted them to actually to evaluate themselves. Is there any improvement? What are the differences between the two writings? I wanted them to check the writings for these actually.

Practices encouraging Active Learning

R: So, did you ask them to write a reflection paper, comparing their two papers or just verbally?

INSTRUCTOR 9: Just verbally, I did this verbally, but it's a good idea to make them compare.

R: Okay. Did you assign any essays or any products that could encourage critical thinking?

INSTRUCTOR 9: Actually, no, I didn't do this in the written form. But at the beginning, every day, I tried to ask some critical thinking questions to them. But they were like speaking activities, not writing ones. The writing ones were the ones in the program. I didn't do any extra ones.

R: So you didn't provide extra writing. The testing, the coordinators provided tasks.

INSTRUCTOR 9: Yes.

R: and you just checked them and assigned them. Yeah. Okay, and blogs, wikis or did you utilize any? You said no?

INSTRUCTOR 9: No.

R: Okay. you said that you occasionally provided slides, audios and visuals to present or elaborate on the content? Can you talk about it, please? So did you provide slides, PowerPoint presentations to present the content?

INSTRUCTOR 9: Actually I prepared some extra lesson notes in the word format. And I've shared them with my students. During the lessons, we went over those notes. And then, after the lessons I emailed them to my students, some word documents, like the summaries of the important points in the lesson and to encourage them to speak I shared some interesting videos at the beginning of the lessons. And I asked some questions, a few questions about the videos again to encourage them to speak as I said.

R: These videos were prepared by you or your school or just randomly selected videos?

INSTRUCTOR 9: Random ones. Yeah. About some daily issues maybe.

R: Okay, did you experience any constraints while trying to encourage active learning in online environments, specifically in online environmentS?

INSTRUCTOR 9: In an online environment, it's easier to do this, I guess compared to face to face one. Because everything is there. All the sources are there, everybody has access to the sources. So I guess it's a bit easier in online teaching.

Constraints vs benefits of online feedback

R: So technology facilitated active learning, you think?

INSTRUCTOR 9: I think so.

Technology as a facilitator

R: If you had a chance, what would you change? What are the things that you would make differently?

INSTRUCTOR 9: Maybe I will try using some other tools, some technology tools.

Technology utilization for future online classes

R: Are you allowed to share extra writing tasks? Because you know, there is a there's a standardization. Are you allowed to, as instructors in your school?

INSTRUCTOR 9: Yes we are. We are allowed to that. But personally, I don't prefer extra work because students don't want to do them too much. I don't want to put burden on their shoulders. Yeah.

R: Okay the next one, feedback practices. Okay, I'm going to ask. So first of all, before I ask questions about feedback practices, can we talk about assessment tools? How many quizzes and exams did you give to your students in this online class? So how were they assessed?

INSTRUCTOR 9: We gave two midterms. We have two spans and two midterms. And each span we had like four quizzes. So in total, in one semester, we had like, seven or eight quizzes. We have some test writers who prepare the quizzes and midterms.

Assessment Tools

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R: So content of the quizzes and exams, for instance, quizzes assessed grammar, vocabulary, or what was the content?

INSTRUCTOR 9: We had vocabulary, grammar, and reading ones, but different from the different from face to face one, we didn't have any listening ones, for example, we didn't have listening in online teaching in our quizzes or in the midterms. Listening is not included.

R: Oh, interesting, so what do you think about it?

INSTRUCTOR 9: Because it's technically difficult, I guess, our test writers excluded them. So students missed the opportunity, actually, and they cannot assess themselves on listening, but we did some listening practice in class.

R: So the quizzes were sent to the students, everyone took the quiz at the same time. So you gave a time limit? And how was the process?

INSTRUCTOR 9: The quizzes were like 15 or 20 minutes? After 15 minutes or 20 minutes, the quiz closed, so they weren't able to reach it again. So there was time limit, but it was no problem.

R: How about the midterms? You asked questions for four skills and all of them.

INSTRUCTOR 9: Other than listening, we had writing, grammar, vocabulary and reading. And again, they were prepared by our test writers and there was time limit.

R: How about speaking? How did you assess speaking during the module?

INSTRUCTOR 9: We had a speaking exam, which I guess it was like 5% of the total.

R: Once or how often?

INSTRUCTOR 9: only once in the semester, only once.

R: As the final assessment, or in one of the midterms?

INSTRUCTOR 9: We had only one speaking assessment in one semester. At the end of the semester, we gave them a speaking exam one by one, we asked them some questions and wanted them to answer the questions.

R: Ok, So, these quizzes and midterms and writing essays, how did you provide feedback? Can you talk about your feedback practices?

INSTRUCTOR 9: We gave them on the school's LMS. It was possible to give written feedback on the school's LMS. I was able to make some comments on some of the questions, I was able to give some extra feedback. Some of the questions are automatically assessed by the system. For the writings again, I gave written feedback, I made some corrections and I have written some comments on their writings. | Feedback Practices

R: In the LMS system, so did you utilize word tracking changes system? I mean, in word documents, you can select an option that for the correction of the mistakes?

INSTRUCTOR 9: I didn't use that. I don't think I used that. But I was able to write feedback, underline some points, highlight some points on the school's LMS and write some feedback there.

R: Was it easier or more difficult when compared to face to face education?

INSTRUCTOR 9: I prefer the written one. In writing, in the face-to-face education one, it was easier for me.

R: Yeah, yeah. So I would ask a follow up question. So what constraints did you experience while giving feedback?

INSTRUCTOR 9: Spending time in front of the computer after teaching four hours wasn't something enjoyable. | Constraints of online feedback

R: Too much workload?

INSTRUCTOR 9: Not too much work actually. But because this is computer, because it is a screen, I mean, it was tiring. So giving feedback to writings was the part which I liked the least. I didn't like that part actually in online teaching.

R: What were the facilitators? What helped you to promote feedback, prompt feedback in this online environment? What can be the facilitators?

PARTICIPANT 9: What can it be actually, our students are motivated ones again. Because of this, Because of these difficult times, of course, they were a bit down, but still they were motivated. So when they had questions, they didn't hesitate to ask them. Some of them were willing to get feedback, they asked some further questions. So I can say that our students' motivation was a facilitator. | Facilitator of online feedback

APPENDIX D: INFORMED CONSENT FORM

Informed Consent Form

The aim of the study conducted by Berna Gün as a part of Master's thesis under the supervision of Assist. Prof. Dr. Müge Gündüz is to examine the practices and perceptions of preparatory school EFL instructors in the online environment and based on the instructors' perceptions, it aims to explore to what extent the instructors' practices are in compliance with the Seven Principles for Good Practice.

In the first part of the study, you will be asked to participate in an online survey. It has two main sections. In section 1, you will be asked to answer questions about your background and teaching experiences. In section 2, you will be asked to answer the questions about your use of good practices in your online class. Completing this survey takes approximately 10 mins. The second part of the study is the semi-structured interview part. If you agree to participate in the interview, you will be asked to approve the interview participation request stated in the online survey by sharing your contact information.

It is requested that you answer the survey in a way that will reflect your teaching practices accurately for the reliability of the study findings. The information you provided will be kept confidential, evaluated only by the researcher and utilized for academic purposes only. Regarding your personal information, pseudonyms will be used. Even if you agree to participate now, you can withdraw at any time or refuse to answer any question without any consequences of any kind.

I would like to thank you in advance for your participation in this study. If you have any questions about the study, you can contact me and my thesis advisor via our contact information stated below.

Thesis Advisor: Assist. Prof. Dr. Müge GÜNDÜZ, Middle East Technical University

Researcher: Berna Gün

I have read the information above, I give my consent to participate in this study and approve my data to be used.

Name and Surname   *Date*   *Signature*

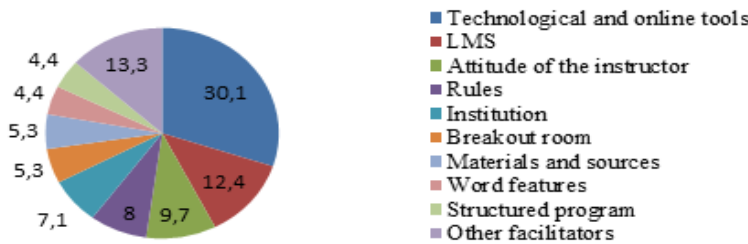-------------------------   ------/----/-----   ----------------

APPENDIX E: THE OVERALL QUANTITATIVE AND QUALITATIVE FINDINGS OF THE STUDY IN RELATION TO THE QUESTIONNAIRE RESULTS AND THEMES FROM THE INTERVIEWS
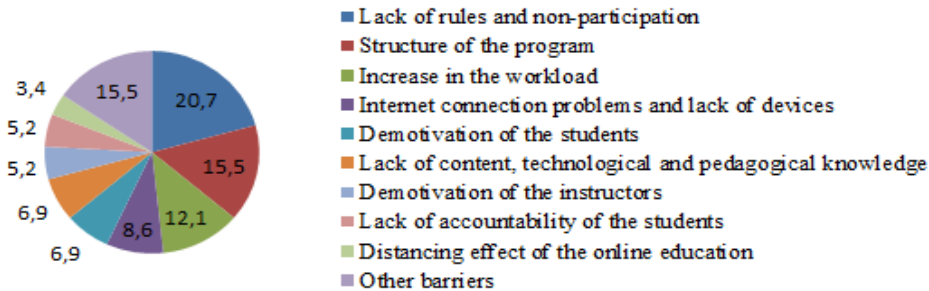
Research Question 1: Instructors' Perceived Level of Implementation of the Seven Principles in online EFL classes

Principle	Mean Value
Student-Faculty Contact	4,59
Cooperation among Students	3,65
Active Learning	3,38
Prompt Feedback	4,34
Time on Task	4,38
High Expectations	4,17
Diverse Talents and Ways of Learning	4,03

Research Question 2: Overall facilitators for the implementation of the Seven Principles in online EFL classes

Facilitator	%
Technological and online tools	30,1
LMS	12,4
Attitude of the instructor	9,7
Rules	8
Institution	7,1
Breakout room	5,3
Materials and sources	5,3
Word features	4,4
Structured program	4,4
Other facilitators	13,3

Research Question 3: Overall barriers to the implementation of the Seven Principles in online EFL classes

Barrier	%
Lack of rules and non-participation	20,7
Structure of the program	15,5
Increase in the workload	12,1
Internet connection problems and lack of devices	8,6
Demotivation of the students	6,9
Lack of content, technological and pedagogical knowledge	6,9
Demotivation of the instructors	5,2
Lack of accountability of the students	5,2
Distancing effect of the online education	3,4
Other barriers	15,5

Research Question 4: Overall suggestions to promote the implementation of the Seven Principles in online EFL classes

Suggestion	%
Rules	20,4
Redesigning the program	18,2
Self-improvement	14
Integrating technological and online tools	11,4
Utilizing different types of feedback	4,5
Integrating collaborative tasks	4,5
Regulation of the duration of the module	4,5
Pedagogical knowledge	4,5
Integrating engaging tasks	2,3
Other suggestions	16

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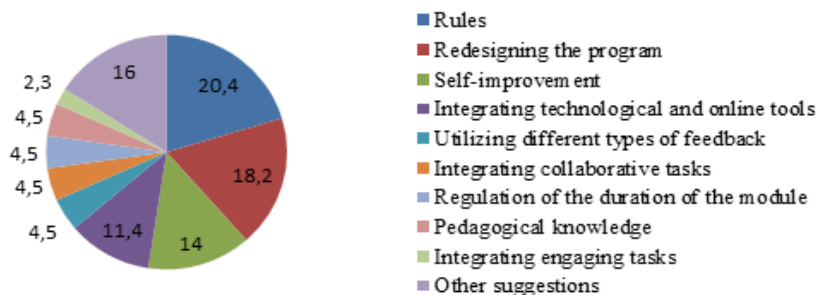
APPENDIX F: APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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23 Haziran 2021

Konu   : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi   : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Müge GÜNDÜZ

Danışmanlığını yaptığınız Berna Gün'ün "Uzaktan-Çevrimiçi İngilizce Öğretiminin "İyi Eğitim İlkeleri" Çerçevesinde Değerlendirilmesi" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **255-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Dr.Öğretim Üyesi Şerife SEVİNÇ
İAEK Başkan Vekili

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ACİL UZAKTAN ÖĞRETİMİN "İYİ EĞİTİM İÇİN YEDİ İLKE"
ÇERÇEVESİNDE İNCELENMESİ: İNGİLİZCE HAZIRLIK OKULU ÖĞRETİM
ELEMANLARININ GÖRÜŞLERİ

Dünyada ve ülkemizde 2020 yılının ilk aylarına kadar dil eğitimi için harmanlanmış
ve yüz yüze öğretim uygulanmıştır. Bilindiği gibi COVID-19 salgının ortaya çıkması
nedeniyle okullar çevrimiçi öğretime geçmek zorunda kalmıştır. Bu durum birçok
öğretmenin geleneksel öğretimini dönüştürmesine ve sadece çevrimiçi öğretim
araçlarını kullanmaya başlamasına neden olmuştur. Öğretmenler çok kısa sürede
teknolojiyi sınıflarına entegre etmek zorunda kalmışlardır. Çoğu, daha önce herhangi
bir çevrimiçi öğretim eğitimi ve deneyimi olmadığı için zorluk çekmiştir. Bu
doğrultuda, çevrimiçi öğretimin etkili bir şekilde uygulanması, birçok çalışmanın
odağı haline gelmiştir.

1970'lerden bu yana, yükseköğretimde kaliteli öğretimi incelemek için yapılan
kapsamlı araştırmalar vardır (Ginns & Ellis, 2007). Birçok araştırmacı farklı kriter ve
ilkeler ortaya koymuştur (Merisotis & Phipps, 2000; Moore, 2005). Geleneksel ve
çevrimiçi derslerin tasarımı ve sunumu için yapılandırmacı öğretim modelleri
önerilmiştir. Çevrimiçi öğretimin etkililiğini değerlendirmek için sunulan ve
uyarlanan önemli yapılandırmacı öğretim modellerinden ve çerçevelerinden biri, "İyi
Eğitim için Yedi İlke"dir (Chickering & Gamson, 1987). Başlangıçta yüz yüze
eğitimde etkili öğrenmeyi teşvik etmek için geliştirilen bu ilkeler, harmanlanmış ve
çevrimiçi öğrenme ortamlarında da eşit derecede etkili oldukları için çevrimiçi
eğitime de uyarlanmaları önerilmektedir (Zhang & Zhu, 2020). Yedi ilkeden
oluşurlar: 1. Öğrenci-öğretmen etkileşiminin teşvik edilmesi 2. Öğrenciler arası
işbirliğinin sağlanması 3. Aktif Öğrenme yöntemlerinin kullanılması 4. Zamanında
geri bildirimin sağlanması 5. Görevleri zamanında yapmanın vurgulanması 6. Üst
düzey beklentilerin ifade edilmesi 7. Farklı yeteneklere ve öğrenme stillerine saygı
duyulması (Chickering & Gamson, 1987). Bu ilkeler geleneksel sınıflarda etkili
öğretimi tanımlamak ve değerlendirmek için yaygın olarak kullanılmalarının yanı

sıra, çevrimiçi ortamın değerlendirilmesi için de uygun bulunmuşlardır. Chickering ve Gamson (1987) lisans eğitiminin değerlendirilmesi için bu ilkeleri önerdiklerinde, günümüzde kullanıldığı anlamda çevrimiçi veya harmanlanmış bir öğretim mevcut değildi. Çevrimiçi öğretimin başlamasıyla birlikte, Chickering ve Ehrmann (1996) bu ilkelerin teknolojiyle de entegre edilebileceğini anlatmak için bir çalışma yayınlamışlardır. Bu çalışmada yeni teknolojilerin de Yedi İlke ile tutarlı bir şekilde kullanılmasını önermektedirler. Bu yedi ilkenin sadece lisans düzeyinde değil, eğitimin her aşamasında geçerli olduğunu çalışmalar göstermektedir (Çimen, 2017a, Turhan, 2020, Tanis, 2020; Uğraş, 2014).

Yüz yüze eğitimin durdurulup, çevrimiçi eğitime geçilmesine karar verilmesi neticesinde, öğretmenlerin çevrimiçi öğretimde bilgi ve deneyim eksiklikleri ortaya çıkmıştır. Sun (2011) çevrimiçi dil öğretmenlerinin ihtiyaç duydukları yeni yaklaşımları ve becerileri belirleme ve incelemede çok az çabanın gösterildiğini, öğretmen eğitimi ve mesleki gelişimin nadiren teknik ve yazılıma özgü becerilerin ötesine geçtiğini iletmiştir. Eğitimler, genellikle çevrimiçi araçların kullanımını içerir, ancak çoğu daha başarılı bir uygulama için yapılandırmacı teoriler, çerçeveler ve yönergeler içermez. Aynı zamanda, çoğu çalışma, öğretmenlerin hangi araçları kullandıklarına ve uygulamalarını nasıl tasarladıklarına ve entegre ettiklerine odaklanmaktadır. Ancak daha iyi bir uygulama için yapılandırmacı teorilere odaklanan çalışmalar azdır. Dahası, çalışmalar İngilizce öğretmenlerinin çoğunun yeterli eğitim, teknolojik ve pedagojik bilgiye sahip olmadığını ve bazı zorluklarla karşılaştığını ortaya koymuştur. Bu nedenle, bu çalışma, çevrimiçi eğitimin nasıl daha iyi uygulanabileceği hakkında eleştirel düşüncenin ne kadar önemli ve gerekli olduğuna dikkat çekmekte (Heggart & Yoo, 2018) ve çevrimiçi eğitimin de sağlam bir pedagojik çerçeveye dayanmasının gerektiğinin altını çizmektedir. Hizmet öncesi ve hizmet içi eğitimlerde, öğretmen eğitimcileri, etkili çevrimiçi öğretim için faydalı olabilecek pedagojik çerçeveleri dahil etmelidir. Yapılandırmacı kuramlardan biri olan ve hem geleneksel hem de çevrimiçi öğretim için kullanılan "İyi Eğitim için Yedi İlke" çözüm önerilerinden biri olarak sunulmaktadır.

Çalışmanın amacı, Ankara'da üç devlet üniversitesinde çalışmakta olan İngilizce Hazırlık Okulu öğretim elemanlarının görüşlerine göre, acil uzaktan İngilizce öğretimi için oluşturdukları uygulamaların teorik ve pratik olarak kabul görmüş "İyi Eğitim için Yedi İlke" (Chickering & Gamson, 1987) çerçevesinde belirtilen uygulamalar ile ne ölçüde uyumlu olduğunu incelemek, bu ilkelerin uygulanmasını sağlayan ve engelleyen faktörleri hakkındaki görüşlerini belirlemek ve çözüm önerileri almaktır. Kısaca, İngilizce Hazırlık Okulu öğretim elemanlarının çevrimiçi uygulamaları "İyi Eğitim için Yedi İlke" çerçevesinde değerlendirilecektir.

Bu çalışmada aşağıdaki soruların cevaplarını bulmak amaçlanmaktadır:

1. İngilizce hazırlık okulu öğretim elemanlarının görüşlerine göre, çevrimiçi derslerinde "İyi Eğitim için Yedi İlke"yi uygulama düzeyleri nedir?

2. İngilizce hazırlık okulu öğretim elemanlarının görüşlerine göre, çevrimiçi derslerinde "İyi Eğitim için Yedi İlke"yi uygulayabilmelerine yardımcı olan unsurlar nelerdir?

3. İngilizce hazırlık okulu öğretim elemanlarının görüşlerine göre, çevrimiçi derslerinde "İyi Eğitim için Yedi İlke"yi uygulamalarını kısıtlayan unsurlar nelerdir?

4. İngilizce hazırlık okulu öğretim elemanlarının çevrimiçi derslerde "İyi Eğitim için Yedi İlke"nin uygulanabilmesi için verdikleri öneriler nelerdir?

Ülkemizde İngilizce hazırlık okullarında İngilizce öğretiminin önemi düşünüldüğünde, bu kurumlarda öğretim elemanlarının karşılaştığı sıkıntıların belirlenmesi ve bu sıkıntıların ele alınarak öğretimin kalitesinin artırılması büyük bir önem taşımaktadır. Bu çalışma, çevrimiçi İngilizce öğretiminin dinamiklerinin anlaşılmasına yardımcı olabilir, öğretmenlerin mesleklerinde tatmin olduğu çalışma ortamlarının yaratılması ve öğrencilerin kaliteli bir eğitim alması için katkı sağlayabilir. Alan yazında ülkemizde çevrimiçi dil öğretim uygulamalarını, nitelikli eğitimin gereklilikleri açısından inceleyen çalışmaların yetersiz ve gerekli olduğu bilinmektedir. Ulusal ve uluslararası alanyazında bugüne kadar İngiliz dil eğitiminin iyileştirilmesi ile alakalı olarak yapılan çalışmalar incelendiğinde, İngilizce Hazırlık programlarının uygulamalarını değerlendirmek adına Chickering ve Gamson' un

(1987) ilkelerini temel alan bir çalışmaya rastlanmamıştır. Bu nedenle, çalışma, İngilizce öğretim elemanlarının çevrimiçi uygulamalarını, eğitimin kalitesini ölçmede bir rubrik olarak kullanılan "İyi Eğitim için Yedi İlke" çerçevesinde inceleyerek alan yazına katkıda bulunmayı amaçlamaktadır. Bu çalışma, öğretmenleri, öğretmen adaylarını, öğretmen eğitimcilerini ve yöneticileri, çevrimiçi dersler tasarlanırken benimsenebilecek ilkeler, uygulamalar hakkında aydınlatabilir ve de çevrimiçi derslerin daha etkili ve bilinçli bir şekilde nasıl tasarlanabileceği konusunda fikirler ve öneriler verebilir.

Bu çalışmada, karma yöntem deseni kullanılmıştır. Miles ve Hubermann (1994) nicel çalışmaların, karmaşık gerçek dünyanın derin ve inandırıcı bir anlayışla birleştirilmesiyle, güçlü bir karışıma sahip olduğunu belirtmişlerdir. Karma yöntem tasarımı türlerine ilişkin olarak çalışmada açıklayıcı sıralı tasarım kullanılmıştır. İki fazlı model olarak da adlandırılır. Bu modelde nicel veriler ilk olarak toplanır; bunu ikincil nitel veri toplama izler. Çalışmanın amacı, ilk olarak, İngilizce Hazırlık Okullarındaki öğretim elemanlarının "İyi Eğitim için Yedi İlke"yi uygulama düzeylerini tespit etmek ve genel tabloyu vermektir. Akabinde, konuyu daha derin ve farklı açılardan incelemek için katılımcılarla görüşmeler yapılmıştır. Görüşme soruları anket sorularından geliştirilmiş ve anket üzerine temellendirilmiştir.

Bu karma yöntem çalışmasında veriler iki aşamada, anket ve bireysel görüşmeler aracılığıyla toplanmıştır. İlk olarak, katılımcılara çevrimiçi anket gönderilmiştir. Çalışmada kullanılan anket Chickering, Gamson, ve Barsi (1989) ve Tanis (2020)' ın oluşturduğu anketlerden uyarlanmıştır. Ankette değişiklikler yapılmasının sebepleri çalışmanın yürütüldüğü kurumdaki çalışma ortamına, profiline ve acil uzaktan eğitim şartlarına, veri aracını uygun hale getirmektir. Anket iki bölümden oluşmaktadır. İlk bölüm, demografik bilgiler ve öğretmenlerin deneyimleri hakkında hazırlanmış 12 sorudan oluşmaktadır. Anketin ikinci bölümü, katılımcıların çevrimiçi uygulamalarını ölçmeyi amaçlayan 60 sorudan oluşmaktadır. Anketin 7 alt boyutu vardır. Anketin güvenirliğini ölçmek ve anlaşılırlığını test etmek için iki devlet üniversitesinin İngilizce Hazırlık okulunda çalışan 32 İngilizce öğretim elemanıyla pilot çalışma yapılmıştır. Pilot çalışmada anket güvenilir bulunmuştur (α= .949).

Katılımcıların geri dönütlerine göre, birkaç maddede ifade değişikliği yapılmış ve anket daha anlaşılır hale getirilmiştir. Bir madde, güvenirliliği düşürdüğü için çıkarılmıştır. Daha sonra üç devlet üniversitesinin İngilizce Hazırlık okulunda çalışan öğretim elemanlarıyla anket paylaşılmıştır. Veri toplama süreci 2020-2021 bahar dönemi sonunda, yaz döneminde gerçekleştirilmiştir. 124 öğretim elemanı anketi yanıtlamıştır. Çalışmanın katılımcılarını belirlemede elverişli örneklem yöntemi kullanılmıştır. Hedef evrenden örneklem oluşturmak için ulaşılabilecek en kolay öğelere yönelmiştir. Çalışma 2020-2021 bahar dönemi sonunda üç üniversitenin Hazırlık öğretim elemanlarının tümüne eposta aracılığıyla gönderilmiştir. Çalışmaya ilgi duyan öğretmenler çevrimiçi anketi yanıtlayarak çalışmaya katılmışlardır. İkinci aşama, açık uçlu soruların bulunduğu yarı yapılandırılmış görüşmeden oluşmuştur. Görüşme soruları, ilk anket maddeleri temel alınarak hazırlanmıştır. Görüşmelerle amaç, anket sonuçlarını desteklemek ve öğretmenlerin çevrimiçi uygulamalarının "İyi Eğitim için Yedi İlke" ile uyumlu olmasına olanak sağlayan unsurları ve karşılaştıkları sıkıntıları tespit etmek ve çözüm önerileri almaktır. Görüşme soruları, Zhang (2006)' ın çalışmasında kullanıldığı açık uçlu sorulardan uyarlanmıştır. Çevrimiçi ankette görüşmeye davet edilme sorusuna olumlu yanıt veren öğretim elemanlarıyla, çevrimiçi görüşme gerçekleştirilmiştir. Görüşme yaklaşık 60 dk. sürmüştür. Anketler ve görüşmeler gönüllülük esasına dayalı gerçekleştirilmiş ve görüşmelerde ses kaydı alınmıştır.

Araştırmada toplanan nicel veriler, SPSS 24.0 kullanılarak analiz edilmiştir. Katılımcıların özelliklerini, "İyi Eğitim için Yedi İlke"yi uygulama düzeylerini belirlemek için ortalamalar hesaplanmış ve betimleyici istatistikler verilmiştir. Nitel veriler, görüşmeler ilk olarak yazıya dökülmüştür. Önce sorulara verilen cevaplar okunmuş, kısa notlar alınmış, benzerlikler ve farklılıklar incelenmiş, veriler kodlanmış, kodlar kategorilere ayrılmıştır. Her bir öğretmenin verisi paylaşılmak istendiği için sıklık analizinden yararlanılmıştır. Veri analizi, Creswell (2012) ve (Strauss & Corbin, 1998) in betimlediği veri analiz sürecine uygun olarak yapılmıştır. Sonuçlar, araştırma sorularına göre sırasıyla yorumlanmış, görüşme sorularına verilen cevaplardan seçilen alıntılarla birlikte paylaşılmıştır.

Çalışma bulguları ve özeti, dört araştırma sorusuna göre sırasıyla aşağıda sunulmuştur:

İlk araştırma sorusu, Hazırlık Okulu öğretim elemanlarının görüşlerine göre, çevrimiçi sınıflarında, "İyi Eğitim için Yedi İlke"yi uygulama düzeylerini bulmayı amaçlamıştır. Anketler aracılığıyla toplanan nicel veriler, öğretmenlerin *Öğrenci-Öğretmen Etkileşimi* ($\overline{X}$= 4.59), *Görevleri Zamanında Yapma* ($\overline{X}$= 4.38), *Zamanında Geri Bildirim* ($\overline{X}$= 4.34), *Üst Düzey Beklentiler* ($\overline{X}$= 4.17) ve *Farklı Yetenekler ve Öğrenme Stilleri* ($\overline{X}$= 4.03) olmak üzere yedi ilkeden beşini oldukça tatmin edici ve mükemmel düzeyde uyguladıklarını ortaya koymuştur. *Öğrenci–Öğretmen Etkileşimi* en başarılı uygulanan ilkedir. Öğretmenler*, Öğrenciler Arasında İşbirliği* ($\overline{X}$= 3.65) ilkesini oldukça tatmin edici düzeyde ve *Aktif Öğrenme* ($\overline{X}$= 3.38) ilkesini tatmin edici düzeyde, diğer ilkelerden daha düşük bir şekilde uygulamışlardır. Sonuçlar, çevrimiçi derslerde öğretmenlerin tüm ilkeleri uygulamada başarılı olduklarını göstermektedir. Alanyazın incelendiğinde *"Aktif Öğrenme ve Öğrenciler arası İşbirliği"* ilkelerinin daha düşük seviyede uygulandığı sonucu görülmektedir. Bu bulgular Çakıroğlu (2014), Çimen (2017a), Tanis (2020) ve Zhang (2006)'in çalışmalarını desteklemektedir. Bu çalışmalarda da *Aktif Öğrenme ve Öğrenciler arası İşbirliği* en düşük ortalamaya sahip ilkeler arasındadır.

Yedi İlke'nin her bir alt boyuttaki uygulamalarının ortalamaları incelendiğinde, öğretmenlerin tüm uygulamalar arasında en başarılı bir şekilde uyguladıkları ilk dört uygulama*, quizler, sınavlar, ödevler ve önemli tarihler hakkında duyuru yapmak ve bilgi vermek* ($\overline{X}$= 4.88); *öğrencilerin sorularını en erken zamanda yanıtlamak* ($\overline{X}$= 4.83); *öğrencilerin ödevlerini zamanında tamamlamalarını beklemek* ($\overline{X}$= 4.80) *ve anlamadıkları konular olduğunda veya farklı bir görüşe sahip olduklarında öğrencileri konuşmaya teşvik etmek* ($\overline{X}$= 4.78) tir. En düşük düzeyde uygulanan ilk dört uygulama, *öğrencilerden bloglar, wikiler, dijital hikayeler veya podcastler oluşturmalarını istemek* ($\overline{X}$= 1.92); *öğrencilerden birbirlerini ve kendilerini değerlendirmelerini ve geri bildirim vermelerini istemek* ($\overline{X}$= 3.23); *yetersiz temsil edilen nüfuslar, cinsiyet sorunları ve farklı kültürler hakkında bilgileri derse entegre etmek* ($\overline{X}$= 3.61); *öğrencilerden teslim etmedikleri görev ve ödevleri telafi etmelerini*

istemek ($\overline{X}$= 3.82) tir. Düşük ortalamaya sahip bu uygulamalara akademide çok önem verilmektedir (Altay, 2018; Boykova, 2013; Comas-Quinn, 2011; Göktaş, 2009; Okumuş, 2020; Sun & Chang, 2012; Wang, 2014), ancak bulgular, onların pratikte çok da yer bulamadıklarını göstermektedir. Nicel veri aracılığıyla cevaplandırılan 1. araştırma sorusunun bulguları, öğretim elemanlarının, yöneticilerin ve öğretmen eğitimcilerinin *Öğrenciler arasında İşbirliği* ve *Aktif Öğrenme* ilkelerinin daha az başarıyla ve daha az sıklıkla uygulanmasına neden olan unsurları ele almalarının ve bu konuda gerekli eylemlerde bulunmalarının gerekliliğine işaret etmektedir.

İkinci araştırma sorusu, Hazırlık Okulu öğretim elemanlarının "İyi Eğitim için Yedi İlke"'ye uyumlu uygulamaları çevrimiçi derslerinde uygulamalarına yardımcı olan unsurları bulmayı amaçlamıştır. Görüşmeler yoluyla toplanan nitel veriler, Yedi İlke'nin uygulanmasını kolaylaştıran ilk dört faktörün, *Teknolojik ve Çevrimiçi Araçlar'ı, Öğretmen Tutumu'*nu, *ÖYS'*leri ve *Kural*ları içerdiğini ortaya koymuştur. Bu bulgular Zhang'in (2006) çalışma sonuçlarıyla örtüşmektedir. Zhang'ın çalışmasında da pozitif faktörler arasında teknolojik araçlar, öğretmen tutumu ve kurallar yer almaktadır. Belirtilen *teknolojik araçlar* arasında Whatsapp, çalışma-ekibi odaları, videolar, internet kaynakları, word özellikleri, intihal ve dil hatalarının kontrolü için yararlanılan web siteleri, telefonlar ve okul web siteleri yer almıştır. *Öğretmenlerin tutumu,* öğrencilerin sorularını en kısa sürede yanıtlamaları, erişilebilir, ulaşılabilir, arkadaş canlısı, destekleyici, şefkatli olmaları, işbirliğini, öğrencilerin aktif katılımını teşvik etmeye istekli olmaları, İyi Eğitim İlke'leri ile uyumlu, öğrencilerin farklılıklarını gözeten, anlamlı ve hedef odaklı görevler tasarlamaları, derslerine entegre etmeleri, sosyal, kültürel ve politik konularda duyarlı olmaları anlamına gelmektedir. Bir öğretmenin ulaşılabilir ve destekleyici olmasının öğrencilerin başarısını arttırması, Arbaugh ve Benbunan-Fich (2005), Bishoff (2010) ve Çimen (2017a) ve Tanis (2020) 'ın çalışma sonuçları arasındadır.

Üçüncü olarak, *ÖYS'ler,* öğretim elemanlarının ilkeleri başarılı bir şekilde uygulamalarına yardımcı olan bir unsur olarak iletilmiştir. Tanis (2020)'in çalışmasında da öğretmenler, iyi tasarlanmış ÖYS'leri çevrimiçi eğitimin olumlu bir unsuru olarak düşünülmektedir. ÖYS'ler, öğretmenlerin içerik, geri bildirimleri, quiz,

sınav ve alıştırmaları, son teslim tarihlerini ve materyalleri öğrenciye ulaştırmalarına yardımcı olmuştur. Ayrıca ÖYS'ler öğretmenlerin ödevlere ulaşmalarını kolaylaştırmıştır. ÖYS'ler aracılığıyla öğrencilere ulaşan tartışma forumları da öğrencilerin tartışmalarda bulunmasına, etkileşim kurmalarına ve işbirliği yapmalarına yardımcı olmuştur. Çalışma sonuçları, Schreiber ve Jansz (2019)'ın çalışma sonuçlarıyla benzerlik göstermektedir. Son olumlu faktör ise *kurallar* olarak belirtilmiştir. Kurallar, derslere devam zorunluluğu, sınıf içi katılım ve ödev teslim tarihleri ile ilgili kararlardan oluşur. Bu kurallar Yedi İlke'nin uygulanmasını kolaylaştıran unsurlar olarak dile getirilmiştir. Öğrencilerin bu kurallara uymasında, en başta kurumların etkisinden bahsedilmiştir. Kural koyucu olarak kurumların etkisi büyüktür. Bu kuralların uygulanmasında öğretmenlerin etkisi de yadsınamaz. Öğrencilerin kurallara uyması, öğretmenlerinin tutarlı ve net olması sayesinde gerçekleşir. Çalışma sonuçları, kuralların, öğretim elemanlarının Yedi İlke ile uyumlu pratikleri uygulayabilmelerine, öğrencilerin düzenli olarak derslere katılmalarına, derslerde daha fazla katılım sağlamalarına, daha fazla araştırma yapmaya, daha özenli çalışmalar üretmeye ve sonuç olarak da yüksek akademik başarı elde etmeye yardımcı olduğunu ortaya koymaktadır. Zhang'ın çalışmasında da (2006) kurallar, Yedi İlke'nin uygulanmasında yardımcı olan unsurlar arasında yer almıştır.

Üçüncü araştırma sorusu, İngilizce Hazırlık Okulu öğretim elemanlarının "İyi Eğitim için Yedi İlke" ile uyumlu olan uygulamaları, çevrimiçi derslerinde uygulayabilmelerini kısıtlayan unsurları bulmayı amaçlamıştır. Görüşmeler yoluyla toplanan nitel veriler, Yedi İlke'nin uygulanmasını engelleyen ilk dört faktörün *Kural Eksikliği, Programın Yapısı, İş Yükü ve Teknik Sorunlar* olduğunu ortaya koymuştur. Öğretim elemanları *Kural Eksikliği*'ni ana engel olarak belirtmişlerdir. Öğretim elemanları, derslere devam zorunluluğunun, web kameralarının açılmasının ve sınıf içi katılımın zorunlu olmaması nedeniyle öğrencilerin bir kısmının derslere düzenli olarak katılmadığını iletmişlerdir. Derslere devam etseler de, kameralarını açmamış, sınıf içinde aktif olmamış ve ortak çalışmaya dayalı görevlerde yer almamışlardır. Akademik başarıya ulaşmak için azami çaba göstermemişlerdir. Bu bulgular Nayman ve Bavlı (2022)'nın çalışma bulgularını desteklemektedir. Yedi

İlke'nin uygulanmasına engel olan ikinci unsur ise *programın yapısı* olarak belirtilmiştir. Öğretim elemanları, hazırlık programının aktif öğrenmeyi ve öğrenciler arası işbirliğini teşvik eden uygulamaları çok fazla içermediğini belirtmiştir. Çoğunlukla program, bireysel görevlerden oluşmaktadır. Ayrıca program yoğun olduğundan ve öğretim elemanlarının iş yükleri arttığından dolayı programın gerisinde kalmamak için aktif öğrenmeyi ve işbirliğini teşvik edecek uygulamaları sınıflarına eklemek için kendileri de zaman bulamamıştır. Programın yoğun olması ve zamanın sınırlı olması nedeniyle öğretmenlerin öğrenciler arasında işbirliğini ve aktif öğrenmeyi destekleyecek uygulamalara yer verememeleri, Çimen'in (2017a) çalışmasındaki katılımcılar tarafından da dile getirilmiştir.

Üçüncü olumsuz unsur olarak, öğretim elemanları *iş yüklerinin* arttığını belirtmişlerdir. Bu sonuç Tanis'in (2020) sonuçlarıyla örtüşmektedir. Öğrencilerin mesajlarına cevap vermek, birçok ödevi kontrol etmek, geri bildirim vermek, yeni araçlar öğrenmek, yeni öğretim ortamına uyum sağlamak zorunda kalmışlardır. Ayrıca evle ilgili sorumlulukları, aile görevleri ve iş sorumlulukları yorgun düşmelerine neden olmuştur. Sonuç olarak, iyi öğretim uygulamalarını başarılı bir şekilde uygulamak için gerekli çabayı harcayamamışlardır. Şener ve diğerlerinin (2020) çalışmasında da öğretmenler, çalışma saatlerinin ve iş yüklerinin çevrimiçi eğitim döneminde arttığını iletmişlerdir.

Son olarak, çalışma sonuçları, *Internet bağlantısı ve teknik problemler*in, İyi Eğitim İlke'lerinin uygulanmasını olumsuz yönde etkilediğini ve çevrimiçi eğitimin etkinliğini ve verimliliğini azalttığını ortaya koymuştur. Görüşme katılımcıları, öğrencilerin ve kendilerinin internet bağlantı sorunu yaşadıklarını, bazı öğrencilerin bilgisayar, internet bağlantısı ve derse katılım için gerekli teknolojik araçlardan yoksun olduklarını bildirmiştir. Ayrıca, öğrencilerin evlerindeki bilgisayar ve araçları paylaşmak zorunda olduklarını belirtmişlerdir. Sonuç olarak, bu nedenlerle bazı öğrenciler dersleri kaçırmış, ödevleri tamamlama konusunda sorunlar yaşamıştır. Bu teknik problemler, öğrencilerin motivasyonunu düşürmüş, öğrencilerin derse katılmamalarına ve de öğrenme problemlerine yol açmıştır. Bağlantı sorunları nedeniyle öğretim elemanlarının iş akışları da olumsuz etkilenmiştir. Bu bulgular,

Şener ve arkadaşlarının. (2020) yaptıkları çalışma sonuçlarıyla paralellik göstermektedir. İnternet bağlantısı, ve buna bağlı olarak görsel, işitsel sorunların, çevrimiçi eğitimin etkinliğini ve verimliliğini olumsuz yönde etkileyen en yaygın ve en belirleyici faktörler olduğunu savunmuşlardır. Yüce (2019) teknolojik araçların eksikliğinin ve İnternet bağlantı sorunlarının, kısaca teknik sorunların, çevrimiçi dil sınıfı uygulamalarında karşılaşılan dezavantajlı durumların büyük bir kısmını oluşturduğu nu belirtmiştir. Bu sonuçlar alanyazın ile uyumludur. Çalışmalar, çevrimiçi derslerde, öğrencilerin teknik sorunlar yaşadığını ortaya çıkarmıştır. Bu sorunlar, öğrenme sorunlarına ve öğrencilerin motivasyonun düşmesine sebep olmuştur. (Jolliffe vd., 2001; Sun, 2011; Yüce, 2019, Zou vd., 2021). Son olarak, İyi Eğitim İçin 7 İlke'nin uygulanmasına engel olan unsurlar, öğretmenler ve öğrencilerin üzerindeki pandemi etkisi göz ardı edilmeden değerlendirilmelidir. Pandemi döneminde başlayan çevrimiçi eğitim konusunda öğretmenlerin yeterli hazırlığı olmaması konusuna Atmojo and Nugroho (2020) çalışmalarında dikkat çekmişlerdir. Bu durumun, genel anlamda, çevrimiçi öğretimin niteliğini engelleyen önemli bir olumsuz faktör olduğu unutulmamalıdır. Yine de bu olumsuzluk, çevrimiçi eğitimin uygulanmaya başlanması, öğretmenlerin, öğretmen eğitimcilerinin ve yöneticilerinin süregelen uygulamaları, birçok konuyu farklı açılardan yeniden gözden geçirmelerine ve yeni bakış açıları ortaya koymalarına yardımcı olmuştur (Pu, 2020).

Dördüncü araştırma sorusu, Hazırlık Okulu öğretim elemanlarının "İyi Eğitim için Yedi İlke"ye uygun uygulamaların çevrimiçi derslerde uygulanabilmesi için neler yapılabileceği konusunda önerilerini almayı amaçlamıştır. Görüşmeler yoluyla toplanan nitel veriler, "İyi Eğitim için Yedi İlke"'nin uygulanmasını teşvik edebilecek ilk dört önerinin *Kuralların Oluşturulması, Programın Yeniden Tasarlanması, Kendini Geliştirme ve Teknolojik Araçların Entegrasyonu'nu* içerdiğini ortaya koymuştur. Kural koymanın gerekliliği, en sık iletilen öneridir. Katılımcılara göre ders devamının, kamera açmanın, derse katılım notunun zorunlu hale getirilmesi gerekir. Bu sayede etkileşim, derslere katılım, işbirliği ve disiplin sağlanacaktır. Bu kurallar özellikle akademik başarıya ulaşılmasını sağlayacaktır (Thomas vd., 2014). Meşe ve Sevilen'in çalışmasında (2021) katılımcı öğrenciler de

kuralların olmasının gerekliliğinden ve yararından bahsetmişlerdir. İkinci öneriyle, mevcut Hazırlık programlarında, işbirlikçi ve aktif öğrenmeyi ve farklı yeteneklere hitap eden öğrenmeyi teşvik eden uygulamaların pek yeri olmadığına dikkat çekilmiştir. Bunun temel nedenleri yoğun program, zaman yetersizliği ve sınav odaklılık olarak iletilmiştir. Hazırlık programları öğrencileri yeterlilik sınavına hazırladığı için programların, yazma, konuşma, okuma, dinleme becerilerini, kelime ve dilbilgisi öğrenimini geliştirmeye yönelik etkinlikleri içerdiği bilinmektedir. Çalışma ve ödevlerin çoğu bireysel olarak yapılır. Çimen'in (2017a) çalışmasında da katılımcılar yoğun programdan dolayı etkileşimli ve işbirlikçi aktivitelere vakit ayıramadıklarını iletmişler, ancak iyi bir eğitim için bu etkinliklerin yapılması gerektiğini önermişlerdir. Yapılandırmacı yaklaşımların önemine dikkat çeken bu çalışmanın da önerdiği gibi bir öğrenci bir bütün olarak değerlendirilmelidir. Öğrencilerin akademik olarak daha başarılı olabilmeleri ve daha iyi ve bütün hisseden bireyler olmaları için "İyi Eğitim için Yedi İlke" yi oluşturan uygulamalara derslerde yer verilmelidir. Dolayısıyla öğrencilerin bölüm derslerinde, mesleklerinde başarılı olmaları için, aynı zamanda yaşam boyu öğrenme ve daha iyi hissetmeleri için de "İyi Eğitim için Yedi İlke" kapsamında yer alan tüm uygulamalara programlarda yer verilmesi oldukça önemlidir. Bu nedenlerle programlar, öğrencilerin daha fazla etkileşimde bulunacağı, işbirliği yapacağı, üreteceği, eleştireceği, değerlendireceği bir şekilde tasarlanmalıdır. Kurtoğlu (2016)'nun çalışmasında da İngilizce Hazırlık Öğretim elemanlarının en çok dile getirdikleri öneri, hazırlık programının yeniden düzenlenmesidir.

Üçüncü ve dördüncü en çok iletilen öneriler, sırasıyla ve *teknolojik araçları entegre etmeyi ve kendini geliştirme*yi içermektedir. Bu öneriler birbirleriyle ilişkilidirler. Bu çalışmadaki öğretim elemanları, ileride çevrimiçi bir sınıfları olursa, teknolojik bilgilerini geliştirmek için eğitim alacaklarını, daha etkili, pratik ve amaca yönelik çevrimiçi araçları öğreneceklerini iletmişlerdir. Katılımcıların derslere entegre edilmesini önerdiği teknolojik araçlar arasında etkileşim ve işbirliğini sağlayan çevrimiçi araçlar, panolar, Google dokümanlar, H5P ve derlem yer almaktadır. Sonuç olarak, üç devlet üniversitesindeki hazırlık okulu öğretim elemanları tarafından çevrimiçi İngilizce dersleri, olumlu ve olumsuz yönleriyle aktarılmıştır.

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Özetlemek gerekirse, İyi Eğitim Uygulamaları'na engel olan, yardımcı olan unsurlar ve öneriler dikkate alınırsa, hazırlık okulu öğrencilerinin daha yüksek akademik başarıya ulaşmaları ve daha iyi ve mutlu hisseden bireyler olmaları amaçlarının gerçekleşmesi daha çok mümkün olacaktır.

Çalışmanın bulguları, yöneticiler, öğretmen eğitimcileri, öğretim elemanları öğretmenlere çevrimiçi eğitimin kalitesini artırmak için çeşitli öneriler sunmaktadır. Araştırmada katılımcılar, hazırlık okullarının yönetimini ilgilendiren çeşitli sıkıntılardan bahsetmiş ve öneriler iletmişlerdir. En belirgin sıkıntılar arasında *program, kural eksikliği* ve *iş yükü* yer almaktadır. Sonuçlara göre, yoğun, sınav odaklı olan program, "İyi Eğitim için Yedi İlke" ile uyumlu uygulamaların ve kaliteli eğitimin gerektirdiği uygulamaların bazılarının derslerde yer verilememesinin nedenleri arasındadır. Bu unsur, öğretim elemanlarının, öğrencilerin sosyal, kültürel, politik konuları farklı açılardan tartışmalarına yardımcı olan, işbirlikli, etkileşimli, aktif öğrenmeyi teşvik eden uygulamaları derslerine entegre edememelerine sebep olmuştur. Öğretim elemanları ellerinden gelenin en iyisini yapmaya çalışmışlardır ancak program ve kısıtlı zaman nedeniyle bu etkinlikleri entegre edemediklerini ileten öğretim elemanları olmuştur. Ayrıca yöneticilerin ders saatlerini ve programı öğretmenlerin iş yükünü dikkate alarak gerçekçi bir şekilde düzenlemesinin gerekliliği de bulgular arasındadır. Bu bulgulardan hareketle okul yöneticilerinin öğretmenleri karar verme sürecine dahil etmesi önerilebilir. Okulların etkililiği ile öğretmenlerin sınıf içi ve okul genelindeki kararlarda yer alması arasındaki pozitif korelasyon, Blasé ve Kirby (2009) tarafından dile getirilmiştir. Yöneticiler, dönem sonlarında öğretmenlerden geri bildirim istemelidir. Öğretmenlerden karşılaştıkları sıkıntıları aynı seviyede ders veren öğretmenlerle tartıştıktan sonra geri bildirim vermeleri ve önerilerini paylaşmaları istenebilir. Öğretmenler görüşlerini özgürce ifade etmeye teşvik edilmeli (Yıldırım, 2017), görüşlerine saygı gösterilmeli ve görüşleri değerlendirilmelidir.

Araştırmaya katılanlar, ayrıca *kurallar*ın, öğrenmeyi ve akademik başarıyı getirdiğini öne sürmüşlerdir. Nayman ve Bavlı'nın çalışmasında (2022) öğretim elemanları da aynı öneriyi ortaya atmışlardır. Disiplin ve kurallar akademik başarıda oldukça

önemli bir etmen olarak iletilmiştir. Bu çalışmanın bulguları, yöneticilerin istişareler sonucu eğitim kalitesi için kurallar oluşturmasının ve öğretmenlerin de bu kuralları sınıflarında uygulamalarının başarıyı, en önemlisi etkileşim ve paylaşımları arttıracağını göstermiştir. Öğretim elemanları, programı ve ders kitaplarını işbirlikçi ve etkileşimli etkinliklerden yoksun oldukları için de eleştirmişlerdir. Yöneticiler, öğretim elemanlarının, öğretmenlerin önerilerini ve programını dikkate almalı, ders kitapları aktif, işbirlikli, çeşitli öğrenmeleri teşvik eden etkinlikleri içerecek şekilde tasarlanmalı ve seçilmeli, bu etkinlikleri değerlendirmek için çeşitlilik, işbirliği ve aktif öğrenme yollarını dikkate alan değerlendirme araçları seçilmeli, hedefler, etkinlikler ve değerlendirme arasında organik bir bağlantı olmasına çalışılmalıdır. Program ve kitapların dışında çevrimiçi eğitimde *teknolojik araçların önemi* de çalışma sonuçları arasındadır. Yöneticilerin, öğretim elemanları ve öğretmenlerden öğrenmeyi kolaylaştırma, etkileşimi ve işbirliğini sağlama, geribildirim verme ve içeriğin paylaşılması konusunda yardımcı olan çevrimiçi araçlarla ilgili olarak geri bildirim alması, en etkili araçları araması ve belirlemesi, daha sonra bu araçları öğretim elemanlarına ve öğretmenlerine önermesi ve nasıl kullanılacakları konusunda eğitimler düzenlemesi önerilebilir. Ayrıca yapılan görüşmeler, yıllar önce işe alınan öğretim elemanlarının bir kısmının mevcut teknoloji bilgi açığını kapatmaları ve teori ve pedagoji bilgilerini revize etmeleri gerektiğini ortaya koymuştur. İdare, hizmet içi eğitimler vererek öğretim elemanlarına ve öğretmenlere destek sağlamaya devam etmelidir. Bu eğitimler öğretmenler yoğun olduğu için, onların programları dikkate alınarak düzenlenmelidir. Eğitimler için yaz dönemi kullanılabilir.

Çalışmalar "İyi Eğitim için Yedi İlke'nin uygulanmasıyla, etkileşim, öğrenme ve öğretme arasında pozitif korelasyonlar olduğu sonucuna vardığı için, yöneticiler öğretimin kalitesini değerlendirmek adına "Yedi İlke"yi değerlendirme ölçeği olarak kullanabilir ya da programların tasarlanmasında ve planlanmasında bu ilkelerden yararlanabilir. Hizmet içi ya da öncesi eğitimlerde yapılandırmacı bir çerçeve olan "Yedi İlke" ile uyumlu uygulamalar hakkında öğretim elemanları ve öğretmenler bilgilendirilebilir. Bu sayede derslerin ve programların zayıf yanlarının nasıl

geliştirileceği konusunda görüşler alınıp önerilerde bulunulabilir ve iyileştirmeler yapılabilir ve programlar yeniden revize edebilir.

Program ve kurallara ilişkin önerilerin yanında, teknolojik ve pedagojik bilginin önemi de çalışma bulguları arasındadır. Katılımcılar, yeterli teknolojik bilgiye sahip olmadıklarını iletmişlerdir. Göktürk - Sağlam ve Sert'in (2012) çalışması da benzer sonuçlara sahiptir. Çalışmakta olan öğretmenler bu araçları kullanma konusunda öz yeterlilik inanç düzeylerinin düşük olması nedeniyle web 2.0 araçlarını sınıflarına dahil etmeyi tercih etmemektedirler. Bu nedenle öğretmenler etkileşimi kısıtlı ve statik bir içerik sunan dersler tasarlamaya devam etmektedirler. Öğretmenlerin teknolojiyi derslerine entegre etmedeki isteksizlikleri muhtemelen eğitim eksikliklerinden kaynaklanmıştır. Ayrıca, bu çalışmanın görüşmelerinin ortaya koyduğu üzere, öğretim elemanlarının bir kısmı pedagojiyi dikkate almadan teknolojiyi kullanmaktadırlar. Öğretmen eğitimi programlarının pedagojik bilgileri göz ardı ettiği, web siteleri ve araçlara ilişkin bilgileri fazla vurguladığı söylenebilir. Benzer şekilde, Compton (2009a) mevcut öğretim teknolojisi hazırlığının pedagoji yerine donanım ve yazılım konularına odaklandığını belirtmiştir. Bu sonuçlar yöneticilerin teknolojik ve pedagojik bilginin birleştirildiği hizmet içi eğitimler tasarlamaları gerektiğini göstermektedir.

Yöneticilerin dışında çalışma bulguları öğretmen eğitimcilerinin de hizmet öncesi ya da hizmet içi programlarda teknoloji ve pedagojinin birleştirtirildiği programlar hazırlamaları gerektiğini göstermektedir. Öğretmen eğitimi programları, öğretmen adaylarının gerekli teknolojik ve pedagojik bilgileri edinmelerine yardımcı olmalıdır Öğretmen eğitimcileri öğretmenlerden teknoloji ve pedagojiden yararlanarak ders hazırlamalarını isteyebilirler. Pedagojinin önemini doğrudan öğretim yardımıyla vurgulayabilirler (Ollerhead, 2016). Öğretmen adaylarıyla hizmet içi öğretmenlerin derslerinde karşılaştıkları sıkıntıları paylaşabilir, onlardan çözüm ve öneriler isteyebilirler. Teknoloji entegrasyonunu öğretirken yapılandırmacı çerçevelerden yararlanabilirler. Bazı problem durumlarını gösteren aktiviteler getirip, öğrencilerden çözüm üretmelerini isteyebilirler. Sınıf içi ve programlarda karşılaşılan sıkıntılarla ilgili bazı senaryoları paylaşabilirler. Bu senaryolar öğrencilerle tartışılabilir.

Görüşmeler, ayrıca öğretmenlerin etkileşimi, işbirliğini ve içerik sunmayı sağlamak için yeni çevrimiçi araçlar öğrenmeye istekli olduklarını ortaya koymuştur. Bilindiği üzere, lisans ve lisansüstü öğrencileri, eğitimleri boyunca öğretim teknolojisini öğreten bir veya iki ders alma şansına sahiptirler. Süre kısıtlı olduğu için bu dersler çok sayıda araç ve web sitesi bilgisi ile yüklüdürler. Öğretmenlerin onlardan birkaçını deneme şansları olmuştur. Her ne kadar bu dersler çok faydalı olsa da, teknoloji kullanımı tüm derslere dahil edilebilir ve öğretmen eğitici programlarında değişiklik yapılabilir. Teknoloji kullanımı çoğu derse entegre edilebilir. Çoğu derste öğretmen ve öğrencinin yararlı ve farklı teknolojik araçlar kullanması istenebilir. Bu sayede, hizmet öncesinde öğrencilerin çoğu yararlı aracı deneyimleme şansı bulmuş olurlar. Çalışma, aynı zamanda akademi ile sınıf gerçeklikleri arasında bir boşluk olduğunu ortaya koymuştur. Öğretmen eğitimcileri, öğretmen adaylarına gerçekleri sunmalı, çözüm yolları tartışılmalı, yansıtıcı değerlendirmeler devam eden sıkıntılara dayandırılmalı ve önerilerde bulunulmalıdır. Aynı şekilde Kurtoğlu'nun (2016) çalışma bulguları da bu görüşü desteklemektedir. Çalışmakta olan İngilizce Hazırlık Okulu öğretim elemanları lisans eğitiminin sıkıntılarından bahsetmişlerdir. Lisans eğitiminin gerçek öğretmenlik tecrübesini öğrencilere tanıtmakta ve karşılaşılabilecek sorunlar hakkında bilgilendirme konusunda yetersiz kaldığını iletmişlerdir.

Son olarak, yöneticiler, öğretmen eğitimcileri, program tasarımcıları dışında, çalışma bulguları arasında öğretmenlere yönelik öneriler de yer almaktadır. Çalışma, "Yedi İlke" ile uyumlu uygulamaları derslerine entegre edebilmek ve öğrencilerine kaliteli çevrimiçi öğretim sağlamak için öğretmenlerin mesleklerinde *kendilerini geliştirmeye* devam etmeleri gerektiğini ortaya koymuştur. Öğretmenler, eğitimlere ve çalıştaylara katılmadıkları için kendilerini eleştirmişlerdir. Öğrenmenin hizmet öncesi eğitimden sonra sona ermediğinin özellikle altı çizilmelidir. Öğretmenler İngilizce dili, içerik, teorik, pedagojik ve teknolojik bilgilerini geliştirme konusunda sorumludur. KAÇD'lere katılabilir, makaleler okuyabilir, çalışmalar yapabilir, eğitimlere katılabilir, günlük tutabilir ve yansıtıcı yazılar yazabilir, sınıflarında eylem araştırmaları yapabilirler. Yıldırım (2017) ve Graves'in (2009) öne sürdüğü gibi, öğretmenler düzenli olarak öğretmenlik uygulamaları üzerine düşünmeli,

meslektaşları ve öğrencileri ile işbirliği yapmalıdır. Meslektaşlarıyla görüşmeler yapıp, değerlendirmeler yapıp, yönetime geri bildirim vermelidir. Mesleki gelişimleri için çalışmalıdırlar. En etkili ve sağlam eski öğretileri unutmayarak alandaki yenilikleri takip etmelidirler. Çalışma sonuçları Aktif Öğrenme ve Öğrenciler Arası İşbirliği ilkelerinin en düşük ortalamaya sahip ilkeler olduğunu göstermektedir. Sonuçlara göre ve öğrenci başarısı ve gelişimi düşünüldüğünde, öğretmenlerin çevrimiçi derslerinde işbirliğini, aktif öğrenmeyi artırmak için çeşitli etkinliklere yer vermelerinin gerekliliğine dikkat çekilmiştir. Öğretmenlerin "İyi Eğitim İlke"lerinin uygulanabilmesindeki önemi düşünüldüğünde çalışma bulgularından yola çıkarak etkili çevrimiçi eğitim için İngilizce öğretmenlerinin taşıması gereken özellikler de çalışmada sıralanmıştır.

Bu karma yöntem çalışmasında veriler, sadece öğretmenlerden toplanmıştır. Bu çalışmanın, sadece öğretmen görüşüne yer verdiği için önyargılı olduğu söylenebilir. Öğretmenlerin cevapları ile öğrencilerinin cevaplarını karşılaştırarak, öğretmenlerin "İyi Eğitim için Yedi İlke"yi ne ölçüde kullandıklarını inceleyen bir çalışma yapılabilir. İkincisi, bu karma yöntem çalışması sadece devlet üniversitelerinin İngilizce Hazırlık Okulu öğretmenlerinin deneyimlerini incelemiştir. Özel üniversitelerde çalışmakta olan öğretmenlerin dil öğretimi uygulamalarını değerlendirmek için de kullanılabilir. Üniversitelerin "Yedi İlke"yi uygulama düzeyleri karşılaştırılabilir ve bazı üniversitelerin daha başarılı uygulamalara sahip olma nedenleri paylaşılabilir. Çalışma, daha fazla katılımcı ile daha fazla sayıda üniversitenin eğitimini değerlendirmek için kullanılabilir. Görüşmelerin yanında daha güvenilir ve ayrıntılı bilgiye sahip olmak için, sınıf gözlemi yapılabilir veya sınıf belgeleri incelenebilir. Ayrıca, çevrimiçi öğretim uygulamaları hakkında daha ayrıntılı bilgi toplamak için odak grup görüşmeleri kullanılabilir. Son olarak, öğretmenlerin sınıf başarısı, "İyi Eğitim için Yedi İlke'ye göre hazırlanan eğitimler verildikten sonra değerlendirilebilir ve Yedi İlke" nin sınıf başarısını arttırıp arttırmadığı incelenebilir.

APPENDIX H: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

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